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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Table of Contents

English Language Proficiency of Fourth Year Students in Vietnam

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Abstract
The study used the descriptive-correlational method to identify the difference between the performance of the private and public fourth year students in the language integrative tests and the relationship between the student's English language proficiency and their profiles. The respondents included 80 fourth year students in private university namely Hanoi University of Business and Technology (HUBT) and a public university namely Thai Nguyen University of Agriculture and Forestry (TUAF). Of which 44 senior students were at HUBT and 36 from TUAF. The study accessed the obtaining conditions of the respondents through inquiring on variables such as their profiles through a survey questionnaire, the English language exposure, and the English language proficiency assessed by a standardized test. The data were analyzed through the mean, standard deviation, frequency counts, percentage, t-test, percentile norms and the Pearson Product Moment Correlation. Findings revealed that in terms of language exposure, respondents generally did the habit of reading English books and references but least on the habit of communicating with others through text messaging using English. As regards to the English language proficiency, there was a low performance in terms of language skills-the listening and reading since more than one-fourth of the respondents got a score 51 and above. Comparing the performance of the respondents between two universities, their mean scores were not significantly different. Moreover, correlation analysis revealed that only residence had negative but significantly correlation with language proficiency test. All other variables had no considerable effect on the language proficiency of the students.
Keyword: English Language Proficiency; Proficiency Test; Maze Test; Cloze Test; Lecturette Test

Introduction
Recently, all governments have encouraged and mobilized all business sectors to invest into the education. Nelson Mandela once said that education is the most powerful weapon which can be used to change the world (2003). Together with the integration into the world, a common language is sought as a primary tool to help people exchange everything together. Many languages have been used such as Russian, Chinese, French, etc., English is currently considered as the most popular language to materialize the visions of the language through reviewing and strengthening the potentials of the language vis-a-vis the implementation of policies on language. Actually, countries which belong to the expanding circles (Kachru, 2005), that is, English is employed as a foreign language have recently schematized the use of English to advance their national aspirations for education, science and technology, tourism and security. These countries have implemented their English language policies by aligning instrumental and significant programs, side by side with the huge budgetary allocation from the respective governments for the teaching of the language in the elementary, high school and tertiary levels of education.
In Vietnam, the trend to gradually change the nation from the expanding circles into outer circles – Engllish as a Second Langauge (ESL) has been marked by some campaigns, especially Vietnamese National Foreign Languages Project 2020. This project requires reforming comprehensive foreign language teaching and learning in the national education system, applying the program of new teaching and learning foreign languages at all educational levels, qualifications and training. Thus, by 2020, most of school leavers will be able to use language independent, confident in communicating, learning, working in environment integration, multi-lingual, multiculturalism. English Language proficiency plays an important role in the process of industrialization and modernization of the country (NFL, 2020).
The results released by the EF English Proficience Index 2017, the research conducted by the organization over 80 countries in the world for the proficiency of English revealed that Vietnamese users of English ranked 34 (moderate proficiency) out of 80 countries in the 5 scales, namely very high proficiency, high proficiency, moderate proficiency, low proficiency, and very low proficiency. Based on the

pronouncement, more efforts should be done to improve the efficiency of English language teaching and learning in Vietnam, especially the graduate students.

The ability to use language depends on the language proficiency of learners. By means of language, man develops himself and helps others develop themselves. Through language he receives and transmits the great ideals of his civilization and those of other people. Therefore, the fulfillment of man's aims and aspirations as an individual and of his role in his immediate and wider community depends greatly upon his ability to communicate. Indeed, man's development in and mastery of language, as exemplified in his proficiency in listening, speaking, reading, and writing effectively, are his most important accomplishments and equipment for self-actualization.

The Ministry of Education and Training (MOET) in Vietnam has set the minimum of 24 credits for the territory level, and non-major students have to pass the B1 equivalent to CEFR levels, and C1 for major students. Since both universities have the same policies for teaching and learning English, the results would reflect the outcomes objectively.

The study tried to find out whether there was a significant difference on the English language proficiency of respondents when grouped according to type of schools, and when compared with their profiles.

The findings of the study benefited four year students, teachers of English, other universities, school administrators, curriculum planners and parents in setting their hands to provide their best efforts for the fourth year students with all means of improving their English competence before entering the world of work. The study helped the fourth year students recognize what macro skills they need to improve. Besides, they would become aware of developing their behavior and education in relation to their English subject. This research also supplied teachers of English with weaknesses and necessities that fourth year students would be expected to master before leaving the schools. It would provoke the assistance of the parents by realizing the essential role of having a good command of English for the students. School administrators and curriculum planners might take these findings as a useful source for reference in order to adjust their views on what they should prepare for their learners.

Literature Review

Language Assessment

Language assessment or language testing is a field of study under the umbrella of applied linguistics. Its main focus is the assessment of first, second or other languages in the school, college, or university context; assessment of language use in the workplace; and assessment of language in the immigration, citizenship, and asylum contexts.

Actually, assessment is a popular and sometimes misunderstood term in contemporary educational practice. Most people might think that testing and accessing are similar terms, but in more detailed research, these terms are not exactly the same. Tests are parts of administrative procedures that are designed to take place at identifiable times in a curriculum when learners have to participate in the exams and know that their responses are being measured, evaluated, and decided which scales they belong to. Language tests can be carried out as a fully peer-reviewed, double-blind reviews, or comments made by anonymous readers.

Choosing which kind of test to use depends on the students' age and language ability as well as on the kind of skill being taught, such as speaking, reading, writing and listening. The integrative test is one of the language tests which in one way or another can point out which of the skill or skills need special attention in the classroom. Of course, tests of language skills, such as listening, reading writing and speaking, do not show exactly how well a person uses English, but they can help teachers diagnose student's strengths and weaknesses in oral or written communication.

Assessment, on the other hand, is an ongoing process which includes a wider term. The performance of a student in the classroom such as responding to a question, giving a presentation, writing an essay,… will be assessed by the teacher for their progress or improvement. All activities of students involving the performance while studying are supervised and assessed by a good teacher in any incidental or intended situations. Erwin (1991) also proposes that assessment is a systematic basis for making inferences about the learning and development of students. It is the process of defining, selecting, designing, collecting, analyzing, interpreting, and using information to increase students' learning and development. According to him, there are three types of assessment:

"**Formative Assessment** - occurs in the short term, as learners are in the process of making meaning new content and integrating it into what they already know. Feedback to the learner is immediately (or nearly so), to enable the learner to change his/her behavior and understandings right away. Formative assessment also enables the teacher to "turn on a dime" and rethink instructional strategies, activities, and content based on student understanding and performance. His/her role here is comparable to that of a coach. Formative assessment can be as informal as observing the learner's work or as a formal as a written test. Formative assessment is the most powerful of assessment for improving student understanding and performance.
Examples: a very interactive class discussion; a warm-up closure, or exit slip; an on the post performance; a quiz
Interim Assessment - takes place occasionally throughout a larger time period. Feedback to the learner is still quick, but may not be immediate. Interim assessment tends to be more formal, using tools such as project, written assessment, and tests. The learner should be given the opportunity to re-demonstrate his/her understanding once the feedback has been digested and acted upon. Interim assessment can help teachers address these before moving on or by weaving remedies into upcoming instructions and activities.
Examples: chapter test; extended essay; a project scored with a rubric.
Summative Assessment- take place at the end of a larger chunk of learning, with the result being primarily for the teacher's and school's use. Results may take time to be returned to the student/parent, feedback to the student is usually very limited, and the student usually has no opportunity to be reassessed. Thus, the summative assessment tends to have the least impact on improving an individual student's understanding or performance. Students/parents can use the results of summative assessment to see where the student's performance lies compared to ether a standard (MEAP/MME) or to a group of students (usually a grade-level group) such as all 6th graders nationally, such as Iowa Tests or ACT). Teachers/schools can use these assessments to identify strengths and weaknesses of curriculum and instruction, with improvements affecting the next year's/term's students.
Examples: Standard Testing (MEAP, MME, Act, WorkKeys, Terra Nova, etc.); Final exams; Major cumulative projects, research projects, and performances." p. 15
It is concluded that tests are a subset of assessment, so they are not the only way of assessment a teacher can use during the course of teaching. Tests are also one of useful devices which teachers can employ to assess students.

Language Testing Methods
There are eight language teaching methods in practice today: the Grammatical Translation Method, the Direct Method, the Audio-Lingual Method, the Silent-Way, Suggestopedia, Community Language Learning, the Total Physical Response Method, and the Communicative Approach. Of course, what is described here is only abstraction. How a method is manifests in the classroom will depend heavily on the individual teacher's interpretation of its principles. Some teachers prefer to practice one of the methods to the exclusion of others. Other teachers prefer to pick and choose in a principled way among the methodological options that exist, creating their own unique blend.
The Grammar-Translation Method focuses on developing student's appreciation of the target language's literature as well as teaching the language. Students are presented with-target reading passages and answer questions that follow. Other activities include translating literary passages from one language into the other, memorizing grammar rules, and memorizing native-language equivalents of target language vocabulary. Class work is highly structured, with the teacher controlling activities.
The Direct Method allows students to perceive meaning directly through the language because no translation is allowed. Visual aids and pantomime are used to clarify the meaning of vocabulary items and concepts. Students speak a great deal in the target language and communicate as if in real situations. Reading and writing are taught from the beginning, through speaking and listening skills are emphasized. Grammar is learned inductively.
The Audio-Lingual Method is based on the behaviorist belief that language learning is the acquisition of a set of correct language habits. The learner repeats patterns unit until able to produce them spontaneously. Once a given pattern-for example, subject-verb-prepositional phrase- learned, the speaker can substitute words to make novel sentences. The teacher directs and controls student's behavior, provides a model, reinforces correct responses.

The theoretical basis of Cattegno's Silent Way is the idea that teaching must be subordinated to learning and thus students must develop their own inner criteria for correctness. All four-skills—reading, writing, speaking, and listening---are taught from the beginning. Students' errors are expected as a normal part of learning: the teacher's silence helps fosters self-reliance and student's initiative. The teacher is active in setting up situations, while the students do most of the talking and interacting.
Lozanov's method seeks to help learners eliminate psychological barriers to learning. The learning environment is relaxed and subdued, with low lightning and soft music in the background. Students choose a name and character in the target language and culture, and imagine that person. Dialogs are presented to the accompaniment of music. Students just relax and listen to them read and later playfully practice the language during an "activation" place.
In Curren's method, teachers consider students as "whole persons," with intellectual, feeling, instincts, physical responses, and desire to learn. Teachers also recognize that learning can be threatening. By understanding and accepting students' fears, teachers help students feel secure and overcome their fears, and thus help them harness positive energy for learning. The syllabus used is learner-generated, in that students choose what they want to learn in the target language.
Asher's approach begins by placing primary importance on listening comprehension, emulating the early stages of mother tongue acquisition, and then moving to speaking, reading, and writing. Students demonstrate their comprehension by acting out commands issued by the teacher; teachers provide novel and often humorous variation of the commands. Activities are designed to be fun and to allow students to assume active learning roles. Activities eventually include games and skits.
The Communicative Approach stresses the need to teach communicative competence as opposed to linguistic competence; thus, functions are emphasized over forms. For assessing communicative competence, many authors have proposed their studies such as Chomsky (1965), Hymes (1972), Widdowson (1983), Canale and Swain (1980) and Canale (1983), Bachman (1990), … They all have different viewpoints on the language assessment.

English Language Proficiency

Richards & Schmidt (2010) defines that language proficiency is the degree of skill with which a person can use a language, such as how well a person can read, write, speak, or understand language. This can be contrasted with language achievement, which describes language ability as a result of learning. Proficiency may be measured through the use of a proficiency test. (p. 321). Thus, Linguistic Proficiency is the ability of an individual to speak or perform in an acquired language.
Cummins (1979, 1981a) introduces the distinction between basic interpersonal communicative skills (BICS) and cognitive academic language proficiency (CALP) so as to attract educators' attention to the timelines and challenges that second language learners may have as they try to catch up to their peers in academic aspects of the school language. BICS refers to conversational fluency in a language while CALP refers to students' ability to understand and express, in both oral and written modes, concepts and ideas that are relevant to success in school. The terms conversational fluency and academic language proficiency are used interchangeably with BICS and CALP in the remainder of this chapter.
Some studies on the mastery of the four skills, namely Listening, Speaking, Reading, and Writing, and reading habits revealed that although students perceived English to be essential for their academic needs, the language of the skills students ranked writing as their least competent skill, and regarded speaking and writing as the most important skills needed to master the language, (Othman, 2005). The lack of proficiency in the writing skills as required in the workplace is reflected in a study conducted by Stapa & Mohd (2005) where students state that the English program that they went through before their practical training was inadequate in preparing for workplace writing tasks.
To highlight the findings, Tong (2003) in a study identifying essential learning skills in students' engineering education states that the majority of employers expressed dissatisfaction with students' communication abilities. This ranged from both written and oral communication skills to presentational and other work-specific communication skills such as informal discussions, public speeches and interviews.

Language Proficiency Assessment

Two important social trends affecting language testing at the end of 1970s in the early 1980s were waves of immigration and national boundaries. First, waves of imagination, particularly to the western world, meant that millions of people were using second and third languages in their work places. It became obvious that some universal and objective standards for language ability were necessary if language skills were going to have effects as wide-ranging as safety in the school, job place to upward mobility and society. Second, national boundaries were breaking down, particularly in Europe, as people increasingly possessed the economic means to study, pursue careers or even start business in foreign countries. Language testing was force to become accountable to industry, government and private individuals as it began to affect the vital interest of such players.

Assessment scales were able to meet the need of the new global world in two ways. First, they provide a standard for defining and measuring language proficiency independent of specific languages and cultural contexts, opening up the possibility that the scores for tests of different languages to be anchored a new proficiency movement that was gaining strength at the beginning of 1980s.

In modern world, the proficiency proponent argued that it was no longer satisfactory to measure what learners knew about language, but also measure what they could do with language. It excited language educators that through the new scales, language outcomes could measure against a common metric, and that it was possible to accurately and objectively predict the degree of success with which an individual could handle language in a variety of situations.

Technological advancement of the last two decades has led to the advent of computer-and-web based language testing application, a huge variety of testing formats and procedures, and increasingly sophisticated means of scoring and analysis.

Since the purpose of this paper is to familiarize the general reader with the language proficiency of students and with the language testing tools in wide use, we only discuss a small fraction of tests in existence, and do not touch on the technical complexities of say, reliability and validity, nor tackle the complicated development of testing in the last 25 years.

Language Proficiency and Language Learning Strategies Use

Many studies have investigated into the relationship between language learning strategies (LLSs) and language proficiency. MacIntyre (1994) states that strategy use results from and leads to increased proficiency. The causes and the outcomes of improved language proficiency are the fruits of using right strategies. However, Bremner (1999) does not agree and think that more investigation needs to be done on MacIntyre's findings.

The study carried by Osanai's (2000) involves in 147 foreign students in universities in the US, the findings reveals that self-rating proficiency is greatly correlated with the employment of LLSs. Wharton's (2000) studies university students' LLSs, he claims that students who rate their proficiency as "good" and "fair" employ SILL strategies significantly more often than those who rate their proficiency as "poor". He further concludes "… a linear relationship between proficiency level and the reported frequency of use of many strategies" (2000, p. 231), and "[t]he relationship is two ways, however, with proficiency affecting strategy use and vice versa" (p. 232).

Therefore, learners with higher proficiency use LLSs more often than those with lower proficiency. Wharton (2000, p. 208) argues that it does not "indicate that learners become more effective strategy users as their L2 proficiency increases". He states it is possible "that only successful language learner's progress to advanced-level courses, with weaker ones simply dropping out" (p. 208).

Method

Research Design

The study used the descriptive-correlational method to achieve the aims of the study. The first part of the survey, the method determines the conditions that prevail in a group under study, hence, a quantitative description of the general characteristics of the group. Correlation analysis was employed as the study aimed to determine the extent the profile variables of the students relate to their language proficiency. The respondents of the study are the fourth year college students who are enrolled at Thai Nguyen University of Business and Technology (TUAF) and Hanoi University of Business and Technology (HUBT) for the school year 2018-2019. There are 44 students in the first section of TUAF while 36 students HUBT. A total of 80 students were involved in the study. On the other hand, the stratified sampling technique was used in the study.

Results And Discussion

An analysis of profile of the respondents, the findings revealed that for sex category female accounted for 22, equivalent to 27.5 per cent while male had 58, that is 72 per cent. These figures indicate that male students dominated in the survey. For the residence of the respondents, the outcomes pointed out that most of them came from rural areas with 49, it means 61.3 per cent, then 28 from urban areas with 35.0 per cent. Small proportion of respondents came from mountainous areas; 2 students accounting for 2.5 per cent. Only one respondent taking up for 1.3 percent came from other countries. When asked about the language spoken, respondents all use the Kinh language, Vietnamese. The findings also showed that their parents' educational attainment are mostly high school graduates; 60 per cent (48 respondents) for mother and 53.8 per cent (43 respondents) for father. No fathers' or mothers' educational attainment got a master's degree. One father of the respondents attained a doctoral graduate which is for 1.3 per cent.

Table 1 investigated the language exposure of the students. The result revealed that respondents preferred reading English books and references most with a mean of 4.03, then watching English TV programs. The least language exposure of communicating with others thru text messages in English was with a mean of 3.03. In general, the second language is not the used-to-speak of the students since they are learning English as a foreign language.

Table 1. *Language Exposure of Students*

Items	Weighted Mean	Description
1. I watch English TV programs.	3.95	Often
2. I read English books and references.	4.03	Often
3. I read newspapers.	3.36	Sometimes
4. I use the Internet for research.	3.76	Often
5. I communicate with others through text messaging in English.	3.03	Sometimes
Overall Weighted Mean	3.63	Often

Legend: 1.00 – 1.79 Never 1.80 – 2.59 Seldom 2.60 – 3.39 Sometimes 3.40 – 4.19 Often 4.20 – 5.00 Always

Table 2 shows the percentage distribution of students in reading comprehension test. Based on the table out of 10-item reading comprehension test, there are 15 or 18.8 per cent who obtained a score of 1-2. 38 or 47.5 per cent got a score of 3-4 which is almost 50 percent of the respondents while 24 or 30 percent got a score of 5-6. 3 or 3.8 per cent belong to the score ranging from 7 to 8, and finally, 0 or nobody got a score ranging from 9 to10. Furthermore, in the 10-item reading comprehension test, the students answered literal and analytical questions. The mean score is 3.84 with a standard deviation of 1.55.

Table 2. *Performance of the Students in Reading Comprehension Test.*

Category	Frequency	Percent
1 – 2	15	18.8
3 – 4	38	47.5
5 – 6	24	30.0
7 – 8	3	3.8
9 – 10	0	0.0
Mean = 3.84 SD = 1.55		

Note: Percentages do not total to 100 due to rounding off.

The table 3 presents the performance of the students in the maze test by answering grammar items. The mean score is 3.84 with standard deviation of 1.55. There is only 1 or 1.2 percent who got a score of 1-3 while 10 or 12.5 percent got a score of 4-6. Mostly 35 or 43.8 percent obtained a score from 7 to 9 and 34 or 42.5 percent obtained 10-12. None got a score from 13 to 15.

This may be further explained by Noam Chomsky (1987), a linguist, who opined that the exposure to language may lead to familiarity to it and eventually to gaining understanding on its structure and grammar. It also means the students' full grasp of redundancy of language.

Table 3. *Performance of the Students in the Maze Test.*

Category	Frequency	Percent
1 – 3	1	1.2
4 – 6	10	12.5
7 – 9	35	43.8
10 – 12	34	42.5
13 – 15	0	0.0
Mean = 3.84 SD = 1.55		

The table 4 shows the Performance of the students in the cloze test by answering items on grammar and usage. The table 4 presents the mean score of 3.81 with a standard deviation of 1.67. There is 1 or 1.2 percent who got zero while 16 or 20 percent got a score of 1-2. It means that almost one-fourth of the student belongs to this category. Almost 37 or 46.2 percent got a score of 3-4 while 24 or 30 percent got a score from 5-6. There is an equal number of students or 1.2 percent of the respondents who got a score of 7-8 and 9-10. From this finding, it can be deduced that the respondents have not yet been exposed to the structures of language and they don't have enough readings on grammar. It also indicates that learners have a poor internalized grammar as they cannot predict grammatical elements in a reading text.

Table 4. *Performance of the Students in the Cloze Test.*

Category	Frequency	Percent
0	1	1.2
1 – 2	16	20.0
3 – 4	37	46.2
5 – 6	24	30.0
7 – 8	1	1.2
9 – 10	1	1.2
Mean = 3.76 SD = 1.67		

Note: Percentages do not total to 100 due to rounding off.

Table 5 reveals the performance of the students in the listening comprehension test. The test is composed of 10 questions in the literal and analytical level. As gleaned in the table, the mean score is 3.91 with a standard deviation of 1.74. 2 or 2.5 per cent of the students got 0 in the test. There are 13 or 16.2 percent got a score of 1-2 while 37 or 46.2 per cent got a score of 3-4. It means that almost half of the students obtained this score. 21 or 26.2 per cent obtained a score of 5-6 while 7 or 8.8 percent obtained a score of 7-8. Unluckily, nobody got a score from 9-10.

Table 5. *Performance of the Students in the Listening Comprehension Test.*

Category	Frequency	Percent
0	2	2.5
1 – 2	13	16.2
3 – 4	37	46.2
5 – 6	21	26.2
7 – 8	7	8.8
9 – 10	0	0.0
Mean = 3.91 SD = 1.74		

Note: Percentages do not total to 100 due to rounding off.

Table 6 shows the performance of students in the lecturette test. As revealed in the table, there is a mean score of 16.14 with a standard deviation of 3.40. Out of 25-item test, 7 or 8.8 percent got a score of 6-10 while 22 or 27.5 got 11-15. 45 or 56.2 percent obtained a score of 16-20 which means that more than half of the students fared well to this aspect. However, there are 6 or 7.5 percent obtained a score of 21-25. The result of the test proves that students have competency in understanding what is read and heard even if there are gaps in the communication message.

Table 6. *Performance of the Students in the Lecturette Test.*

Category	Frequency	Percent
6 – 10	7	8.8
11 – 15	22	27.5
16 – 20	45	56.2
21 – 25	6	7.5
Mean = 16.14 SD = 3.40		

Table 7 presents the performance of the students in the integrative proficiency test. As gleaned in the table 7, the mean score is 46.46 with a standard deviation of 6.02. The table also reveals that there are 2 or 2.5 percent who got a score of 30-35. 10 or 12.5 percent got a score of 36-40 while 26 or 32.5 percent who obtained a score of 41-45. There are 19 or 23. 8 who got a score of 46.50. On the other hand, 17 or 21.2 percent belong to a score of 51-55 which means that almost one-fourth of the respondents obtained above 50 percent of the total items. Moreover, 6 or 7.5 percent belong to a score of 56 and above.

Based on the table, the result of the integrative test of the students speaks the notion that nowadays students perform low in terms of language proficiency. The fact that they are fourth year students, still they need to go back to basic English rules to have gain comprehension to such language activities. On the other hand, they too should exercise the habit of reading, writing and of course, the steady practice of the listening skills.

Table 7. *Performance of the Students in the Integrative Proficiency Test*

Category	Frequency	Percent
30 – 35	2	2.5
36 – 40	10	12.5
41 – 45	26	32.5
46 – 50	19	23.8
51 – 55	17	21.2
56 & higher	6	7.5
Mean = 46.46 SD = 6.02		

Note: Percentages do not total to 100 due to rounding off.

The table 8 shows the results of the strengths and weaknesses of the students in taking the lecturette test. The findings reveal that the students have average ability in the lecturette test, an integrative test that measures both listening and reading skills. The index of mastery is 64.56. In all other skills, reading and listening, they are weak because the index of mastery is below the 50 percent index of mastery, an index of indicating beginning proficiency. The low score is attributed to the fact that students have low reading comprehension and listening skills. They have limited skill in anticipating information in the cloze and maze tests. They could not understand the passage read or heard. It implies that they have poor retention of details that are printed or spoken.

Table 8. *Strengths and Weaknesses of the Students*

Test	Number of Items	Mean Score	Index of Mastery
Reading Comprehension	10	3.84	38.4
Cloze	15	3.76	25.1

Maze	10	3.81	38.1
Listening	10	3.91	39.1
Lecturette	25	16.14	64.56

Table 9 presents the comparison between the performance of the private and public college students. It was hypothesized that there is no difference in the language proficiency scores of the students grouped by type of school. Results showed that the public college students have a mean of 45.88 with a standard deviation of 5.887, while the private college students have a mean of 46.89 with a standard deviation of 6.144. Based on the results of the t-test for independent groups, the computed *t-value* of 0.744 and a probability of 0.459 shows that the language skills of both secondary students are not too far from each other, thus the null hypothesis is accepted. There is no significant difference between the performance of the public and private fourth year students in the different integrative tests.

Table 9. *Comparison between the Performance of the Private and Public College Students.*

Group	Mean	SD	Std. Error of Difference	t-value	Probability
Public	45.88	5.887	1.356	0.744	0.459
Private	46.89	6.144			

The table 10 present the Correlation between the Performance of Students in the Integrative Proficiency Test and Their Profile Variables. The study hypothesized that there is no relationship between the integrative proficiency test of the students and their profile variables. Results of the correlation analysis reveals that only one variable (residence) has a correlation coefficient whose associated probability is 0.041, thus, the null hypothesis is rejected. The finding means that age has a significant relationship with the performance of students in the integrative proficiency test at 0.05 level. As the coefficient is negative, it means that younger students have higher language proficiency scores than the older ones. Ligtbrown & Spada (1993) claim that one of the factors of second language learning is the age of acquisition. They conclude that there is a time for human development when the brain is predisposed for success in language learning and as viewed in the Critical Period Hypothesis. All other variables have no significant relationship with language proficiency scores. The computed coefficients have associate probabilities greater than 0.05.

Table 10. *Correlation between the Performance of Students in the Integrative Proficiency Test and Their Profile Variables.*

Variables	Computed r-value	Probability	Statistical Decision
Integrative Proficiency Test Score and			
Residence	-0.299	0.041	Significant at 0.05 level
Sex	-0.032	0.778	Not significant
Mother's Educational Attainment	0.180	0.109	Not significant
Father's Educational Attainment	-0.012	0.915	Not significant
Language Exposure	0.066	0.560	Not significant

Conclusion

Based on the findings of the research, it is hereby concluded that the English language proficiency of fourth year college students of HUBT and TUAF is generally low. They have not mastered the skills of listening, reading and writing. This fact holds true to both private and public college students. Moreover, students who are younger tend to have better language proficiency than the other students.

Recommendations

The following recommendations are proposed as follows;

School administrators should strictly implement an Enhanced English proficiency program to reinforce the linguistic development not only of the fourth year students but also those at the lower levels.
The emphasis on teaching and testing English proficiency should be clearly communicated to the English teachers and students to be able to achieve coordination and direction of efforts. ESL teachers should fairly organize the teaching process, in which learning success thrives. Integrative tests will be implemented in their routines or in their pedagogical practices to attain consistency and sustainability of practice which in the long run will spell greater learning on the part of the ESL students. Integrative tests are regarded as part of the evaluation tool in evaluating and grading the students in their English subject. Besides, ESL students should know the objectives of the program so they can also adjust their learning habits, style and behavior towards full development in the area of language. They also exercise language exposures especially on the habit of communicating with others using English so that they may be able to speak and comprehend with the English language.

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Representation of Cultural Experience: Conditions of Opportunity, Methods of Implementation

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Abstract
The article presents the option of considering the process of forming the individual experience of a person as a representation in his consciousness of cultural achievements. Perception is considered as a method of its implementation. Being a holistic process, perception contributes to the transfer to the inner world of a person of his impressions about the world and their transformation into experience. The latter accumulates the results of multi-level (physical, biological, social) human interaction with the world. It is shown that the representation is carried out both at the reflexive and pre-reflexive levels of consciousness. It is emphasized that the representation by a person of cultural experience, ensuring the representation of forms of culture, knowledge in the human mind, causes the emergence of a person's ability to produce new knowledge. The approach proposed in the article allows one to expand the notion that considering only the mechanisms of perception, explaining its particulars, understanding only what is already perceived, it is impossible to equip a person with recipes for achieving personal growth, enrich with recommendations that can protect him from the aggressive impact of standards, cliches, stereotypes mass culture, strengthening the clip consciousness.
Keywords: person, cultural experience, individual experience, representation, appropriation, consciousness, perception.

Introduction

The relevance of the article is determined by the continuing need in the research community to continue to understand the mechanisms of human interaction with the outside world. The increasing importance of this problem can be traced in conditions when the existence of a person is determined by factors that block the formation of his full experience. Among them – mass culture, the dominance of standardized influences, stamps, stereotypes, academic doping, etc. the so-called spread. academic doping is associated with the use of pharmacological agents in the hope of improving the cognitive abilities of a person, to strengthen the mental (primarily cognitive) abilities of a person through the use of specially developed technologies, including biomedical. The latter are ahead of the possibilities of previously known methods of cognitive improvement-pedagogical technologies, tea, coffee, sleep, hypnosis, self-hypnosis, meditation. Biomedical technology, cognitive enhancement, activate the illusion, especially among the youth, regarding the possibility in the shortest terms without a serious effort on the part of the individual to achieve cognitive goals, improve the ability of only using pills, medications, ultrasound, magnetic pulses, etc (Popova et al., 2018). The role of individual experience is minimized, and sometimes excluded in this situation, or it is identified with the development of a set of techniques for remembering specific information. In this regard, the solution to the problems associated with the identification of the features of the emergence of such a reality as the inner world of man, his experience, comes to the fore. The study of the specifics of the formation of human experience, the features of accumulation in the conditions of modern culture involves the consideration of its essential characteristics. As you know, experience is constituted by knowledge, skills, abilities, experiences, feelings, will of people, imprinting in their minds the laws of the objective world and social practice. Experience in this case is understood in the broadest sense as a holistic process of human activity, the results of which provide social, historical and cultural inheritance (Nesmeyanov, Filatova, 2013).

Features of crystallization of the experience of a genetically determined process multidimensional creative interaction of man and the world in the course of overcoming people the hard part of the realm of necessity, which is the natural world. Interest in the processes characterizing human interaction with the surrounding world, as a result of which experience is formed, has been studied by such authors as Epicurus, Empedocles, Democritus, Aristotle, Euclid, etc., who emphasized the presence of human activity or passivity in interaction with the surrounding world. Creating a "theory" of the expiration of «atoms» and their subsequent return to the senses, ancient thinkers stated the presence of not only the ability of a person to feel, but recognized the fact of the impact on a person sensually perceived objects (Yaroshevsky, 1976).

Thinkers of the middle ages, the Renaissance also noted the presence of a person's ability to be active or passive in its interaction with the outside world, contributing to the acquisition of knowledge. In Modern times, trying to solve the problem of human activity and passivity in the process of gaining experience, they have taken the differentiation of sensations and perceptions, proving the possibility of cognition of the world through sensations (D. Locke).

As the activation of psychophysical research in the nineteenth century appeared the possibility to measure the sensations, to explore human interaction with the environment at the level of peripheral receptors, to establish the thresholds of sensitivity of the person. Thus, another step was taken to broaden the understanding of the ways of experience formation. The ability to link its accumulation in detail not only with sensory processes, but also with thought processes was established by Ananiev (Ananiev, 1960).

However, in the research literature of recent years, the need to continue to study the problem of «man – world» in terms of the individual characteristics of the process of transition of impressions of the outside world in the possession of the inner world of man. The problem of formation of his experience as conditioned not only by reflexive, but also by pre-reflexive levels of consciousness remains relevant. Today, further in-depth study is required on the extent to which experience is a genetically determined process, how it is related to non-institutionalized levels of human-world interaction, whether experience depends on human activity or passivity, what processes are associated with the appropriation of human cultural achievements. The questions posed determined the purpose of the article – the study of the conditions of the possibility of human representation of the experience of culture, the identification of ways of its implementation.

Research methodology

The historical and philosophical approach helped to identify the dynamics in the approaches to understanding the interaction of man and the world, to understand the conditions of the possibility of the emergence in scientific practice of the concept of representation, to emphasize the difference between modern interpretations of the term representation from the classical (Cartesian). Within the framework of the latter, the representation was understood as what is in the human mind, covered by internal vision, through which the degree of its reliability is determined. Representation in its classical version opened for a person an opportunity to put a real world in front of him, to state the intersection of two processes – the world of objects and the world of a person capable of reproducing the meeting of these worlds, guided by certain ideological positions (Mikeshina, 2005). The limitations of the classical version of the representation were identified thanks to modern theories, in particular, M. Vartofsky (Vartofsky, 1988).

Methodologically significant principles of enactivism contributed to the understanding of representation as a process due to the activity and interactivity of consciousness. The principles of enactivism aim at the non-traditional solution of the problem of consciousness and body, knowledge and action, which contributes to the definition of representation as a process in which the subject and object affect each other. Enactivism, guided by the idea of conditionality of the mind by physicality, allows to overcome the rigid distinction between external and internal, to emphasize that the human body is inscribed in the world that is created by the same person in accordance with his needs Sensory-motor enactivism (one of the varieties of enactivism) – the approach developed by Professor of the University of California Alva Noe – allowed to link the representation and perception of man (Knyazeva, 2013).

The methodology of phenomenological philosophy aims to consider perception as a process, ontologically rooted, possessing an intentionality – orientation to the subject. The main methodological principle of phenomenology leads to the conclusion that representation determines the mental state of a person, they are intentional, always directed in a certain way to an object, and therefore filled with content.

Representation associated with such a key moment as perception forms the experience of consciousness. Perception in this case is the original form of consciousness, is considered as the basis of all its other forms, i.e. all other forms of consciousness – only a modification of perception. (Kharlamova, 2016).
The activity approach developed by domestic researchers gives grounds to interpret representation as human activity, in which perception mediates its connection with the subject world and generates images. Approaches to historical epistemology is allowed to link the representation and perception as historically conditioned processes (Vartofsky, 1988).
The methodology of evolutionary epistemology, based on the idea of the continuity of man with the lower animals, makes it possible to interpret perception as one of the historical stages of formation of the apparatus of knowledge and, consequently, to clarify its role in the implementation of representation, the formation of experience at the early stages of human development. Reliability of experience, criteria of its truth were determined by the extent to which such experience provides adaptation of each organism. It was possible to get the experience due to the coincidence (or deviation) of perception and action, which was already imprinted on the pre-reflexive level of consciousness (Piaget, 1969; Follmer, 1998).

Results
To achieve the goals outlined in this article – understanding the conditions of the possibility of accumulation of experience, understanding the mechanisms that generate it – the term representation (from FR. representation). According to modern dictionaries, it refers to the consideration of reality, the process of assimilation of the original, through which images of the surrounding world (the original, reality) are created. In the human psyche reproduces what is endowed with values (objects, objects, etc.). Representation-in the broadest sense of the word is associated with the presentation as the presence, presence of something, representation of one in the other, through the other with the use of signs. Representation is also interpreted as a way of representing an object in everyday and scientific knowledge, contributing to a more objective recreation of reality (Newest philosophical dictionary, 1998). Noting the complementarity of the concepts of reflection, representation, representation, we emphasize that the use of the concept of representation, understood by us as the representation of culture, knowledge in the consciousness of the individual, allows us to take into account the inclusion in the process of assigning experience reflexive and pre-reflexive layers of consciousness. This implies such characteristics as multi-level representation processes. Its analysis involves the study of the perceiving ability of a creative person. Thus, psychologists, based on the achievements of physiologists, showed that at the level of the sensory act, the energy of external irritation turns into a fact of consciousness. The existence of both sensory and logical levels of information processing (Ananiev, 1960). makes it possible to clarify the processes of the emergence of prerequisites of mental processes, to determine the ways of intellectual improvement of a person (Zinchenko, 1997). The understanding of the role of perception in the processes of representation of cultural experience and its appropriation is facilitated by the methods of perceptive activity established by researchers (Zinchenko, (1997). Thus, if the transition to directly Executive actions is not connected with the construction of the model, the execution speed increases. The variant, in which there is such a link as a system of detailed actions for the construction of conceptual models, preceding directly the Executive actions, reduces the speed of execution. Perceptual action is a kind of self-regulating action that has a feedback mechanism and adapts to the characteristics of the object under study. The system of perceptual actions carried out by the subject in the process of practical activity contributes to the orientation of the subject in the surrounding reality, to the understanding of its properties, which are necessary for adaptation to it, for solving life problems facing it, for the implementation of an act of behavior (Zinchenko, 1997).
Perception, understood as a mode of consciousness, ontologically rooted, associated with the physicality of man, inscribed in his cognitive activity, which is carried out as an impact on the environment and cognizable environment — by enactivating the environment. In other words, the perception accompanies the representation, performing the function of the method of its implementation. In fact, representation appears as a process in which perception is a form of human activity, due to the presence of a system of opportunities, including practical knowledge, possession of bodily, sensory-motor skills, the ability to self-movement. Perception, understood as the first initial experience, as a mode of consciousness, contributes to the awareness and detection of things as such, what they are in reality.

In this consideration of perception performs the function not only of the method of the representation, but also the conditions of its possibility. Thanks to the representative processes accompanied by perception, the foundations of human behavior in the world are formed, including its theoretical attitude to the world (in fact, different types of experience are formed). Interpretation of perception as a way of representation and conditions of its possibility allowed to put forward the thesis that representation is a process, not a frozen snapshot of reality. It is associated with the involvement of pre-reflexive and reflexive levels of consciousness, due to the ability of human movement, and is based on his bodily knowledge. The concept of sensory-motor enactivism A. Noe, closely associated with the ideas of John. Gibson made it possible to clarify the concept of experience and to interpret it (experience) as the ability of a person to perceive the possibilities for action in the conditions provided by the objects of the environment. In other words, a person is in a circle of meanings and meanings that are «... external to the observer» and give him situations of choice (Gibson, 1988). Decision-making and further-the representation of the experience of culture is associated with the motives and attitudes of man, his activity of correlating the information with his existing knowledge, past experience, ie activities that bring together feelings, perception and thinking (Ananiev, 1960). The specificity of the representation of cultural experience is determined by the context, the situation in which a person is. It is also influenced by his needs, emotional preferences, system of values. Representation is due to the presence in the human consciousness of preliminary structures that are transformed in the process of human development from primitive to more complex. The function of the mechanism here can perform assimilation-assimilation, assimilation on the basis of sensorimotor or perceptual schemes, which causes the appearance of logical categories and classes (Piaget, 1969). As a condition of possibility of representation is the interdependence of cognitive and practical activities of man. The latter contributes to the emergence of images caused by the work of the senses, under the influence of objects of the outside world. Thus, it is possible to consider the representation carried out through the perception as a process that accompanies the first action external, practical. Because of internalization, they are imprinted in our inner world, crystallizes like experience. The peculiarity of the representation process is its ability to be carried out as a socio-cultural activity, the leading role in which the perception, in fact, is also an activity due to social development, technological practice (Vartofsky, 1988).

Discussion

Research of conditions of possibility of representation of experience of culture by the person, identification of ways of its implementation assumes definition of constructive potential of concept of representation. Used in Russian epistemology, it is aimed at the development of the fundamental thesis of knowledge as a reflection, direct receipt of the "copy", the image of the real world

Fixing to a greater extent the end result, the concept of reflection does not cover the operational side of cognitive activity, which is more fully revealed by the concept of representation. With its help it is possible to speak about the embodiment in cognitive activity of creative potential of the person, including his ability to see problems, to build hypotheses, to take into account social and cultural preconditions, to be based on individual and collective experience.

Understanding the theory of knowledge as a reflection is burdened with the interpretation of reflection in the meaning of specularity, which provokes and strengthens the mechanistic vision of the world, the identification of man with the machine-animal-mirror. The problem of obtaining a comprehensive knowledge of reality within the framework of traditional epistemology was realized by Descartes, who prepared a turn for the introduction of the concept of representation into scientific use. With it, came to denote what is in the mind of man, and that it is possible to capture an inner vision, thus to ascertain the reliability of the content of consciousness. Representation in the classical interpretation is a procedure of consciousness that allows you to put in front of a cash being, to include it in a relationship with yourself as an object. Man does not so much look at the being as he imagines the picture of the being, and it becomes a researched, interpreted representation of this being.

Revitalization in the twentieth century research in the field of linguistics, developing the ideas of Polanyi tacit knowledge contributed to the understanding of representation as a process emerging in the deep layers of human consciousness that determines the patterns of human understanding of the external world and himself. The understanding of the conditions of the possibility of representation influencing the formation of experience was expanded. The ability of a person to capture in various forms of culture, and

then use implicit information, "folded" knowledge, hidden meanings is noted. The last person masters in practical actions, in joint scientific work. Implicit-personal knowledge-is woven into people's activities, is not fully explicated, but can be appropriated by a person in direct communication, personal contacts.
The introduction of new results in other scientific areas allowed, in particular, to systematize the achievements of psychological science in order to philosophical understanding of the features of the formation of human experience, assignment at the individual level of cultural achievements, their inheritance. At the same time, consideration of representation processes in their connection with perception opens up a number of problems that need to be addressed in order to continue to identify the reasons that prevent the appropriation of cultural experience at the individual level.

1. In developed forms of perception there is no one-to-one correspondence between perceptive and performing action performed on its basis. The same perceptual actions can serve different forms of behavior, i.e. different tasks are solved with their help. In this regard, the completeness of the representation of cultural experience can be achieved depending on the nature of the goals set by the person, the stage of his personal growth.

2. Finding out the nature of perception, representation and experience acquired with their help requires the involvement of genetic and functional research methods, phylogenesis data in order to determine the actual structure of perceptual actions, their role in the reproduction of reality. For example, in developed forms of perception it is difficult to draw clear lines between the actions of detection, distinction and identification, in genetic research it is possible. The question of the differences between these actions is problematic, since different levels of perception are not only the property of a person of a certain age, not only the stages in the development of perception. The solution to the problem can be achieved in the light of the idea that each subsequent step does not cancel the previous one by its appearance. In other words, in the structure of developed perception there is a place for each of the actions that develop in the process of development. However, they may differ significantly from their original form. In this case, the representation of cultural experience, which is a process due to the age characteristics of a person, is prepared by the experience acquired in the early stages of human development, and is contained in the adult experience. The lack of experience of early human development determines the degree of completeness of the experience of adults.

3. Perceptual actions are multi-component, that is, include in its composition, for example, the movement of receptor apparatus, which also play a role in the formation of the image of perception, which indicates the existence of the necessary connection of movement and action. The latter, in its original form — in the form of external material action, necessarily includes motor components. Problems in the implementation of the representation of cultural experience and its understanding arise in the identification of movement and action. In order to understand the nature of identity and the differences between these two processes, it is necessary to take into account the main qualities of action, which consist in focus and objectivity (Leontiev, 2004). Action always entails a certain reasonable conversion (real or imaginary) outside the subject of the situation. Obstacles to representation may arise due to the lack of necessary conditions – focus, objectivity, human activity.

4. Representation associated with the representation in the human consciousness of the features of forms of culture, objects, things, due to personal characteristics, individual experience, tasks. The way an object appears in consciousness is also determined by the environmental conditions in which a person is located, the peculiarities of his life and activity, his needs and the degree of importance of the object for him, the choice of ways of interaction with him.

Research on the identified range of problems will contribute to the further identification of the specifics of representation, perception processes, factors that contribute to or hinder the individual assignment of cultural experience.

Conclusion

Representation is studied as a process that determines the formation of human experience. As a way to carry it examines the perception is ontologically rooted human trait inherent in him, is integrally linked with the being. Characterized as a form of connection of a person with the surrounding world, perception is a holistic process that contributes to the transfer to the inner world of a person of his impressions of the world and their transformation into experience. On the other hand, using the available experience, revealing his essential powers, a person embodies them in the created subject forms, images of reality, reflecting also the relations with other people.

Perception appears as a way of integral manifestation of human capabilities at different levels of relations with the world – physical, biological, social, using sign systems, mastering semantic contexts. Such processes, directed from a person to the outside world, allow to interpret perception as a condition for the possibility of representation.

Representation of cultural experience by a person, ensuring representation of cultural forms, knowledge in the human consciousness, involves the use of assigned knowledge in cognitive activity, existing in the form of science, art, beliefs of people, etc.the Essential characteristic of representation is the emergence of a person (on the basis of the acquired complex of knowledge, skills, skills, all imprinted in the consciousness) the ability to generate new knowledge. Representation is determined by several levels of human interaction with the world (natural and cultural) – both reflexive and pre-reflexive. This circumstance gives rise to a variety of ways of representation used by man, the transfer of cultural data into the inner world, turning them into the heritage of the human world, his experience.

The approach proposed in the article allows us to expand the idea that considering only the mechanisms of perception, explaining its particular, understanding only what is already perceived, it is impossible to equip a person with recipes for achieving personal growth, to enrich with recommendations that can protect him from the aggressive impact of standards, clichés, stereotypes of mass culture, strengthening clip consciousness.

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Examining the Correlation Coefficient between Writing and Speaking Skills about Language Learning among Saudi EFL Undergraduates at the University of Tabuk

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Abstract
This paper aimed at examining the correlation coefficient between writing and speaking skills about language learning among Saudi EFL undergraduates at the University of Tabuk. This quantitative-qualitative research included one group comprising 150 (75 females and 75 males) third year students studying B.A in English as a Foreign Language. The researcher used written task and voice recordings (speaking samples) as the two research instruments in this study. The findings of the study showed that the strength of correlation between speaking and writing ability among second language writers is very low which is supported by data from the sample of the present study. Also, the results of the study revealed that there are different levels of proficiency in both writing and speaking skills in which there was not any generalizable trend in this course of study. This research recommends that further future research be conducted in this field of research.
Keywords: Correlation, Coefficient, Writing Speaking

article citation
M. Naser, &, M Azmi. (2018). Examining the Correlation Coefficient between Writing and Speaking Skills about Language Learning among Saudi EFL Undergraduates at the University of Tabuk, Modern Journal of Language Teaching Methods (MJLTM)

1. Introduction

English has gone through many stages of developments worldwide. It has become the language of every aspect of life in form of English as a native language, English as a second language and English as a foreign language (Rao, 2002). In Saudi Arabia, English is used as a foreign language throughout all the academic institutions right from fourth grade till the first year of college. EFL students in Saudi Arabia need to master all the basic language skills that include writing, reading, speaking and listening. As such, most Saudi EFL students study English language for nine years at school level. This helps EFL students in Saudi Arabia possess a sufficient mastery over the grammatical competence of the language, hence they do well at the grammatical level of the language but lack the skills and ability to demonstrate fluency and accuracy knowledge, particularly in writing and speaking (Al-Seghayer, 2012).

This pinpoints that Saudi EFL students who learn English language for many years at school and higher education level may acquire the skill and ability to pass the grammar exam and achieve high scores in the final results of their exams but still lack the knowledge of other language skills such as writing and speaking. They cannot use English very well in their day to day activities. Such linguistic phenomenon has attracted the attention of language teachers and decision makers in Saudi Arabia (Al-Ahaydib, 1986). So, many investigations should be taken into consideration in order to help EFL students develop their linguistic and communication competence. These investigations should be conducted in order to bring about the necessary modification and adaption of new teaching methods that emphasize the use of the productive skills including writing and speaking rather than focusing on the receptive skills such as listening and reading (Alharbi, 2015).

Scholars such as Aitchison (1997) state that language acquisition stages may differ from one language learner to another, and that is a slight difference in language acquisition sequence. Even in varied linguistic situations, language acquisition at early childhood adopts a particular developmental pattern. Also, a child develops the ability to learn the receptive language skills faster compared to language expressive skills. This means that the development of the cognitive ability is developed by most children through different stages. When fulfilling these stages of language development, children will have acquired many lexicons. This reveals the fact that the acquisition of new linguistic components yields an active contribution in children language acquisition experience since they can acquire varied number of languages if exposed to. This leads children to develop and acquire a language sound frequently handling their complexities subconsciously with ease. Also, children acquire a second or third language naturally, fluently and accurately as long as they are exposed to that language use (Montessori, 1948).

Teaching English as a foreign language in the universities of the Kingdom of Saudi Arabia is limited within the traditional boundary of Standard American or British English. Since EFL curriculum in higher education is strictly governed the scope for other varieties of English is neither recognized nor encouraged. In Saudi Arabia, English is taught as a foreign language whereby language learners at colleges and universities are expected to learn all the language skills basically reading, listening, speaking, and writing (Al-Ahaydib, 1986). Most learners encounter problems when they attempt to produce any piece of writing or communicate in English language. One of the major problems resides in their inability to write cohesively and speak the language appropriately. They generate ill-formed sentences that may result in producing meaningless written and spoken texts (Al-Qurashi, 2011). The EFL students at the University of Tabuk claim that there is no integration between writing and speaking skills. These students who completed many years of studying writing and speaking at university level are still incompetent and unable to use English properly and thus produce coherent written texts.

In relation to this, Alharbi (2015) notes that the major writing and speaking problems that teachers of English language in Saudi Arabia complain about are those related to the students' inability to create cohesive written texts or use the language well. That is, students at Saudi universities face problems when they attempt to produce a well-written text or construct an English sentence orally. Al-Faisal (2006) believes that Saudi English students are incompetent in the writing skill because they face problems at the spoken level of the language.

Similarly, the goal of the present research is to contribute to this development. In addition, this research is needed in the Saudi learning situation where students face problems in producing coherent and cohesive written texts as well as speaking fluently. It aims at investigating the correlation between writing and speaking in the Saudi undergraduates generated by ١٥٠third year Saudi male and female students majoring in English at the Department of Languages and Translation, University of Tabuk. Cohesion in EFL students' written work, regarded as the most difficult issue that EFL students in Saudi Arabia face when attempting to produce a piece of writing, is often overlooked in EFL writing classes.

The same holds true for spoken English. Traditional teaching techniques in EFL writing and speaking classes have far too many disadvantages. In fact, cohesion in an EFL context provides a critical instructional opportunity for student writers /speakers when acquiring a language and offers an appropriate avenue to produce a coherent and unified written text that is rarely possible in the day-to-day operations of class through using conventional methods of teaching writing (Hartley, 2007).

2. Literature Review

Many scholars, linguists, and researchers consider writing as a process rather than a product. The ultimate purpose of the process is to produce a product that will function as a means of communication between the writer and the reader depending on the shared knowledge they possess (Al-Abed Al Haq and Ahmed, 1994; Johnson, 1995). The writing process itself can be demanding since effective writing requires a high degree of organisation in building ideas and information and a high degree of accuracy so that sentential and discourse structures contain no ambiguity of words meaning within sentences across a written text. Inevitably, the correct use of grammatical patterns, lexical choices and sentence structures will establish a coherent and meaningful written text for the readers (Phillips and Jorgensen, 2002). Basically, a written text can be considered to be coherent to its readers when both form and content are unified and meaningful and when it fulfils certain communicative functions (Briton, 1975; Leki, 1995a).

Once English learners develop competence in writing and speaking, learners are recommended to adapt approaches in teaching relevant language skills such as grammar that uses instruction to the learners' own practice (McNamara et al, 2003: p.20). Other research stressed the significance of speaking, demonstrating that academic writing needs organization and explicit guidelines to the writing skills. Scholars such as Wolsey et al (2012: p, 722) proposes teaching learners in writing techniques that efficiently scaffold the writing process thereby directing them in developing professionalism in their writing. Likewise, past

research recommends that teachers of writing need to provide learners with multiple "oral, visual, and written models of academic discourse" and clear teaching in academic skills in order to give the type of explicit teaching that will develop rather than concentrating on limited "local" operations, such as spelling and formatting, to the mature academic writing they expect (Wolsey, 2012: p. 722).
This shows that the speaking and writing connection for adults using second language is very sophisticated. This differs from that of the use of the first language by children. Thus, this should be studied from a different perspective with independent variables taken into consideration. Results of past research on speaking and writing connection for second language adults can be concluded based on two different points as following:
1. The speaking proficiency for adults develops after the writing proficiency not like children learning the first language.
For instance, Weissberg (2000) studied how 5 adult Spanish learners of English acquired syntax in their spoken and writing abilities in one academic semester. The adult Spanish learners involved in different spoken and written activities, both formal and informal, and the syntactic features in their spoken and written language were examined based on their syntactic innovation and accuracy.
According to Weisbberg (2000: p.44) syntactic innovation refers to "the emergence in writing or speech of any hitherto unused morphological or syntactic features". The results showed that syntactic accuracy in writing developed to a greater extent than in speech throughout the semester. Also, half of the newly developed syntactic forms emerged initially in writing whilst about 20% appeared first in the spoken form of language. To be more specific, English learners attempted new syntactic forms in dialog journals. This is possible because they could endeavour in this non-evaluative practice. These results propose that the written modality can be greater that the spoken ones and the growth of the written proficiency may necessitate and develop that of speaking ability.
Further, the other participants faced difficulty in learning academic writing compared to speaking. However, his speaking skill proficiency was very restricted, so they were very clam in the class and not interested in the opportunities to use English outside the classroom. They were very aware about their restricted listening and speaking skills. As Weissberg (2006: p.36) reported, even after Oscar (the second participants) wrote his doctoral dissertation, "his conversational English never develop[ed] much beyond the dysfluent, telegraphic style of speech he displayed at the beginning of the course". His speaking proficiency fossilized at a much lower level than his writing proficiency.
Kormos and Trebits (2012) investigated different aspects of narrative tasks. The study included four aspects of task performance included fluency, lexical variety, syntactic complexity, and accuracy. The sample of the study consisted of 44 English as foreign language learners. The participants were involved in storytelling and description of pictures related to speaking and writing. The findings of the study showed that learners used a considerable number of vocabularies in writing than in speaking whilst syntactic sophistication was almost the same within the same modalities.
In another study, Al-Seghayer (2011) stated that Saudi students were ranked 39 out of 40 in a report published by the Cambridge Examination Center in 2009. This report was written to evaluate the proficiency level of English for Speakers of Other Languages (ESOL) students in 40 countries. Also, the researcher added that on the International English Language Testing system (IELTS) test report, Saudi students' results showed that the average score in listening, speaking, and reading were low, yet the average score of the writing section was even lower. Despite the difficulties that EFL Saudi students encounter in writing and speaking, there has not been much research on EFL writing in Saudi Arabia.
Warren 2011 examined speaking mastery experiences. Quasi-experimental study design with a comparison group was utilized in this study. Participants included 274 students enrolled in service learning public speaking courses and 328 students enrolled in traditionally taught public speaking courses at the University of Kentucky during the fall 2010 semester. it examined the relationship between students' public speaking self-efficacy and their public speaking skill, as well as whether students enrolled in the service learning sections experienced different levels of public speaking self-efficacy than their non-service learning counterparts. This study also aimed to discover which sources of self-efficacy are most influential for students in developing their public speaking self-efficacy. Finally, this study compared speech performance ratings (including overall speech performance generally and delivery, structure, and content specifically) of students enrolled in service learning sections and students enrolled in traditional sections.

Overall, results provided support for a new public speaking self-efficacy scale. In addition, public speaking self-efficacy and skill were weakly correlated. Next, service-learning and non-service learning students did not differ significantly on measures of public speaking self-efficacy or skill. Finally, mastery experiences seemed to have a larger impact on public speaking self-efficacy for service learning students than for non-service learning students.

Alhaisoni (2012) in his think-aloud protocols investigation of Saudi English Major Students' writing Revision Strategies in L1 (Arabic) and L2 (English) revealed that "most of the strategies were found to be used more frequently in English than in Arabic. A major similarity was that, in general, those strategies which were found to be mostly used in Arabic were also used most in English as well and vice versa. The study also concluded teaching of L1 writing in public schools in Saudi Arabia starts in the third grade and ends by the end of the twelfth grade. Even during the nine years of one-class a week instruction, L1writing is regarded as a course in which no student can fail. Many teachers and students do not give writing class the attention it deserves. Also, the study recommended that there should be further research that should investigate the relationship between speaking and writing as those showed some attitudes concerning their effect on each other when learning EFL.

Kormos and Trebits (2012) conducted a comprehensive study on various aspects of narrative tasks, a part of which was devoted to the effect of modality difference. They assessed four aspects of task performance (fluency, lexical variety, syntactic complexity, and accuracy) when 44 EFL learners receiving bilingual secondary education were engaged in storytelling and picture description tasks in speaking and writing. They found that, in general, the learners used a wider variety of vocabulary in writing than in speech while syntactic complexity was similar between the two modalities.

3.Method

3.1 The Design of the Study

The researcher in the present research study adopted Weissberg (2006) framework of the relationship between writing and speaking in L2. It included one independent variable and one dependent variable. It influenced and contributed to the overall unity of the written product of the students. The dependent variables were the written compositions of the students for this study measured by eliciting certain grammatical structures and vocabulary items in their written compositions. Also the Researcher adopted Flower (1994) cognitive theory of writing framework.

3.2 Participants

The corpus generated by the third year English as foreign language major students at the Department of Languages and Translation in the University of Tabuk in Saudi Arabia for the academic year 2017 /2018 whereby each student required to write an essay between 200 to 250 words. The selection of third year students was motivated by the fact that they have completed their English language compulsory writing and speaking course. The total population of this study constituted one group comprising 150(75 females and 75 males) third year students studying B.A in English as a Foreign Language. This constitutes more than half of the available population (295 students) of English as Foreign Language students. All the students were selected for the study are bilingual students (English and Arabic speakers). When this research study was conducted, the students have successfully completed their basic writing and speaking program of EFL for three years as a compulsory subject as part of their B.A degree syllabus requirements.

Students at the University of Tabuk generally come from different cities and towns in Saudi Arabia. The population represented almost all the existing socio-economic classes such as low, middle, and upper classes in the country since social-class differences that are reflected and reproduced in schools have profound effects on students' writing and speaking achievements. They were similar in age, ranging from 21-23 years, but different in gender. They were also homogenous with regard to nationality, native language (Arabic), language proficiency and educational background.

3.3 Instruments

In order to achieve the objectives of the present research study, it is essential to employ a combination of qualitative and quantitative approaches. The two approaches are related to the goals of the present research. These two approaches were employed to specifically investigate the relationship between writing and speaking generated by 150 selected English as Foreign Language students. The research instruments that were used in this study to investigate the relationship between writing and speaking were the Holistic Proficiency Scores.

4. Results

The variable assessed was the proficiency as measured holistically by two native English-speaking raters. Both participants' writing samples and voice recordings (speaking samples) were holistically rated on a scale of 1-5 and later correlated in an effort to answer research question number one (Do Students who demonstrate a Certain Level of Proficiency in Writing also demonstrate a Similar Level of Proficiency in Speaking?). Every holistic score of writing and speaking proficiency was allocated by the same pair of native English-speaking raters and was established on a number of writing and speaking scales that were designed to mirror each other completely (Refer Appendix A). The researcher recorded the speaking samples on a digital voice recorder, and then burned to identical audio CDs for rater's analysis.

Each participant's original writing samples was coded, and then copied twice for distribution to the raters. Once these speaking samples were analyzed and rated, they were returned in exchange for the writing samples, which were then distributed for analysis. After receiving all holistic rating data for both writing and speaking samples, Pearson and Spearman correlations were used to calculate the strength of correlation between these two production modalities (the results of writing and speaking samples). Individual participant speaking scores ranged from 0.5/5 to 4.25/5, and writing scores ranged from 1/5 to 4.85/5, with significant individual variation across all group levels. A Pearson-moment correlation calculated for the entire participant pool of 149 participants indicated an $r = .955$ correlation, and a Spearman correlation showed $\rho = .926$ correlation of proficiency across the two proficiencies. The results of these correlations are presented in Table 1.1; Table 1.2 and Figure 1.1 in the following section.

Table 1.1: *The Pearson Correlation and Correlation Coefficient between the participants' Performance in Writing and Speaking*

Writing Proficiency		Speaking proficiency
Writing	Pearson Correlation	.926**
	Sig. (2-tailed)	.000
	N	149
Writing	Correlation Coefficient(Spearman's rho)	.955**
	Sig. (2-tailed)	.000
	N	149

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

As indicated above, Table 4.1 shows the Pearson correlation and correlation coefficient between the teachers' performance in writing and speaking. According to the analysis the correlation appeared significant at the 0.01 level for the entire sample in the writing and speaking proficiency tests. Table 4.2 below depicts the whole group holistic proficiency correlation.

Table 1.2: *Whole Group Holistic Proficiency Correlation*

Number of Subjects n=١٤9
Pearson Correlation. .926
Spearman Correlation. 955

Table 4.2 depicts the Pearson correlation and correlation coefficient between the participants' performance in writing and speaking for n=١٤9 at (0.926) at mean level (0.000) which is lesser than the significance level (0.01). These findings show there are statistically negative significant differences in the responses of the participants in terms of the proficiency correlation between the speaking and the writing skills. The correlation coefficient of Spearman between writing and speaking skill of English Language and Literature students at the University of Tabuk was 0.955 and a mean level of (0.000) which is less than the significance level (0.01). Thus, there is a statistically significant relationship between the skill of participants in writing and their skill in speaking.

In this concern, Figure 1.1 below Indicates the Pearson Correlation and Correlation Coefficient between the participant s' Performance in Writing and Speaking profecincies.

Figure 4.1: *the Pearson Correlation and Correlation Coefficient between the participants' Performance in Writing and Speaking profecincies.*

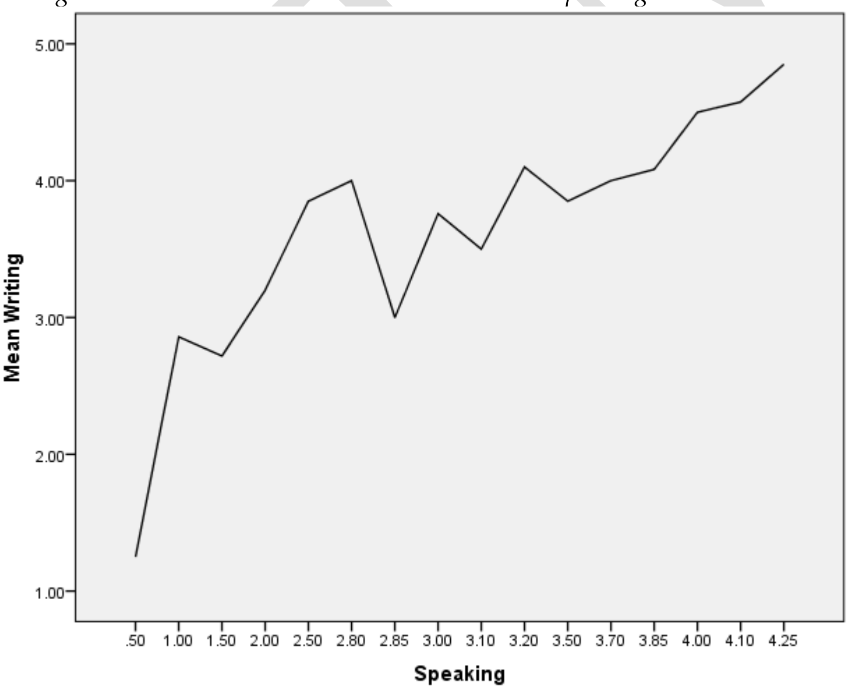

Figure 4.1 in the earlier section reveals the statistically significant relationship between the skill of participants / students in writing and their skill in speaking.

5. Discussion

This study attempted to describe the relationship that exists between the writing and speaking abilities of Saudi undergraduates majoring English Language at the languages and translation department at the University of Tabuk in Saudi Arabia. This study was a null-hypotheses research, but found statistically significant correlation between most of the participants' writing and speaking proficiencies. Also, the findings of this research revealed that participants produced the same grammatical forms in both speaking and writing at varied degrees of accuracy but grammatical forms appeared more in the writing skill.

In addition, the results showed that an increasing amount of self-report would result in an increasing writing proficiency as indicated in the responses of the participants in this study. The findings also showed that when participants increased in the overall proficiency in both skills an increase in the strength of correlation appeared but varied from one participant to another as lower or higher. This indicated the existence of a significant correlation between the grammatical structures found in both modalities (writing and speaking). Yet, the conclusion of the third research question cannot be achieved with only the current data. Nevertheless, this conclusion does support contemporary theories of English as a foreign language writing teaching to be explained in the next section.

The findings of the study support the claim made by Weissberg (2006) which assumes that foreign language writing proficiency improves constantly at varied stages compared with the first language writing skill. Since Saudi EFL learners start their English as a foreign language experience as teenagers not having undergone the critical period of language acquisition, and with unconditionally no earlier experience in the target language instruction, and consequently possessing no second language speaking ability or exposed to second language culture, this excludes the claim that states second language literacy will improve in a similar manner as theorized by Kroll (1981); that the first language writing mainly considers the first language speaking within an EFL setting and curricula where language learners are instructed both written and spoken target language input right at the beginning of which is the example of the current research.

These learners obtained their course materials in which the target language is found in formal language (written form), and attended an EFL course conducted in the target language in which they experience as much informal language (spoken form) in the target language input is provided, this modality displays contemporary mainstream practices in English as a foreign language pedagogy. While second language learners attempted to use first language instructions and strategies in second language teaching, they cannot use second language speaking as a starting point in this case. When reaching the level of improvement and achieving a high level of speaking proficiency, these EFL learners have alongside obtained the same level of EFL writing proficiency.

This holistic analysis also proposes that English as a foreign language learners at early stages of their education should maintain three routes of literacy (Weissberg, 2006), and there is objectively low correlation between writing and speaking skills' proficiencies at this stage of critical acquisition period. The sample of the study showed that there is a very good strength of correlation between the two proficiencies. This showed that there is a great deal of individual differences between participants with 22 out of 149 participants speaking the target language at between 4-5 points of proficiency less than their corresponding writing proficiency, 60 out of 149 speaking the target language at roughly 3 full point of proficiency more than their corresponding writing proficiency, and 67 out of 149 progressing at roughly the same rate, indicating one-half point or less of variation between their speaking and writing proficiency scores.

If these Saudi EFL learners majoring in English Language simplify a randomly selected sample of 3rd Year students of EFL at the University of Tabuk, then it appears obvious that these students are different in their target language skills' development at this point, a lot improving at varied rates and a lot more appear more skilled in their speaking and writing proficiency and vice versa so. In this concern, it is significant at this stage to discuss the nature of the possible causal factors right at the beginning of EFL course materials' instruction from which these students were selected. The participants chosen from English Language major are part of a very selective, disparate sample of Saudi EFL undergraduates of varied ability levels and earlier experience and exposure to English as a foreign language.

Because of the setting of the language placement practices of the current EFL program, English Language writing course consist of a homogenous students' population, all of these EFL students almost come from the same educational and social background from high school with several with several years of previous EFL instruction. English Language's writing course also consists of similar group of learners, and the internal homogeneousness of this group of this study cannot be neglected throughout the analysis procedures of any type of the target language achievement by this group of learners, and may differ and possess varied impact on the current low strength of the correlation between speaking and writing proficiencies in English as a foreign language skills.

In addition, this EFL course consisted of a considerable number of learners; all of them study EFL writings and speaking in order to achieve their graduation goal as mandated requirements of the university regulations in Saudi Arabia. One more potential moderating variable therefore develops to be the lack of motivation that might not allow these students from fully understanding their target language learning prospective. The intermediate EFL level students within the sample of the study continued to show progress through the three literacy routes as discussed by Weissberg (2006): 63 out of 149 were better writers than speakers recording about 22 participants of proficiency, showing less than one point of difference between their speaking and writing scores.

Table 1.6 shows the marks of the two proficiencies (writing and speaking skills).

Table 1.6: ***The Marks of Two Proficiencies***

Writing and Speaking Proficiencies Scores out of 5	Number of students Writing Proficiency	Number of Students Speaking Proficiency	Participants' Total in both Proficiencies
4-5	63	22	85
3-3.99	47	65	112
2-2.99	21	10	31
1-1.99	18	29	47
0-0.99	0	23	23
Total	149	149	298

Table 4.6 indicates that 63 of the participants' responses ranged from 4-5 and 22 participants in the speaking skill. This recorded about 85 participants out of 149. 47 participants recorded 3-3.99 in the writing proficiency and 22 in the speaking proficiency. Participants whose proficiency scores ranged from 2-2.99 were 21 in writing and 10 in speaking. 1-1.99 was the proficiency scores for 18 participants in the writing proficiency and 29 in the speaking proficiency producing about 47 from the overall participants. Hence, 0-0.99 proficiency scores recorded 0 participants in the writing proficiency and 23 in the speaking proficiency. This made about 23 participants out of the overall sample. Figure 1.3 in the following section shows the marks of the two proficiencies.

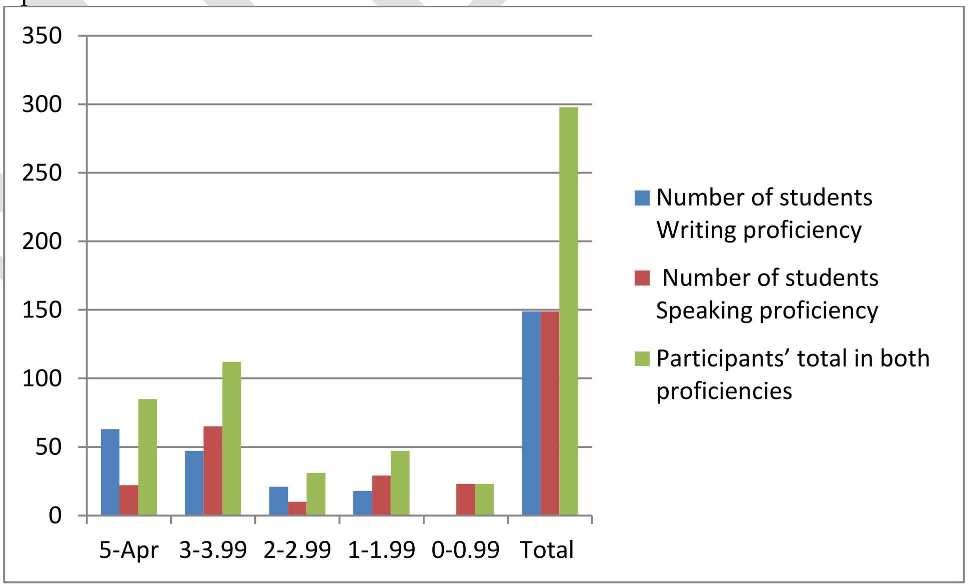

Figure 1.3: The Marks of Two Proficiencies

Figure 4.3 shows that these participants also revealed a much stronger level of correlation, the sample of the study with 84% strength of correlation between writing and speaking proficiencies as measured by the

Spearman correlation, which is supposed to be the more conservative and appropriate for ordinal scales such as the present proficiency scales measured by the Spearman. The fact that the findings revealed a much stronger correlation may be reflected as somewhat of a difference. The only justification for this may be overly-strong correlation is the design of the EFL writing and speaking course from which the sample of the study were selected. Where all other included courses were of similar design and delivery, following a more traditional, grammar centered communicative approach, this course devoted only half of its time to this traditional approach, and the other half to content-based instruction in which no or very little grammar was presented. This may have resulted in abnormally high or low writing and/or speaking scores. Another, perhaps better justification is that the scores of the students are not too high. This may be related to the reason that writing sample were collected from the same assignment for all learners in which some of them may have had no interest writing in such topic.
Some EFL students provided samples were written in a very different good language and others in an acceptable language. Although, a varied manner and language might be taken as strength or weakness point in many language's instruction setting, this might be also accountable for generating an overly-disparate writing sample, many of these EFL students might have produced varied proposed a more similar set of writing prompts, as were shown in the findings of the participants 'writing. As a result, these EFL students revealed 84% strength of correlation between speaking and writing proficiencies.

6. Conclusion

In conclusion, it would seem that the answer to research question one, Do learners who demonstrate a certain level of proficiency in writing also demonstrate a similar level of proficiency in speaking?, has two parts. The anecdotal assumption given by Weissberg (2006) on behalf of a multitude of foreign language teachers and researchers, that the strength of correlation between speaking and writing ability among second language writers is very low, is supported by data from the sample of the present study. The participants of the study revealed that different levels of proficiency in both writing and speaking skills and the findings did not show any generalizable trend in this course of study. Though, the differences between in the students' proficiencies' level were much less than the lower levels and the correlations between the writing and speaking skills is subsequently much higher. Therefore, it appears that the more advanced these subjects become; the more closely their writing proficiency matches their speaking proficiency.

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The Place of the Book in the Missionery – Learning Process

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Abstract
The article examines some plots of missionary and educational activities among non-Russians. Information about translators and compilers of books is given, a list of publications for Zyryans is given.
Keywords: book, educational activities, missionary activity, missionary school.

Introduction
The missionary activity of the Russian Orthodox Church among the non-Russian people of the Russian Empire has a long history. Being a multifaceted, certain activities were carried out in different directions, including schooling and within its framework - religious education and book translation.
Missionary schools, designed to train missionaries from local residents, translators, employees of the administration, were elementary type educational institutions for religious missions (Adamenko, 1998). The organization of such schools has become one of the leading missionary activities.
The use of school instruction and the book word for missionary purposes has a long history. Christian enlighteners Cyril and Methodius, as is well known, compiled the Slavic alphabet, made translations of theological works and used them to propagandize Orthodoxy among the Slavic people (Makurin, 2002). Enlighteners in the Slavic lands had pupils and followers. Preaching Christianity and following the example of their mentors, they also turned to the book word (Adlykova, 2003).
The emergence of missionary schools is connected with the history of Ancient Russia. As the Kazan historian of the Russian church, K.V. Kharlampovich (1905), "The Enlightenment of the Pagans with the Christian faith and its reasonable connection with the school of enlightenment of the younger generation (a combination of propaganda of missionary ideas and, moreover, in the language of foreigners, school and book propaganda) is not a new idea. From the time when Christianity appeared in Russia, it was already used at St. Vladimir and his son Yaroslav the Wise, who started schools that had not only a narrow, professional character, but also a broad, missionary one".
However, the given plots were single and not typical. Therefore, we associate the emergence of the first missionary schools in Russia with the name of the Bishop of Perm, Stephen (1901), who spread Orthodoxy among the Zyryans (Komi). School and book education yielded results. In the region, completely populated by pagans, conditions were created for the creation of an Orthodox diocese, and local clergy cadres were trained (Knyazeva, 2000). But the main thing that should be noted in the activities of Stefan Persmsky (1901) is a careful attitude to the history, culture, traditions and customs of the people, among whom missionary activity was carried out, which brought positive results (Mavlyutova, 2001).
Under successors st. Stephen Christianity spread in the Perm region among the Zyrians and Voguls (Mansi), Stephen's successors in the Perm department - St. Gerasim and sv. Pitirim - have done a lot for the

Christian enlightenment of Zyrians. St. Gerasim, according to sources, was killed by the newly baptized Vogulic, and sv. Pitirim died during one of the raids of the Voguli (Rasov, 2002).
The service in the Zyryan language was performed up to the 19th century, however, information about the book missionary activity during the 15th - 18th centuries. We do not have. At least, they could not be found. Most likely, the missionary activity after Stephen of Perm (1901) was limited to the preaching activity and the violent Christianization of the Zyrians (or attempts at violent Christianization).

Methodology of Research

The missionary activities of the Russian Orthodox Church and the religious education of the foreign population in the Russian Empire have long attracted the attention of researchers. General issues of missionary activity received coverage in the studies of M.P. Svishchev (1997), V.Yu. Sofronov (1998). The study of the spread of Orthodoxy in the field of ethnic groups in the Russian state was carried out by A.M. Adamenko (1998), G.G. Gabdelganeeva (2016), V.V. Makurin (2002) etc.

Results

The next stage of the missionary work is associated with the beginning of the nineteenth century. In the late 1790s - early 1800s. the Holy Synod obliged the seminaries on the ground to begin translating liturgical writings into foreign languages. Seminarians from the representatives of the indigenous peoples of the regions were involved in translation activities. As part of this activity, several brochures were prepared and published, including the prayer "Our Father," a short catechism, and others (Katsyuba, 1998).
Surely, within the framework of the above-mentioned prescription of the Holy Synod, a Zyryan grammar known as "the first printed grammar of the Komi language" was compiled and published. Today "Zyryansk grammar, published from the main department of schools" is considered a rare edition. It is called the Flerov grammar. However, the compiler of the grammar was, according to V.S. Ikonnikov (1891), a student of the Vologda Theological Seminary, Menzensky Zyryanin. Grammar was compiled on the orders of m under the guidance of and with the participation of seminary teacher A.Flerov, this grammar was acquired by the famous Russian statesman and bibliophile Count N.P. Rumyantsev, with whom Metropolitan Eugene was on friendly terms (Ikonnikov, 1891).
In the future, the book and translation activities for missionary purposes continued by the Russian Bible Society. Without touching upon the history of this association and its goals, we will note the colossal work associated with book translation and publishing (Sofronov, 2007). Through the efforts of the Russian Biblical Society in the period to 1823, 57 branches and 232 cooperation committees were established in different regions of the Russian Empire, and the total number of the latter reached soon 289. In addition, in a short period of time, the association published 655,486 copies of books in 26 languages and peoples Russia, bought and received as a gift 49346 copies of books in 15 languages (Shirokov, 2004). The numbers are impressive. They testify to the successful implementation of a focused missionary policy, carried out taking into account Russian specifics, and the book served as the main instrument of this activity.
In total, missionaries published 704831 copies of Holy Scripture in 41 languages. Among them are first translations in 12 languages: Russian, Kalmyk, Karelian, Mongolian-Buryat, Mordovian, Samogit, Turkish (Armenian letters), Tatar, Tatar-Turkish, Tatar-Orenburg, Cheremiss and Chuvash (Scherbich, 2007). The society prepared the Gospel of Matthew for publication in Zyryan dialect (the book was published in 1823), the Gospel was translated into Votskoye (Udmurt), Samoyedy, Kirghiz, Ostyak, Vogul, Mongolian-Buryat dialects. As we see, not only publishing, but also translational activity of missionaries, which was carried out taking into account geographically-geographical, national-ethnic, confessional and other features, was very broad (Fedorov, 1999).
Despite the continuation of translation and publishing activities, the end of the merger was near. By the decree of Emperor Nicholas I, who came to the throne, the activities of the Russian Bible Society were suspended, which was facilitated by the top leadership of the Russian Orthodox Church (Kreidun, 2008). Over 13 years of its activity, the Russian Bible Society has translated and published the books of Holy Scripture in 14 new languages. Among them are the New Testament and the first 8 books of the Old Testament (the Pentateuch of Moiseyev, the Book of Joshua, the Book of Judges of Israel and the Book of Russia) in Russian, the New Testament in Serbian, the Old Testament in Tatar, the Bible in Tatar-Turkish and Tatar Orenburg dialects, the New Testament in Turkish (in Armenian letters), the New Testament in the Chuvash, Mordovian, Mari and Kalmyk languages, the New Testament in the Mongolian-Buryat

dialect, the Gospel of Matthew in the Karelian language, the Gospel of Matthew in Zyryan (emphasized by us .M.) And Novobolg rskom languages (Tresvyatsky & Morozov, 2006).
The biblical society became the largest missionary association in Russia in the first quarter of the 19th century, the purpose of which was the religious enlightenment of the peoples of the empire through a book that was viewed as the main tool in spreading Christianity among the "gentiles" (Sofronov, 1998). Another important aspect of missionary activity in relation to our topic is the translation of biblical books into the languages of the non-Russian peoples of the empire, including the Zyryan language, which ensured the use of publications by the population, at least at first. However, in general, such publications, as shown by subsequent years, had no success. The missionaries did not take into account that the population, by virtue of its backwardness, perceived the translations intended for it rather abstractly. In addition, the national traditions, faith and beliefs of the peoples among whom Christianity was spread were strong (Tresvyatsky, 2006). Thus, in relation to this period, we can speak of the failure of the mission, in this case connected with the activities of the British Bible Society.

3.1 Limitation

Questions of Orthodox missionary among the peoples living in North-Western Siberia, the book dedicated to G.Sh. Mavlyutova (2006), “Missionary activity of the Russian Orthodox Church in North-Western Siberia (XIX - early XX century). The author in this work carefully traced the history of the fate of the Oberskaya, Kondinskaya and Surgut missions in the above internality, North-Western Siberia, his beliefs and traditional way of life.

Conclusion

Thus, missionary activity among the Zyrians (Komi) with the aim of their Christianization was initially associated with the book and the book word. Zyryane became the first nationality in Russia, for which the alphabet was written and the first translations of Orthodox texts were made. Thanks to the activities of Stefan Permsky, Zyrians were taught to read and write, were engaged in the correspondence of essays, thereby creating the bookishness of their people (Chumakova, 2008). The subsequent period of book missionary activity did not bring the expected results, since it was carried out without taking into account the peculiarities of the language, culture and traditions of the people, the conditions of their life activity. Some progress in the spread of book-writing culture is observed in the second half of the nineteenth and early twentieth centuries. However, this is a topic for special study.

Acknowledgments

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

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The Problem of Modern Student Image Formation

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Abstract

The relevance of the study is due to the fact that modern socio-economic and socio-political conditions of the Russian society's development put before higher professional education the task of not only a competent specialist's training, but also the formation of personality, the perception of the image of which corresponds to the image of a modern professional in various fields of activity. Socio-philosophical understanding of the phenomenon of the modern student image as a future professional is important because it becomes one of the important factors of human competitiveness as a person and as a professional in all spheres of life activity, and, as a social construct, emerging and manifested in the process of social perception and interaction, can be understood through the use of philosophical methods that will allow studying it taking into account new realities. Purpose of the study: this article aims to analyze different approaches to understanding the image of the individual in General and the image of the student in particular for their generalization and formation of a more General and complex point of view on its essence, determinant nature and specificity of manifestation. Results: the article analyzes different approaches to understanding the image in the modern Humanities from the socio-philosophical point of

view. It is concluded that the socio-philosophical understanding of the image is based on the priority of the subjective nature over the objective one, manifested in the process of transformation of implicit models (symbols) into explicit ones (images), which are common in the ordinary consciousness of society, their mythologization, and Vice versa. It is established that in recent decades the concept of image is considered from several points of view: as a manifestation of personality, as a means of achieving the goal, as a way to attract attention and as an externally fixed condition of internal self-realization. Image is a concentrated expression of cultural, value and mental meanings inherent in a particular society. Practical value: the Materials of the article are of theoretical and practical value for the development of educational and methodical complexes on social philosophy, sociology and social psychology, as well as programs aimed at the formation of a positive and congruent image of the student to improve the effectiveness of his/her social, professional and personal adaptation.
Keywords: image, perception, individuality, self-realization, University students.

Introduction

The study of both the personal image of the student and the students in General is actualized nowadays due to the entry of the world civilization into a new formation – the information society, when information becomes one of the main resources for well-being, and one of the important means of achieving the goal in both personal and public life. Real communication is increasingly replaced by virtual ones, in which the main subjects of communication are not so much the people themselves as the images that, on the one hand, they create themselves, on the other hand – images associated with existing stereotypes, and the third – the images formed in the minds of one side of communication in relation to the other (Kutuev et al., 2017; Ju et al., 2017; Gluzman et al., 2018). In the field of such communications, in order to achieve success, it is necessary to understand the basics of creating an adequate image of the individual, social group, any organization or tangible and intangible objects (for example, goods or services). And such student knowledge, skills and abilities are very important to form, as they stand at the beginning of their adult life, their professional path, where they should be effective professionals and successful people. It is also important to form a positive attitude in society to the institution of higher education in General, to the specific higher education institutions, to the student youths as a specific social group, in order to return them to prestige, which was largely lost in the period from the early 1990s to the end of 2010-ies due to the global crisis in all spheres of life of our society and the state and the change of social priorities.

The category of image concentrates in itself ontological elements for reflection of the image content, epistemological elements in the sphere of its cognition process, elements of active action in the field of management of its formation processes. In the individual and public consciousness the attitude to the image is increasingly fixed as to a certain value, which determines the success of life in General and professional activities in particular (Zherebnenko, 2008).

Various aspects of the overall image of students are fixed in the public consciousness and shaped in stereotypes. What is the image of a specific or generalized student what kind of positions represent the image of a student of a particular University influence largely on the process of engaging prospective students, student participation in future projects, the status of the University in the system of higher professional education.

A student in Russian society throughout the history of higher education in Russia has always been a figure that attracted public attention. The image of students always accumulated the latest, often opposition to the existing image, ideological and cultural priorities of a particular historical period. In modern society, the student's image reflects the existing disproportions of the socio-cultural plan, such as a decrease in respect for educated people due to the priority of monetary and material criteria of values, a traditional protest of Russian students against the prevailing socio-political and economic conditions through vivid manifestations of informal, marginal subcultures (Petukhova & Klein, 2014).

Image is very important when applying for a job. First, the novice specialist needs to make a resume that reflects the characteristics of his/her strengths and weaknesses, life position and interests, that is, his/her image as a whole. Secondly, in the process of interviewing a novice specialist will have only a few minutes to provide the potential employer with the most favorable information about his/her business professional competence and personal qualities. The formation of the image of the graduate, the future specialist is also important because the popularity of the University depends on public opinion about its graduates. In addition, the image of the future specialist affects the formation of the professional image of his/her supervisor (Alemasova & Guseva, 2010).

Graduates are a reserve of future social, political, economic and intellectual elites of the Russian state; they are imposed high expectations in promoting the effectiveness of its comprehensive development. In accordance with the modern requirements of improving the quality of the humanitarian component of any professional education, the importance of forming the image competence of students increases (Pak & Yablonskikh, 2016).

Literature Review

2.1. Understanding the Phenomenon of Image in Modern Russian Social Philosophy

In social philosophy, the understanding of the object image as a combination of symbolic and real has been systematically considered within the framework of social ontology. In the phenomenology of the new time, the image was associated with the empirical or rationalistic activity of the imagination of active cognition subject. From the point of view of empiricism, the image is the result of sensual impressions, a print, and a copy of the original object, which is grasped by the mind and remains in consciousness after the termination of impressions. From the standpoint of rationalism, the image is a human thought and a fragment of the infinite world of ideas. The image is an object of imagination in the absence of the original object, which is either a reproduction (memory) or production (creativity) on the basis of the former contemplation of this object. The image of an object is not a vague idea, but a consciously organized form of special attitude, which allows us to talk about its real existence (Azarenko, 2015).

In the philosophical understanding the image is represented as the determination of perception object essence (of things or phenomena) to the otherness. In the image is the identity of the perceived entity and its other existence, implemented as a semantic identity (image, picture) and the actual (an incarnation of the essence in the otherness, sensitive thing). In the process of perception, the consciousness of the perceiving subject acts as an alien for the object of perception. In this case, the image is the result of the identification of the object of perception and non-existence, given as meaning at the expense of the perceived object, its sensual way. The image of the object essence is absolutely adequate to its reality. At the same time, the absolutely incomprehensible essence of the perceived object in the process of self-determination *in itself* manifests itself in Eidos, and Eidos in the process of self-determination *in another* manifests itself in an adequate image, and in some reflexing. These reflexing become concepts (templates) of sensory perception of the object (Taran, 2006).

In philosophy, there are two versions of understanding the image. The first-the image of the object gives a certain idea about it, the idea of one about the other by means of another (sign, symbol), that is, it is a representation after the direct presentation of the object, a representation at the time of its absence. The image of the object gives the illusion of its presence, replaces it. The second-the image not only States the absence of the object, but makes the object to be present at its absence. The image is formed through an intermediary, for example, a writer or a storyteller, but the mediator himself has no power over this image that arises in the mind of the reader or listener, who never directly perceives the object itself. The object in the image is not an object image (Kerimov, 2015).

In modern social philosophy, there are a number of definitions of the image concept:

– the image is not only a product of consciousness, but also something that is formed in a social form as a sign, or even going beyond the boundaries of consciousness, as a simulacrum, and is a force that generates changes and differences (Azarenko, 2015).

– The image is a form of visual representation of information structurally corresponding to the object expressed in it and experienced by a person as a really existing object (Abrarova, 2010).

– the image is a set of sensory signals similar in content to the original object and which are experienced by the subject as the object itself (Rakhmatullin, Semenova & Khamzina, 2012).

– Images are phenomena that synthesize the results of sensory perception and rational cognition in itself. They arise as a result of attempts of practical implementation of theoretical ideas in human activity. In the triad *scientific theory – its transformation – practice* the middle link is the birthplace of the image of the theory functioning in practice and without it the practical realization of the idea is impossible (Yusupova, 2014).

The construction of the image occurs only when the human Self refrains from metaphysical thoughts, judgments and the possibility of a thing existence outside the consciousness which is perceiving it, from the perception of the world as objectively existing (phenomenological era). Then a person begins to look at life as an awareness of the world, and accepts him/herself as a pure Self with a pure stream of reflections. All stereotypes and predetermined positions in relation to the surrounding world and surrounding people are deprived of significance. The world acquires meaning and existential significance from its transcendence, from opposition and interaction with other people, phenomena and artifacts. The image is formed and makes sense for a person in the unity of perception and experience (Shnyreva, 2007).

2.2. Understanding the Phenomenon of image in Modern Russian Social Philosophy

Despite the fact that in the scientific literature, very often the concept of the imagery and the image are used as synonyms, some scientists say that between them in the socio-philosophical aspect, there are fundamental differences: the imagery is the secondary one and the image is primary one relatively to the object; the imagery is passive, and the image has a great impact on the recipient; the imagery is complete and amorphous, and the image is specific and practical; the imagery arises naturally, and the image is formed artificially, the imagery reflects the object holistically, and the image – only the outside. In the modern sense, the image is not just a imagery, which is based on emotional perception, but is a full-fledged information product, purposefully created taking into account objective laws and processes, and becoming more a sphere of scientific activity than art (Doronina & Trubnikova, 2010).

Image is a universal category applicable to any object that is the subject of social cognition. One of the founders of the national imageology V.M. Shepel (2002) defines the image as the appearance or halo of a particular individual, organization or community of people, created purposefully by the media, interested social group or individual efforts of the individual to attract attention. He considers three understandings of image: pragmatic - as a means of achieving a person's specific goals (the American version), personological – as a way to attract attention (the European version) and developing – as conditions for externally fixed internal self-realization of the person (the Russian version).

The phenomenon of image is an immanent property of social existence in phylogenesis and ontogenesis. It is a symbolic system reflecting the totality of social relations and the characteristics of a particular individual. The binary biosocial nature of man is the cause of objective and subjective patterns of image existence. Image is an axiological system that performs the function of a translator of socially significant information. Once this function of the image is recognized by the person, the process of its formation becomes conscious and the image becomes one of the means to achieve the goal (Cheremushnikova, 2002).

Philosophy refers to the image as a phenomenon of reality, which are an area of social cognition and a universal tool of this cognition. Image can be possessed by any object or subject of social cognition. Philosophers understand the image in trinity: a model and a tool of cognition, a form of social management and image. In the General understanding in philosophy there is an understanding of this phenomenon as a stereotypical, emotionally reflected, individual, revealing the internal content, formed in the consciousness of the image recipient, which is a secondary information structure in relation to the perceived real object. At the socio-philosophical level, the concept of image is closely related to spirituality, morality, ethics and aesthetics, which are important in the practical sense as criteria of means and technology of its formation (Simonova, 2012).

In cultural studies, the ontological essence of image is determined by its ability to display the most important aspects of human existence, to form value attitudes and norms of behavior of the individual as a result of the internal resonance of consciousness structures with the symbolic content of the image. The image is the embodiment of the totality of the discourses of the social subject representing its axiological position and optimizing the system for its communications. Image is part of a model of reality that reflects social expectations and allows us to interpret the world within the boundaries of stereotyped significances and meanings (Kuzmina, 2012). In social psychology, from the standpoint of the theory of social representations, the image is interpreted as a specific kind of social representation and as a way of knowing social reality. Image, like any social representation, possesses a communicative nature, collective character, exists in the mass, not individual consciousness, and depends directly on the cultural, historical and social context. It is a dynamic formation, its attributes can be transformed, modified both depending on changes in the image carrier, and on changes in group consciousness. Image performs the regulating function of individuals' behavior (Dagaeva, 2011).

2.3. Understanding of Modern Student Image in Russian Humanities

The image of a University student is a socially significant characteristic of the future specialist associated with the social, personal and professional success of the graduate in various areas of the dynamically changing reality of post – industrial society. The formation of the student's image is determined, firstly, by the social order for qualified specialists, secondly, by the quality of image-forming activity in the educational process of the University and, thirdly, by the student's desire to create and design his/her image, focusing on socially acceptable and professional values of the innovative society (Pak & Yablonskikh, 2016).

The image of the student is an integrative set of presentations, which are represented by verbal or nonverbal signs, expressing personal-individual, socio-psychological and significant for learning and professional activity qualities, the determinants of which are the conscious meaning of professional activity and external requirements, rules and regulations related to this activity (Simonova, 2014).

O.A. Zherebnenko (2014) defines the image of the student as an integral characteristic of the individual, including the synthesis of external characteristics and internal qualities that contribute to the effectiveness of educational activities. The image of the student develops due to the personal need for self-cognition, the level of reflection, awareness of the need to create one's own positive image, and depending on the characteristics of the conditions and content of training. Structural-dynamic model of the student image consists of three levels: constitutional (appearance, gender, age, and temperament), personality (motivational, cognitive and activity-based components of the individual) and social (the status of the University, faculty and the social role of the student and his/her future career) (Zherebnenko, 2014).

The subjective image of a student is defined as the image of his/her developing personality in the form of a system of subjective representations, impressions, opinions formed in the process of perceiving him/her as a subject of educational and professional activities, and as an object of active social interactions. The subjective image of a University student is the result of social perception, has social significance for the object perceiving it and appears when the image carrier (object) enters into social interaction, that is, from the object becomes the subject of its direct or indirect perception (Mukhametzyanova et al., 2016).

There is also such a notion as a professional image of a student, which is defined as a conscious external manifestation by the person of socially significant inherent qualities of the profession. L.I. Savva and E.A. Gasanenko (2015) perceive professional image as a generalized, existing in the mass consciousness the image of a specialist in a specific field of activity, which includes certain values, skills, attributes and qualities and in a certain way influences others. It is formed depending on the requirements for each individual profession, and its main properties are dynamism, awareness, activity and credibility. The functions of a professional image are divided into two groups: value functions (personal uplifting function and feature of comfortization of interpersonal relationships) and process (the adaptation function and the function of shading the negative personal characteristics).

Results

Research in the field of personal image, its essence, formation, functioning, impact on the individual and other people are interdisciplinary and are at the junction of subject areas of social philosophy, sociology, social psychology, cultural studies, pedagogy, Economics.

From the point of view of the socio-philosophical approach, the image is presented in the form of a holistic unity of emotional, ethical, aesthetic and axiological components of its structure. Image plays an important role in the awareness and construction of social reality, performs a meaning-forming function and acts as its specific cultural code in a particular period of development. Image technologies make it possible to activate this code. At the same time, having an image representation of the world and of him/her, a person builds a system of relationships with others and projects his individual social reality. Image is also a tool for forming a harmonious picture of the world on the basis of existing values and norms, as well as for creating pseudo-reality, replacing true values with artificially constructed stereotypes. Image provides a person with identification, self-identification and self-presentation in society.

Therefore, from the socio-philosophical point of view, the holistic concept of image includes understanding it as a multidimensional, technological, ambivalent communicative and managerial phenomenon, which

has a symbolic nature, arising as a result of the perception by the individual or group of persons of coded message, contributing to the actualization in their minds and subconscious of the required motives of behavior including the mechanisms of identification, self-identification and self-presentation.
The image of the student has the same characteristics, but also has a number of specific features. Its diversity is determined by the fact that it is formed in the field of contact and interpenetration of the social environment of society and the specific social environment of a particular University with their characteristic maps of the world, values, norms, characteristics of behavior and communication that can both correspond to each other, complement each other and contradict each other. Technological nature lies in the fact that its formation can occur as spontaneously through the subjective perception and evaluation by the student of various material or intangible objects of reality in the process of self-development, and through targeted psychological and pedagogical influence in the process of training and education. Ambivalence is manifested in the fact that the formation of the student's image can be accompanied by a change in the already inherent personal peculiarities and characteristics (strengthening of positive, professionally significant ones and weakening of negative ones from the point of view of the target audience, for example, future employers), and the introduction of new ones either through their real embedding in the structure of personality, either through the creation of illusions about them. Communicatively managerial essence of the student image lies in the fact that its formation in the process of reflection contributes to the formation and development of the individual student on the one hand, and on the other – in the process of image communication has an impact on the opinion of the student about the others that changes him/her and their view of the world, and contributes to the successful socialization and effective professional activity of the student in the future.

Conclusion

The study of the essence and formation of the image of modern students is relevant due to the fact that the modern socio-economic and socio-political conditions of development of Russian society put before higher professional education the task of not only training a competent specialist, but also the formation of personality, the perception of the image of which corresponds to the image of a modern professional in various fields of activity. In the perception of Russian society, the image of students throughout its existence was perceived, on the one hand, very positively, it showed the intellectual potential of our country both in the times of the Russian Empire and in Soviet times. On the other hand, the image of students has always been associated with rebellion, freedom of thought, with the accumulation of new progressive ideas, sometimes in opposition to the existing state ideology and state structure. After the collapse of the Soviet Union, when liberal-democratic ideas became widespread and the economy became market-oriented, those who were able to learn how to earn a lot of money quickly without having higher education became popular in society, and the prestige of students as a specific social group fell sharply. The prestige and quality of higher education fell, as it became possible just to buy a diploma. Now there is an urgent need to return to higher education and students their high social status, which actualizes a comprehensive study of the phenomenon of the image of students and students. Socio-philosophical understanding of the image phenomenon of the modern student as a future professional is also important because it becomes one of the important factors of human competitiveness as a personality and as a professional in all spheres of life activity, and as a social construct, emerging and manifested in the process of social perception and interaction, can be understood through the use of philosophical methods that will allow to study it taking into account new realities.
The article concludes from the socio-philosophical point of view that the socio-philosophical understanding of the image is based on the priority of the subjective over the objective, manifested in the process of transformation of implicit models (symbols) into explicit ones (images), common in the ordinary consciousness of society, their mythologization, and Vice versa. It is established that in recent decades the concept of image is considered from several points of view: as a manifestation of personality, as a means of achieving the goal, as a way to attract attention and as an externally fixed condition of internal self-realization. Image is a concentrated expression of cultural, value and mental meanings inherent in a particular society.
It is determined that from the socio-philosophical point of view, the holistic concept of the image implies its understanding as a multidimensional, technological, ambivalent communicative and managerial phenomenon, which has a symbolic nature, arising as a result of the perception by the individual or group

of persons of coded message, contributing to the actualization in their minds and sub-consciousness of the required motives of behavior including the mechanisms of identification, self-identification and self-presentation.

The image of the student has similar characteristics, but also has a number of specific features. Its diversity is determined by the fact that it is formed in the field of contact and interpenetration of the social environment of society and the specific social environment of a particular University. Technological nature lies in the fact that its formation can occur spontaneously through the subjective perception and evaluation of the objects of the surrounding reality in the process of self-development, and through targeted psychological and pedagogical influence in the process of training and education. Ambivalence is manifested in the fact that the formation of the student's image can be accompanied by a change in the already inherent personal peculiarities and characteristics, and the introduction of new ones either through their real embedding into the structure of the personality, or through the creation of an illusion of their presence. The communicative and managerial essence of the student's image is that its formation in the process of reflection contributes to the formation and development of the student's personality on the one hand, and on the other – in the process of image communication changes the image of the world among the image recipients. Adequately formed image contributes to the successful socialization and effective professional activity of the student in the future.

The materials of the article are of theoretical and practical value for the development of educational and methodical complexes on social philosophy, sociology, social psychology and pedagogy, as well as programs aimed at the formation of a positive and congruent image of the student to improve the effectiveness of his/her social, professional and personal adaptation, building the path of his/her successful professional development.

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Social Immaturity Features of Contemporary University Students

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Abstract

The relevance of the study is caused by the fact that in modern society the higher education institutions' graduates are increasingly imposed high demands while reducing the time to obtain the relevant personality, professional and social knowledge, skills and abilities due to the transition from the specialty to the bachelor. This problematizes for school graduates, yesterday's children, the process of learning, adaptation and socialization in new conditions. Student infantilism becomes an obstacle to the formation of an integral adult personality, its self-realization and self-development, and, accordingly, requires a comprehensive study to develop effective correctional programs. The study, the results of which are presented in this article, is aimed at studying the socio-psychological characteristics of University student infantilism manifestation. The leading theoretical method for the study of this problem is the content analysis of scientific works related to the problem of research, allowing a comprehensive review of factors' analysis associated with the manifestations of student infantilism. Empirical methods were the study using valid diagnostic techniques corresponding to the purpose of the study, statistical analysis and generalization of the results obtained. The article presents the results of an empirical study of the socio-psychological characteristics of student infantilism. It is established that the essential characteristics of

student infantilism are: ambivalence, manifested both in the traditional sense-a negative assessment of infantilism, and its positive assessment; motivational- incentive force, which depends on the presence or absence of educational and professional motivation, the desire to obtain new professional abilities and skills, new social status; behavioral-forms and directions of student infantilism; delaying of infantilism, its long-term nature and prolonging it to the next age stages. It is revealed that students with a high level of infantilism have less developed socio-motivational and socio-activity-based spheres of personality than students with a low level of infantilism.
Keywords: infantilism, social infantilism, educational and professional infantilism, social maturity, social and psychological adaptation, motivation, University students.

Introduction
Since the end of the XX century in the public consciousness of Russians a myth was rooted that higher education is mandatory for all, as it is a necessary link in building a successful career, and sometimes just a categorical condition of employers in hiring. The number of both public and private universities and their branches in different regions has increased dramatically. This allowed satisfying both the reluctance of graduates to leave the usual parental home, in which parents are responsible for everything, and the desire of parents to leave their children at home because of the fear that otherwise they will not be safe and will not be able to properly dispose of their independence.
Psychologists say that the effect of these trends has been the wide distribution of such a socio-psychological phenomenon as age-related increase of childhood. Admission to University after graduation is often no longer perceived as the beginning of the adult stage of life, and psychologically is perceived as a logical continuation of the schooling stage. This leads to the spread of student infantilism. The student retains both psychological and social features inherent in the student, which creates both difficulties in the process of socialization, social adaptation, learning and personal and professional development for the student, and difficulties in the pedagogical and educational activities of teachers (Nazarov, 2015; Gluzman et al., 2018).
V.A. Khriptovich (2015) notes that instead of generation X, who sought to grow up soon, become self-reliant and successful, generation Y has come (the Millennium generation) that is characterized by the late social and civil development and the desire to be forever and to stay young. And varieties of modern infantile individuals appeared: children-boomerangs – living with parents single young people after graduation from the high school; kidult — (eternal children), which carry into adulthood the habits and behaviors typical of adolescents; juveniles characterized by personal-psychological immaturity and a number of other.
Infantilism in General is a social characteristic of the individual associated with the passage of its stages of primary and secondary socialization and social adaptation and is expressed in the differences in the social, physiological and cultural maturation of the younger generation, due to the varying degree of influence on the personality of certain social institutions. Infantilism is manifested in the lack of human desire to learn a new social role and willingness to responsibility, which causes disturbances in its social reality (Abdrakhimova, 2016).
Social infantilism is a negative form of adaptation to the social environment as a result of the immaturity of the emotional-volitional sphere and the weakness of motivational-value-based attitudes to personal development in the process of socialization and social interaction of the individual. It is manifested in the rejection by the personality of new social roles, due to the process of growing up, of passivity in relation to any problematizing situations and shifting responsibility onto others or external circumstances (Degterevskiy, 2010).
G.Z Efimova (2014) argues that the features of social infantilism can be manifested in any person in various spheres of life, but socially significant infantilism becomes in those cases when it manifests itself in vital areas – in professional and socio-political activities, in family and domestic relations and others, or affects several areas of human activity, inhibiting and deforming both their development and the development of the person so that, social infantilism is a type of social deformation of the individual.
Considering the social and moral aspect of social infantilism, A.S. Bakulina (2014) notes that it can have negative features, consisting in a tendency to various kinds of physical and psychological addictions, irresponsibility, deviations in the emotional sphere, and so on, and relatively positive, associated with idealism and hyper-sociality.

A.A. Seregina (2011) notes that the personality infantilism is the undoubted reason for the formation of deviant behavior. Insufficiently developed emotional-volitional sphere is the reason for the lack of focus on the volitional regulation of their behavior, complicated by impulsive, explosive nature, uncontrollability of emotions, and instability of mental States. Dependent (parasitical) life attitudes lead to promiscuity in how to meet their needs. The low level of claims and the need for achievements, inadequate self-estimation are the cause of irresponsibility. The unformed motivational sphere and hierarchy of motives, the predominance of hedonistic motives, the minimum ability to reflexing, analysis of one’s own actions and the actions of others, the reluctance to self-determination in both personal and professional pan, the priority of material values over the moral and morality of an infantile personality are a serious risk of its deviant behavior.

One of the main types of student social infantilism is educational and professional infantilism, which is defined as difficulties in adapting students to the conditions of educational and professional environment, manifested in the presence of negative motivational and value-based attitudes towards personal and professional development, in the weak ability to apply professional knowledge in practice, in the low level of independence and responsibility of the student, in a passive life position, in the lack of awareness of the made choice, in the low level of analysis and control of their behavior, in refusing from the help of teachers and family members. Features of emergence and manifestations of this type of infantilism among the students are expressed in a deviation from generally accepted cultural and social norms and in personal disorganization. Educational and professional infantilism manifests itself in following the previously established destructive strategies of social behavior and activity, in a negative reaction to the purposeful educational impact on the part of others, in focusing on new negative examples of personal experience (Apraksina, 2008).

Educational and professional infantilism is a special, destructive way of the individual’s self-realization in the process of obtaining professional education, the characteristics of which are negativism in relation to educational and professional activities, excessive demands on the surrounding people and society as a whole, active or passive opposition to the educational process, the lack of adequate subjective attitude to its formation and development as a future professional and, accordingly, to the educational activity itself, the lack of plans for self-realization in the profession and in life, and real ways to implement them, the prevalence of narrow personal, selfish motives and goals of the training and professional activities (Utenkov, 2011).

There is another point of view. Thus, on the basis of their study, E. V. Koroleva, N. G. Ivelskaya and A. L. Chernysheva (2017) believe that the perception of modern students as socially immature individuals is incorrect and not justified. They argue that students are very active in the social field, in educational, labor and public activities. They revealed the majority of students with high degree of social adaptation, a wide range of interests, high responsibility for their decisions, awareness of themselves as active participants and creators of social changes, the desire to achieve their goals, increased interest in everything new both in the social sphere and in the educational and professional spheres. But at the same time, they do not talk about the complete absence of infantilism among students, although they argue that the infantile qualities of modern students do not go beyond the critical indicators and do not prevent them from developing effectively and dynamically.

The above mentioned aspects actualize the study of social infantilism of students in General and educational and professional infantilism in particular, as well as the socio-psychological characteristics of infantile students to determine the targets for prevention and minimization of this socio-psychological phenomenon.

Materials and Methods

2.1. Theoretical methods

The theoretical method of research is the content analysis of scientific works related to the problem of social and educational and professional student infantilism and the criteria - its components, which allows to comprehensively consider the degree of development of this problem and to identify the main approaches to its understanding and the factors that determine the risk of strengthening the manifestations of social infantilism in the student environment.

2.2. Empirical methods

We conducted an empirical study aimed at studying the socio-psychological characteristics of students with different levels of severity of infantilism using the following methods:
-to determine the groups of students with different levels of infantilism, we used the method *Level of expression of infantilism* developed by A.A. Seregina (2006). Since infantile features are inherent in varying degrees to any person, in our study we distinguish low, medium and high level of students' infantilism.
-to study the features at the socio-motivational level, the methods of diagnosis of socio-psychological adaptation of K. Rogers and R. Diamond (Fetiskin et al., 2002) and diagnosis of the motivational structure of the personality of V.E. Milman (Ilyin, 2011) were used.
- to study the characteristics on the social activity level, the questionnaire of initial socio-psychological competence of S.A. Barinov (2007) and technique for self-assessment diagnostic achievement of life goals implementation of the individual of N.R. Molochnikov were used (Fetiskin, etc., 2002).

Results

3.1. Features of social and motivational sphere of students with different levels of infantilism

The average values for the diagnosis of socio-psychological adaptation of students with different levels of infantilism are presented in table 1.

Table 1. The intensity of integral indicators of student social and psychological adaptation with different levels of infantilism severity (average values)

Indicator	High level	Average level	Low level
Adaptation*	93,12	104,31	123,74
Self-acceptance	32,47	28,32	34,99
Acceptance of others*	14,42	19,31	23,02
Emotional comfort*	16,07	25,86	24,53
The desire to dominate*	43,39	35,71	28,41
Internal control*	10,07	12,71	13,94

Note: * - a significant difference of the average indicators (T-student test) between the indicators of students with high and low levels of infantilism ($p \leq 0.05$) is established.
As it can be seen from the table, students with a high level of infantilism have significantly lower rates of adaptation, acceptance of others, emotional comfort and internal control, and significantly higher rate of desire for dominance. Therefore, we can say that infantile students are less adapted in society; it is more difficult for them to accept the positions and interests of other people. They are more likely to experience emotional discomfort in various situations and are more exposed to external control, by significant others, are guided by others opinions and shift responsibility for themselves to them. At the same time, they tend to dominate the immediate environment to be able to manipulate, to insist on fulfilling their desires, indulging their weaknesses.
The average values of the diagnosis method of the individual's motivational structure are presented in table 2.

Table 2. Intensity of student personality motivational structure with different levels of infantilism (average values)

Indicator	High level	Medium level	Low level
Life-support*	5,43	6,15	7,38
Comfort	3,92	4,90	3,47
Social status*	4,25	7,13	7,92
Communication	9,91	8,93	8,33
Common life orientation of personality	*5,88*	*6,78*	*6,78*
overall activity	8,37	6,10	11,21
Creative activity*	5,13	5,65	9,12
Social utility*	2,97	4,34	7,25
*Working (learning) orientation of the person**	*5,49*	*5,36*	*9,19*

Note: * - a significant difference of the average indicators (T-student test) between the indicators of students with high and low levels of infantilism (p≤0.05) is established.
Based on the data obtained, it can be seen that students with a high level of infantilism have common life orientation of personality which is expressed approximately to the same extent as students with low and medium levels have. But at the same time, they have significantly lower indicators for such criteria of common life orientation as the desire to independently provide for their life needs and to achieve a high social status by their own efforts. And work and learning motivational orientation of students with a high level of infantilism significantly lower than among non-infantile students. Here, such criteria as creative and social activity are significantly less pronounced. Therefore, for students with a high level of infantilism, success in educational and professional activities through the manifestation of creative and social activity is not the leading motive of life activity, as well as the achievement of life benefits and social status on their own.

3.2. Features of the social and activity sphere of students with different levels of infantilism
The average values of the questionnaire for initial socio-psychological competence are presented in table 3.
Table 3. The severity of formation degree of student initial socio-psychological competence indicators with different levels of infantilism severity (average values)

Knowledge:	High level	Medium level	Low level
the relationship between socio-political attitudes and labor productivity	1,43	1,78	1,92
relationship between the social status of population groups and their attitudes*	3,07	4,45	5,21
the relationship between changes in socio-political attitudes and readiness to act	1,84	1,68	2,35
the relationships between features of situations and social manifestations*	2,97	3,73	5,05
the relationship of mental qualities and social manifestations*	3,34	4,11	5,79

Note: * - a significant difference of the average indicators (T-student test) between the indicators of students with high and low levels of infantilism (p≤0.05) is established.
From the data presented in the table, we can see that students with a high level of infantilism have much lower knowledge about the relationship between the social status of population groups and their attitudes, the relationship between the characteristics of situations and social manifestations, as well as the relationship of mental qualities and social manifestations. Consequently, they are less aware of how the mutual determination of a person's social status and their social perception, evaluation, awareness and behavior based on stereotypes in a particular social group occurs. It is more difficult for them to imagine how to behave in certain situations, and how their behavior can affect the development of these situations. They have little idea how certain personal characteristics of the human psyche affect his behavior and how they manifest themselves in social interaction, and how interaction and communication in society can form the psychological characteristics of the individual.
Rank indicators on the method of self-assessment diagnostics of the person life goals realization are presented in table 4.

Table 4. Expression of self-assessment of the individuals' life goals realization among the students with different levels of infantilism severity (ranks)

Indicator	High level	Medium level	Low level
Job, career	5	5	2
daily life	3	4	4
physical state	2	2	3
Social condition. Human relations.	1	3	1
Mental readiness. Psychological state.	4	1	5

Family life	6	6	6

Note: since the technique is based on the integrative design of personal self-development in resource and time ratio and priority setting (ranking), the procedure of checking the reliability of the difference in average indicators was not carried out.
The data obtained indicate that for students with a high level of infantilism and low, the importance of the implementation of life goals in the field of social status and human relations is in the first place. But the analysis of the questions included in this unit of technique showed that students with a high level of infantilism received the greatest number of answers to questions related to friendly relations and imposing their opinions on other people. And students with a low level of infantilism have questions related to the interest in the opinion of others, the ability to listen and the desire to develop those people with whom they communicate. But those and other students are about equally concerned about friendly relations. For students with a low level the implementation of goals related to work and career by the importance is on the second place, and for students with a high level – the penultimate. In the last place all students have goals related to family life, which is explained by age and the current trend in the country to create a family in a more Mature age, which can be determined as infantile manifestations – unwillingness to take responsibility for the family and for children, and the desire to become self-sufficient, to take place as a person and as a professional to be able to provide for the family, to create decent living conditions.

Conclusion
In modern society, graduates of higher educational institutions are imposed increasingly higher requirements while reducing the time to obtain appropriate personal, professional and social knowledge, skills and abilities, due to the transition from specialty to bachelor. This problematizes for school graduates, *yesterday's children*, the process of learning, adaptation and socialization in new conditions. The problem of employment of graduates is complicated by the uncertainty of judgments about their prospects, about the future, the lack of a clearly understanding of life scenario and the image of future employment in the specialty obtained at the University, as a result of which they find work in areas which is not related to their specialty and often does not require higher education. This is one of the consequences of the growing trend of social infantilization of young people. Student infantilism becomes an obstacle to the formation of an integral adult personality, its self-realization and self-development, can cause deviant behavior, and, accordingly, requires a comprehensive study to develop effective corrective programs for this negative socio-psychological phenomenon prevention.
Under social infantilism in modern social psychology the backlog of socio-cultural maturation of the individual from the biological one is understood, determined by the violation of the socialization process, arising from the presence of inadequate problem socio-cultural conditions, and manifested in the denial by youth of new social roles and related to them responsibilities and obligations arising in the process of growing up.
The theoretical analysis revealed the main determinants of social infantilism among students. These include:

- from the civilizational worldview: the trend of postmodernism as a leading socio-cultural direction of the modern stage of the society development, the essence of which is a game designed to create a chaotic order of the existing ordered systems, in which there is no place for the value vertical and the meaning of existence;
- on the part of society: first, the situation of the transition stage of society development, associated with a change of ideology, value-normative guidelines and models of social behavior; secondly, the formation of a consumer society, in which the development of personal skills associated with personal, social and professional development, is replaced by an extensive market of services for all occasions that you can just buy;
- on the part of the education system: firstly, the increase in the period of school education leads to an increase in the duration of childhood and to a decrease in the psychological age of modern youth; secondly, the lack of effectiveness of educational and socializing functions in the system of higher professional education leads to uncontrollability of the process of social and professional adaptation of students;

- on the part of the family: a large number of single-parent families or families with one child have led to the spread of hyper-custody, preventing the development of the child's independence and responsibility for themselves and for others;

– from the side of the media: firstly, the promotion of the cult of *immaturity*, *Peter Pan syndrome*, the image of a nymphet or a playboy, the popularization of the image of an easy and carefree life for your pleasure; secondly, the spread of the Internet and network communications forms a model of non-binding communication, during which you can be anyone.

In the course of the empirical study of the characteristics of the socio-motivational sphere, it was found that infantile students have the most pronounced features such as increased social maladjustment, difficulties in understanding and accepting the points of view of others, emotional discomfort. The main motives for their behavior are their own desires and interests, which they carry out through either subordination to external influence, if it corresponds to them, or through domination and manipulation of others, but always shifting responsibility for the consequences to those who helped them meet their selfish needs. The main motivational orientation of behavior and activity of such students is the common life orientation, which consists in maintaining and improving personal comfort in their own understanding, and the working and learning motivational orientation, focus on social and creative activity is expressed much weaker than among the students with a low level of infantilism.

In the field of social activity of students with a high level of infantilism the insufficient level of the initial socio-psychological competence formation is revealed, which is expressed in an inadequate understanding of the mutual conditionality of the social situation of a person and the characteristics of his/her social perception and behavior, a lack of understanding of the behavior correspondence to a particular situation, as well as its possible consequences, as the inability to assess the psychological and emotional characteristics of people and their impact on the specifics of interaction. For them, it is more important to realize their life goals in the field of communication, friendship, and not in the field of learning and professional activities. Like students with low level of infantilism, they do not consider to be important to achieve goals related to family life, due to age and the current trend in the country to create a family in a more Mature age, which can be explained by the fact that infantile students do not want to take responsibility for the family and for children, and students with a low level of infantilism want first to become self-sufficient, to take place as a person and as a professional, to be able to provide for the family, to create decent living conditions for it.

The study of socio-psychological characteristics of social infantilism of modern students is necessary to improve the efficiency of educational and socializing activities of universities, the correction of infantile, deviant behaviors models, and to stabilize and develop socially approved, corresponding to the period of adulthood. The materials of the article can be useful for psychologists, University teachers, curators of student groups and are of practical importance for the development of psychological and pedagogical programs aimed at improving the efficiency of student infantile behavior patterns' correction in the process of learning at the University.

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Development Features of Students Communicative Focus

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Abstract

Research relevance: the Relevance of the research is conditioned by the fact that in the modern world interpersonal communication has a huge ideological potential for the development, strengthening of interpersonal relations and professional growth. In this regard, from a practical and scientific point of view, it is important to study the features of students' communicative attitudes development during their studies at the University. The purpose of the study: The purpose of the study is to show that communication skills are formed in the process of education and training, because it is the process of a versatile personality formation, that also includes the requirement to master communicative competence, which is developed over the years and is therefore the result of great work; to reveal dynamics of development of student communicative focus in theoretical and experimental research. Research methods: the leading method of this problem research is the method of unfinished sentences, which allows to highlight the nuances regarding the following aspects of communicative representations: focus to communication in General; emotional component; perception of the other; evaluation of one's own position in communication; understanding and the reasons for "failure" in communication. Research results: the article shows that as one grows up and studies at the University the structure and constructs of communications and attitudes in communication can be changed. The older the student becomes the more loyal and tolerant he is to others. Also the trend of communicative attitudes development should be noted, where the "crisis period of formation" is the middle of training. Third-year students are more conflicted, less tolerant and patient than freshmen and fifth-year students. Practical significance: the data obtained in the work can be used in practical psychology, sociology, age psychology, as well as for further theoretical development of this issue.

Keywords: students, communicative focus, positions in communication, conflict nature.

Introduction

It is impossible to overestimate the role of successful communication in the development of society in the modern information society. The following aspects and spheres of socially significant communication can be distinguished: the role of communicative strategies in solving social conflicts; communicative mechanisms for the formation of positive attitudes in public opinion; successful public communication of socially significant figures (politicians, public figures); ethics in public communication; changing speech patterns of behavior; the role of public relations in the formation of corporate civil liability; the role of mass media.

In the high-tech global world, public communication acquires another important component, namely, professional communication (Sorokoumova, 2013; Cherdymova, 2013; Ju et al., 2017). Professional (as opposed to business) communication is understood as the specificity of communication skills determined by professions, whose essential component is the obligation to enter into communication. Such professions include, first of all, teaching, political activity, management, social work (including medicine), public service. Considering each of these professions, one should talk about a certain amount of knowledge, skills, attitudes necessary for successful professional communication and, accordingly, successful professional activities.

The problem of the role of social focus and its value orientation are considered in the works of A.G. Asmolov and M.A. Koval'chuk (1977), U.L. Kolb (1961), A.G. Zdravomyslov (1996), I.I. Zhukov (1976), V.A. Yadov (1979), V.A. Yadov (1995), R.A. Kutuev et al. (2018), etc. In the studies of scientists the need is proved and the emotional value component of communicative attitudes is theoretically substantiated, the importance and necessity of axiological communication for the theory and practice of socially-oriented research is proved, the ways for value relations formation in certain types of activity are shown.

The analysis of researches on the problem of development of professional communication shows that the majority of them is based on the idea of socio-psychological communication of G.M. Andreeva (1981), Y.S. Krizhanskaya and G.P. Tretiakov (1987), etc., on the findings of scientists on the psychology of educational activity of A.A. Ruchka (1976), A.A. Leontiev (1997), A.A. Leontiev (1975), A.A. Devyatkin (1998), etc.

In the domestic psycho-pedagogical studies different approaches to the problem of development of communicative units in the universities are demonstrated: with the help of certain communicative tasks (Alekseeva, 1984; Kananishvili, 1994; Uznadze, 1961; Gluzman et al., 2018); pedagogical designing and pedagogical technologies; through the specifics of the pedagogical communication (Leontiev, 1972); professional self-concept; professional motivation; the concept of socio-psychological aspects of training and education; through the definition of key features and style of teaching. These studies can serve as a scientific basis for the development of a holistic concept of development of student' professional communicative attitudes. Scientists classify all previous attempts to define the attitude: "Previous definitions of attitude can be attributed to one of four classes:

1. The author presents and proves his own definitions of attitude. He argues, however, that the definition may not be identical to what is already available.
2. The author considers many variants of other definitions and gives preference to one of them, or proposes a new definition.
3. The author allows for a variety of definitions of the attitude, because of desperate to find a consensus.
4. The author, who tries to translate various definitions of *attitude* into ordinary spoken language and with the help of it to develop the direction of convergence of different directions.

According to the teachings of D.N. Uznadze (1961), human behavior is regulated at two levels: impulsive and volitional.

In the first case, the source of activity is a biological need, which in the presence of actual conditions for its satisfaction forms an actual focus - readiness to act in the direction of meeting this need. The latter one leads to impulsive behavior.

At the volitional level that distinguishes human behavior from animal behavior, the willingness to act is preceded by understanding the complex situation (the act of objectification) and finding an algorithm of action that corresponds to "..the main focus of the individual which is embodied in the life". The focus arising on the basis of comprehension, Uznadze called fixed focus, the system of which gives grounds for directed behavior.

According to U.L. Kolb (1961) the history of *value orientation* category is identical to the history of *attitude* (social attitudes). Some scientists associate the introduction of the concept of *value orientation* in the socio-psychological Sciences with T. Parsons (1997) theory.

In world psychology there is a huge number of works devoted to values and value orientations, their hierarchy is studied. Expressing certain qualities of a person, value orientation is at the same time a means of realization of certain social goals. In most modern studies, values are considered from a socio-psychological point of view; appear as a social phenomenon, as a product of society and social groups' life-activity.

Thus, according to M. Rokich (2009), value is a stable belief that a certain way of behavior or existence is individually or socially preferable before, or along with any other way of behavior or existence in a similar situation. The value system is a stable set of beliefs. Highlighting three types of beliefs: existential, evaluative and prognostic, M. Rokich (2009) refers the values to the last, the third type, allowing navigating within the desirability-undesirability of behavior (operational, instrumental values) and existence (semantic, terminal values).

Communication skills are a synthesis of General psychological, socio-psychological and special-professional qualities of the individual. They are formed in the course of a variety of social practices and the inclusion of the individual, as well as in the course of special training to communicate.
The communication process is provided by acts of communication and interaction of the subjects of the communication process.
When solving the problem of education and training, communication allows providing real psychological contact with students; forming a positive motivation for learning; creating a psychological environment of collective, cognitive search and joint solutions, establishing a positive psychological climate.

Materials and Methods

2.1. The Methods of the Research
The method of unfinished sentences was used in the research process. The proposals were selected in such a way as to reveal the nuances regarding the following aspects of communicative attitudes, grouped by us into several units.
The first unit, B1, combines a priori ideas about communication as a whole and includes such incentive proposals as "communication is first of all", "communication is necessary for" and "communicating with others, we". Since communication can be understood in different ways, and even in the scientific literature there is no single approach, before one begin to analyze the individual attitudes of communication it is necessary to answer the question, what is communication for our respondents.
The proposals included in the second unit, B2 relate to such an important component of the focus as emotional communication. Unfortunately, in this study it is impossible to analyze all the emotions associated with different communication practices, so we focused on the emotional perception of communication "communicating with others I feel" and identifying the characteristics of causing the most positive perception of "I am always happy to communicate with". Interaction with another is often the main feature of the definition of communication. We are primarily interested in practices, conditioning the ability to listen and be heard. What for was proposed quite simple incentives: "to be heard by the others you should" and "to understand another." Psychologists often try to assess the success of communication, its positivity or negativity. At the same time, they tend to interpret positivity as tolerance, conflict-free. In our research, we raised the question of how students themselves believe what is a success in communication. B3 For the solution to this question works the incentive "to be a successful person in communicating means." In addition, it is necessary to find out what practices, according to students, are a manifestation or a means of achieving *success* in communicating. Therefore, unfinished sentences were composed "one can be successful in communicating if" and "one can be successful in communicating only in case of".
Separately, we found it necessary to allocate the study by the method of unfinished sentences of such an aspect as the perception of another B4. "To achieve your goal is possible if in relation to the other you are" – the stimulus reveals the position which is different in relation to the studied subject. Regarding this incentive, we had assumptions that it will help to identify whether the other is a full subject of communication, and whether it is considered as an opponent or ally in achieving the goal.
Unit B5 is set to assess one's own position in communication. How much a person considers him/herself a subject able to influence the course of interaction with others, and by what means one can manage the process of communication is revealed in the sentence "people's relationships can be regulated by". The sentence an incentive by a "person is shown" in this study did not work as it gave too facile a priori representation. Unit B6 p reveals the understanding and causes of *failure* in communication. We have identified practices that hinder the achievement of communication goals by such incentives as "communicating with others is impossible" and "one can offend a person."
In any social interaction it is possible to find prescriptions and norms which are obligatory from the point of view of its participants. Of course, communication, in which students come as sociologists, is no exception. Therefore, the study included sentences in unit B7, identifying priority rules of communication: "People in relation to each other should", "the basic principle in relation to other people is" and "in communication a person should".
For a full analysis of communicative attitudes it is necessary to fix the perception of basic, in our opinion, social positions-the status of another (unit B8): "stranger", "friend", "close person". "When I talk to strangers," "I think I'm a real friend," and "really close people."

The ninth unit B9 is focused on the identification of communicative practices perceived as the most difficult for the individual. "Interacting with others the hardest thing is."
This method was actively used for the study of social psychological phenomena, for example, V.B. Olshansky (1997) used it in the study of social expectations.
S.G. Klimova (1995) used this technique to study the identification and improvement of semantic constructs "one's own" - "alien", "we" - "they" [43, p. 49-63].
G.G. Tatarova (2007), G.G. Tatarova (1997), Burlova (1997) emphasizes that one of the strategies of using the method of unfinished sentences is to identify a priori ideas of people about a particular situation in their daily lives.

2.2. The Experimental Base of the Research

The empirical research was conducted on the basis of Samara University, faculty of sociology. Thus, the study studied the communicative attitudes of students of three groups:
Group 1-1st year students of sociological faculty of SamSU, 14 people.
Group 2-3rd year students of sociological faculty of SamSU, 15 people.
Group 3 – students of the 5th course of sociological faculty of the University, 11 people.
In each group, the survey was continuous. The total number of students studied was 40

2.3. The Stages of the Research
The study of the problem was conducted in three stages:
Stage 1 - development of initial positions on the basis of theoretical analysis of the literature on the subject of research; development of the General concept of research, including methodological principles and the project of development of the research tool.
Stage 2 - development of a research tool to identify the features of communicative attitudes.
Stage 3 - an empirical study of the characteristics of social Sciences student communicative attitudes. A sample was formed, empirical data were collected. Preliminary results were obtained. Analysis and interpretation of the results were carried out.

Results
The communicative attitude first of all reflects the propensity to a certain behavior in a situation of communication, the willingness to see in another a full subject of relations, ideas about the purposes of communication and the possibilities of achieving these goals. We tried to characterize these elements of communicative attitude in our research.
First of all, we tried to describe the readiness for interaction and acceptance of the other.

Table 1. Negative communicative focus of students - sociologists

Indicators	Maximum points (100%)	The received points			Percentage of maximum points		
		1st year students N=14	3st year students N=15	5st year students N=11	1st year students N=14	3st year students N=15	5st year student s N=11
Veiled cruelty	20	14,9	14	12,2	74,6	70	61,3
Open cruelty	45	22,6	21,1	24,1	50,3	46,9	53,7
Justified negativism	5	2,5	3,06	2,3	50	61,2	47,2
Grumbling	10	4,1	4,2	4	41,4	42,6	40
Negative communication experience	20	9,6	10,4	7,4	48,2	52	37,2
Total	100	53,7	52,76	50	53,7	52,7	50

Considering the distribution of negative communicative attitude, we note the following characteristics.

Indicators of veiled violence decrease as students grow older. Thus, they reach 74.6% among the first – year students, and 61.3% among the fifth-year students. Therefore, the older the student gets, the less he tries to hide his cruelty. This can be explained by the fact that among the students in more senior courses in comparison with the first course, the process of socialization in the University has already passed, they try not to hide their feelings and relationships, the process of their self-identification is successful and they can openly talk about the problems.

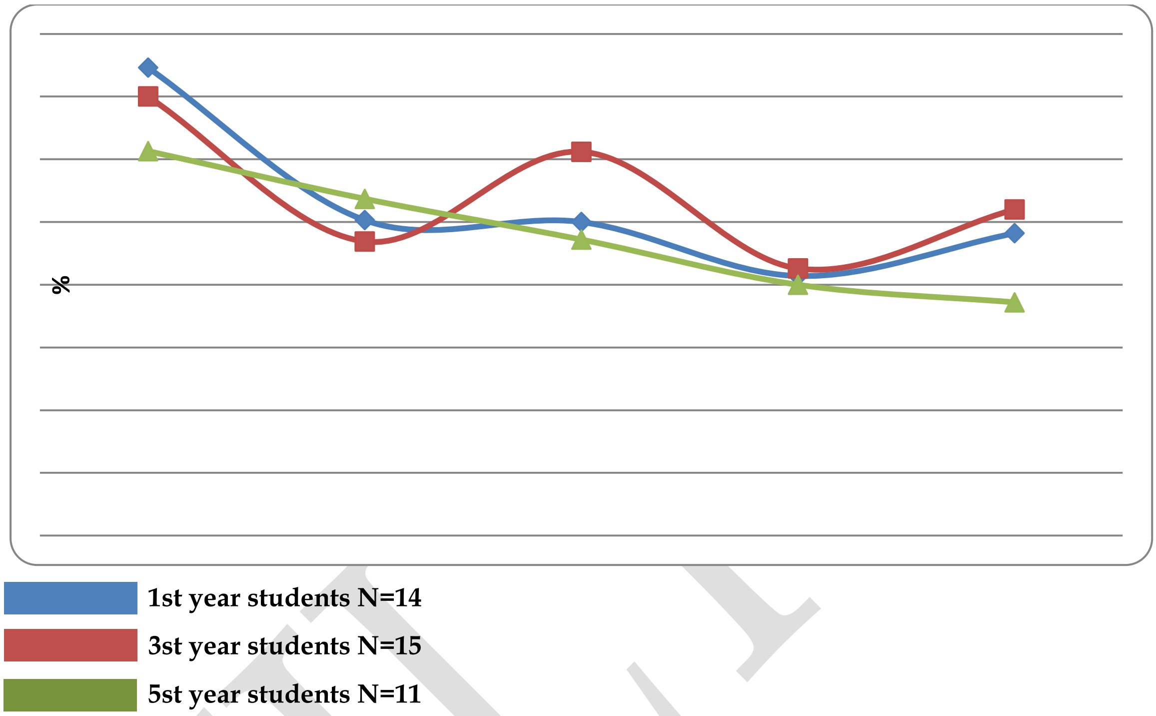

Figure 1. Distribution of indicators of negative communicative focus among students (%ratio)

An important conclusion and proof of the disclosure of *themselves* among the students as they grow up is an indicator of *open cruelty*. We believe that a negative indicator is that half of the students possess this quality. Moreover, it is the least pronounced in the 3rd year students (46.9%), and the most pronounced in the 5th year students (53.7%). Such data indicate the negative impact of social factors of the environment in which students live, namely the impact of the mass media from a negative, aggressive position, as well as the negative consequences of the transformation of socio-economic development of the Russian Federation in the last 15 years.

As they study at the University indicators of reasonable negativism, denial of sustainable concepts, some degree of nihilism are reduced (from 50% to 47.2%). And the 3rd year students show the highest level of negativity (61.2%). This is due to the fact that while studying at the University, students seem to "cool down" to the process of studying they internally calm down, know all the methods and principles that occur during their studies, understand that they are "already learning". Their motto is "from session to session". It was during these years, many of them begin active professional and labor activity, believing that it does not interfere with them, that the main thing is a career.

Thus, the analysis of the research indicators gave us the opportunity to realize the fact that the *critical* period of study for students is the average period at the level of the 3rd year. One should note the fact that as one gains experience, negative attitudes to communication are leveled and more positive experience will appear. This is facilitated by the process of socialization, as well as awareness by the youth of the learning process at the University, the role of effective, constructive communication in interpersonal communication.

One can consider the indicators of reduced tolerance.

Table 2. Indicators of reduced tolerance

focus component			
	1st year students N=14	3st year students N=15	5st year students N=11
Rejection or misunderstanding of a person's individuality.	5,4	5,5	3,8
Using oneself as an etalon when evaluating others.	4,5	3,8	2,7
A categorical approach or conservatism in people estimations.	6,5	5,7	3,4
Inability to hide or smooth out unpleasant feelings when faced with uncommunicative qualities of partners.	7,5	6,7	3,6
The desire to remake, re-educate partners.	4,7	5,1	4,5
The desire to fit a partner for oneself, make it convenient.	6,7	5,8	3,8
The inability to forgive another mistakes, awkwardness, unintentionally caused you trouble.	5,5	5,9	5,7
Intolerance to the physical or mental discomfort of the partner.	5,2	4,6	2,5
Inability to adapt to partners.	5,5	4,7	2,9
In the sum:	61,4	47,8	32,9

Discussions

Interpersonal communication and subject-subject relations occupy a special place in the system of communicative relations. Human egocentrism in an urbanized society of scientific and technological progress can be destroyed, first of all, by the warmth of interpersonal relations, a return to the fundamental principle of society – to live interpersonal communication.

We note that the essence of social communication is mutual understanding between people and the interaction based on it. Communication is a complex, multifaceted phenomenon. It identifies and considers three main components - information (information and communication), perceptive and interactive.

The information component of social communication is characterized, firstly, by the fact that human communication is not a simple *movement of information* between two devices; here we are dealing with the attitude of two individuals, each of whom is an active subject: their mutual informing involves the establishment of joint activities. Second, the nature of information exchange between people is determined by the fact that through a system of signs partners can influence each other. Third, communication influence as a result of information exchange is possible only when the person sending the information (Communicator) and the person receiving the information (recipient) have a single or similar system of codification and de-codification. Fourth, in the context of human communication, specific communication barriers may arise.

Communication skills are formed in the process of education. The process of becoming a versatile personality also includes the requirements of mastering the ability to formulate thoughts correctly and clearly. Communicative competence is developed over the years and is therefore the result of great work.

V.B. Kashkin (2000) identifies a special concept of *communicative personality*; this concept implies a set of individual communication strategies and tactics, cognitive, semiotic, motivational preferences, formed in the processes of communication as the communicative competence of the individual. The communicative behavior of mankind also consists of common moments in the behavior of individuals. There are only separate individuals whose communicative behavior is a single language. But also in the behavior of the individual the properties of natural and social (including communicative) environment are reflected. Communicative personality is heterogeneous, can include different roles (voice, polyphony of the personality), and while maintaining their identity.

There are three defining parameters for a communicative personality: motivational, cognitive and functional. Based on one's communication needs, communication focus is formed, which is accompanied by communicative personality over a certain period of communication (there are various communication tools and tactics).

As we have found, the communicative attitudes of students-sociologists during their studies at the University are gradually changing. The nature of relations to oneself and to the world is complicated, which is caused by socio-psychological changes in the personality, as well as understanding and awareness of the process of effective communication act in the understanding of oneself and another. Communicative focus and communication process becomes a vital condition for the success of socialization in society, which is supported by the requirements of the world of professions, where effective communication skills are already the standards of many professions. Despite the fact that the student's age by age periodization refers to youth, this age allows for a person's mental personality qualities to be quite labile and plastic. Consequently, the role of higher education in the formation of effective communicative attitudes is an integral part of the educational process.

The dynamics of communicative attitudes among students allows us to make the most important conclusion that it is necessary to constantly improve the educational process, allowing developing communication skills and attitudes.

Conclusion

As the experimental study of communicative attitudes among students shows, as they grow up and study at the University, the structure and constructs of communication and attitudes in communication change. The older the student becomes the more loyal and tolerant he/she is to others. Also the trend of development of communicative attitudes should be noted, where the *crisis period of formation* is the middle of training.

Third-year students are more conflicted, less tolerant and patient than freshmen and fifth-year students. At the beginning of training communication and related acts of communication are aimed at the formation of the social environment, while at the end of training communicative attitudes are manifested as a necessary element of private and public life.

Communicative attitudes are manifested not only in order to obtain a variety of information, but also as a *tool* for everyday life. Students realize the value of effective communication, despite the fact that the level of conflict increases.

Thus, the study allowed us to come to an important conclusion, in which the main emphasis is done on the need to introduce into the learning process at the University some specialized programs, trainings, courses aimed at the formation of skills in the communicative sphere, communicative attitudes aimed at improving the process of communication due to the need for this property by the personality in the modern world.

As the study, aimed at the study of the reduced tolerance showed - as they grow older and the individual's socialization takes place in terms of the University the indicators are reduced.

Rejection or lack of understanding of a person's individuality is reduced from 5.5 points to 3.8 points, which indicates the formation of the ability to understand the other, the development of ideas about the "self", individual characteristics, the stage of final forming of ideas about the self of human existence.

As they grow older, student uses less him/herself as an etalon, a pattern of behavior (from 4.5 points to 2.7). This indicates a decrease in the degree of self-centeredness, recognition of other authorities and authoritative opinion.

A categorical nature or conservatism in views about other becomes less, which indicates the departure from the traditional adolescent egocentrism, the recognition of only own self. The concept of *loyalty, tolerance* in the opinion of others becomes important.

Especially noticeable is a decrease in negative tolerance in the field of inability to hide or smooth out unpleasant feelings when faced with non-communicable qualities of partners (from 7.5 points to 3.7 points for students of the last year of study). In this situation, they use the tactics of avoidance and compromise, which can also be explained by the development of loyalty. We believe that such qualities should be especially developed among students-sociologists, who due to their professional activities will have to deal with different people, with different psychological characteristics and manifestations of the psyche.

It should be noted that the student desire to remake, re-educate in the course of the study does not disappear. Moreover, in the third year, these values become more. Such data indicate the presence of

mentoring, dictatorial directions in communication, which may be due to the prestige of training in the SamSU.
Also, as well as the inability to forgive mistakes, does not change in the course of students' study at the University, which indicates the difficulty of forming tolerance as a necessary quality of personality of students of the faculty of sociology.
The indicators of intolerance to shortcomings, as well as the inability to adapt to partners as they grow older, are declining, but we believe that it is not enough. These indicators may be lower; however, they indicate that the modern student is intolerant, incapable of empathy.
Thus, we believe that for the development of tolerance during training it is necessary to introduce specialized courses aimed at the development of tolerance, the formation of understanding of the other. Especially important is the taking into account of personality traits in connection with their future professional activity as sociologists.

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Analysis of the linguistic and educational capabilities of ICT tools for organizing and conducting project activities in teaching foreign languages

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Abstract

The relevance of the research in the article is determined by the need to analyze the linguodidactical capabilities of information and communication technology (ICT) tools for organizing and conducting project activities in teaching foreign languages at a university. The purpose of this study is to scientifically and practically substantiate the linguodidactic capabilities of ICT tools for organizing and conducting project activities in teaching foreign languages. A special role in the article is played by the discussion of the essence of the disclosure of the linguodidactic capabilities of ICT tools for the organization and conduct of project activities in teaching foreign languages, as well as the revision of the paradigm of educational interaction between participants in the educational process and interactive learning tools. The scientific novelty of the research is that the scientific substantiation, essence and structure of the complex application of the linguodidactic capabilities of ICT facilities for the organization and carrying out of the project activity in the teaching of foreign languages in the university are presented in the article. The practical significance of the research results is that the main provisions and conclusions can be used: in the process of preparing scientific and pedagogical personnel; on the courses of professional development of university teachers; when organizing the international activity of educational institutions.

Keywords: computer linguodidactics, linguodidactical possibilities, the paradigm of educational interaction, information and communication technologies, organization and carrying out of project activities, teaching foreign languages, electronic means of educational purpose, components of software and methodological support, the formation of a foreign communicative competence, interactive teaching aids.

1. Introduction.

The process of informatization of higher education in Russia requires new approaches to using the potential of ICT tools for the development of the personality of students, increasing the level of creativity of their thinking, developing skills to develop a strategy for finding solutions both for educational and practical purposes. The introduction of a new branch of knowledge - computer linguodidactics, where the computer is characterized as a didactic means, representing material in a special way and influencing the learning process of a foreign language acquires special significance. "Computer linguodidactics is a field of linguodidactics that studies the theory and practice of using computers in teaching a foreign language" (Zubova, 2001). Currently, methodologically, education is dominated by a traditional approach to teaching foreign languages with the resulting contradictions, due to the unrealized possibilities of ICT for the purpose of organizing and carrying out project activities in teaching foreign languages at a university. It is important that the project method is not used instead of systematic subject teaching in foreign languages, but along with it as a component of the education system. Work on the project method is a relatively high level of the complexity of pedagogical activity. A distinctive feature of the project activity in teaching foreign languages is the search for information, which will then be processed, understood and presented to the participants of the project team. The result of work on the project in teaching foreign languages is an educational product as the most acceptable means of solving the problem, which is significant for the training of university students.

2. Methodology.

2.1. Scientific substantiation of the linguodidactic capabilities of ICT tools for the organization and implementation of project activities in teaching foreign languages in higher education.

As a scientific substantiation of the research, the article presents an analysis of the linguodidactical capabilities of ICT tools for project activities in foreign languages and the principles of organizing project activities using electronic teaching aids in the teaching of foreign languages. The basis for the development of the topic was the general-democratic and methodological principles of teaching foreign languages (Benoit, 2013; Merkulova, Smirnova, Kaziakhmedova & Kireeva, 2018; Shchukin, 2007). One of the important oddodidakticheskih principles of teaching foreign languages is the principle of personally oriented orientation of learning. The second obshdidakticheskim principle is the principle of consciousness. The third didactic principle: the principle of the creative nature of teaching, which consists in the fact that teaching foreign languages, aimed at developing the ability of students to intercultural communication, should be built as a creative process. The fourth didactic principle: the principle of the activity character of instruction in general and foreign languages in particular. The fifth didactic principle: the principle of autonomy, which consists in the fact that teaching foreign languages should be aimed at forming the autonomy of the student in the learning activity for mastering the specific language studied.
To the methodological principles that characterize the modern teaching of IJ acting independently of the language being studied, above all, the principle of the communicative orientation of learning. The study takes into account the principles of organization of project activities using electronic educational tools in the teaching of foreign languages (Ryabyshev, 1997; Tyunnikov, 1992; Smirnova, 2007; Shturba, 2004; Zubova, 2001). It was established that the project should be feasible for implementation; it is necessary to create conditions for successful implementation of projects; prepared a plan for organizing the project and students for the implementation of projects; Provided guidance to the project by teachers - discussion of the selected topic, work plan and maintaining a diary in which the student makes appropriate notes of his thoughts, ideas, feelings - reflection; It is mandatory to present the results of the work on the project in one form or another.

2.2. Characteristics of electronic educational tools for carrying out project activities when teaching foreign languages at a university.

Under the electronic means of educational purpose (ESUN) for carrying out project activities and developing a foreign communicative competence is understood "a set of applied and instrumental software tools and educational materials aimed at automating the processes of collecting, retrieving, archiving, transmitting, receiving, replicating information of another language" (Smirnova, 2007). Among these ESUNS are: specially created, for carrying out project activities and teaching foreign languages computer programs, different shaped application, encyclopedias, reference books and other programs that can be effectively used for training purposes. Russian and foreign scientists in the complex of programs used to study the language, mainly include the following varieties: -Programs specially designed for training: "drill and practice" (tutorial and practical exercises) and "tutorial" (consultations) and programs that model the language environment ; -programs for self-study of language ("self-study package"); -programs intended for practical use-business correspondence programs, analogue programs and computer versions of phrase books (Bovtenko, 2005; Roberts & Ferris, 1994; Smirnova 2013; Shturba, 2004). In addition, it can be application programs - all the variety of existing commercial programs: from text editors and spelling checkers to archival and game programs; instrumental programs that allow the teacher to create computer didactic materials that target specific groups of students. Although the tools are primarily for the instructor-developer of educational materials, they can also be successfully used for learning a foreign language.

2.3. Complex application of linguodidactic capabilities of ICT tools for the organization and conduct of project activities: when teaching foreign languages at a university.

The comprehensive application of the linguodidactical capabilities of ICT facilities is considered in relation to the practice of using electronic educational tools for the organization of project activities on the basis of foreign languages and components of software and methodological support for carrying out project activities in the teaching of foreign languages. Electronic educational tools for organizing project activities on the basis of foreign languages are an effective pedagogical tool for studying foreign culture and formation of communicative skills. It should be noted that the use of ESUN contributes to the acceleration of the learning process, the growth of students' interest in the subject, improves the quality of mastering the material, allows individualizing the learning process and makes it possible to avoid the subjectivity of the assessment. The most frequently used ICT tools in the educational process are: electronic textbooks and manuals, demonstrated using a computer and a multimedia projector; electronic encyclopedias and reference books; simulators and testing programs; educational resources of the Internet; authentic video and audio materials; multimedia presentations; Scientific research works and projects in a foreign language. Among the many factors that determine the possibility of learning when using ICT, the most important is the availability of special software and methodological support (MIP). In a broad sense, the program and methodological support of education includes: programs that allow computerizing the organization of the learning process (for example, databases for the organization of distance learning); programs used to prepare training materials; programs designed specifically for learning. The concept of "software and methodological provision of training" can be attributed to a complex of computer training tools and electronic educational tools intended for learning a foreign language.

2.4. Experience of the implementation of program and methodological support, the structure and content of the course "Information and communication technologies in the formation of foreign communicative competence".

According to the results of the research in Russian universities (FGBOU VO "Russian State Social University", FBBOUI VO "Moscow State University for Humanities and Economics", FGAOU VO "Samara National Research University named after SP Korolev", FGBOU HPE "Togliatti State University") the course "Information and communication technologies in the formation of a communicative competence in another language" was developed.

The authors distinguish three stages of work on the formation of a communicative competence that is foreign speaking: the first stage (the formation of lexical, pronunciation, grammatical and spelling skills); the second stage (improvement of skills acquired in the first stage); the third stage (the formation of skills of foreign speech activity). To use the ICT tools in the formation of the communicative competence of students in other languages, the authors developed a block-modular structure of the methodical support of the course "Information and Communication Technologies in the Formation of Foreign Communicative Competence", which is a form of joint activity of the teaching, teaching and support staff of the university and students implementing subordinated functions on information, educational-methodical, technical support, training and nitoring. The block-modular structure of the methodological support of the course "Information and Communication Technologies in the Formation of Foreign Communicative Competence" includes: the "Organizational and Input Support" block; block 1. "Training course"; block 2. "Information and reference support"; block 3. "Results of application of the course" (Smirnova, 2007).

So, the presented possibilities of using ICT tools in the formation of foreign-language communicative competence and their advantages over traditional methods of teaching can be viewed as a tool for increasing motivation, developing strong language skills and improving the mastery of a foreign language. The use of ICT means allows not only to increase the effectiveness of teaching, but also to stimulate students to further independent study of a foreign language.

3. Results.

As a result of the research, the article presents the analysis and scientific justification, as well as the nature and structure of the integrated application of the linguodidactic capabilities of ICT tools for the organization and conduct of project activities in teaching foreign languages at the university. Previously, the analysis of the linguodidactical capabilities of ICT facilities for the project activity on foreign languages was conducted, the principles of the organization of project activities using electronic means for educational purposes in the teaching of foreign languages, as well as the description of electronic means of educational purpose for conducting project activities in teaching foreign languages at the university. Then, the practice of using e-learning tools for organizing project activities on the basis of foreign languages, components of software and methodological support for carrying out project activities in the teaching of foreign languages and the experience in implementing methodological support, the structure and content of the course "Information and communication technologies in the formation of a foreign communicative competence ". The methodology and diagnostics of the project activity on the basis of a foreign language are presented as a promising methodological plan. The materials and results of the research can be applied in the process of preparing scientific and pedagogical personnel, as well as in courses for improving the qualifications of university teachers and colleges. The results of experimental work are introduced into the practice of using e-learning tools for the organization of project activities based on foreign languages in Russian universities (FGBOU VO "Russian State Social University", FGBOUI VO "Moscow State University for Humanities and Economics", FGAOU VO "Samara National Research University named after academician SP Korolev ", FGBOU HPE" Togliatti State University ").

4. Discussion.

It should be noted that the problem of using ICT tools for teaching foreign languages on the basis of the project method in the university is mainly devoted to the theory and methodology of teaching a foreign language (Merkulova, Smirnova, Kaziakhmedova & Kireeva, 2018). At the same time, this topic is of increasing interest in the pedagogy of the design of educational systems and processes, sociolinguistics and knowledge in the field of information and communication technologies (Ryabyshev, 1997; Tyunnikov, 1992; Smirnova, 2007; Shturba, 2004). research in the article is the identification of socio-cultural and communicative approaches to the problem of organizing and conducting project activities on the basis of a foreign language in the university. In linguodidactics, it is generally accepted that all the principles of learning and Austral languages on obschedidakticheskie and methodical (Levina, Apanasyuk, Yakovlev, Faizrakhmanov, Revzon & Seselkin 2017; Semenova, Bostanova, Tetuyeva, Apanasyuk, Ilyin & Atayanz, 2017). Discussion of the problem of interest to us allows us to assert that in the conditions of organizing the project activity using electronic means of educational purpose in teaching foreign languages, appropriate technological, information and methodological prerequisites are created, as well as opportunities for the full implementation of the principles of teaching foreign languages.

5. Conclusion.

As a result of the work, the main conclusions are formulated:

1. An analysis of the linguistic and educational capacities of ICT facilities for the organization and implementation of project activities in the teaching of foreign languages. It was established that "the project is a didactic tool that allows to teach design, ie purposeful activities for finding a way of solving problems and tasks arising from this problem, when it is considered in a specific situation" (Ryabyshev, 1997) .Linguodidactic Opportunities of ICT Tools in the project activity on foreign languages is that the project is a fusion of theory and practice, it encompasses not only the formulation of a certain mental task in a foreign language, but also its practical implementation on the basis of e ICT tools.

2. The main principles of organization of project activities using electronic educational tools in the teaching of foreign languages have been revealed: the project should be feasible for implementation; it is necessary to create conditions for successful implementation of projects; preparation of students for the implementation of projects; provision of project management by teachers - discussion of the selected topic, work plan (including the time of execution) and keeping a diary in which the student makes appropriate notes of his thoughts, ideas, feelings - reflection; mandatory presentation of the results of work on the project in one form or another.

3. Characteristics of electronic means of educational purpose (ESUN) for carrying out project activities in teaching foreign languages at a university are given. Electronic means of educational purpose are understood as a set of applied and instrumental software, educational and methodological materials. ESUN for carrying out project activities in teaching foreign languages already at the early stages of the development of computer linguodidactics included a set of programs, among which were not only teaching but also all kinds of applied, game, modeling programs.

4. The practice of using electronic educational tools for organizing project activities on the basis of foreign languages is considered. Electronic educational tools for organizing project activities on the basis of foreign languages are an effective pedagogical tool for studying foreign culture and formation of communicative skills.

5. Components of program and methodical support for carrying out project activities in the teaching of foreign languages were revealed and established. 6.The experience of implementation of methodological support, the structure and content of the course "Information and communication

Acknowledgements.
The methodological basis of the research was the following: scientific works of Russian and foreign scientists, revealing the general laws of the pedagogical process, effective communicative technologies for teaching a foreign language (Grushevitskaya, Popkov & Sadokhin, 2002; Shchukin, 2007); modern approaches to teaching foreign languages: personal - oriented, communicative and sociocultural (Leontev, 1977; Safonova, 1996; Ter-Minasova, 2008; Schreiter, 2015); work on the theory and practice of informatization of teaching foreign languages (Bovtenko, 2005; Roberts & Ferris, 1994; Smirnova, 2007); method of projects in education (Ryabyshev, 1997; Tyunnikov, Yakovenko, 2005). The analysis of literary sources made it possible to establish that the work on a project using ICT in teaching foreign languages at a university gives students the opportunity to show their talents and optimizes the learning process of foreign languages in general, and fosters the formation of communicative competence. The authors made a logical conclusion that the project activity is simultaneously aimed at the formation of all types of universal educational activities in foreign languages. Therefore, it is important for us to study the linguodidactical capabilities of ICT tools for organizing and conducting project activities in teaching foreign languages at a university. The article is prepared on the basis of studies conducted in the above-mentioned Russian universities in Moscow, Samara and Togliatti. It should be noted that with the assistance of a number of scientists from these universities, further studies are being conducted in this direction (Apanasyuk, Soldatov, Kireeva & Belozertseva 2017; Smirnova 2013, Zubova, 2001).

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"A Law" and "Right" in Everyday Life and Legal Practice of Modern China

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Abstract
As exemplified by the historical background of the formation of legal terms and notions, there were found characteristic features of the formation of Chinese industry-specific terminology that constitute a particular case of its general mainstream. The issue of the formation and development of Chinese terminology is primarily studied from the point of view of Chinese terminologists in conformity with the features of Chinese. When analyzing Russian-, English- and Chinese-language research literature, emphasis is placed upon Chinese terminological sources. This allowed gaining some insight into a wide range of fixed mental connotations of the Celestial Empire's population in relation to "a law and law". There were identified characteristic features of Chinese terminology, including linguistic, cognitive, and other problems that are typical of its modern stage of development.
Key words: a law, terminology, law, character, punishment, connotation

Introduction
Modern global processes introduce an international and global element into any national terminology. The number of terms particularly denoting social international ties is increasing due to the growth and intensification of international cooperation. Research works on the issues of national terminology schools and terminology in general, which are published in Chinese, Russian and English, potentially bring Chinese terminology studies together and extend it to a wider international level **(Detrie, et al., 2001; English and Chinese and Russian and Chinese Lexicon on Linguistics, 2008; Ochirov, 2013**; **Russian Terminology Science 1992–2002, 2004; A Dictionary of Modern Linguistics, 2000).** All of this underlines the urgency to study and pay special attention to both Chinese and international terminologies.

Literature Review
The following authors (**Riggs, 1993**; **Huang Ting, 2010)** write about the unique character and complexity of communicating the meaning and sense of terms, in particular those of humanitarian and social sciences. They stress the need to develop and comply with certain linguo-cognitive and socio-cultural rules when forming international terms (**Lakoff, 1998; Temmerman & Loening, 2000; Sharafutdinova, 2006; Vasilyeva & Ochirov, 2017).** The terminological issues of a national language and its language situation related to its social differentiation and linguistic norms are studied (**Averbukh, 2006**; **Lotte, 1982**; **Grinev, 2008; Ochirov, 2015**; **Tatarinov, 2003; Shelov, 2003)**. The development issues of national terminology are considered with the aid of applied sociolinguistics which is increasingly gaining in importance (**Leychik, 2009**; **Temmerman & Loening, 2000)**. Scholars are also interested in neuropsychic processes of the term-formation activities of man. They attempt to "penetrate" into this process and to establish the psychological patterns of studying Chinese as a socio-cultural factor **(Vasilyeva & Erdyneeva 2016; Vasilyeva, Russian and Chinese,2018)**. A possible operationalization procedure of the formation process for new national terms is proposed, and a thesis of the legality of subjective and objective term formation principles, including the so-called three-position relations of operationalizable verbal material, is substantiated (**Vasilyeva Terminology Creation, 2018**). The perceptual process, including a psychological and neuro-linguistic aspect of terminological nomination (associativity, perception, memory, visuality, instrumentality of term), also arouse interest (**Ye Qi-song Four 2010**; **Temmerman & Loening, 2000)**. The explication process of neuro-linguistic intentions of term is studied through abstraction, manipulation, identification in the context of acquisition and use of native or foreign languages (**Galinski & Christian, 2005**; **Kristensen L., Wang et al., 2012).** Chinese terminologists study the foreign theory and practice of terminology studies, including Russian studies, and comparatively assess Russian and Chinese

terminology studies (**English and Chinese and Russian and Chinese Lexicon on Linguistics, 2008; Essays on Lexicon, (2007)**; **Zheng Shupu & Liang Ailin 2010; Wu Li-Kun, 2009)**. In their turn, foreign terminologists take an interest in Chinese terminology (**Detrie, et al., 2001**; **Essays on Lexicon, 2007**; **ISO/NC 37, 2004)**. Chinese experts comparatively analyze the English-speaking scholars' experience of assessing Russian terminology studies. It is difficult here to overestimate the role of such Russian-speaking Chinese terminologists as Zheng Shupu, Wu Li-Kun, Ye Qi-Song and others. Terminological discourse is supplemented to include the issue of term mentalization. It is supposed to analyze the contensive and conceptual mental reality by operationally applying the framework of categories and concepts of traditional logic and the relevant framework of concepts of logical semantics **(Vasilyeva** & **Shvetsov, 2010**; **Zheng Shupu (2005)**. The philosophical, theoretical and real issues of law are analyzed with due regard for discussions concerning the interaction of such phenomena as "law" and "a law". Moreover, scholars focus their attention on the subjective and practical problems of the functioning of the legal framework of the Chinese penitentiary system and the legal status of the country's homeland security bodies (**Bykov, 2014).** There is systematically analyzed the interaction of law as a notion and a phenomenon and its regulatory form – a law, and other types of positive and existing law in the context of the information society (**Bachilo**, **2013**).

Purpose and Objectives

To establish the basic term creation level at which the modern Chinese terms "law" and "a law", as well as their senses and meanings, are formed. To identify the distinctive features and characteristics of Chinese terminology and their impact upon the formation of Chinese international terms.

Methods

There were applied diachronic and synchronic, contextual, and comparative research principles, as well as the denotative and connotative understanding of term when studying the formation and evolution of Chinese terminology studies. Furthermore, the original method of "the terminological triad" was explicitly used in the course of studies to understand the formation process of Chinese terms.

Results and Discussion

Fundamental Issue of Terminology Studies, its Object and Subject

The main objects of research of terminology studies are special lexical items, with terms being most notable ones among them. They are studied from the point of view of typology, origin, form, content, functioning, use, arrangement, and creation. The subject of terminology studies is associated with the place of term in language, language of science, language for specific purposes, with its substantival and constitutive properties. The fundamental issue of terminology studies is a matter of correlation between the terminological lexicon and the common language lexicon. The correlation has two sides: phylogenetic and ontogenetic ones. The landmark linguistic studies are primarily conducted in accordance with the phylogenetic approach since the linguistic factors of term and terminology are studied. The ontogenetic aspect of term and terminology is formed by extra-linguistic factors represented by a complex intertwinement of ordinary and special ways of thinking.

Term Study Level

The attribution of term to a certain social and professional sphere, which involves studying terms as linguistic units that are inherently burdened by social functions and directly dependent on continually changing social factors, is studied at the socio-linguistic level **(Abaev, 1995**; **Lotte, 1992**). The phenomenon of transformation of ordinary thinking into scientific thinking is studied at the psycho-linguistic level. The manifestations and role of a people's culture, which are reflected and ingrained in term and terminology, are studied at the linguo-culturological level.

Terms "Law", "a Right" from Ancient Times to Modern Age

Old Chinese gives various interpretations of the words "law" and "a law". According to the first complete Chinese dictionary "Shuowen Jiezi" ("Explaining Graphs and Analyzing Characters") (**Spiritual Culture of China (2008), 734**), which was compiled in the era of the Han dynasty (206 BC–220 AD), the character 法 fǎ "law" in Old Chinese is written as 灋 and consists of three characters: 1st – 水, on the left – 氵 shuǐ

"water", 2nd – 廌 zhì "unicorn" and 3rd – 去 qù (here) "**to punish**". The dictionary provides the following explanation in this regard
灋，刑也平之如水，从水；廌，所以触不直者去之，从去
fǎ, xíng yě, píng zhī rúshuǐ, cóng shuǐ; zhì, suǒyǐ chù bù zhí zhě qù zhī, cóng qù.
The first phrase in this sentence – 灋，刑也 fǎ, xíng yě – demonstrates that in Ancient China 灋 fǎ "law" means 刑 xíng "**punishment**". The next phrase 平之如水，从水 píng zhī rúshuǐ means that law is the symbol of "justice". The third phrase 廌，所以触不直者去之，从去 zhì, suǒyǐ chù bù zhí zhě qù zhī, cóng qù says that the unicorn has a meaning of "clearly ascertaining truth and untruth". Legend has it that 廌 zhì "unicorn" is a magical creature, which is called 獬豸 xièzhì in the Book of Deities and Miracles; the magical unicorn creature (the symbol of justice) is gifted by nature with an ability to find and to attack the guilty and to spare the innocent.
In Ancient China, apart from the meaning of 刑 xíng **"punishment",** the character 法 fǎ **"law"** is used with the meaning of 律 lǜ **"a law".** The Tang Dynasty Criminal Code with Explanations (The Chinese Criminal Code of 653) says that 法亦律也，故谓之为律 fǎ yì lǜ yě, gù wèi zhī wèi lǜ "law is also a law, therefore it is dubbed as such". In Chinese "law" and "a law" form a two-syllable word 法律 fǎlǜ that is translated as "law", "a law"; it is rarely found in ancient literature and mainly present in the modern language. The words 法 fǎ "law" and 律 lǜ "a law" were oftentimes used as one word at the end of the Qing dynasty (1644-1911) under the influence of the western continental legal system that had penetrated into China through Japan and with due regard for the need for reforms at that period.
In modern China, the notion 法律 fǎlǜ "law" implies a code of conduct that is determined or recognized by the state and relies upon the state's **compulsory** force that ensures its observance. The code of conduct has historically reflected the ruling class' will determined by specific material conditions of life and established the rights and obligations to define, to protect and to develop social relations and public order that are beneficial to the ruling class. In modern China, the word 法律 fǎlǜ "law" may be interpreted both in its broad and narrow senses. When used in the broad sense, it means a body of statutory provisions, i.e. it includes all regulations in the Chinese legal system. When used in the narrow sense, it means laws and fundamental laws adopted by the National People's Congress and the Standing Committee of the National People's Congress. Chinese scholars usually interpret "law" in its broad sense as 法 fǎ "law", while "law" in its narrow sense as 法律 fǎlǜ "a law" (**Spiritual Culture of China, 2008; Unabridged Chinese and Russian Dictionary (1983-1984).**

Conclusions
The synchronic study of structural types does not always provide reliable information concerning the efficiency of particular term formation means and models. Different term formation means may lead to one structural type of terms. However, it is possible to create terms belonging to different structural types using one term formation means. It is common knowledge that there is a certain link between the structure of a term and the time when it emerged, between the degree of development of a certain branch of knowledge and the term formation means in the above-mentioned branch. To resolve such issues, it is necessary to conduct a diachronic analysis of separate term formation means of such terms with due account for the time when the terms, which were formed using the above-mentioned means, emerged. A special feature of Chinese term creation lies in the fact that "noun" constitutes its initial basis. The remaining parts of speech serve as components of term. The nominative character is intrinsic only to nouns. A Chinese word has few syllables, therefore terms are polysyllabic. Terms are formed by borrowing. Borrowing increases the number of semantic components of a word and extends their connotation range. There is a peculiar problem with synonymy in Chinese that foregrounds the issue of translation. It gives rise to other features of the Chinese language and Chinese terminology and difficulties with the formation of international terms.

Key Features of Chinese Term Formation
The formation of compound terms (compound-word terms, word-combination terms, affixal terms and acronym terms), which is performed within the scope of the general rules of nominal word formation of terminology, should be regarded as one of the main ways of replenishing the term formation of modern Chinese. From the structural point of view, it is a trend to create primarily polysyllabic words, to use adjectives, verbs and numerals and other types alongside with noun terms in accordance with Feng

Zhiwei's classification (**Feng Zhiwei, 1997**). Almost all lexico-semantic processes (polysemy, homonymy, synonymy, antonymy), which are basically characteristic of the common lexicon of Chinese, are contained in the term formation of Chinese, though the implementation of such processes in terminology has its specifics. The legal terms "law" and "a law" in Chinese have their connotative meanings that have been preserved at the mental level up to now. An analysis of the historical evolution of the legal terms "law" and "a law" is illustrative of the prevalence of a linguo-culturological factor and, it may be added, a socio-cultural one. We have noted that the socio-linguistic level of term creation is the least typical one in Chinese terminology. It is likely attributed to the deeply entrenched traditionalistic features of Chinese culture. The Chinese terms "law" and "a law" have a large interpretation field that was formed back in the remote historical past under a number of socio-cultural and, less frequently, social and political factors.

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Donation as A Social Practice: Sociological Research Experience

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Abstract

The relevance of the study of the problem due to the fact that donation in this country is just beginning to develop, so it represents a wide field of opportunities for study. It is interesting to study donor dynasties, that is, families where the acquisition of donor status is a tradition. The leading method of research of this problem is the methods of unfinished sentences and semi-formalized interviews, allowing to identify a number of negative and positive aspects in the field of donation in the view of informants, as well as the reasons that encourage people to be included in the practice of donation, and the necessary ways of its further development and improvement. The authors identified the main social practices of donation. According to the results of the survey, there were three reasons that encourage people to be included in the practice of donation: the need for money, the desire to help, there was a need to help a relative, and only one reason why people are not included in these practices – fear, which is extremely difficult to cope with. The data obtained in the work can be used in medical centers, blood collection centers, practical psychology, sociology, medical psychology, as well as for further theoretical development of this issue.

Keywords: donation, donation practices, real and potential donors.

Introduction

Donation as a social practice is not the subject of close study of researchers. However, there are a number of papers devoted to the study of donation problems and a number of individual papers on social practices. A.Ya. Ivanyushkin et al. (1998), S.V. Petrov (1999). Since the phenomenon of donation arose in medicine, scientists and specialists in the field of medicine are primarily engaged in its study. There are various medical publications that publish the results of research on the development of donation. Among these publications it is worth to mention the journal of Bulletin of Transplantology and artificial organs, as well as a number of works published in it.

The team of authors: S.V. Gauthier, Ya.G. Moisyuk, O.S. Ibragimova (2009, 2010) – in their work describe the trends in the development of organ donation and transplantation in the Russian Federation for the period from 2006 to 2009. E.P. Volynchik et al. (2009) in their work analyze the quality of life of people after kidney had been transplanted. P.Ya. Filiptsev, Yu.Ya. Romanovsky and R.B. Akhmetshin (2009) in their work raise the issue of using the donor potential of people dying in the intensive care unit, analyze the problems and prospects of its use. The following group of authors T.G. Mikhailichenko et al. (2010) in their work reflected the study results of the psychological status of people who after organ transplantation acquired the disease associated with the transplanted organ.

M.G. Minina (2010) analyzes the organization of organ donation in the territory of the Russian Federation. The team of authors S.K. Sergienko et al. (2010) make a review of modern ideas about brain death, its clinical manifestations and the basic principles of donor accompany – maintenance of breathing and blood circulation, preparation for explantation (organ removal). Other researchers: E.N. Bessonova et al. (2011)

describe the experience of creating a waiting list for transplantation of one of the donor organs, namely the liver on the example of the city of Yekaterinburg. E.A. Klyueva, E.V. Spirina and E.B. Zhiburt (2010) as the aim of their research put forward the study of donor satisfaction with donation and motivation to donation among men and women, as well as among people interested in obtaining material benefits and uninterested in obtaining material benefits, taking into account socio-demographic characteristics. V.V. Volkov and O.V. Kharkhordin (2008) contributed to the development of the theory of practices to discover the relationship of practical actions and language. O.V. Kharkhordin (2001), analyzing discourse as a configuration of practices introduced in the scientific turnover a new concept of *discursive practice*. Discursive practices are understood as a set of anonymous historical rules that establish the conditions for performing the functions of utterance in a given era and for a given social, linguistic, economic or geographical space. H. Garfinkel (2007) to study the practical action introduced into scientific use the term *ethnomethodology*. In his work he turns to the study of everyday practices, which he also calls explanatory ones. Individuals carry out practices by means of routine actions, in familiar situations on the basis of knowledge and skills of behavior in these situations, that is, show *competence* and take it as a given. K. Marx and F. Engels, (1970) defined practice as a material, sensory-subject, goal-setting human activity which possesses as its content the mastering and transformation of natural and social objects and which makes the universal basis, the driving force of human society and cognition. Marx also highlighted the structure of practice, consisting of the following elements: need, purpose, motive, subject, means to achieve the goal, and the result of the activity – through which one can learn practical activities. P. Bourdieu (2001) understands under the practice all that the social agent does him/herself and what he/she meets in the social world and which he/she considers as a derivative of hábitus. The very same habitus is a fairly broad term. P. Bourdieu (2001) defines it as, firstly, a system of stable and transferable dispositions, secondly, a system of cognitive and motivating structures, and thirdly, the ability to freely (but under control) generate thoughts, perceptions, expressions of feelings, actions. Habituses function as principles that generate and organize practices and representations.

Materials and Methods

2.1. The Methods of Research

The study of donation is based on the methodology of qualitative approach. Two methods of study were chosen for the study of donation as a social practice: the method of unfinished sentences and semi-formalized interview. The method of unfinished sentences is used as an incentive material for interviews. V.V. Semenova (1998), I.F. Devyatko (2003), G.G. Tatarova (1999), G.G. Tatarova and A.V. Burlov (1997), S. Kvale (2003). In accordance with the purpose and objectives of the study, the target selection of informants is made. The study involved two groups of informants: real donors and potential donors – aged 18 – 35 years.

The study used two methods - the method of unfinished sentences and semi-formalized interview (Elmeev & Ovsyannikov, 1999; Merton, Fiske and Kendall, 1991; Veselkova, 1994, 1995; Ju et al., 2017; Gluzman et al., 2018).

The method of unfinished sentences is a projective technique, the purpose of which is to reveal the subjective, unconscious meanings of the Respondent in relation to something. The idea of this technique is quite simple. The method of unfinished sentences is that the Respondent is asked to complete a series of sentences. This method is most often used as an additional. In this study, the method of unfinished sentences also was used as an additional, namely, acted as a stimulating material for subsequent interviews. For the survey, informants had developed eleven propositions, identifying the knowledge, opinions, and attitudes towards donation

Research problem:

To determine the level of informative nature of informants:

Knowledge of the concepts of *donor, donation*;

Knowledge of the conditions for acquisition of the donor status;

Knowledge of donor rights and obligations (laws, benefits);

Knowledge of places for blood donation (real and potential);

Knowledge of types of donation (except blood donation);

Knowledge of the potential dangers of donation.

To find out the reasons why people become/do not become donors;
To find out whether informants are ready to give / accept a donor gift, why / under what conditions;
To find out whether informants believe that donation is necessary for society, why;
To find out whether informants believe it is necessary to develop the sphere of donation;
To find out the problems faced by donors;
To find out what the attitude of informants to donation is;
To find out what hinders the development of donation;
To find out if there are differences in the answers between the selected groups of informants.

2.2. The Experimental Base of the Research

The empirical research was conducted on the basis of Samara University, faculty of sociology.

2.3. The Phases of the Research

The study of the problem was conducted in three stages:
Stage 1 - development of initial positions on the basis of theoretical analysis of the literature on the subject of research; development of the General concept of research, including methodological principles and the project of development of the research tool.
Stage 2 - development of a research tool to identify ideas about donation among the students.
Stage 3 - an empirical study of the idea about the donation among the students. A sample was formed, empirical data were collected. Preliminary results were obtained. Analysis and interpretation of the results were carried out.

Results

In the unit dedicated to the phenomenon of the donation, the following questions are included: what is the donation and what types of donation except blood donation are known for informants; the risks associated with the donation, according to informants; whether they consider it safe, voluntary, or imposed on; is the informants' attitude positive or negative to the donation; what are the pros and cons of organ donation that can be called by informants. The answers to the question what is donation can be combined into two semantic groups.
The first group includes the answers of informants who emphasize that this is a conscious act of human sacrifice of their organs or blood and its components for another person. For example, the following wording of the response of one of the informants - "donation is a case when a living person gives his/her organ or blood to another in need, or a dying person signs an agreement on the consent to donate their organs to the *donor Bank;* sometimes this decision is made by his/her relatives".
The second group included responses that emphasized that donation was an act of assistance but did not indicate what kind of assistance. For example, the following wording: "donation is when people help each other", "donation is when you are not afraid to help others". However, answering an additional question – what kind of help is it – the informants said that the help consisted in the sacrifice of one's organs or blood and its components for another person. In such a situation, logically, the following question arose-why did some informants, whose answers were within the meaning assigned to the second group, giving a definition of donation, focused only on the fact that this was an act of assistance, without indicating its nature, knowing what it was manifested in? This question was asked to respondents. The answers were quite simple and were reduced to the following phrases – "I see it so", "for me the main thing that people help each other". Such answers were received, perhaps because it is really difficult to explain, perhaps because among the informants were avid altruists with high morals, for whom the act of assistance was really important, regardless of its nature.
Since the study involved two groups of informants-real and potential donors, it is worth noting the existing difference in their responses. In the group of real donors, all informants in the response emphasized the act of donation of organs, blood and its components. And in the group of potential donors, the answers were divided; some of them emphasized the act of providing assistance, and some – the act of donating organs, blood and its components. Most likely, this distribution of responses is due to the fact that real donors are already sacrificing themselves, so the act of sacrificing organs, blood and its components comes to the fore. Why there is a division of responses in the group of potential donors, one can only assume that the emergence of the second type of responses was related to the values or attitudes of individual respondents.

It should be noted that not all respondents were able to give three examples, basically the answers contained either two or one example – "...inconveniently... but there is a sperm Bank...and there is an alternative, that is, a woman can donate an egg cell" or there was a definite answer "sperm". It is necessary to emphasize the fact that many people know about the possibility of donation of germ cells (eggs cell, sperm), and not everyone knows about the possibility of bone marrow donation.

Another feature that should be reflected was the fact that many informants calmly talk about egg cells donation and feel discomfort, which is expressed either in words or intonation, speaking about the sacrifice of male germ cells. Perhaps the feeling of such awkwardness was the reason that some informants did not answer the question, although this does not exclude the fact of ignorance of this kind of information.

Comparing the two groups of informants with each other, it should be said that the informants who did not answer the question were part of potential donors. However, the distribution of responses received did not differ among the groups; in other words, responses containing three, two or one example was present in both the potential and the real donor groups.

Answering the questions posed, our informants constantly emphasized the role of voluntariness in the practice of donation, implying that each person decides to whom (a stranger or a loved one), when and how (what to donate: blood, organ) to help.

Despite the existing freedom of choice, there are ambiguities in the practice of donation. We are talking about situations in which a relative can provide donor assistance to a person, who is under pressure to make decisions, and then there is a natural question – is voluntary donation in such a situation? The informants were described this situation and asked the appropriate question. Content answers of informants differed from each other, but in General they were reduced to the following opinion: if you can help a relative, you should not think about it, you just have to help, and you should not think about voluntary nature of your actions although, if the relatives in a bad relationship - all depends on the nobility of the one who can help. It can be concluded that the fact of voluntariness has a certain distant nature and depends on the relationship between the donor and the person in need of donor assistance (recipient). In other words, if the donor and the recipient are unfamiliar, the option of voluntariness is likely to be implemented, but if the donor and the recipient are in good kinship or friendship, then voluntariness is transformed into altruism. If, however, between the relatives there are bad relations or the degree of intimacy of friends is not great, there is a situation of voluntariness here again.

In the group of real donors, donation is considered safe, arguing that the specialized agencies use sterile equipment and make tests to detect diseases. For example, the following statement can be given: "I believe donation is safe because only sterile devices for blood transfusion or its components are used in blood donation". However, informants from this group do not deny possible health complications. Speaking on the donation of blood and its components, that is, the probability that a donor may faint, nausea or headaches can appear, but because of blood donation takes place under strict supervision of doctors from all symptoms of that kind donors can get rid of. If we talk about organ transplantation, then, according to informants, everything depends on the human body, regardless of whether the organ was transplanted or removed, because in their opinion transplant operations are performed by competent doctors, in sterile conditions with proven donor organs.

The answers in the group of potential donors differ sharply from the responses of the informants from the group of actual donors. First, there is an opinion that it is not safe, for example, there were such formulations as "you cannot be completely sure of everything", "I do not think it is safe." Secondly, despite the fact that informants justify the safety of donation through advances in medicine, for example, "progress in the field of medicine allows you to do it" or "blood is checked for diseases and organs for compatibility", they allow the possibility of medical errors. Speaking about the risks associated with donation, informants of this group noted the possibility of infection as a donor through non – sterile equipment, and infection of someone who will be transfused blood, for example, the following statement can be given - "blood is checked only for the main disease, and if a person is sick with something that is not checked then there is no information about it." Also, the informants talk about frequent cases of infection, about which they have heard from television programs (which are not specified).

The next task, which was set before the informants, was to find the pros and cons of the existence of donation. The number of pros and cons of each Respondent is different, someone could name more, someone less, many of them are the same, and one must say that the difference in the answers among the

two groups of respondents was in relation to the cons of donation. Among the advantages of donation, respondents often noted the possibility of self-realization and a sense of pride in helping those who were in need, as well as the possibility of obtaining monetary compensation. Among other advantages, the respondents mentioned-the opportunity to receive a donor gift, the opportunity to save lives, the opportunity to receive the necessary treatment. It was interesting to find out from the informants whether they considered it was necessary to reward donors for their assistance. On this occasion there were different opinions, for example, the followings – "in a good way-no, it's a good thing, and the money is given to at least it made people do it... our world is Mercantile... unfortunately...", "it is necessary to pay only to those who constantly gives blood", "it seems to me, it is necessary to create system of social guarantees because it is necessary to thank somehow the people bringing benefit". Despite the fact that in answering this question there were different points of view, informants agree with the fact that donors should have certain social guarantees, benefits.
This study involved real donors, who found out why they were involved in the practice of donation. We also learned that the primary information about blood donation they received from relatives, friends, and colleagues and eventually in a specialized institution (hospital, blood transfusion center). It was logical to find out what sources of information would be used by potential donors if they decided to join the practice of donation and where they would go to donate it. According to the survey, the following answers were received: "first, I would look on the Internet on sites dedicated to donation, for example, yadonor.ru and everything else will be told to me in the blood transfusion center", "I would ask friends of donors or ask questions in a group of donors in contact", "I would immediately go to the transfusion center, there everything would be learned".
Informants identify three main sources of information about donation – donors themselves, the Internet and blood donation specialists. As for the place of blood donation, the answer was unanimous – the center of blood transfusion.

Discussions
A person who has the status of a donor has additional rights and responsibilities in accordance with his / her status. What are the rights and responsibilities of the donor (blood), according to our informants? In this case, it makes sense to consider the responses of informants by groups, as the involvement of real donors in donor practices, distinguishes them with a greater degree of awareness than potential donors. Speaking about the rights of a blood donor, informants from the group of real donors consider first of all, the right of monetary compensation, telling in detail how much one can get for the delivery of blood and its components. For example, the following statement can be given– "after blood donation, the person receives a sum of money in the amount of 108 rubles to food, as well as about 200 rubles for blood donation, 700 rubles for the delivery of plasma and about 1000 rubles for the delivery of platelets, and in blood donation more than 40 times, or 20 :40 blood and plasma and more, 60 plasma and more, it is about 8 years of the donation, the person can receive the title of "Honorary donor", but it's under the condition that the person will donate blood or its components free of charge, i.e. he will receive 108 rubles to food, but it's nothing compared to the saved life of an absolutely stranger or native person".
Informants talk about a number of social benefits provided by the state to donors. Some informants turn to history and say that over a long period of time social benefits to donors have not changed. For example, here is the following statement – "in Soviet times, a person who gives blood, received a number of pleasant social benefits, compensatory time off, food stamps, money, and with regular donation, quite feasible for a healthy body — the title of "Honorary donor", the right to free travel and a number of other bonuses. In the new Russia, almost all the benefits to donors that existed in the USSR remained, and the need for donor blood did not become less." According to the informants of this group, the duty of blood donors is one-to monitor their health. The same view was expressed by informants from a group of potential donors. Also, according to some informants, the donor should provide donor services as soon as necessary. However, with regard to donor rights, the knowledge of these informants is rather superficial. They know about the monetary compensation for blood donation, but what is the amount of this compensation they do not know. Also, informants assume that there are certain social benefits, but what they cannot say.

The benefit of donation is mostly in the possibility of self-realization, in the sense of pride and satisfaction for helping people in need, in the participation in saving the lives of many people. The effect of satisfying a person's need for self-realization is much higher than satisfying a person's need for money.
Thus, the donation brings benefits to man in moral and emotional terms. In people's minds, donation, as a rule, is one of the varieties of forms of altruism, that is, unselfish help.

Conclusion
Thus, according to the results of the study, the following conclusions can be formulated:
Informants are familiar with the concept of donation and donor, they relate them to common definitions, and importantly, the answers of informants do not differ from each other. An important point is the fact that all informants emphasize the voluntary nature of donation and the altruism manifested in it.
Informants are familiar with the basic possibilities of donation, namely what organs and tissues can be donated or obtained, and with the potential dangers. But the knowledge of our informants on this issue is incomplete and fragmented and informative nature is higher among informants included in the practice of donation.
According to the results of the survey, there were three reasons for stimulating people to be included in the practice of donation – the need for money, the desire to help; there was a need to help a relative, and only one reason why people are not included in these practices – fear, which is extremely difficult to cope with.
Speaking about the problems of donation, first of all we think about people who sacrifice themselves for the benefit of others, that is, donors. However, we can say that the involvement in donor practices is twofold. The person may engage in the practice of organ donation is not only due to the fact that he becomes a donor, but due to the fact that he becomes a man who received a donor gift, for the donor always sacrifice for someone else. And it would be unfair to speak only about donors in such a situation, since the person receiving the donor gift also experiences certain difficulties, which cannot be ignored.
We can talk about the existence of some distance in the desire to provide or receive donor assistance. That is, the closer a person is to us, the more we are ready to give or receive (willingness to donate an organ), if a person is not familiar to us, then we can share with him only what can restore the body, for example, blood.
Despite a number of negative aspects and awareness of the dangers of donation by informants, in General, they positively assess the sphere of donation and consider it necessary to further develop and improve it.
Informants are aware of the need for the existence and development of the sphere of donation, but are not ready to be involved in donor practices. A rational assessment of the phenomenon of donation shows only that people understand the need for its existence and with the favorable development of this sphere they will begin to support it. However, when it comes to presenting yourself as a donor or a person who needs donor assistance, the informants have internal contradictions.
Donation as a social practice is just beginning to form. At the moment, donation as a social practice is a scattered, fragmented actions that are spontaneously reproduced by people. Only a few implement donation as a social practice. In this case, we are talking about active blood donors, that is, people who regularly donate blood in accordance with an individual schedule, and through which blood donation exists on a permanent basis.
There are fears and distrust of people in the field of donation, resulting in personal barriers that act as a barrier to the beginning of the practice of donation among potential donors.
The lack of education programs and the regular propaganda and the presence of General negative informative background and the small number of examples of people, who use the donation for transplantation of organs, stimulate the emergence among the people of personal barriers that in turn reduces the number of donors who donate blood on a prospective basis.
The low interest of the state in the development of this sphere, the lack of a solid, clear and unambiguous legislative framework, largely inhibits the formation of donation as a social practice.
There are fears and distrust of people in the field of donation, resulting in personal barriers that act as a barrier to the beginning of the practice of donation among potential donors. The lack of education programs and the regular propaganda and the presence of General negative informative background and the small number of examples of people, who use the donation for transplantation of organs, stimulate the

emergence of people's personal barriers that in turn reduces the number of donors who donate blood on a prospective basis. The low interest of the state in the development of this sphere, the lack of a solid, clear and unambiguous legislative framework, largely inhibits the formation of donation as a social practice.

Donation in our country is just beginning to develop, so it is a wide field of opportunities for study. Practices involving both donors and recipients can be explored. Direct experience of donors is the number of donations (blood donation), feelings, intentions, motives, goals. It is interesting to study the lives of people who received a donation, especially if this gift was an organ – how a person lived before there was a need for donor assistance, what a person felt when he learned about the need for transplantation, what difficulties he/she faced up in the process of treatment, how life changed after transplantation. It is interesting to study donor dynasties, that is, families where the acquisition of donor status is a tradition.

Depending on the objectives of the study, different methods can be used to study donation: questionnaire survey, interviews, various projective techniques, to obtain more detailed information, a combination of different methods is necessary.

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Orthographic Depth and Orthographic Depth of Turkish Language

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Abstract
The relative remoteness between the phonemes and graphemes is defined as orthographic depth and the orthographies of the languages are classified as shallow and deep. The differences between the orthographies are generally associated with the development of reading skills and this association is explained with Orthographic Depth Hypothesis. In this study we aim to examine the orthographic depth of Turkish which is member of Altaic languages. Turkish is regarded to have shallow orthography due to its phonological and morphological characteristics. The current study aims to present the positive and negative effects on the characteristics of Turkish in teaching it as a second/foreign language.
Keywords: Orthographic Depth, Shallow Orthography, Teaching Turkish as a Second Language,Turkish

1. Introduction

Since rapidly changing and globalized living conditions encourage the individuals to learn new languages, nowadays learning another language is defined as a need. The necessity to learn a second/foreign language which can be based on various reasons goes back to childhood.

The increase in the desire and the necessity of learning a foreign language directs the attention of the researches on this topic. Learning phases of the mother tongue (L1) and second/foreign language (L2) which are studied under many topics are generally studied comparatively and by being divided into subtitles. Orthographic Depth (OD) which emphasizes the relationship between the spelling and the pronunciation of the words and Orthographic Depth Hypothesis (ODH) which deals with the positive and negative effects of this relationship on the reading process are some of these topics.

Orthography is defined as "the way in which the words of a language are spelled", "the art of writing words with the proper letters according to standard usage", "the representation of the sounds of a language by written or printed symbols" and "a part of language study that deals with letters and spelling" in the dictionary (WEB 1). While Banguoglu (1998: 26) defines orthography term as "the written form of a language via alphabet", Davis (2005: 3) describes orthography as "set of rules about how to write correctly in the writing system of a language" in the Shallow vs. Non-shallow Orthographies and Learning to Read Workshop.

The remoteness between the discourse and the spelling – in other words the similarity or the difference between the phonemes and graphemes – which also indicates the differences in orthographic depth is referred to as the ODH. This proposal is first stated by Katz and Frost in 1992 (Katz and Frost, 1992: 152). The same study explains the relevance between the reading processes and the orthographic depth of the language besides making a classification among the writing systems and emphasizes the variety of these systems.

On examining the literature on OD one can see that the topic was discussed within two dimensions: linguistic and psychological. The linguistic aspect of the topic generally deals with the differences and similarities between the spelling and the pronunciation of a word whereas the psychological aspect is interested in the learning level of the students.

Moreover, the "relative remoteness from the phonetic representation" is used to define the orthographic depth (Liberman, Liberman, Mattingly and Shankweiler, 1978: 75-76). Although he doesn't use the same term, Eker (2007: 24) refers to the orthographic depth by stating that "there is a quality and quantity relationship which is called the mutuality of graphemes and phonemes between the graphic elements, that is syllable/character symbols or between the letters and phonemic elements in many writing systems". Likewise, Aydın (2012: 62) who compares the writing systems based on Arabic and Roman letters defines "the depth of the writing system" term as "transparency of the interaction of graphemes and phonemes".

Various considerations of the frequently used linguistic terms enrich the orthographic depth concept. Phonemes – the smallest unit of the spoken language –, graphemes – the smallest unit of the written language – and morphemes – the smallest meaningful unit of a language – are some of the significant terms regarding orthographic depth dealing with the relationship between the discourse and spelling. Similarly, terms such as "sign", "signifier" and "signified" which are related to the mental images and textual phrases can be associated with orthographic depth. The signifier which is the concrete aspect of the linguistic sign and which generates the whole phonemes can be taken in the perception level since it has a phonic function. Turkish is a phonetic language which means there is almost no difference between the spelling and discourse. Since the words are written just like they are spelled, Turkish is classified among the shallow orthographies (Eker, 2002: 301; Hartmann and Stork, 1972: 172 and 216; Kıran and Kıran, 2002: 57: Öney and Durgunoğlu, 1997: 1; Taylor, 2008: 36). However, some exceptions might have a negative effect. For instance, although Republic of Turkish started to use Turkish as the official language after the Enactment of Adoption and Application of the Turkish Alphabet Law on November 1, 1928 (6. Act No. 1353), the effects of Arabic and Persian are widely visible in the language. This is one of the reasons affecting the orthographic depth of Turkish. The fact that sounds borrowed from Arabic and Persian – namely "ğ", "k" and "l" – have more than one correspondence in Turkish might upset the balance between the phonemes and the graphemes. In the following parts the phonemes affecting the orthographic depth will be examined in details.

OD which based on the relationship between the discourse and the spelling divides the languages into two groups. Various terms are used for this differentiation in the literature: deep and shallow orthographies, opaque and transparent orthographies (Ellis et al. 2004, Ziegler et al., 2010), consistent and inconsistent orthographies (Ziegler et al., 2010). However for the differentiation of the orthographies the terms "deep" and "shallow" will be used in this study.

According to this classification the languages where the sound is directly (or closely) transferred to spelling are called shallow orthographies and the languages where the phonemes are transferred in a different way or without any particular rule are defined as deep orthographies. Thus, the various degrees of transparency between the phonological segments and the symbols representing these segments can be regarded as the basis of OD (Grabe, 2009: 114). When the orthographical properties of a language are discussed with the reading skill the readers can be classified as L1 and L2 readers. While these properties are crucial during the learning to read phase for the former group, they become significant in the learning the language phase for the latter ones. Word recognition associated with the orthographical properties of a language affects – either negatively or positively – the phases of learning to read and reading activities both in L1 and in L2. While reading can be learned quicker in shallow orthographies, it takes more time in deep orthographies since decoding the words is more time consuming (Ellis et al., 2004: 441; Grabe, 2009: 117-118; Oktay and Aktan, 1997). Accordingly, there can be some problems in comprehension when there is a mistake or misspell in the written version of the word.

Likewise, when the significance of the functions of the phonemes is examined, OD can also be associated with listening skill in terms of the comprehension of the discourse and an efficient communication. The listener needs some time to understand the semantic and pragmatic content of the expression – i.e. the speaker's message – after hearing something in his/her language and the mental representation of its linguistic structure occurs afterwards (Mattingly, 1992: 13).

Studies on reading in L2 generally focus on how the orthographies of the both languages affect the L2 reading – especially if the orthographies are different from each other. The reader can expose to positive or negative transfer during the process of learning to read in L2 depending on L1 reading habit. This exposure is much more visible and observable when the orthographies of L1 and L2 are totally different from each other. The fact that the orthography of English, which is widely taught as L2 in Turkey, is distinctively different from that of Turkish is closely related to the extension of language teaching time. It is understandable that the Turkish reader who learns to read LI with phoneme based techniques and who spells the phonemes as they are written might have some difficulties while learning to read in English in which more than one letter correspond to one phoneme (such as "ch" for "ç" or "sh" for "ş") or one letter has more than one sound (such as cat [k] and ceiling [s]). Therefore such differences require an adaptation time for the reader and the extension in this period brings along problems related to word recognition and comprehension resulting in more time for learning to read.

2. Literature Review

2.1 Terms Related To Orthographic Depth

2.1.1 Word Recognition

One of the crucial terms for reading skill is word recognition process which is defined as "accessing and recognizing words" (Lems, Miller and Soro, 2010: 65) or "process of extracting lexical information from graphic displays of the words" (Koda, 2005: 29). When the graphemes are converted into phonemes reading and speaking skills and thus communication among the individuals occurs. This conversion and the process during this conversion are crucial for OD which deals with the correspondence between the letters and the sounds. While this conversion is one-to-one or close to one-to-one in shallow orthographies, this process occurs in a longer time period. This affects the duration of learning to read period in L1 and the speed and effectiveness in L2 learning process. The association between the word recognition and comprehension can be explained via effectiveness and facilitation, in other words comprehension gets better when word recognition is efficient. Besides, orthographic, phonological, morphological, syntactic and semantic components, all of which are interrelated, are crucial for this process (Koda, 2005: 29; Mattingly, 1984: 10).

The readers benefit from the word recognition process as early as the orthography of the language allows them to do so (Grabe, 2009: 110). There are two processes in the word recognition process: comprehension of the words and recognizing the sound – in other words semantic access and phonological decoding both of which are related to the orthographical process due to the activation of the visual input and analysis of the graphic symbols (Koda, 2005:31-32).

Since perception, comprehension, organization and rearrangement phases are essential for accessing the word; word recognition is a significant process both for L1 and L2 readers.

2.1.2 Context and Comprehension

As words might have different meanings in any language, the meaning of a word can differ according to the text. Therefore, synonyms, heteronyms, idiomatic usages or metaphoric expressions can lead ambiguity. For instance, although the spelling and the pronunciation of the word "lead" are exactly the same, it has two different meanings: "to conduct" and "a metal". A reader who is aware of this difference and whose language development has been completed won't encounter a problem when he comes across with "lead" in any passage. This also gives information about the lexical competency of the reader. This competency has different dimensions in L1 and L2 reading processes. While the reader is expected to have a sound lexical background of his mother tongue, the reader is supposed to have a considerable understanding of L2 and know the lexical and contextual usages of the vocabulary. Related to the topic of this study any similarities or differences between L1 and L2 directly affect this process.

The context limits the lexical dimension of the vocabulary and thus the reader can reach the most suitable meaning of the word. Knowledge on semantic facilitates the contextual aspects. And it should be underlined that semantic knowledge is preceded contextual facilitation in this process. In other words, there is a close relationship between the comprehension of the context and vocabulary choice (Koda, 2005: 31 and 34-35).

2.1.3 Linguistic Awareness

One of the requirements of both L1 acquisition and L2 learning is linguistic awareness which can be defined as "aspect of sophistication about the language" (Liberman et al., 1978: 78), "metalinguistic consciousness of certain aspects of primary linguistic activity" (Mattingly, 1984: 9) or "intuitions of informants" (Mattingly, 1992: 13). Linguistic awareness can be studied under phonological, morphologic and syntactic subtitles.

Since listening and speaking skills are developed much earlier than the reading and writing skills in the individuals, people tend to know the sounds first. Therefore children have to be aware of the aspects of the spoken language such as word, syllable or phoneme before making a connection between the writing systems and the speaking systems. This phonological awareness, which can be considered as a positive transfer for both in L1 and L2, facilitates word recognition or spelling processes of the reader. Besides, young children with a certain level of phonological awareness in L1 tend to be more effective in developing L2 (Durgunoğlu, 2002: 192-193 and 201).

Linguistic activities can be grouped as primary and secondary activities. Since the acquisition processes of speaking and listening are natural they can be included in the primary linguistic activities, reading is within the secondary activities. The main elements of the primary linguistic activities can be linked to the metalinguistic aspect (Mattingly, 1984: 9). A similar classification is also done by Liberman et al. (1978: 68)

as more natural requiring sophistication on orthographical knowledge – i.e. listening and speaking – and less natural which occurs naturally even unconsciously – i.e. reading and writing.
The metalinguistic insight which can be defined as syntactic awareness is attributed to the abilities of the individuals – especially the young children – on the awareness of grammatical structure of a sentence. That is, children's realizing mistakes in a sentence without knowing any grammatical rules can be explained by syntactic awareness. Thus, it can be inferred that human beings are programmed in terms of linguistic awareness (Durgunoğlu, 2002: 194-195).

2.1.4 Decoding - Recoding

The reader goes through different mental processes depending on the orthography of the language in which he is reading. One of these processes is dealing with the codes of the words where the reader has to match the phonemes he has added to his lexicon after hearing in his L1 to the graphemes. This process can be either hard or easy depending on the orthography. For instance, the reader can read the words he has never seen before in the alphabetic writing systems as he can match the structure of the written word with the morpho-phonological representation of the spoken word in his lexicon (Liberman et al., 1978: 78).
"Decoding" can be identified as recognizing the sounds and meaning of words in a text (Lems, et.al, 2010: 65). Although decoding is related to the phonological and morphological information and word recognition is related to the sounds and meaning of the words, they are generally used interchangeably (Grabe, 2009: 111; Koda, 2005: 29). On the other hand "recoding" can be defined as writing the words by listening to the sounds (Lems, et.al, 2010: 65). The orthographical differences among the languages occur based on the visual recoding the phonological and morphological systems of the languages and these differences affect the speed and level of comprehension (Grabe, 2009: 111).
These processes of decoding and recoding can vary depending on the orthographies of the languages. For instance in deep orthographies recoding is not always actualized based on the phonemes but sometimes the words are written by heart (Lems, et.al, 2010: 65). In the literature "heal" and "health" are frequently given as examples. Chomsky, who used them for the first time, argues that representation of the orthographical transcription of a word tends to differ based on the mental lexicon of the speaker or the hearer. Besides, as the reader is familiar with the phonology of the language, the reflection of the word in the personal lexicon corresponds to the orthographical representation (cit. Liberman et al., 1978: 68-69).
To sum up, the above mentioned terms related to the OD are interrelated. Improvement or regression of the word recognition process depending on phonological awareness and positive or negative impact of the both on comprehension proves this interrelationship. Likewise, phonological decoding and semantics are closely related since the earlier requires accessing, storing and retrieving phonological information (Koda, 2005:33)
In shallow orthographies the reader is more advantageous while reading, writing, speaking and listening because of the phoneme-letter correspondence. In their study Öney and Durgunoğlu (1997) conducted phonological awareness, letter recognition, word and pseudo word recognition, spelling, syntactic awareness, and listening comprehension tests on the first grade children in order to find out the effects of these factors on the development of word recognition, spelling, and reading comprehension. They also observed how children learn how to read and write in Turkish and revealed that there is a systematic correspondence between the orthography and phonology of Turkish due to the shallow orthography of the language. The obtained results present that in a language with a transparent orthography earlier phases of the word recognition skills are comparatively encouraged.

2.2 The Orthographic Depth Of Turkish Language

Turkish which is widely spoken all around the world is known for its characteristic of "written as it is read" or "read as it is written". It is a language with a long history. Although it has been affected by many languages throughout the history, Turkish still maintains its main features and self-identity. With the law enacted in 1928 Turkish letters were started to be used instead of the Arabic letters which led to remarkable changes in some of the words. Although "a single letter for each sound" principle was adopted in the new Turkish writing system, one letter for each was used for the sounds "g", "k" and "l" which have two different versions as front and back due to the different articulation points (İmlâ Kılavuzu, 1996: 5). Therefore, the orthography of Turkish is not completely shallow.
Aksoy (1999: 18) argues that the one-to-one-mapping between the spelling and pronunciation should be

regarded as the baseline since some of the grammatical and etymological rules tend to be ignored in time. For instance, the word “değil” (non- or not) is pronounced with a “y” but spelled with a “ğ”, but the same rule cannot be applied to the word “bey” (Mr.) is pronounced and spelled with a “y” although it is pronounced as “beg” or “bek” in some of the regions.

Indeed regarding the structure of any language it can be referred that the above mentioned terms are interrelated which is proven right by means of the rules related to both phonology and morphology. For instance, vowel harmony which is one of the most distinct and typical characteristic of Turkish phonology is also associated to the morphology due to its agglutinative structure. The substantially high phoneme-grapheme balance in Turkish helps facilitating the processes of L1 acquisition and L2 learning. The precise order of the rules also contributes to these processes.

As it is explained in the first section orthographical classification of the languages is crucial in terms of L1 acquisition and L2 learning. Languages with shallow orthographies where there is a consistency between the phonemes and graphemes are more advantageous in terms of L1 acquisition. This fact is also proved with the studies presenting that the process of learning to read in L1 is easier and correspondingly faster in shallow orthographies compared to the deeper orthographies. For instance, Seymour, Aro and Erskine (2003) examined the abilities of the first-grade students form 13 different European countries including England on reading familiar words and nonwords and compared the results based on the orthographies of the languages. The results displayed that although learning to read in L1 is almost succeeded at the end of the first year, students trying to learn in deeper orthographies fell behind their peers. The accuracy and fluency of reading and in particularly word reading in shallow orthographies was over 90% which implies that orthographic depth can be associated with reading both words and nonwords and therefore affects the quality and speed of reading (cit. Ellis et al., 2004: 441).

Languages which are sorted with different criteria can be studied under specific topics for the courses of both L1 and L2. In this study the details on the phonological and morphological characteristics of Turkish which is defined as one of the shallowest orthographies will be given. Although it is almost impossible to distinguish the main features of a language, depending on the foci of the study only two interrelated topics will be elaborated.

On reviewing the literature it can be realized that mostly the orthographies of Indo-European languages are studied. Therefore, it is believed that a detailed examination of the orthographic depth of Turkish which is a member of Altaic language will provide a different perspective to the researchers (Durgunoğlu, 2006: 219). Since the shallow orthography of Turkish facilitates acquisition and learning processes especially in terms of reading and writing, this study can shed light on the prospective studies on Teaching Turkish as a Foreign/Second Language and Teaching Turkish to the Foreigners.

Even though the phonological aspect including the sounds of a word, sequence of these sounds, phonological rules for the vowels and the consonants and structure of the syllable (Eker, 2002: 334) is generally associated with the pronunciation, it is essential to be aware of these rules while acquiring or learning a language. At this point it can be inferred that the frequently confronted phonetic changes in Turkish can be applied, taught and learned much more conveniently. The comparison can be exemplified on the basis of the plural suffixes in Turkish and English, two languages with different orthographies, shallow and deep respectively. In the former one there are two plural suffixes “-ler” and “-lar” due to the vowel harmony in Turkish and morphologically they are added at the end of the nouns. Yet the shallow orthography enables the reader, writer and the speaker of the language choosing and using the appropriate version. On the contrary the plural suffix “-s” in English varies both phonetically and morphologically which complicate the pronunciation and spelling (pencil – pencils (\ˈpen(t)-səl\) or bus – buses).

While there is a grapheme-phoneme correspondence between the graphical units – syllables/written symbols or letters – and phonological units in most of the writing systems, the numbers of the letters and phonemes are different in all of the traditional alphabets even in the phonetic ones (Eker, 2007: 24).

One of the main factors affecting the orthographic depth of Turkish is the influence of other languages mainly Arabic, Persian and French and thus the loan words from these languages. Considering the international and cross-cultural interaction within the globalization the frequency of occurrence for borrowed words is plausible. One of the examples of this influence can be seen in the circumflex “^” which is a matter of debate for the Turkish orthography. It is used for different reasons: to indicate when a preceding consonant (k, g, l) is to be pronounced as a palatal plosive, i.e. kâğıt – paper, gâvur – infide, lâle

–lily); to indicate the vowel length which is not shown in Turkish orthography in general such as the Arabic adjectival suffix –i′ i.e. ilm-i 'scientific; to disambiguate the words with different meanings i.e. ama – but vs âmâ – blind (Aksoy, 1999: 44-45; İmlâ Kılavuzu, 1996: 7; Kornflit, 1997: 484-486; Özön, 1999: XLII; Sözer, 2008: XXIX; Underhill, 1985: 8-9; Yazım Kılavuzu, 2005: 6). However, Aksoy (1999: 21) states that over usage of circumflex might lead to confusion by giving some examples on the back-front or long-short forms of "l". Thus, it can be referred that the letters with more than one sound affect the orthographic depth of Turkish.

Consequently, the rules and the structure of the Turkish define the orthography of Turkish. The one-to-one mapping between most of the phonemes and graphemes and even adaptation of the borrowed words demonstrate the shallow orthography of Turkish. For instance, as vowel clusters are not used in Turkish, a "y" or "v" sound is used both in writing and pronunciation for borrowed words (i.e. laboratuvar - laboratory or konservatuvar – conservatory) (İmlâ Kılavuzu, 1996: 14; Özön, 1999: XXVI).

2.2.1 Phonology of Turkish

Language and sounds are inseparable, most of the oral communication is generated via sounds and the written communication is generated with the help of the letters which are the symbols of the sounds. Ergin (2001: 69-70) who defines phonetics as "the grammar section of a language dealing with the sounds of the language" states that phonetics is the basis of grammar and that sounds constitute the language itself.

Phonology which is defined as "the langue" (Eker, 2002: 249) or "explanation of the basic rules and differentiations of the speech sounds in the languages" is a crucial factor for the orthographical classification of the languages. Phonology is one of the basic requirements of the orthographic depth which deals with the relative remoteness between the phonemes and graphemes. Turkish which illustrates minor changes during the transformation of the phonemes into graphemes is classified among the shallow orthographies (Liberman et al., 1978: 76; Eker, 2002: 301).

The phonetic notation characteristic of Turkish also determines the orthographic depth of Turkish language. In other words the reflection of the spoken language to the written language can be associated with the orthography of that language. While this reflection is frequently seen in the languages with a shallow orthography, it is generally a rare exception for the languages with a deep orthography.

The main phonological feature of Turkish is generally associated with the harmony of the phonemes – namely vowel harmony and consonant harmony or consonant alternation. Since there is a strong relevance among the phonemes in Turkish which is an agglutinative language, the principles of both rules are vital for stem-suffix rules.

The 8 vowels in Turkish (namely a, e, ı, i, o, ö, u, ü) are characterized by using the features of backness, height, and rounding (Kornflit, 1997: 489) and sorted according to being back or front, high or low and rounded or unrounded and the vowel harmony rule depends on these sorting. This harmony can be seen both in the Turkish word itself and in the suffix to be attached to the stem. Considering the aim of this study the effects of the vowel harmony on the suffixation will be detailed in this paper.

According to the vowel harmony the vowels follow each other based on a rule regarding their articulation. Thus, each vowel is conditioned according to the preceding vowel and any change in the suffix occurs to match the required assimilation. The order required for the sequence of the vowels also provides convenience for the pronunciation of each one of the Turkish vowels (Kornflit, 1997: 490). Likewise, there are some rules for the consonants in terms of suffixation which are applied according to the properties of some consonants.

Consequentially, despite considered as a complicated subject in Learning Turkish as L2, based on the orthographic depth of the language these rules actually facilitates some of the language skills – mainly reading and writing. As aforementioned the practice of plural suffixation, "-ler" and "-lar", requires certain changes in the vowel, but the orthographical properties stay the same – the same phonemes, which are "l", "e" or "a" and "r", are picked in accordance with the rule.

Although there are 29 letters, 8 of which are vowels and 21 of which are consonants, in Turkish alphabet, the number of the phonemes are more than the letters. This is a commonly encountered fact in most of the phonetic alphabets which generally leads to some linguistic issues. (Eker, 2007: 23-24). In the same study it is mentioned that the number of the phonemes and allophones is between 29 and 42. Whereas, Ergin (2001: 100) states that there are 33 phonemes and 3 additional phonemes in Turkish. Hengirmen (2006: 55) who displays the phonemes in a phonetic alphabet in his work introduces 35 phonemes by indicating that the number of the phonemes exceeds the number of the letters in Turkish.

The accordance between the number of the phonemes and the letters in an alphabet is a distinctive feature for determining the orthographical depth of a language. However, it is impossible to name a writing system where the phonemes and graphemes totally match with one another since a letter is generally used for more than one phoneme in most of the languages. Within this context the outstanding issue is the effect of this accordance on the comprehension (Aydın 2012: 65). Similarly, Eker (2002: 261) focuses on the "distinctiveness on meaning" while explaining the terms phoneme and allophone and underlines that these terms should be studied separately within each language due to their phonological characteristics.

The phonemes affecting the orthographic depth of Turkish can be listed as "a" (back and front), "e" (long and short), "g" (back and front), "k" (back and front), "l" (back and front) and "ğ" (allophones of "ğı" and "y") (Ergin, 2001: 100-101). Based on the foci of this study only the phonemes and allophones affecting the shallowness of the orthography will be detailed. While the differentiation of the vowels based on the backness and frontness or the length does not change the orthographic depth, spelling and pronunciation of some of the consonants may depict distinctive phonological diversities. For instance, the back a in "kat – floor" and the front a in "dikkat – caution" or the short e in "dede – grandfather" and the long e in "dedi – (he) said" do not exemplify any features for the shallowness of Turkish orthography. Similarly, "k" (kaç – how many and kök – stem) or "n" (deniz –sea and Ankara – the capital city of Turkey) cannot regarded as distinctively significant in terms of meaning. On the other hand, the same equality is not valid for the letters "ğ" and "j" in Turkish alphabet. Eker (2002: 262) also refers to the same isuue by mentioning that "there are only two letters in Turkish alphabet neither of which corresponds to a phoneme in the Turkish origin words."

Compared to "j", "ğ" is used more frequently and corresponds to more allophones based on the other letters with which it interacts. Göksel and Kerslake (2005: 7-8) gave eight different allophones for this phoneme, the last one of which deeply affects the orthographic depth of Turkish. One of the reasons of this considerable effect is related to the consonant alternation where one of the voiceless consonants 'p', 't', 'k' and 'ç' at the end of a stem changes to its voiced counterpart before a suffix beginning with a vowel (Göksel and Kerslake, 2005: 14; Lewis, 2000: 11; Underhill, 1985: 41-43).

Nonetheless, sometimes the rules of a language can be eliminated by the habits of the individuals speaking that language and thus the rules can change from time to time. This is extremely remarkable if there is no or little differentiation between the spoken and written language – that is in shallow orthographies. The tendency toward a particular saying can be established as a rule in the course of time. For instance, regarding the consonant alternation that should be seen at the infinitives used in Turkish –namely "-mak, -mek" – there is an exception based on the habits of the people. Although the "k" should be transformed to "ğ" according to the grammar rule, this phoneme is pronounced more like a "y" in the speech and therefore it has been spelled as a "y" for some time. First in 1965 it was declared that there is a clear tendency to write with a "y" (Türkçe İmlâ Kılavuzu, 2000: 13). Later on in the Turkish Language Society Turkish Spelling Guide published in 2005, it is included as a grammar rule explaining that a "y" should be written between the stem ending with an infinitive and any of the suffixes –a, -e, -ı or -i. (i.e. kazanmak-a > kazanma-y-a, aldanmak-ı > aldanma-y-ı, sevmek-e > sevme-y-e, görmek-i > görme-y-i). A similar habitual tendency occurs in the rule that for the borrowed words – only in the spoken language a high vowel is added in between two consonants and this vowel isn't used in the written language (i.e. grev - strike, Fransa – French, skandal – scandal or klasik - classical). However, the same rule doesn't apply to the word "hıristiyan" according to the dictionaries of Turkish Language Society (Eker, 2002: 303). This exception can also be explained as the traditionalism of the shallow orthography where individuals are accustomed to the similarity between the speech and writing. The same issue is also underlined by Ergin (2001: 70) by stating that social habits are among the significant determinants characterizing the local dialects and thus the spoken language although the main focus is generally on the written language.

Similarly, there are two allophones – namely [j] and [c] for the letter "j" ("jilet - razor" and "jimnastik – gymnastics" respectively). However, the fact that that "j" is mostly seen in the borrowed words partly explains the reason for several allophones.

To sum up, as there are more than 29 phonemes and allophones in Turkish the alphabet which includes 29 letters, the orthographic depth of Turkish can be defined as "not completely shallow". It should be noted again that the phonemes and allophones that do not make any difference in the meaning and thus reflecting differences only in the spoken language and local dialects are excluded in this classification.

2.3.2 Morphology of Turkish

Turkish which is a member of Altaic languages displays different characteristics form the Indo-European languages studied thoroughly in the literature. Regarding this detail, the morphological properties of Turkish in terms of orthographic depth will be elaborated in this study.

Being an agglutinative language and the existence of iterative loops are the most distinctive characteristics of Turkish morphology and both of which leads to the construction of extremely lexical items i.e. very long words which can be expressed via word groups, phrases, clauses or even with sentences especially in the languages where agglutination is very rare such as English. For instance, the word "sokaktakiler" in Turkish is expressed as "the people in the street" in English. Or even more strikingly the Turkish expression of "Avrupalılaştırıverilemeyebilenlerdenmişsiniz" corresponds to the sentence of "I gather that you are one of those who may be incapable of being speedily Europeanized" in English. Lewis (2000: xx) uses the metaphor of "bricks each is cemented to the next" for Turkish and that of "dry stone walls, with one chunk of meaning dropped into place after another" for English. Even though head-final agglutinative languages lead to a complicated, there is a particular sequence for the morphemes. Having adequate knowledge on the grammatical structure of the language turns this sequential order into a more comprehensible process. For instance, according to the grammatical structure of Turkish the verb-tense suffix always precedes the personal suffix (i.e. otur-du-m → I sit-PAST-1SG or otur-uyoru-m → I sit-FUTURE-1SG). Additionally, regarding the Turkish morphology a left-to-right parsing mechanism is required (Durgunoğlu, 2006). With such and more grammatical background the both the structural and orthographical processes become more apprehensible. Moreover, phonological application or pronunciation of these rules occurs in accordance with certain rules in shallow orthographies.

Considering the above mentioned morphological characteristics it can be inferred that suffixation is vital for Turkish which is an agglutinative language. A word can undergo some – minor or major –changes with the suffixes which can display some morphological alternations due to the rules regarding the phonemes. However, these changes do not affect the orthographical properties of the language.

In Turkish a word can express a lot of terms with each attached suffix. For instance the word "house" can conceptualize 139 different concepts. Nonetheless, because of the morphological awareness and strictness in the suffixation this complicated process smoothens (Davis, 2005: 7). Not only the morphological awareness and the order of the suffixes and but also the phonological awareness and the necessary alternations in the suffixes helps the individuals both in L1 and L2. Thus, individuals will be more advantageous in terms of reading, writing and even speaking abilities. For instance, Turkish children's morphophonologically correct choice during their L1 acquisition can be associated with the shallow orthography of the language.

As stated earlier phonology and morphology should be evaluated together in the language which should be considered as a whole.

3. Method

This study is designed as a qualitative research. As the main aim is to fill the gap in the literature on the orthographic structure of Turkish, a wide range of books and articles both in Turkish and English were scanned. Therefore a document analysis was done for both major topics. Accordingly, no participants included in the study.

4. Results

Turkish which is known as a language "to be written as it is read" is also one of the languages with a shallow orthography. The balance between the phonemes and the graphemes is an "agreement" between speaking and writing – i.e. discourse and spelling. This agreement is special and closely related to traditionalism. The traditionalism and the rules in general affect the shallowness of Turkish orthography. Differences in dialects, borrowed words or the effects of the other languages sometimes do not let us write the words as we hear which eventually change the orthographic depth of a language. In Turkish the letters or marks (such as circumflex) substantially affecting the orthographic depth bring along some inconsistencies and problems both of which are stated in the Turkish Spelling Guides prepared either by

Turkish Language Society or by some individuals. Although there are different opinions on their usages or their effects on the language, Aksoy (1999: 22) mentions that "learning based on hearing is the most realistic and quickest way". This suggestion actually underlines the shallow orthography of Turkish one more time. The aforementioned phonological and morphological differences are closely related to OD. Orthographical information leads to some diversity among the languages and the taxonomy of the languages demonstrates this fact. However, sometimes despite being in the same group languages can vary due to their writing systems. For instance, Arabic and English, both of which are alphabetical languages, have completely different writing systems (Taylor, 2008: 38). The positive or negative influence of variation between the phonemes and graphemes in the alphabetical languages can be observed for reading skills. Although phoneme is defined as "the sound of the speaking", the number of the sounds and the phonemes cannot be equal in some instances. As mentioned before, the 29 letters – 8 vowels and 21 consonants – of Turkish alphabet do not correspond to 29 sounds.

Awareness is one of the terms associated with orthography and OD since it accelerates and supports the acquisition and learning processes both for L1 and L2. In other words, the awareness on phonology, morphology and grammatical structure of the language spoken or learned by the individual are significant factors. Studies reveal that children who are aware of the structures of the words are better at spelling compared to their peers. The words "heal" and "health" are the most frequently given examples in the studies (Luketela and Turvey, 1998:1058; Liberman et al., 1978: 69; Mattingly, 1984: 14;).

Despite not being mentioned clearly and exactly in Turkish studies, the term "orthographic depth" is expresses by some of the authors. The phonetic alphabet and the balance between the phonemes and graphemes can be considered as distinct the features of Turkish implicating the shallowness of the language to the authors. Besides, the routine of dividing the words into syllables instead of letters can be taken as an evidence of the consistency between the graphemes and phonemes.

This study which is on the orthographical characteristics of Turkish which is a member of the Altaic language family mainly gives phonological and morphological features of the language. Since the main scope of orthographic depth is the transparency degree of relativity between phonemes and graphemes, distinctive phonological and morphological features of a language can be considers as the focus of the related topic. Therefore, reading and writing skills become more prominent due to the active practice of these features. Although, most studies in the literature include syntactical and semantical features of Turkish, only two of the linguistic levels will be elaborated in this study.

Depending on the current rules, daily usages and valid discourse, the orthographic depth of Turkish is explained. It is aimed that this study will contribute to the prospective studies on Turkish teaching and particularly Teaching Turkish to the Foreigners. Besides, the study is thought to lead to some future studies on both L1 and L2 reading in Turkish which has a shallow orthography.

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Postgraduate School Customer Satisfaction: a Case Study at Universitas Pendidikan Indonesia

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Abstract
This study addresses the problem concerning the extent to which School of Postgraduate Studies of Universitas Pendidikan Indonesia's customers satisfied with the organization's service. The objective of the study is exploring the degree of every aspect of the organization customer satisfaction. The study employed a case study method by using questionnaires for data collection from the purposive sample of instructors and professors, students, and graduates. The data were analyzed by using descriptive statistics and the one-way analysis of variance. Conclusions of the study indicate the facility, staff, budget, and time do not meet an optimum customer satisfactory degree; while the instructors' academic qualification and teaching time sufficiency meet the optimum satisfactory degree, but the relevance of teaching content, utilization of teaching media, academic advisory and thesis/dissertation supervisory, and student-instructor relation aspects are less satisfactory.

Key Words: Higher Education Customer Satisfaction, Education Quality Management.

1. Introduction

Customer satisfaction, in recent years, becomes the most important measure and/or indicator of quality. The perspective of quality management sees quality both from users and from a production point of view. From the users' point of view, quality is an expression of a product's or service's usefulness in meeting the users' needs and expectation or the customer satisfaction. From the production point of view, on the other side, quality indicates the performance of a product which depends on the quality of design, which is concerned with the stringency of the specification for manufacturing the product, and the quality of conformance, which is concerned with how well the product conform to the requirement (Mohanti and Lakhe, 2000).

Application of the quality management to higher education institution implies the needs of the organization to meet its service, as its product, the customers' need and expectation as the standard. From the perspective of marketing management, achieving customer satisfaction may serve as a good advertisement that will give a significant impact to the higher education institution' marketing. It becomes an important differentiator of marketing strategy. Customer satisfaction depends on psychological and physical factors, one of which is the attitude towards the quality of higher education (Munteanu, et.al, 2010). By measuring customer satisfaction, a higher education institution is able to know whether or not it provides the market with a product its customer needs.

In the era of globalization, the organization should extensively apply advanced science and technology to face the global challenges (Global University Network for Innovation, 2009). In an attempt to face the challenges every university needs to have a good system and its quality should meet not only the national but also the international standards.Therefore, it should have a benchmark of quality level to pursue in regard to doing continuous improvement. Its effectiveness, however, depends on the human resources involved in the organization (Constantine, 2013).

Among the concepts of quality management a university needs to apply for this regard is that of Total Quality Management or TQM (Deming, 1982 in Gilbert, 1992; Gupta, 2014; and Hashmi, 2015). These mainly concerned with an organization's effort in continuously improving the entire organizations' quality aspects that lead to improving results of the organization's work (Hashmi, 2015). Among the total quality management principles is: *"Mistakes may be made by people, but most of them are caused, or at least permitted, by faulty systems and processes. This means that the root cause of such mistakes can be identified and eliminated, and repetition can be prevented by changing the process"* (Hashmi, 2015, p. 3).

Application of the concept and principle in business and industry has successfully given impact to the organizations' quality improvement. However, its application in the Indonesian universities is still less extensive (Ali, 2006; Ali, 2015a). In fact, it is considered important to apply it when a university needs to continuously improve its quality particularly in the era where every university should rely on its high quality in order to win the global competition.
The quality of a university can be identified from its level of academic quality indicators. It is the important criterion for the prospective students to apply for admission. This implies that in order to attract its potential customers or potential students, every university should attempt to continuously improve its quality. This is also applied to the Postgraduate school of a university, including that of Universitas Pendidikan Indonesia. This study addresses the problem concerning the extent to which the organization's services meet its customers' need and expectation. Its main objective is exploring every aspect of the organization's services' customer satisfaction degree .

2. Literature Review
Customer satisfaction is one of the important regards of quality management and has significant implication in the organization marketing. In marketing concept, the quality issues often related to what it is called service quality. Gronroos (1978) recognized the need and usefulness of developing measures of service quality. Lewis and Booms (1983) defined service quality as a measure of how well the service level delivered matches the customer expectations.
A casual model of a relationship between service quality and satisfaction levels is developed by Shemwell, Yavas, and Bilgin (1988), which includes indicators: minimization of complaints, emotional bonding (affective commitment) and an increased preference for continuing the relationship with the same provider. Customer satisfaction in higher education institution not only measured by the students but also by all parties experiencing service delivery of the institution.
Quality management is a concept of organization management in regard to getting intended quality product which is now becoming the key to winning the competition. According to Oakland (1994), it has been developing through three periods, i.e., quality control, quality assurance, and total quality management. TQM tends to be extensively applied in business and industries organizations. Zakuan (2012) defines TQM as: "*. . . a management strategy that has interrelated component, namely core values, techniques and tools (p. 21)*". Strictland (1989) explained it in a more comprehensive definition:
TQM is both a philosophy and set of guiding principles that represent the foundation of continuously improving the organization. It is the application of the quantitative method and human resources to improve the materializing services supplied to an organization, all the process in an organization, and the degree to which the needs of the consumer are met, now and in the future (p. 9).
The definitions explain that TQM can be perceived as the management philosophy and practice that apply proper method regarding continuous improvement of an organization and human resources aimed to achieve its objectives of meeting its customer satisfaction. This is based on the believe that mistakes can be avoided and damages can be prevented which leads to attempt continuous improvement (Hashmi, 2015). This will influent the improvement of the human resources' competencies, process, technology, and capability of all devices involved.
In business, it is also perceived as a management art and is considered as an organizational-wide approach to improving the quality of the entire organization's process, product, and services (Kotler, 2000). Its principles, when they are applied, will lead to improvement of its product quality as the effect of betterment and improvement in human resources' capability, production process, technology, and devices (Gilbert, 1992).
Application of the concept will create cultures of trust, participation, teamwork, quality orientation, and continuous improvement (Sha'ri and Aspinwall, 2000). According to Dale and Plunket (1990), the concept has successfully been implemented in both local and international organization that influences in increasing compatibility of its product and meeting its customer expectation. Deming (1982) identified its application in American business and industry post-world war II increased their efficiency. According to Crawford and Shutler (1996), it has also been applied in service industries, including in education institutions. However, its application in Indonesian educational organization is not extensive.

Sallis (2004) suggests the application of the concept in education needs to shift its paradigm from treating the organization as graduates industry to treating it as a service industry. The organization should also change its culture through changing attitude, behavior, work performance, and management (Hashmi, 2015; Gilbert, 1992; Gupta, 2014). For this regard, its top management should motivate those who involve in the organization to improve their dignity and empowerment instead of controlling them.

University is an education service provider (producer). In an attempt to meet its customer expectation, those who involve in a university education process should have the commitment and work culture of producing quality graduates. For this regard, it better applies the TQM concept and principle so it needs to shift its culture from non-academic to an academic one in order to satisfy the customer expectation.

There are two major categories of university customer, i.e., internal and external ones. Those who involve in the university system, such as instructors (professors) and staff, are the internal customer. The other one consists of the primary, secondary and tertiary external customer. University students are its primary external customer. Finance providers, including parents, foundation, and government are its secondary external customer. Graduates' employers are the tertiary external customer. Every effort in continuously improving the quality should aim at meeting all parties' both in its internal and external customers.

The first step in applying the concept is to assess the organization's current reality (Gilbert, 1992). This is regarded to identifying every aspect of the university's quality initial condition and to ensure that every aspect of the quality, as well as every component involved in the university service, is functioning. This implies that university quality should not be assessed by the university itself. Instead, it should rely on both its internal and external customers' evaluation. Further, in order to get the external recognition, it also needs to get accreditation and/or certification (Hamdatu, Siddick, and Al-Olyan, 2013).

Postgraduate school is part of a university system but, in fact, it is an organization entity that, to a certain degree, should apply TQM concept. This is due to its important role as the "show window" of the entire university quality, whereas quality serves as its branding key element (Arsovsky, 2007).

Among the important roles of a university Postgraduate school, are creating and distributing science and technology and taking part in the community innovation in the national development and winning the global competition. In response to the global competition challenge, Ali (2014) explained: *" . . . today various universities are trying to develop as a world-class university (WCU). Building WCU is not necessarily a matter of status or ownership but also a platform, which requires the competence of the human resources and the institution itself" (p. 174).* These are among important customer expectation that university should realize.

From the perspective of quality management, we can identify the quality of a university or a university's Postgraduate school from the view of its customer. Dilshad and Iqbal (2010) suggested: *" For successful implementation of quality initiatives, it is essential to consider the views of people who are at the helm of academic affairs"(p. 405).* They also suggested that a university quality is reviewed from the following aspects:

1) Education. Its objectives, curriculum, classroom instruction, and students.
2) Research, Number of research produced, their condition, and their supporting system.
3) Instructors and professors. Their teaching and learning processes, their distribution and working load, their management, and their career development.
4) Facility and equipment. Classrooms and laboratories, their supporting system, research and experiment equipment and material, medical clinic, dormitory, and cafeteria.
5) Budget and management. Budget sufficiency, budget planning and management, strategic planning and evaluation, administrative and management, personnel, and fairness of decision-making process.

With respect to assessing the quality of a university or its Postgraduate school, assessment is focused on the following variables:

1) Facility. This includes aspects of availability, usability and accessibility of instruction, instruction support, and general facilities.
2) Instructor. This includes teaching time sufficiency, teaching quality, teaching content relevancy, teaching media utilization, academic advisory, thesis/dissertation supervisory, and student-instructor human relationship.
3) Staff. This consists of academic-related staff, such as librarian, and administration staff.
4) Budget. This includes the budget for academic and non-academic activities.

5) Time. This is related to length or duration of the study (in general), and length or duration of thesis/dissertation supervision.

3. Methodology

The study was conducted by applying a case study method at the The School of Postgraduate Studies, Universitas Pendidikan Indonesia. Data collection used questionnaires in the form of stanines convertible rating scale. The scale is originally a type of standard score that applied normal curve using the scales of 1 through 9 with a standard deviation of 2 (Stanley and Hopkins, 1978). It is converted into customer satisfaction rating scales form with the following descriptors: Scale 1 when the customer satisfaction degree is rated 4%; scale 2 when the is rated 11%; scale 3 when the degree is rated 23%; scale 4 when the degree is rated 40%; scale 5 when the degree is rated 60%; scale 6 when the degree is rated 77%; scale 7 when the degree is rated 89%; scale 8 when the degree is rated 96%; and scale 9 when the degree is rated 100%.

The questionnaires consist of three forms, namely forms QEC 1, QEC 2, and QEC 3. Content validity of the questionnaires was judged by four experts in the university as reasonably valid. Its reliability was examined by employing Cronbach Alpha techniques. The reliability indices of Form QEC 1, Form QEC 2 and Form QEC 3 were α=0.989, α=0.954, α=0.934 respectively. The qualitative data was collected by an in-depth interview.

The sample of the study represents students, graduates, instructors, management, staff, and graduates' employers. The sample was purposively selected from those clusters and was grouped into two major categories, namely that of serving as the source of quantitative data consisted of students, instructors, and graduates, each was represented by 40 subjects. The second one is serving as the source of qualitative data, it consisted of the representation of management, staff, students, and graduates' employers each represented by 3 subjects.

The quantitative data was analyzed by using methods of descriptive statistics and one-way ANOVA. The qualitative one was analyzed by logical judgment analysis. Data presentation was started by presenting quantitative data followed by the presentation of qualitative one concerning each aspect of the facility, instructor, staff, budget, and time. Prior to the conclusion, the study's result and findings were discussed in the discussion part.

4. Results and Findings

The customer satisfaction study is focused on five variables, i.e., facility, instructor, staff, budget, and time. Descriptive statistics of the variables are represented as follows.

Table.1 Descriptive Statistics

Variables	N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound	Minimum	Maximum
Facility	120	5.95	1.091	.100	5.75	6.15	3	8
Instructor	120	6.68	1.001	.092	6.49	6.86	4	9
Staff	120	6.21	1.232	.113	5.99	6.43	2	8
Budget	80	5.68	2.145	.240	5.20	6.15	1	9
Time	120	6.22	1.284	.117	5.99	6.46	2	9

The statistics describe the customer satisfaction degree of the five variables. Description of each of these variables is presented in the following presentation.

Facility

The facility variable in this study consists of facilities of instruction, instruction support, and general purpose. The study investigates the three aspects of facility variable's customer satisfaction degree in terms of their availability, usability, and accessibility

The rating mean of availability, usability, and accessibility of the facility aspects is 5.9 and its standard deviation is 1.091. This means the availability, usability, and accessibility of facility's satisfaction degree are 77%. Its standard deviation of 1.091 indicated the sample's rating is heterogeneous. This is supported by their range of 3 (23%) to 8 (96%), and 95% confidence interval for mean, 5.75 and 6.15.

One-way ANOVA to examine the significant difference of the means indicated F= 27.427 with p-value=.00 which meant it is significant. Post-hoc analysis using Bonferroni method indicates the different between the students' and the instructors' means is not significant at α=.05, for its p-value=.888, whereas the others are significant, each at α=.01, for each of their p-value=.000.

In terms of availability and usability of the three facility aspects, they indicate the means of instruction, instruction support, and general facilities' are over 60 (their satisfaction degree is 77%), namely 6.64, 6.45, and 6.13 respectively. These means are over those of their accessibility which is less than 6.00 (their satisfaction degree is 60%), namely 5.43, 5.42, and 5.13 respectively. Thus, the satisfaction degree concerning availability and usability of instruction, instruction support, and general facilities are 77%; and their accessibility is 60%.

Instructors

The degree of customer satisfaction concerning instructors are focused on 1) sufficiency of teaching time, 2) teaching quality, 3) content of teaching relevance, 4) teaching media utilization, 5) academic advisory, 6) thesis/dissertation supervisory, and 7) student-instructor human relation.

The ratings mean given by three clusters of the sample, concerning instructors, was 6.68, or its satisfaction degree is over 77%, and its standard deviations is 1.011 which indicates the ratings are heterogeneous. This is supported by the lowest rating of 4 or 40% and its highest of 9 or 100%; and its 95% confidence interval of 6.49 - 6.86.

One way ANOVA with regard to examining the significant difference of the means indicated F=13.719 which is significant at α=.01, with p-value=.000. Post-hoc analysis using Bonferroni method indicates the different between the students' and graduates' means is significant at α=.01 with p-value=.000. The difference between the students' and the instructors' means is also significant at α=.01, p-value=.000, but the difference between graduates' and the instructors' means is not significant α=.05 with p-value=1.000.

Detail aspects the respondent's rate more are to the instructors' teaching time sufficiency, the content of teaching relevancy, and teaching media utilization of which their means are 6.88, 6.89, and 6.83 respectively. Lower means are those of the aspects of academic advisory, 6.33, student and instructor human relationship, 6.34, and thesis/dissertation supervisory, 6.36; whereas the aspect of teaching quality mean is 6.67. Among the three clusters of the sample, the graduates' mean is the highest, 7.02, followed by instructors', 6.95; and the lowest mean is that of the students'. Among the lowest aspects, are students-instructors human relation, 5.63, followed by thesis/dissertation supervision, 5.68, academic advisor, 5.69, and teaching media utilization.

Staff

University staff consists of academic-related and administrative staff. The academic-related staff consists of librarian and laboratory man. Those who are not included in the category of instructors and the former staff category are the administrative one. The sample's rating mean is 6.21, and its standard deviation is 1.242. Thus, they rate the degree of satisfaction is 77%. The standard deviation indicates the sample's ratings are heterogeneous. This is consistent with its minimum score is 2, or 11% satisfy while its maximum score is 8, or 96% satisfy, and the 95% confidence interval between 5.99 and 6.43.

One way ANOVA to examine the significant difference of the means indicates F=19.400 that is significant at α=.01 since its p-value=.000. Post-hock analysis using Bonferroni method to examine significant differences among the means indicates the difference between the students' and the graduates' means is significant at α=.01 with p-value=.000. The difference between the students' and the instructors' means is significant at α=.01 with p-value=.001, and the difference between the instructors' and the graduates' means is not significant at α=.05 with p-value=1.34.

Budget

Variable of budget or finance includes the budget of academic and non-academic activities. Customer satisfaction degree is indicated by the mean of 5.68 or 60%. The standard deviation of 2.146 indicates a large variability in the rating to this variable. This is consistent with the wide range indicated by the minimum rate of 1, or 4%, and the maximum one of 9, or 100%; and the 95% confident interval of 5.20 and 6.15.

One way analysis of variance to examine the significant difference between the means is indicated by F=34.038 that is significant at α=.01 and p-value=.000, or the two means are significantly different. Both clusters of sample rate the customer satisfaction degree concerning budget is 60% given by students and 77% given by graduates.

Time

Variable of time is related to length or duration of the study (in general) and length or duration of thesis/dissertation supervision. Total rating mean concerning this variable is 6.32 which means that its satisfaction degree is 77%. The standard deviation of 1.284 indicates the ratings are heterogeneous. This is supported by the minimum rating of 2 or 11%, and the maximum rating of 9, or 100% satisfy; and 95% confidence interval of 5.99 and 6.46.
One way ANOVA with regard to examining the significant difference between the rating means is significant. It is indicated by F=12.600 that is significant at α=.01 with p-value=.00. Post-hock analysis using method of Bonferroni shows that difference between the students' mean and graduates' is significant at α=.01 with p-value=.000. However, the comparison between the instructors' mean and the graduates' is not significant at α=.05, with p-value = 0.302.

5. Discussion
This study has the main objective of exploring the customer satisfaction degree of Universitas Pendidikan Indonesia's graduate school, as the case study. This is regarded to giving the management feedbacks for attempting continuous improvement so that the organization's quality meet its customers' needs and expectations. Referring to what Deming (1986) mentioned, quality means customer satisfaction. This means the organization should deliver services that meet or even exceed its customer expectation.
The attempt of meeting or exceeding the customer satisfaction requires the entire organization components involvement in the continuous quality improvement of every aspect of the organization including that of a university. Dilshad and Iqbal (2010) suggested that a university quality is reviewed from education, research, instructors and professors, facility and equipment, and budget and management. This study focused on the quality indicators of facility, instructors, staff, budget, and time. Findings of the study indicate the condition of the graduate school's facility quality (in general), is less satisfactory; whereas its instructors' condition is slightly less satisfactory. Conditions of staff quality, budget, and time of completing education are slightly less satisfactory.
With respect to the condition of facility elaboration, accessibility aspects of instruction, instruction support, and general facilities' satisfaction degree are below their availability and usability conditions. With respect to instructors, the condition of their qualification is satisfactory. Those slightly less satisfactory concerning with this variable are the aspects of teaching time sufficiency, teaching content relevancy, and teaching media utilization. The other aspects that are less satisfactory are teaching quality, academic advisory, thesis/dissertation supervisory, and student-instructor human relation.
The condition of staff's satisfactory degree indicates less satisfactory concerning both the academic and non-academic services aspects. This is assumed influenced by some of their employment statuses as contractual staff. This condition is not significantly different with that of time for completing education and for thesis/dissertation supervision. This is slightly better than the condition of budget-related satisfactory degree that indicated lower both in the aspects of the budget for academic and non-academic activities.
The satisfactory degree of the entire aspects of each variable is judged based on the assessment of the organization's customer. In this case, the assessment made by instructors and staff, as the organization's internal customer; and students, as its primary external customer, to the entire aspects of each variable's condition is not significantly different. On the other side, the assessment made by graduates and parents, as its secondary external customer, and that of graduates employers, as its tertiary external customers is better. Based on their assessment the satisfactory degree is slightly higher
Ali (2014) categorizes instructor and staff as an organization's internal customer and students as its primary external customer. The fact indicates that those customer categories witnessed real condition of every aspect of the education practice in the organization so they considered giving more reliable assessment and evaluation. Further, these customer categories, particularly students, should be better taken into account with regard to an attempt to meet or exceed their expectation. Therefore, their assessment of the satisfactory degree should be the primary feedback for an attempt to continuously improve the organization's quality. It is true that if both internal and customer perceive the service to be of high quality, they will be satisfied. Then they will recommend that service to others and will have a tendency to continue the relationship with the service provider, in this case, higher education institution (Munteanu et.al, 2010). Therefore, it is very important for higher education institutions to take into account every aspect of customer assessment as a

primary feedback in order to improve quality. The better the quality is, the more customers satisfy. This will lead to customer loyalty.

The above findings imply in the organization's need for improving the quality of the aspects related to education practice in attempts to achieving their optimum customer satisfaction degree. These are related to:

1. Needs of the organization to continuously improve the quality of instruction, instruction support, and general facilities in terms of their availability and usability, and accessibility.
2. Needs of the organization to encourage its instructors, including professors, to continuously improve the quality of their services in terms of their teaching content relevance, teaching media utilization, academic advisory, and thesis/dissertation supervisory, and their relation to the students.
3. It also needs to encourage staff to continuously improve the quality of their services, both to the students and instructors; as well as keeping to prioritize budget for academic activities; and to give better service to the students with regard to completing their study and thesis/dissertation writing supervision on time.

The study has a major limitation, namely the lack of generalization. In regard to reevaluate its significance it needs to further study by broadening the sample and applying a relevant survey method. However, referring to the study's findings, when an education institution applies the TQM, it should change its culture through changing attitude, behavior, work performance, and management (Ali, 2015b., Hashmi, 2015; Gilbert, 1992: Gupta, 2014). It will create the cultures of trust, participation, teamwork, quality orientation, and continuous improvement (Sha'ri and Aspinwall, 2000). Therefore, The School of Postgraduate Studies, Universitas Pendidikan Indonesia, should continuously improve its quality so that its customer expectation is satisfied. As a Postgraduate school plays a pivotal role as the "show window" of the entire university quality, whereas quality serves as its branding key element (Arsovsky, 2007). For this regard, implications of this study might be the feedback to the organization in an attempt to commit the improvement. This improvement will give a significant impact to the marketing of the organization.

6. Conclusion

The organization's customer satisfaction degree concerning the variables being the focus of this study indicates the following states:

1) The facility does not meet an optimum customer satisfactory degree with respect to the aspects of instruction and instruction support facilities' availability and usability. The slightly worse condition is indicated by general facility's availability and usability, and the worst condition is its accessibility.
2) The instructors' academic qualification and sufficiency of teaching time meet the optimum satisfactory degree. The other aspects, including the relevance of teaching content, utilization of teaching media, academic advisory and thesis/dissertation supervisory, and student-instructor human relation aspects are less satisfactory.
3) The staff does not meet the optimum degree of satisfactory with respect to the extent to which they serve academic and administrative services to the students and instructors.
4) The budget variable does not meet the optimum satisfactory degree with respect to aspects of the budget of academic and non-academic activities.
5) The time variable slightly does not meet the satisfactory degree with respect to the aspects of length or duration of the study (in general), and length or duration of thesis/dissertation supervision in particular.

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Linguistic world pictures of an elitist linguistic personality (based on the works of Yu. Lotman)

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Abstract
The purpose of the presented research is to review the works of the outstanding scientist with a worldwide reputation, the founder and head of the Moscow-Tartu semiotic school, Yuri Mikhailovich Lotman (1922 - 1993). The present paper is an attempt to look at Lotman's creative world from a new perspective - from the point of view of linguistic culture study, one of the current trends in modern linguistics, i.e. through the prism of concepts widely represented in the concept-sphere of the television series "Conversations on Russian Culture", the author and presenter of which was Yu. Lotman.
The linguistic-cultural situation presented in "Conversations on Russian Culture" has its characteristics related to the content and purpose of the work: the acquaintance of a wide circle of readers with the epoch in the development of Russian culture, which is rightly called "golden." Conventionally, it can be divided into two layers. The first is the presence of signs of linguistic-cultural situation in the text in Russia in XVIII-XIX centuries. The second layer is the linguistic-cultural situation which was contemporary to Lotman. The elite linguistic personality presented by the author appears in the text as a kind of "guide" to the linguistic-cultural situation familiar to the author.
The article focuses on a detailed description of the linguistic worldview by Yu. Lotman based on fundamental concepts for both the author himself and the time described: family, love, A. Pushkin, Europe. The authors revealed the concepts which were relevant for Lotman and the linguistic worldview in the period of the described linguistic-cultural situation and the role of the individual worldview of Yu. Lotman in the text proper. The authors came up to the conclusion that the conceptual sphere of a person makes it possible to judge him as a linguistic personality who has reached a certain level of worldview and cultural development and, therefore, has specific communicative capabilities.
Based on the analysis of the text "Conversations on Russian Culture," it was revealed that the reflection of the linguistic-cultural situation in the professional discourse of Yu. Lotman is, on the one hand, a given to which the researcher should pay attention, and on the other, a necessity dictated by the reader able to provide the most comfortable and effective perception of cultural information, which had an undoubted influence on the professional discourse of Russian speakers.
Keywords: anthropological linguistics, text, concept sphere, concept, linguistic personality, linguistic-cultural situation.

1. Introduction
The conceptual approach, stated in modern anthropolinguistics as one of the most promising in studying a variety of linguistic facts due to the versatile and in-depth descriptions it contains, is now widely recognized by researchers.
At the present stage, there is interest in the study of concepts and their types both in theoretical and in practical terms. The research in the field of the description of the definition itself is continuing, and "... the development of a complete scientific typology of concepts is currently one of the most urgent research tasks" (Khairullina et al.2017). Despite these facts, a solid scientific and practical base for studying this phenomenon, represented in the linguistic material of specific texts, is being created and continuously replenished.
In general, there is no doubt that the notion of "concept" has become a given, recognized by most scientists, despite the difference in approaches to its definition. A heightened interest in the description of key concepts in the individual cognitive space of prominent representatives of Russian culture (Fatkullina et al. 2018) became a regular stage in the development of the "linguistic-personality" movement in modern domestic science.
At present, favorable conditions have been created in science for observing particular features of a native speaker from the linguistic-cognitive and linguistic-cultural positions. Therefore, reserving the right to

choose a linguistic and personal direction in linguistic-cultural studies, let us indicate our interest in describing those language mechanisms that contributed to the fact that Yu. Lotman himself became a phenomenon of national and world culture. Considering the connecting the reads between the linguistic-cultural situation and the linguistic personality, we always turned to another essential element of their interaction - the text, we emphasize, created by a particular linguistic personality. We believe that the linguistic-personal approach opens up new possibilities for describing the phenomenon under consideration, since the text, from a linguistic-anthropological point of view, can be represented as a result of the activities of a specific linguistic person who is within a certain linguistic-cultural situation and is, in turn, its "product." Therefore, from the very beginning, the acquaintance with the linguistic-cultural situation on the material of particular text is not carried out in pure form but implies a description of the phenomenon processed and evaluated by the linguistic personality, i.e., by the author.

2. Literature Review

The appeal to the personality and creativity of Yu. Lotman in the framework of this study was determined for several reasons.

First, the actual humanistic orientation of the creative heritage of the scientist, clearly reflecting the triad of the concepts "person - language - culture," is visible. Secondly, the name of Yu.M. Lotman has a high degree of fame, including not only the field of narrow experts in philology, thanks to his works on Russian culture and speeches in the media. Thirdly, the linguistic approach to the study of texts by Yu. M. Lotman was not widely used, except for the work of V. Ya. Parsamova (Parsamova 2004). Fourthly, the study of the linguistic personality of Yu. M. Lotman can take a worthy place in the gallery of language portraits of prominent Russian scholars created within the framework of the linguistic and personal direction in linguistic and cultural studies. Fifthly, the linguistic personality of Yu. M. Lotman itself is the result of the influence of other linguistic personalities recognized as elitist, and in this case, the description needs the features of the linguistic-cognitive process of perception and evaluation of one elite linguistic personality by the other.

The scientific interest of Yu. Lotman covers fundamental aspects of human life related primarily to culture such as the understanding of its significance, the awareness of the place and role of an entire people and individual personality in history, the ability to comprehend the material and spiritual treasures of a nation. 273 scientific publications on literary studies, the history of Russian literature, the work of its peculiar personalities (A.N. Radishchev, N.M. Karamzin, A.S. Pushkin, M.Yu. Lermontov, N.V. Gogol, F.I. Tyutchev and others), textology, semiotics of culture, including literature and cinema provide the basis for R.G. Grigoriev and S.M. Daniel to talk about "Lotman's paradox."

"It is difficult to answer a seemingly simple, question: who was Yuri Mikhailovich Lotman? A philologist, a historian, an art historian, a cultural expert, a semiotician, a philosopher? <...> This is definitely the case when the enumeration not only tends to be incomplete but in general loses its meaning. He was a thinker of universal scope, but this, however, did not prevent him from being an expert in selected areas. His personality embodies the principle of complementarity, and his scientific work is commensurate with the work of a whole institute of scientists of different profiles"(Daniel, Grigoriev 1998).

Lotman's "many-sidedness," the diversity of his interests, the originality of his approaches to the consideration of culture, the depth and at the same time the availability of argumentation, as well as his personality, views, discoveries, are becoming the object of close attention by his contemporaries. One of the first such works is the monograph by Anne Shukman, devoted to Lotman's teaching on semiotics in literature, after the publication of which the list of Russian-language and foreign publications is continuously updated (Shukman 1990). In this regard, we note that even the "list of works about the life and work of Lotman," consisting of 88 titles (Egorov / http://mirror3.ru.indbooks.in/?p=90606) is not a complete one, because it does not reflect some publications after 2009. Therefore, we emphasize our particular interest in the reflections of modern researchers on the personality of Yu.M. Lotman. Accordingly, O.N. Leuta notes that "Lotman's figure has always remained in the field of attention of humanities scholars. Now the intellectual dialogue with Lotman is developing incrementally, and one may state that his personality becomes significant for understanding the trends of national and world science in the 20th century "(Leutra 2003).

According to M. L. Gasparov, “Yuri Mikhailovich did not leave a coherent presentation of his philological, cultural, aesthetic concepts” (Gasparov 2003). It is noteworthy that the 21st century science representatives began to systematize the ideas of the scientist, and, as Kim Soo Kwan noted, “not to erect a monument to Lotman in the past, but to place it in a huge space of“ big time ”where there's nothing that is completely dead... ”(Kim Soo Kwan 2003 p. 157).

Yu. Lotman's colleagues, literature scholars highly value his contribution to the study of Russian literature of the 18th — 19th centuries, his coverage of the works on A.S. Pushkin, and to the teaching of the novel “Eugene Onegin” at school. This recognition of his merits includes not only genuine worship but also criticism of particular ideas, an expression of disagreement, even an indication of the fallacy of views and conclusions (Baevsky 2002 p.50).

3. Research Methods

Yu.M. Lotman had no direct relation to the emergence and establishment of such an integrative scientific and methodological direction as cultural linguistics. A deep analysis of the views of Yu. M. Lotman on the development of culture and the cultural concept as a whole is not part of the objectives of our research, so we shall restrict ourselves only to referring to individual provisions that are relevant to us.

First of all, it is the study of the literary text “deeply and broadly,” that is, the ability to see behind the printed lines the hidden manifestations of the culture of the people and the author himself. The text, which is the object of Lotman's close examination, gradually links his doctrine with the "human-language-culture" linguistic-cultural triad mentioned above.

The cultural approach to the study of literature, presented in the works of Yu. M. Lotman focuses on the convergence of academic science and school education, echoes the linguistic and cultural concept of language learning (Suleymanova et al. 2018).

Thus, it is possible to formulate the main postulates taken by us as initial in the study of Yu. M. Lotman as a linguistic personality.

First, the scale of the personality of a philological scholar and cultural scientist requires an in-depth and comprehensive analysis, carried out with the help of various methods of the humanities. Until now, the views of Yu. M. Lotman were analyzed mainly from the literary, philosophical and cultural (Vasileva Diss.) and pedagogical points of view. This article presents a linguistic person's view, which can adequately illuminate and reveal the Lotman "phenomenon."

Secondly, the name of Yu. M. Lotman was widely known thanks to the works designed to acquaint, first of all, not specialists, but ordinary native speakers with the treasury of Russian culture. The scientist himself, following his views, did not pay particular attention to the linguistic aspect, associating language as a sign system primarily with culture in a broad philosophical sense, but not with the person - its carrier.

Thirdly, Yu. M. Lotman is a researcher who has become a phenomenon in Russian and European culture, and it is logical that a cultural component should be actively represented in the study of his linguistic personality.

We believe that the relationship of a person, language and culture consciously or unintentionally reflected in the texts of Yu. Lotman, as well as the scientist himself as a linguistic personality, should be studied. The methods and approaches proposed by modern science will allow making a full-scale analysis of linguistic personality of Yu. M. Lotman.

4. Results and Discussion

A remarkable work of Yu. Lotman «Conversations on Russian Culture. Life and traditions of Russian nobility (XVIII – early XIX century)» can be called a kind of projection of the world of Russian society. Since 1) any text is a particular type of semiosis; 2) any text is a model for reproducing the image of the world, recreating of objective reality due to this an actual question arises how the linguistic worldview looks like during described linguistic-cultural situation and what position the individual worldview of Yu. M. Lotman himself occupies in the text.

«A system of key concepts and invariant key ideas connecting them shapes the linguistic worldview (as if they give a «key» for its comprehension)» (Zaliznyak 2012, p. 12). There are typical key concepts for Russian linguistic worldview such as «Soul,» «Destiny,» «Anguish,» «Happiness,» «Separation,» «Justice,» «Truth,» «Love.» In «Conversations on Russian Culture» some of these concepts are represented, but the concept «Family» occupies an exceptional position.

The core of the concept “Family” forms its conceptual meaning as 1) «a group of relatives living together (a husband and a wife, parents with children)» and as 2) «a unity, union of people connected by common interests»(Ozhegov 2012, p. 1063) as well as «the smallest social group - integrity based on marriage, cognation, adoption is also possible and connected by stable personal relationship usually by common mode of life; generally about a small and close group of people living with common interests» (p. 571). The focus on the usage frequency allows making an initial opinion about the position and the role of the concept «Family» in the text. On three hundred ninety-three pages of the main text with page-based footnotes an eponymous lexeme is used 56 times in various forms, other «representatives» of the same word-formation cluster: «family (adj.)» - 23, «family (n.)» - 15, «features describing family relations»- 3,»family-type»- 0. There are numerous groups of words that reveal the content of the concept «Family» in the first meaning (let's mention some of them): «origin»- 81, «relative» - 29, « a parent» - 28, «to be born» - 18, «to give birth» - 13, «kinfolk» - 14, «having kinship ties» ”- 12, «related by blood» - 4 etc. «Family» as a community related to marriage is also convincingly represented in the text: «a wife» - 124, «a husband» - 91, « a bride» - 54, «marriage» - 40, «wedding»- 36, «a groom» - 33, «to get married» - 20, «divorce» - 19, «to be married» - 16, «conjugal» - 8 etc. Even a quick observation of words usage frequency representing the concept «Family» in a text, notwithstanding family relations in the specified period of time, can indicate many things. Lifestyle of family, kinship ties designate special relationship between people: both managing a common household and full support of each other both in financial situations (in achieving ranks, high status), in spiritual (difficult life situations, particularly relations between husbands wives, children and parents) and introducing the noble feelings (loyalty, devotion, love, respect). Moreover, moral guidelines of Russian people of that era are laid down in the family: honoring of folk traditions and openness to new trends, fond of reading and the desire to imitate the noble actions of ancient and romantic heroes. In general, a positive family image of that period is created and affirmed in Lotman's text. Thus, the concept «Family» which cannot be categorically called the only essential for the linguistic worldview reconstruction according to Lotman’s text nevertheless is recognized as a fundamental concept on which life and traditions of Russian society are based. The family has always played a significant role both in economic and in the moral life of Russia being an economic and moral basis of people's lives [Fatkullina 2017). Family, kinship ties, close family ties to them form the culture of people, constitute its originality, help to explain and understand the peculiarities of national linguistic worldview (broader - mentality).

While describing the concept “Family” it is necessary to take into account the bilateral nature of its reflection in the text “Conversation on Russian Culture” as a collective concept inherent in the national worldview, and as an individual, reflecting the peculiarities of the individual linguistic worldview, Yu. M. Lotman ’s peculiar cognitive perception. Yury Mikhaylovich was steadfast to his family, and his relatives and friends evidence it. The scientist being an elite linguistic personality is seeking opportunities to express his ideas about family values and his attitude to the events described. Choosing a correct lexeme: “Serf harems were strangeness (oddity) demonstration (manifestation) of life of this era (italics of the authors of the article)” [Lotman Talks, p. 105], a parenthetical construction such as “... Marrying a beautiful girl without life and secular experience, without money and even, apparently, without love for him...” (Lotman 1997, p. 72), a direct comment: "You should not hurry with condemnations of Suvorov’s wife which were late for more than two hundred years... " (Lotman 1997, p. 277) and other means which help Yu. M. Lotman not only to acquaint the reader with the concept "Family" in the Russian linguistic worldview but also to form an attitude corresponding to his manifestations.

The peripheral zone of the concept "Family" is made up by symbolic representations and cultural data. The concept "Family" is closely connected with such concepts as "Customs and rites of Russians" ("Matchmaking", "Wedding"), "Rank", "Character and behavior of a person", "Game", "Feelings", in other words, It forms a person and surrounds him all his life (Fatkullina 2015).

Note that active author’s appeal to the intertextuality phenomenon is author’s peculiarity in the representation of the concept “Family” in the book “Conversation on Russian Culture” that is to say, the author wants the reader to have a complete, reliable and unbiased view of family in the Russian linguistic worldview.

Appealing to intertextuality, or "creation linguistic constructions" text in text "and" text about text ”is connected with the active placing dialogues which allow him to go beyond its sphere of subjective, individual consciousness, and add in the text several subjects of utterance which are the agents of different artistic systems" (Fateeva 2012, p. 4). The author states that the Text and the Reader are in a state of dialogue: the text is created taking into account the intended audience, and the latter makes efforts to understand the cultural codes embodied in the Text. According to Yu. M. Lotman, understanding cultural tradition is the basis of intertextuality in its cultural sense: "The memory of the text is the sum of contexts in which a given text becomes meaningful, and they in a certain way incorporated in it. Semantic space created by the text enters into a certain relationship with the cultural memory (tradition), put in the audience consciousness. As a result, the text regains its semiotic life" (Lotman 1997, p. 162).

Yu. M. Lotman uses different ways of incorporating the precedent texts into the main text: an exact quotation indicating the source, retelling, and implication. However, the important thing is the choice of particular texts, which serve as objective evidence of the author’s view of that time family. The family appears to be a controversial factor uniting native people, organizing their life and place in society, oppressive in some cases (concerning women), and bringing up the best qualities in a person (loyalty). Most of the intertextual elements in the text "Conversation on Russian Culture" are related to the description of family life patterns and has a literary origin. The “family thought” was expressed in Russian literature to its full extent. The material from foreign literature was also drawn for comparison.

Yu. M. Lotman also refers to the memoir literature, evaluating it quite critically, abundantly commenting, "And yet Lubzina’s memoirs are a valuable resource for the historian. He will not see a comprehensive, objective worldview here. Here he will find eyes that look at this world"(Lotman 1997, p. 313).

Further, folklore material is used as a correlation with a noble conception of family relations: “At the beginning of the 19th century, nobility showed a tendency to come closer to ritual folk customs, even though in a specifically modified form” [Lotman 1997, p. 112].

Acquaintance with archival materials allows Yu.M.Lotman to give extensive historical references, to talk about real facts from the lives of famous and little-known people: "So, Pushkin, preparing for the wedding, arranged a stag night in Moscow with Vyazemsky, Nashchokin and other friends. After dinner, we went to the Gypsies to listen to their songs. This episode is colorfully described by the gypsy woman Tanya in her artless memories, remained in writer B. M. Markevich’s records ... " (Lotman 1997, pp. 112-113).

In general, the concept “Family” in this article appears in Yu. M. Lotman text as a basis, the foundation of the whole lifestyle of a man of that time. Established family relationships, in some cases surprising by inconsistency, hide in themselves both positive and negative traits. The main thing is to recognize that the actions of the best people of Russia, formed due to family values have become the guarantee of Russian culture blossoming.

Thus, the concept “Family” takes the worthy place in Russian linguistic worldview and, being insufficiently presented in the existing works on concepts or constants of Russian culture, it will be the subject of keen interest of researchers. Valuable material can be found in Yu. M. Lotman’s work, which has a unique approach to the study of culture (through the details of everyday life). In our opinion, it requires linguistic and cultural perception, which later allows to include the missing elements in the general mosaic presentation of Russian linguistic worldview in the diachronic aspect.

Scientific and methodical researches in the description of concepts gain topicality nowadays. And it seems to us that in the world where material often acts as a decisive factor, and "fate" of the separate linguistic and cultural concepts characterizing "specifics of culture as the sets of human achievements in all spheres of life opposed to the nature" (Karasik 2007, page 28) causes serious fears, the concept “Love” deserves close attention. “It directly relates to the human sense of life as the goal, the achievement of which is beyond its immediate individual existence” [ibid.].

This concept holds a special place in the Russian linguistic worldview.

On the one hand, all native speakers seem to have an idea about the content of the concept “Love”: 1) feeling of self-sacrificing, hearty attachment to man; 2) tendency, addiction to something (Ojegov 2012, page 506).

The linguistic and cognitive, linguistic and cultural history of "Love" is less definite. According to Yu.S. Stepanov, "in Russian culture the concept "Love" is conceptually not developed … or chastely is not discussed" (Stepanov 1997, page 438). Among 80 concepts characterizing spiritual, mental, material spheres of human life, concept "Love" did not find reflection in "Russian ideographic dictionary." In our opinion, this is the case when the absence of a fact (on the background of dictionary representing the description of such concepts as “Soul”, “Good”) it eloquently demonstrates the complexity of its isolation

and rational description, a certain illusiveness of its existence, understatement and lack of expression in Russian linguistic worldview.
On the other hand, at the turn of XX – XXI centuries, as if in opposition to the observed signs of spiritual crisis in society, the attention of researchers to study the concept "Love" on the rich empirical material has increased. Comparative historical research allows to note changes in the content of the concept “Love,” due to the loss of its religious understanding and the gradual transition into the category of strictly anthropocentric categories (Sakaeva et al. 2017)].
The enhancement of the concept "Love" description leads to a change in its status, in particular to the representation as a text concept. Moreover, it occupies a dominant position in the hierarchy of text concepts and acts as the main sign of the anthropocentrism of an artistic text (Fatkullina 2002). The concept “Love” as a multifaceted phenomenon can represent a fragment of character’s original world and can be an element of the textual sphere of concepts, but first of all, it can serve as an individual concept in the author’s language view, a kind of key to understanding his linguistic identity.
An increased interest in the description of key concepts in the individual cognitive space of prominent representatives of Russian culture became a regular stage in the development of linguistic personalities branch in modern domestic science.
In this work, we single out some essential issues which do not pretend to be a complete review of the current studying of the emotional component of Russian linguistic worldview.
First of all, the concern in the category of emotiveness in the language is determined to some objective factors, primarily the formation and development of the anthropocentric paradigm in linguistics.
Nowadays rich material has been accumulated which allows making profound theoretical conclusions about origin peculiarities, definition, functioning and content of the concept “Love” in Russian linguistic worldview.
Despite the diversity of research materials, scientists come to the similar conclusion: love is a strong and deep feeling that cannot be rationally explained and controlled, which can change a lot in the attitude and behavior of a person, make him perform noble and improper actions. It can be the highest good, pleasure, but also can be evil. Happy love needs reciprocity. “Love” converges other important concepts of Russian worldview such as “friendship,” “kinship,” “family,” “sacrifice,” “pity,” “passion,” “hate.”
The similar-named concept is acknowledged as key in the emotional sphere of Russian worldview; therefore, its study is of paramount importance for the knowledge of the national mentality of the people as a whole. This concept is undoubtedly linguistic-cultural since its content, and national and cultural traditions, historical experience, and people's world perception determine it.
Like any emotional concept "Love" is multifaceted, subjective, especially in the peripheral zone, and its description is inexhaustible from any point of view. Analysis of this particular concept requires a special sensitivity and delicacy from the researcher. "Love" is often expressed in understatement, in the incompleteness of any action, so it can not have an unambiguous and definitive interpretation, either in common understanding or in the scientific perception in Russian linguistic-cultural aspect. Thanks to the achievements of modern linguistic thought and linguistic-cultural studies, interesting opportunities are opening up for further study of the concept “Love” in Russian linguistic worldview.
Let us further consider the conceptualization of proper names in “Conversation on Russian Culture."The individual names presented in this work gradually “outgrow” their original status defined for them in the language in which the onomastic space makes up the names of real-life, hypothetical and fantastic objects and their separate states perceived objectively, including individual living beings. , collectives, inanimate objects, places on the surface of the earth, underground and outside the Earth, sounds, movements, ideas.
In the individual linguistic worldview, proper names find their place according to linguistic-cultural characteristics, caused, in our understanding, by the role played in the cultural space, by the degree of recognition (precedence) among similar ones, to the significance of the native speaker. Thus, the process of transition of such names into the category of precedent, now understood as individual names associated with well-known texts or with precedent situations (Khairullina et al. 2017) looks logical. For example, in “Conversations on Russian culture,” the names perceived by the author (and, after him, the reader) as precedent can be included such as "A. S. Pushkin", "Onegin," "Peter I," "Chatsky," "M. I. Kutuzov," "Borodino," "Europe," "Russia." Thus, their use reveals natural connection and relationships, which in their peculiar way represent the author’s worldview.

The concept, denoted by the proper name, naturally combines the characteristics of the concept in a linguistic-cultural sense (as mental education, characterizing "the specificity of culture as a totality of human achievements in all spheres of life opposed to nature") (Karasik 2009) and the proper name itself. Thus, not all precedent names can claim to be concepts. We believe that the recognition of a name as a concept is based on such factors:

1) possession of complete and comprehensive information relating to this name;

2) the formation of their own opinions, yet allowing a critical attitude on the carrier of this individual name;

3) the frequency of addressing (both explicitly and implicitly) to him in the process of speech ;

4) a high degree of significance for the individual, manifested in a constant "presence" in personal life and professional activities;

5) choosing it as a kind of sample in their behavior, even the “measure” of events, the actions of other people which have become the subject of reasoning and evaluation.

Thus, the concept represented by a proper name denotes an individual name that carries linguistic-cultural information, which is a precedent for a given native speaker and for other members of the linguistic and cultural community, having an increased degree of importance in the linguistic worldview of a person, in his speech and communication activities.

In “Conversations on Russian Culture” one can find such precedent names that have survived the process of conceptualization in Yu. M. Lotman’s worldview. Among them, first of all, it should be called toponyms and anthroponyms, or personalities. In our case, the study of proper names having conceptual significance, judging by the text “Conversations on Russian Culture,” makes it possible to designate values for Yu. M. Lotman’s linguistic personality.

In the Lotman's worldview, “Pushkin” is an unconditional concept: his very name in the text “Conversations on Russian Culture” ranks first among proper names regarding frequency — 426 times (including five times in quotations and once as “Alexander Sergeevich”). Further, Lotman’s perception of Pushkin is much deeper than an ordinary member of the modern linguistic-cultural community, for whom he is “a Russian national poet, a model of humanity and honor, absolute authority in all deeds, thoughts, and words, whom they want to equal, never reaching his level and strength” (Karasik 2009). Concept “A. S. Pushkin” is revealed in the text as a multidimensional phenomenon, acting in the frame of precedent phenomena and intertextual relations.

In “Conversations on Russian Culture”, Pushkin appears primarily as a man of his time, leaving numerous testimonies with great value in the eyes of a modern researcher: “Pushkin’s words about the Decabrists: “Brothers, friends, comrades” - exclusively characterize the hierarchy of intimacy in relationships between the people of the Decabrist camp ”(Lotman 1997, p.369).

In the eyes of Lotman, Pushkin is undoubtedly the great Russian poet, whose work became the property of the Russian people: “With his approach to the norm, to the ideal, he recalls Pushkin’s contribution to Russian poetry” (Lotman 1997, p.72).

At the same time, Pushkin is present in Lotman’s worldview as an ordinary person who loves to joke, laugh, perform rash acts, experiencing various feelings such as hatred, irritation, and love: “Upon seeing Sobansku in 1830, Pushkin experienced and relapsed into lost love, and thirst for a bold, resolute act ”(Lotman 1997, p. 258). Pushkin appears in the scientist’s vorldview as a man of diverse interests and multifaceted talent, for example, as a recognized serious researcher: “Pushkin, in his article written in 1836, which is still raising a number of questions, noted that Radishchev reflected his era, and at the same time, he gave him a ruthless testimony .... ”(Lotman 1997, p. 258).

Pushkin’s personality is an indisputable authority on many issues, but the scientist perceives him rather as an interlocutor, considering it possible to express and criticize him: “Pushkin’s words are unfair and polemically irritable, but they have one truth ...” (Lotman 1997, p.258).

For Lotman, Pushkin’s personality becomes a kind of “measure” of both the events and actions of people being discussed and, we believe, of his own life and professional activities. Therefore, we observe the constant presence of the poet’s name in the text “Conversations on Russian Culture,” the frequent mentioning of his works and heroes, numerous quotes and allusions to everything that, one way or another, is connected with Pushkin. (Being limited to the article, we avoid mentioning all the texts of Pushkin, to which Lotman explicitly or implicitly appeals in his text.)

Denoting the possibilities of representation in the text of concepts expressed by proper names, we can formulate important conclusions. Firstly, in the author's linguistic worldview, concepts occupy an important place, among which there are proper names. Secondly, it is possible to judge him as a linguistic person who has attained a certain level of world outlook, cultural development and, therefore, has certain communicative possibilities. Thirdly, readers perceive the concepts "under the direction of" the author (in our case, they see Europe through the eyes of Lotman and perceive Pushkin under the influence of Lotman). Thirdly, it is precisely the possibilities and desires (conscious or unconscious) of the author as an elite linguistic personality that largely determines what kind of understanding of the carriers of individual names is formed in ordinary native speakers.

In general, the conceptualization of proper names represented in the picture of the world of an individual can become one of the aspects of a full-scale description of his linguistic personality.

Lotman's language picture of the world, in the form in which it is represented in the analyzed work, cannot get a full description without reference to the concepts of "Europe" and "A. S. Pushkin ", the main features of which in this article we only denote.

The concept "Europe" in Lotman's view does not have a geographical affiliation: in this text, the figurative meaning becomes dominant. In the linguistic tissue of the text, 52 times the word "Europe" was revealed in the actual meaning for the author "carrier of enlightened thinking, expression of humanistic values, the center of world culture." Further, in a similar meaning, a number of related words are used: "European" as "referring to Europe" in the indicated meaning - 49 times, "European" as "resident of Europe" - 1 time and as "supporter of all European" in the indicated meaning - 4 times, "Europeanism" as "a set of properties and qualities inherent in Western European life, culture, everyday life, etc." (Ozhegov 2012, p.287) - 3 times, "Europeanization" as "the process of initiation to European thinking, lifestyle, culture and etc. "- 6 times," Europeanized "as" having joined European thinking, way of life, culture, etc. "- 5 times.

Further, "Europe" in the linguistic world view appears as an "antagonist to everything Russian". In "Conversations on Russian Culture", there is a tendency to describe the differences between Western European and Russian thinking, for example: "For the orientation of the army to battle or parade, there were two different military pedagogical and military theoretical doctrines, and ultimately two philosophical concepts. Their socio-political opposition is as obvious as their opposition to the focus on the classic and romantic cultures. There was another aspect: one of them was perceived as "Prussian" and the other as national-Russian "(Lotman 1997, p.192).

Numerous references and hints to various historical events and faces should be recognized as an important feature of the individual style of Yu. M Lotman, which became a direct consequence of the wealth of his worldview: "... medieval knightly ethics is undergoing a great restoration", "Moscow's Robin Hood in a hussar uniform", "... participated in Napoleonic wars", etc. (Lotman 1997, p.134) . However, to a large extent, the "European" education of Yu. M. Lotman manifests itself in the field of literature: the text literally "scattered" hundreds of precedent texts, names, statements that serve as undeniable evidence that this side of the concept "Europe" plays a big part in the scientist's worldview and even performs a "conceptual" role. Characteristic of Lotman's way of presenting a precedent phenomenon (name and comment): "Byron contrasted the pampered light with energy and heroic rudeness of romance, Bremmel - contrasted the rude philistinism with the "high society" pampering of the individualist ..." (Lotman 1997, p.124).

Thus, the concept "Europe" appears in Yu. M. Lotman's worldview as an ambiguous, even contradictory phenomenon, demonstrating both the proximity and opposition of the European (Western, Western European) and Russian (original, Russian) beginnings.

5. Conclusion

As shown by our material, the primary goal of the anthropocentric paradigm is the study of a person in all its manifestations in relation to language - "person speaking", "speech personality", "communicative personality", "cultural identity", but first of all is language personality (Homo loquens), that is, a person expressed in a language.

In many respects, this factor is due to the interest of researchers in linguistic personology, or linguistic personology, which has surrounded with close attention a linguistic person as the bearer of an elite speech culture, or elite linguistic personality.

Among the representatives of science, whose works became a source for studying their personal characteristics, in our opinion, Yuri Mikhailovich Lotman (1922 - 1993) who is a world-famous scientist founder and head of the Moscow-Tartu Semiotic School, President of the World Association of Semiotics (1968), an outstanding researcher of Russian culture, one of the best representatives of the national literary school, an extraordinarily erudite and charming person, and we dare to suggest, a carrier of the elite type of speech culture should take his rightful place.

Yu.M. Lotman had the desire to build science, to take care of the scientific nature of humanitarian knowledge. Hence, Lotman's interest, in addition to literature and history, to the functioning of language as a fact of Russian culture in understanding culture as a text. A heightened interest in the description of key concepts in the individual cognitive space of prominent representatives of Russian culture became a logical stage in the development of linguistic personalities in modern domestic science.

"Conversations on Russian Culture. Life and traditions of the Russian nobility (XVIII – early XIX century)" can be called a kind of projection of the world of Russian society. We have revealed what the linguistic worldview appears in the period of the linguistic-cultural situation described and what place in the text is taken by the individual Y. M. Lotman's worldview.

The worldview is formed by a system of key concepts and invariant key ideas connecting them. In "Conversations on Russian Culture," the concepts of Family, Love, Pushkin and Europe are represented, but the concept of "Family" occupies a special place. In general, the concept of "Family" appears in the text of Y. M. Lotman as the basis, the foundation of the whole life structure of a person of that time. Established family relationships, in some cases surprising by inconsistency, hide in themselves both positive and negative traits. The main thing is to recognize that the actions of the best people of Russia, formed due to family values, have become the guarantee of the flourishing of Russian culture.

6. Acknowledgments

The publication was prepared within the framework of the supported by the Russian Foundation for Scientific Research No. 16-04-00193-OGN.

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Teaching Students of Non-Linguistic Specialties to Translate Telescopisms into Russian in Texts of Journalese Style

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Abstract
The relevance of the study is due to the need to teach students of non-linguistic specialties to translate telescopisms from English into Russian when working with texts of journalese style in order to achieve an adequate translation. As it is known, at present, high requirements are imposed to graduates of higher educational institutions, among which, regardless of the area of specialization, readiness for communication in oral and written forms in Russian and foreign languages to solve problems of professional activity. The ability to work independently with special literature in a foreign language, foreign language information resources, technologies and modern computer translation programs for obtaining professional information is the key to a successful career in the globalizing world community. When working with texts of journalese style, students need not only to render an article but also to translate it with a full understanding of the content of the text. In the process of translation, as noted by students themselves, they sometimes encounter words that raise translation difficulties. The focus is made towards the study and analysis of telescopisms: these words cannot be found in the dictionary, but their meaning in the text is important. To determine the appropriate approach to teaching students of non-linguistic specialties to translate telescopisms, the authors considered various approaches to the definition of telescopy and telescopisms; studied the functions of telescopisms; viewed the approaches to the classification of telescopisms; described the ways of translating telescopes in texts of journalese style and elaborated the methodical recommendations aimed at making the translation practice more interesting and successful.

Keywords
Blending, telescopisms, students' translation practice, journalese style, the English language

Introduction

According to Alekseev I.S., Komissarov V.N., Retsker I.I. translation is a complex process, requiring the translator to know not only the norms and methods of translation, various grammatical structures and lexical units, but also being resourceful and mobile (Komissarov, 1990, p.8). This is due to the fact that the language is constantly changing, its word-formation system is altering to a great extent, new words are being formed, and blending is given a special place. According to Gries, it is frequent and one of the most productive word-formation processes (Gries, forthcoming, p.1).
The term "telescopic word formation" was first introduced in Russia by Makovskiy M. M. in 1970. The works of such scientists as G.N. Aliyeva, E.A. Ardamatskaya, K.L. Yegorova, Yu.A. Zhluktenko, S.A. Kolesnichenko, V.M. Leychik, M.M. Makovsky, V.N. Nemchenko, L.F. Omelchenko, D.E. Rosenthal, VB Silina, E.A. Sukhovoi, L.A. Tarasova, M.A. Telenkova, N.Yu. Shvedovoy are devoted to the study of blending. But, according to the linguist Sheveleva A.N., blending as a productive method of word formation has not yet received sufficient coverage either in theoretical or in functional aspect. In her work "The structure and semantics of telescopic derivatives in terms of cognitive linguistics," the author notes that the formulation of the problem of telescopic derivatives belongs to the foreign linguists of the late 19th century. The first layer of telescopic words was formed in the depths of conversational speech and literary genre. The second layer includes modern words created in the field of scientific terminology, technical innovations, advertising, slang and vernacular (Sheveleva, 2003). Linguists V.A. Itskovich, B.S. Schwarzkopf write in their work that originally the term "blending" was mentioned in connection with the method of forming new lexical units by imposing a morph or morphs of one source component on the morph/morphs of another source component since such an overlay resembles "moving telescope tubes".

A similar concept of the phenomenon itself has expanded considerably and has begun to include not only the method of word-formation of new lexical units but also the method of combining parts of the morphs of the original components. However, they note that in the middle of the XX century some linguists did not recognize blending as a special way of word formation, pointed out its border character with respect to other ways of creating new lexical units. Blending was often identified with phrases, abbreviations, prefixes (Itskovich, Schwarzkopf, 1971). Researcher Bakaradze E. supposes that the difference between the viewpoints and approaches can be explained by the fact that blending or blending of words is a comparatively new way of word creation. Most part of telescopic words appeared only in XX century and since then its productivity has increased (Bakaradze, 2010, p. 96).

Methodology

In the given article modern methodology of scientific research including a set of theoretical and empiric research methods is used. For the successful completion of our research, different resources were used, such as dictionaries, books, scientific and popular articles, internet resources, where we found a sufficient amount of blend words. The study and analysis of scientific sources and methodological literature made it possible to summarize ideas on the problem of blending as a translation difficulty. The approaches to the definition of blending and telescopisms are considered; approaches to the functions and the classification of telescopisms are studied; the ways of translating telescopisms in the texts of journalese style are described, and the features of journalese style are considered. In order to elaborate methodological recommendations aimed at providing theoretical and practical support for non-linguistic students, the method of generalization is used.

Empirical methods include pedagogical observation, oral and written interviews, interchanges with the teaching staff and students (individual and frontal), testing educational guidelines in the framework of the educational process.

Results and findings

In order to determine the approach to teaching the translation of telescopisms into Russian in the texts of journalese style, a theoretical analysis of approaches to defining blending and telescopisms was conducted, the functions and types of telescopisms, ways of their translation, the features of journalese style were studied.

It should be noted that in recent years, blending has become a popular means in the journalese style (Egorova, 1985, p. 56).

The present paper aims at studying the morphological process in English that is commonly referred to telescopic word formation or, in other words, portmanteau or blend words (Bakaradze, 2010, p. 86). Linguist Gries defines writes that blending involves the coinage of a new lexeme by fusing parts of at least two other source words of which either one is shortened in the fusion and/or where there is some form of phonemic or graphemic overlap of the source words (Gries, forthcoming, p.1). In the research "Principle of the Least Effort: Telescopic Word-formation" Bakaradze E. notes that telescopic word formation, or blending, has been investigated in a variety of studies including Irwin (1939), Adams (1973), Bryant (1974), Algeo (1977), Ginsburg (1979), Bauer (1983), Cannon (1986), Kubozono (1990), Tekauer (1991), Stekauer (1991), Kelly (1998), Kaunisto (2000), Kemmer (2003). In linguistic literature, this way of word formation is also known as blends, blendings, fusions, portmanteau words, blending. Thus it can be concluded that the terms: blends, telescopic and portmanteau words denote the same process of word creation (Bakaradze, 2010, p. 86).

It is assumed that blending in the Russian language is developing under the influence of the English language, where partial and haplological telescopisms are distinguished. Partial telescopisms are created by connecting the stem of the first word to the end part of the second (foodoholic = food + alcoholic) or connecting the initial part of the first component to the unclipped second component (heliport = helicopter + port). In haplological telescopisms, the segment of the final part of the first component and the initial segment of the second component overlap each other (slimnastics = slim + gymnastics) (Egorova, 1985).

Philologist A.N. Sheveleva writes that blending as a productive method of word formation has not yet received sufficient coverage either in theoretical or in functional aspect. In addition to the extremely controversial interpretation of the status of lexical units, formed as a result of using this method of word-formation, the well-known difficulty in analyzing them causes an ambiguous interpretation of the term telescopism or telescopic word (Sheveleva, 2003). Professor V.M. Leichik defines the process of truncation and addition of parts of the words blending and considers it to be a completely independent word-building type (Leichik, 1982). According to philologist E.A. Sukhova blending is as a subspecies of compressive word-formation, which consists in combining two full words connected by a determinative relation with simultaneous truncation of one of them or both and creating a new, single formally and semantically, monolithic unit (Sukhova, 2003). Researcher V.N. Nemchenko writes that blending is the formation of derivative (complex-contracted) words from the initial and final parts of the words of a motivating word combination (Nemchenko, 2003, p. 105). In her dissertation researcher A.N. Sheveleva relies on the opinions of scientists on the problem of defining the concepts of blending and telescopisms. Linguist L.A. Tarasova considers blending an independent way of word formation. The broadest interpretation of such lexical structures is presented in the works of scientist E.A. Ardamatskaya, who considers telescopisms to be lexical units, formed from any fragments and contractures. Researcher G.N. Aliyeva describes telescopisms as the result of inter-word blending, when "the beginning of another word is overlapped on the end of the stem of one word. Thus, there arises a compound word of a special type, including the semantics of the two combining words in its meaning, and their stems in its stem. Linguist K.L. Egorova narrows the boundaries of the term telescopic word and notes that two words are involved in its formation, overlapping one on the other in such a way that in the neologism the whole sounds, morphemes, syllables turn out to be common to both sources. The meanings of words overlap each other in such a way that it is sometimes difficult to define which one is determinative. As a result of this interaction, one qualitatively new stylistically labeled meaning appears, which includes all other concepts. Linguists S.A. Kolesnichenko, L.F. Omelchenko suppose that the basis of the creation of telescopic words is premeditation caused not only by the need to designate newly emerging concepts but also by the desire for originality, the desire to make an expressive speech. Condensed semantics and singularity of such words make it possible to use them in feuilletons, political and moral fables, satirical poems, in newspaper and magazine publications to create a sharpness of expression and comic effect. According to the scientist Yu.A. Zhluktenko, a distinctive feature of the structure of a telescope word is that at least one of its components is represented not by a whole, but by a clipped stem, its fragment. This is the difference between blending and word composition (Sheveleva, 2003). Linguist V.V. Shadrukhina writes that referring telescopic words to abbreviations is controversial, since most telescopisms, unlike abbreviations have no correspondence in free word combinations, but are formed due to the establishment of associative links between two syntactically isolated words (Shadrukhina, 2003).

From the above we can state that lexical units obtained as a result of blending are called telescopisms (V.M. Leichik, L.F. Omelchenko); telescopic words (M.A. Velskaya, A.M. Vinokurov); words-ingots (Yu.K. Voloshin, A.Yu. Muradyan); summaries (E.Ya. Alyanskaya). The way of creating new words is called insertable word formation (I.M. Berman); telescopic word formation or blending (L.F. Omelchenko, L.A. Tarasova, T.R. Timoshenko); word fusion (Yu.K. Voloshin, A.Yu. Muradyan).

Having studied a number of scientists' opinions about the concepts of blending and telescopisms, the authors came to the conclusion that blending is an independent way of word formation. When working with students, blending will be defined as a method of word formation, in which a new word arises from the fusion of complete or clipped stems of several words. The meaning of a new word includes all or a part of the meaning of its structural components. Thus telescopism is defined as the result of this method of word formation.

Among the most important functions of telescopisms in the process of speech thinking and communication it is necessary to single the following ones:

1) the function of shortening the sound circuit, which allows increasing the number of messages transmitted per unit of time. For example, the telescopic name **amazol** is three times shorter than the full name **amidopirin-and-dibazol mix**;

2) the function of designation of logical concepts that are more complex than those that are meant by an ordinary word, while preserving the motivation of the meaning: **bionics (biology + electronics**) - the direction of cybernetics that studies the structure and livelihoods of biological organisms in order to create electronic devices, patterns and mechanisms systems. A large amount of meaning is given in just three

syllables; at the same time, the elements of **bio**-and-**onics** are easily recognized as symbols of biology and electronics;
3) the function of the designation of linguacultural concepts, the meaning of which is determined by the constituents of the sign. Thus, the word **Coca-Colonization** (**Coca-Cola + colonization**), the global expansion of Coca-Cola products (and, more broadly, Western consumer goods) with its internal form conveys the idea of aggressively conquering markets, which is the main idea of this concept;
4) the function of the language game, for example, in the form of guessing the values of contaminants:
"What do you think **sexonomy** is?"
“Well, I’ll buy it” (“give up”).
“It’s Thailand economy”.
"Why?"
"It’s based on brothel taxation, chiefly";
5) the function of creating a comic effect: **alcoholiday - spree**;
6) expressive and emotive-evaluative function: **bohunk = Bohemian + Hungarian**, a guest worker from Central or Eastern Europe;
7) suggestive function (in advertising, etc. sticks upon memory, and influences emotionally): **Beatles = beetles + beat**;
8) modeling function (semantic adhesion of parts recreates the designated object in its essential features): **fictomercial = fiction + commercial** is literary work with hidden advertising of goods;
9) cumulative function (increases semantic capacity): **snobody = snob + nobody** is socially and culturally insignificant, but with claims of significance.
Thus, the following functions of telescopisms are distinguished: shortening the sound circuit, designation of logical concepts, designation of linguacultural concepts, language game, creating a comic effect, emotive-evaluative, suggestive, modeling and cumulative. Many telescopisms perform more than one function at a time.
Professor V. M. Leichik in his work “People and Words” writes that telescopic neologisms are characterized by originality of form and content, as well as the presence of the foundations of multilingual origin. Their semantics is based on the meanings derived from the meanings of their constituent elements. Although it is believed that telescopisms are single neologisms and that they cannot be created by any derivational pattern, nevertheless, there are many classifications of telescopisms in English (Leichik, 1982).
To single out the main types of telescopisms, the authors considered several classifications of telescopisms, which made it possible to determine which classification is the simplest and understandable for the students of non-linguistic specialties.
In her work, the scientist V.V. Shadrukhina relies on the classification of L. Soudek who distinguishes four classes of telescopic words:
Class A. Adjoining (components of which are adjacent to each other);
Class B. Overlapping. Both fusion elements have a common part in the place of their connection;
Class C. Inserted (one word is inserted in the structure of the second);
Class D. Graphic. The phonetic structure of the word does not change, and only a graphic image allows you to fix another word inserted in it (Shadrukhina, 2003).
In the thesis of Sheveleva A.N. among the units formed by means of blending, the following four structural formulas were identified [10]:
1. fusion of the part of one word with the second full one, for example, **clefairy** (clever fairy), **venomoth** (venomous moth), **machop** (man chop), **tentacruel** (tentacles cruel) and others;
2. blending of the part of one word and the part of the second word. For instance, **charmander** (chameleon salamander), **parasect** (parasite insect), **squirtle** (squirrel turtle), but there are examples of other combinations: **venusaur** (venomous dinosaur), **snorlax** (snore relax). It is usual to clip the end of the first word and the beginning of the second, but in one case the fusion of the first two parts of words is found: e.g. **machamp** - man champion or marcial arts champion);
3. fusions of two words, having a common element - the letter, which is simultaneously a part of both words, are referred to a separate group. This way of fusion contributes to a closer structural and semantic unity of these words: **golduck** (gold duck), **magikarp** (magic carp), **horsea** (horse sea);

4. fusion of the whole word with the clipped part of the second word: **bulbasaur** (bulb dinosaur), **Goldeen** (gold queen), **Charmeleon** (char chameleon).
According to Sheveleva A.N. the following models of telescopisms' creation can be singled out:
1. telescopic words consisting of two or more fragmentation elements. Usually such formations are called full telescopisms, for example: **dinter** - lunch interview = dinner + interview; **Russell** - satellite launched in the USSR = Russian + satellite; **phonematic** - automatic telephone = telephone + automatic; **rosetry** - prose and poetry = prose + poetry. Full telescopisms can be a combination of the initial fragment of one source word with the final fragment of the second, and this type is represented most completely, for example, **swacket** = sweater + jacket; **radionics** = radiation + electronics; **dawk** = dove + hawk; **hesiflation** = hesitation + inflation. A fragment of the original word can be a large part of a word or include only a few letters or even one letter. The telescopisms formed by unifying the initial fragment of one source word with the initial fragment of the second source word are much less numerous, for example, **stabex** = stabilize + exports; **zedonk** = zebra + donkey; **hazhem** = hazardous + chemical;
2. telescopic words consisting of the full stem of the first source word with a fragment of the stem of the second one, for example, neologisms: **artmobile** - a travelling auto show of paintings and sculptures = art + automobile; **oil berg** - 1. supertanker, 2. large amount of oil spilled into the sea = oil + iceberg; **datamation** - automatic data processing = data + automation; **neutercane** - strong wind storm = neuter + hurricane;
3. telescopisms consisting of a clipped fragment of the stem of the first source word with the full basis of the second, for example, **teleplay** - a play written for broadcast on television, the drama = television + play; **teleprinter** - teletype, telegraph direct printing = teletype + printer; **educreation** is a pedagogical theory of combining learning with upbringing = education + creation; ecopolitics - 1. study of politics from the point of view of (in terms of) economics, 2. study of politics from the point of view of environmental impact on it = 1. economic + politics, 2. ecological + politics;
4. formations with overlapping of both elements on each other at the junction of both components and overlapping can be either in pronunciation or spelling, or both. Such telescopisms are usually called haplologic. Their characteristic feature is the presence of a common element at the junction of the combined components. Neologisms: **barococo** - a mixture of baroque and rococo = baroque + rococo; **blandlubber** - lover of fresh food (without spices) = bland + landlubber; as well as **businesspeak** - commercial trade jargon = business + speak (Sheveleva, 2003).
Along with the models of telescopisms' formation, Sheveleva A.N. presents the classification of telescopic words dividing them into three types:
1) telescopic words, with the total number of meanings is equal to the sum of the meanings of the components, for example: **Oxbridge** = University of Oxford and Cambridge = Oxford + Cambridge; **colorcast** - color television transmission = color + broadcast; **helibus** = helicopter-bus = helicopter + bus; neologisms: **vodkatini** = martini, diluted vodka = vodka + martini; and **dizohol** = a mixture of diesel fuel and ethyl alcohol, diesel fuel + alcohol; **Fringlish** = English with French pronunciation and a mixture of French vocabulary = French + English;
2) telescopic words that make up the only meaning that is based on them. This is a new, more complex and often giving additional information about the subject or an explicit action: **macon** = lamb + bacon is not lamb with bacon, but lamb cooked according to the method of cooking bacon; **cinegoer** - regular cinema = cinema + goer; **Euratom** - European Atomic Community = Europe + atom. Neologisms; **auto train** - a train equipped to transport passengers and their cars = car + train;
3) telescopic words with one basic component complemented in meaning by the second component. The second component is usually basic: **aerobation** = air + navigation; **American** = American + animal; **dopelomat** = doping + diplomat. Less commonly, the basic component is the first one, cf.: **cinemusical** = cinema + musical; **criticular** = critical + particular; **girlsical** = girl + musical (Sheveleva, 2003).
Most telescopic words are nouns, adjectives and rarely verbs. Telescopisms express various concepts and phenomena in the field of science, technology, politics, social phenomena, space research, transport, art, aviation, economics and finance, education, health, agriculture, radio, and television, etc. A characteristic feature of telescopic words is that they are mainly found in American English (Sheveleva, 2003).
Having considered different classifications of telescopisms, the authors came to the conclusion that when teaching non-linguistic students to translate telescopic words in texts of journalese style, it is appropriate and reasonable to use to the classification according to which telescopisms are divided into the following

types: fusion of the part of one word with the second full one; merging of the part of one word and the part of the second one; fusion of two words, having a common element - the letter, which is simultaneously a part of both words; fusion of the whole word with the clipped part of the second word.
It is necessary to pay attention to the fact that when working with journalese style texts, students need not only to understand the meaning of telescopisms but also to perform an adequate translation of these lexical units. Accordingly, special attention should be paid to teaching different ways of translating telescopisms from English into Russian.
Scientists identify the following methods of translating telescopisms: transliteration, transcription, descriptive translation, calquing and using the equivalent.
1) transliteration is a translation technique in which the letters of the source language are translated by means of constituting letters in the target language, i.e. translation of the original by recreating the graphic form (Komissarov, 1990, p. 250);
2) transcription is the reproduction of the sound form of the word of the source language in the target language (Komissarov, 1990, p. 250);
3) descriptive translation is when a word in the source language is replaced by a phrase describing its meaning, i.e. giving a more or less complete explanation or definition of this meaning in the target language. This method of translation is used in cases where there is no other way to transfer a language unit due to the lack of equivalents and analogues in the target language. A descriptive translation is usually used in parallel with transcription and is used when translating terms, cultural names, unique objects, etc. (Komissarov, 1990, p. 248);
4) calquing is a method of translating the original by replacing the component parts - morphemes or words (in the case of stable phrases) - with their lexical equivalents in the target language. The essence of calquing is to create a new word or a stable combination in the target language, copying the structure of the original lexical unit (Komissarov, 1990, p. 247);
5) using an equivalent, a word or phrase that has full compliance in another language. Equivalents are complete (covering the meaning of a foreign language completely) and partial (equivalents refers only to one of the meanings); absolute - belonging to the same functional style and having the same expressive function as the word of a foreign language, and relative - corresponding in meaning, but having a different stylistic and/or expressive coloring (Komissarov, 1990, p. 251).
The final and significant aspect that needs to be considered when teaching the translation of telescopisms is the study of the peculiarities of the texts of journalese style.
Researcher V.I. Konkov in his work "The Speech Structure of a Newspaper Text" writes that the journalese style occupies a special place in the style system of a literary language since in many cases it has to rework texts created within other styles. Scientific and business speech is focused on the intellectual reflection of reality; artistic speech presents its emotional reflection. Journalism plays a special role; it is aimed at satisfying both intellectual and aesthetic needs (Konkov, 1997, p. 11-12).
Scientist A.S. Mikoyan in his work "Problems of Translation of Media Texts" considers information communication to be the main function of mass communication. This data communication is quite rarely completely neutral, i.e. absolutely free from elements of exposure to the audience. In most cases, data communication is supplied with a direct or veiled expression of assessment, linguistic means and speech techniques that provoke the audience to a certain reaction to the communicated information, means of drawing attention to the information or to the point of view expressed in the message (Mikoyan).
Scientist A.S. Mikoyan distinguishes the following language and style features of the media language:
1) a high degree of standardization of the means used: a large percentage of stable and clichéd expressions, various journalistic stamps, metaphors, standard terms, and names, etc. (this feature is characteristic of news materials and reflects the desire of their authors to create an impression of objectivity and impartiality);
2) expressiveness of the language as a way of attracting the reader's attention, expressing attitudes towards the communicated information, arranging appraisal accents, etc..; the presence of evaluative epithets; direct appeals to the reader;
3) saturation of the most diverse realities (social, political and cultural life) and quotes;
4) the use of colloquial, slang and profanity (the latter is more characteristic of written media texts and is used to express a certain attitude, for example, ironic, the author of the material, creates a certain image

and stylistic (for example, humorous) effect, and in the so-called the press "- also for shocking the audience and / or attracting a certain category of readers);
5) widespread use of figurative phraseology and idiomatic vocabulary (both literary and colloquial, and colloquial);
6) widespread use of other stylistic means, methods, and figures of speech - such as hyperboles, litotes, figurative comparisons, metaphors;
7) a special feature of written media texts (and a special translation problem) - newspaper and magazine headlines based on puns, quotations, allusions and deformed idioms (Mikoyan).

Linguist O.V. Belova in her lectures on the culture of speech writes that in a journalese style the book layers of vocabulary that have a solemn, civil-pathetic, rhetorical coloring are given a special place. The researcher also notes that publicistic works are distinguished by an extraordinary breadth of subject matter, they can be devoted to any topic that turns out to be in the public eye. This undoubtedly affects the linguistic features of this style: there is a need to include special vocabulary, requiring clarification, and sometimes detailed comments. On the other hand, a number of topics are constantly in the center of public attention, and the vocabulary related to these topics becomes publicistic. Thus, a number of lexical units peculiar to a journalese style is formed in the vocabulary of the language (Belova, 2011).

Notable morphological features of a journalistic style are: the singular is often used instead of the plural; the imperative form of the verb in journalism is used as a means of attracting the attention of the interlocutor; sometimes stylistically sublime forms can be used; the Present Tense verb is used to report events planned for the future. This form makes it possible to emphasize the relevance of upcoming events; the past tense form is more frequent in comparison with other book styles and is used to report what happened; typical use of derived prepositions: in progress, on the basis, in quality, on the base, on the way, to the side, in the spirit, in the interests, taking into account, in the conditions, in the direction, in the cause; journalism is characterized by frequent use of the inverse word order, which allows putting the message subject in the first place in a sentence; in order to strengthen the emotional impact, to support the expressed idea, rhetorical questions are raised.

The main features of journalese style texts are the presence of cliché expressions, stamps, metaphors, saturation with realities, the use of colloquial vocabulary, the wide use of stylistically marked vocabulary, etc.

The practical part of the research was conducted on the basis of Surgut State University in the period from 2015 to 2017 in groups of 1 and 2 courses of the Institute of Economics and Management. More than 60 students studying the English language within the Federal Educational Standard took part in the experiment. The study included several stages:
1. At the first stage, the teacher and the students selected English articles from the internationally known press such as The BBC https://www.bbc.com/news and the Guardian https://www.theguardian.com/international with a total volume of 300,000 characters.
2. At the second stage, the students worked independently identifying telescopisms and defining their types according to the classification of telescopisms proposed by the teacher (extracurricular and classroom work).
3. At the next stage the frequency of the methods of formation of telescopisms used in the texts under consideration (classroom work) was considered;
4. Further on, the revealed telescopic words in newspaper and journalistic texts were translated in order to determine the most used methods of translating.
5. Then, the frequency of different methods used in translation of telescopisms in the texts under consideration was counted in order to identify the most used methods of translation (extracurricular and classroom work).
6. Lastly, the methodical recommendations on the translation of telescopisms into Russian in the texts of journalese style for the students of non-linguistic universities were elaborated.

At the first stage, the teacher together with the students selected and distributed the articles in the specialization “Economy” for the further written translation from English into Russian and defining telescopisms in the texts.

At the second stage during the studies, all the telescopisms were systematized according to the proposed classification. 10% of all of telescopic words were found in the headlines. e.g.,

1. US economy 'facing **stagflation'** (BBC official website). Stagflation - economic stagnation with increasing unemployment and increasing inflation = stagnation + inflation (merging of 2 fragments).
2. US Senate stages **'talkathon'** (BBC official website). Talkathon - verbal marathon = talk + marathon (fusion of a complete stem with a fragment).
3. **Oxbridge** fails to boost number of state pupils (BBC official website). Oxbridge - Oxford and Cambridge Universities = Oxford + Cambridge (merging of 2 fragments).

The remaining 90% were found directly in the texts of the articles. Let's consider some of them:

1. It's part of the **Coca-colonization** of life in France (BBC official website). Coca-Cola + colonization - the global expansion of Coca-Cola products (by its inner form conveys the idea of aggressively conquering markets) (fusion of a fragment with a full stem).
2. **Eco-politics** have a long history in Tasmania, with the Tasmanian Greens claiming to be the world's first Green party (BBC official website). Ecopolitics = 1. economic + politics studying politics from an economic point of view, 2. ecological + politics studying politics from an environmental point of view (fusion of a fragment with a full stem).
3. The British Library owns one of the few remaining **dictabelts**, and it has now transferred Mandela's words to a CD (BBC official website). Dictabelt is a plastic tape, which is recorded by voice recorder = dictation + belt (fusion of a fragment with a full stem).
4. Labor attacked boundary changes as "**gerrymandering**" (BBC official website). Gerrymander = Elbridge Jerry + salamander - electoral fraud (merging of 2 fragments).
5. The new upgraded "clean room" is where they manufacture the six tone **Eurostar** E3000 satellites, which are broadcast on television, radio and broadband internet channels worldwide (BBC official website). Eurostar = European + star (fusion of a fragment with a full stem).
6. Speculation Greece will default and fail to pay back its borrowings has pushed interest rates on debts due for repayment in 10 years to 15%, meaning it has to pay almost 12% more to raise cash than its fellow **Eurozone** member, Germany (BBC official website). Eurozone = European + zone (fusion of a fragment with a full stem).
7. Medical insurer **Medibank** Private may also be sold off (BBC official website). Medibank - Australia's National Sickness Insurance Program = medical + bank (fusion of a fragment with a full stem).
8. **Electrocar** public transport and a scheme to track the proper disposal of waste are two of the smartest ideas for using satellite-navigation technology (BBC official website). Electrocar = electrical + car (fusion of a fragment with a full stem).
9. It is also involved in The Lady, a **biopic** of the Burmese pro-democracy advocate Aung San Suu Kyi, and My Week with Marilyn, in which Hollywood legend Marilyn Monroe will be played by Oscar nominee Michelle Williams (BBC official website). Biopic - biographical film = biographical + picture (merging of 2 fragments).
10. As Webber wrote in Order in Diversity: "By now almost everyone knows that low-density developments on the growing edge of the metropolis are a form of 'cancerous growth', scornfully dubbed with the most denunciatory of our new lexicon's titles, 'urban sprawl', 'scatterisation', 'subtopia', and now **'slurbs'** - a pattern of development that 'threatens our national heritage of open space' (BBC official website). Slurb - a suburb built up with cheap apartment buildings = slums + suburb (merging of 2 fragments).
11. "Further to Alex's question about the existence of Ligers, the offspring of a male lion and a female tiger, they certainly do exist, as do **tigons**, the offspring of a male tiger and a female lion," says Rob Cartwright and far too many more of you" (The Guardian's official website). Tigon = tiger + lion (merging of 2 fragments).
12. A key point is the stabilization of export earnings by providing better access to the IMF compensatory financing facility and/or by reviving the European Union's scheme to stabilize the export earnings (**stabex**) (The Guardian's official website). Stabex = stabilize + exports (merging of 2 fragments).
13. This will be measured by judges either using a **breathalyzer** and/or carrying out police field sobriety tests (The Guardian's official website). Breathalyzer - device to check the driver's breath on the content of alcohol vapors = breath + analyzer (fusion of a fragment with a full stem).
14. By taming the steep mountain slopes, the Incas turned a previously unexploited **econiche** between the lower valleys and the high puna grassland into immensely productive agricultural terrain (BBC official

website). Econiche — protected area where an organism or species (plant or animal) can survive = ecological + niche (fusion of a fragment with a full stem).

15. **Glasphalt** looks like any other road building material, but 30% is crushed glass. It does not puncture tyres because the pieces are rolled flat (BBC official website). Glasphalt — paving material consisting of a mixture of glass and asphalt = glass + asphalt (fusion of two words, having a common element - the letter, which is simultaneously a part of both words).

16. This led to the decision to invest heavily in offshore exploration and turn to a new fuel, **gasohol**, produced from sugarcane alcohol to substitute petrol (BBC official website). Gasohol - a mixture of gasoline and ethyl alcohol, used as fuel in internal combustion engines = gasoline + alcohol (merging of 2 fragments).

According to the number of the considered telescopisms, taking into account the method of their formation, most of the presented telescopisms, 30 are formed by merging of 2 fragments, 20 by fusing a fragment with a full stem, 6 by merging 3 stems with an overlap at the junction and 4 by merging a full stem with a fragment.

In order to determine the most used methods of translation, telescopisms were translated into Russian by the students together with the teacher as a part during practical training. Mostly interesting examples are presented in Table 1.

Table 1.
The ways of translating telescopisms into Russian in the texts of journalese style

№	Telescopism	Source	Translation	Way of translating
1	Stagflation	The BBC News	стагфляция	calquing
2	Talkathon	The BBC News	продолжительная дискуссия/дебаты	descriptive translation
3	Oxbridge	The BBC News	оксбридж	transcription
4	Coca-colonisation	The BBC News	мировая экспансия продукции Кока-Кола/ агрессивное завоевание рынков сбыта	descriptive translation
5	Motorcade	The BBC News	автоколонна	using the equivalent
6	Ecopolitics	The BBC News	экополитика	calquing
7	Dictabelt	The BBC News	пластиковая лента для записи в диктофоне	descriptive translation
8	Benelux	The BBC News	Бенилюкс	transcription
9	Gerrymandering	The BBC News	джерримэндеринг/ избирательная география/ предвыборные махинации	transcription / descriptive translation
10	Eurostar	The BBC News	евростар	calquing + transliteration
11	Eurozone	The BBC News	еврозона	calquing
12	Medibank	The BBC News	Медибэнк	transcription
13	Paratrooper	The BBC News	парашютист-десантник/ самолёт для переброски военно-воздушного десанта	transliteration + descriptive translation
14	Bionic	The BBC News	биоэлектронный	transliteration + descriptive translation

№	Telescopism	Source	Translation	Way of translating
15	Electrocar	The BBC News	электромобиль	calquing
16	Chunnel	The BBC News	транспортный тоннель под проливом Ла-Манш	descriptive translation
17	Biopic	The BBC News	байопик/ биографический фильм	transcription / descriptive translation
18	Slurb	The BBC News	пригородный район/ трущобы	descriptive translation
19	Tigon	The Guardian	тигон	transliteration
20	Stabex	The Guardian	стабекс	transcription
21	Datel	The Guardian	Дейтл/британская служба передачи данных общего пользования	transcription / descriptive translation
22	Boatel	The Guardian	прибрежная гостиница	descriptive translation
23	Breathalyzer	The guardian	алкогольно-респираторная трубка	descriptive translation
24	Paraglider	The BBC News	параплан	transliteration + descriptive translation
25	Econiche	The BBC News	экониша	calquing
26	Glasphalt	The BBC News	гласфальт/стеклоасфальт	transcription / calquing
27	Smog	The Guardian	смог	transliteration / transcription
28	Simulcast	The BBC News	одновременная трансляция	descriptive translation
29	Gasohol	The BBC News	бензоспирт	calquing
30	Vertiport	The BBC News	вертодром	calquing

According to the data analyzed, we can conclude that the most commonly used ways of translating telescopisms into Russian are: descriptive translation (20), calquing (16), transcription (12), transliteration (2), using an equivalent (2). There are also cases when several methods of translation can be used for translation simultaneously (8).

At the beginning of the "Foreign Language" course, the teacher should draw students' attention to the existence of the words in the texts that may turn out to be a certain translation difficulty for them. A retrospective journey into the history of the word-formation system will allow students to become interested and create an exciting and learning atmosphere in a group. Students will learn that telescopic words or telescopisms appeared in Russia in the middle of the 20th century. For the first time the term "telescopic word formation" was introduced in Russia by M. M. Makovsky in 1970. The works of many scientists such as G.N. Aliyeva, E.A. Ardamatskaya, K.L. Egorova, Yu.A. Zhluktenko, S.A. Kolesnichenko, V.M. Leichik, M.M. Makovsky, V.N. Nemchenko, L.F. Omelchenko, D.E. Rosenthal, V.B. Silina, E.A. Sukhova, L.A. Tarasova, M.A. Telenkova, N.Yu. Shvedova are devoted to blending. Nevertheless, the term blending is interpreted ambiguously by scientists.

In the methodical recommendations, the authors considered various approaches to the definition, functions, types, methods of translation of telescopisms. Thus, by blending in this work we understand the way of word formation, in which a new word arises from the merging of complete or clipped stems of several words, telescopism is the result of the considered word formation.

The following functions of telescopisms are distinguished: shortening the sound circuit, designation of logical concepts, designation of linguacultural concepts, language game, creating a comic effect, emotive-evaluative, suggestive, modeling and cumulative. Many telescopisms perform more than one function at a time.

There are several classifications of types of telescopisms. In the practical part of this study, the authors used the according to which telescopisms are divided into the following types: fusion of the part of one word with the second full one; merging of the part of one word and the part of the second one; fusion of two words, having a common element - the letter, which is simultaneously a part of both words; fusion of the whole word with the clipped part of the second word.

Scientists identify the following methods of translating telescopisms: transliteration, transcription, descriptive translation, calquing and using the equivalent.

conclude that the most commonly used ways of translating telescopisms into Russian are: descriptive translation (20), calquing (16), transcription (12), transliteration (2), using an equivalent (2). There are also cases when several methods of translation can be used for translation simultaneously (8).

Conclusion

At present, it is difficult to overestimate the importance of knowing foreign languages. Firstly, knowledge of a foreign language is always desirable when hiring, travelling abroad or passing an internship in another country. Besides, it is an excellent opportunity to look for new perspectives and become an active member of international community. Universities are also interested in comprehensively developed students who are able to realize their professional potential in the process of globalization, informatization and international cooperation (Badelina M.V., Orekhova Ye.Yu, 2018). Consequently, professional competences including the ability to work independently with special literature in a foreign language, foreign language information resources, technologies, and modern computer translation programs in order to obtain professional information are the key to a successful career in the globalizing world community. When working with texts of journalese style, students must be able not only to annotate an article but also to translate it with a full understanding of the content of the text. Based on the research conducted in the Institute of Economics and Management at Surgut State University, the methodical recommendations for translating telescopisms into Russian in the texts of the journalese style for students of non-linguistic universities were elaborated and tested as part of the educational process in teaching the subject "Foreign Language".

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Cross-Cultural Interaction Competency Development Of International Students: Permanent Nature Of Cultural Archetype

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Abstract

The relevance of the study is due to the search for innovative solutions to the problems of international students' adaptation in the University educational space. It is established that one of the important pedagogical aspects in solving this problem is the development of student cross-cultural interaction competences, based on the symbols and ideals of the archetype as a permanent condition for the preservation of national identity and identity of the individual's culture. In this regard, the priority attention in this article is given to the establishment of theoretical and methodical approach to the projection of the archetype's value symbols on the development of cross-cultural interaction competences of an international student in the University educational space. The leading method of the research is pedagogical monitoring, which allowed in the course of continuous monitoring of the adaptation process, to justify the priority of influence of the cultural archetype's permanent symbols for the development of cross-cultural interaction competences of international students in the University educational space. The article reveals the structure and content of the concept of cultural archetype's *permanent nature* of an international student; the structure and content of the competences of cross-cultural interaction of a student in the University educational space are defined. Based on the results of the study, the pedagogical algorithm of projecting the value symbols of cultural archetype on the development of cross-cultural interaction competences of an international student is substantiated and its effectiveness is proved with the help of motivational, cognitive, operational, personal criteria. The materials of the article are recommended for teachers, Methodists, curators, Tutors working with international students, as well as University students.

Keywords: international student, cross-cultural interaction, competence of cross-cultural interaction, cultural archetype, the archetype symbols, the permanent nature of cultural archetype, the projection of the archetype's symbols, monitoring, algorithm, criteria.

Introduction

1.1. Relevance of the Research

The modern picture of the world, dynamically changing under the influence of globalization, has affected not only the forms of cultures, but also the types of their perception and interpretation by student Youth. As a result, global homogenization, interpreted by them as the unification of the material sphere of cultures, revealed differences both in the historical dynamics of values and in their hierarchical structure and caused a crisis in their understanding. It is proved that the predominance of the globalization type of culture, as a multi-culture, becomes for the student's personality, to a greater extent, an internal expression of territorial changes. Under these conditions, the appeal to the cultural archetype as a way of preserving one's own belonging to the unique national culture of the native society is a natural response of the student to global challenges. It is proved that these trends indicate, the strengthening of the role of the archetype as a permanent (ever – ending) symbol (image) of national culture in the trans-territorial communication and in the process of formation of a new cultural landscape on the one hand (Mamonova, 2013) on the other hand, determine the behavior of international student in cross-cultural interaction in educational space of the University, providing him/her with all necessary resources for comfortable learning (Vdovushkina, 2009; Galsanova, 2011; Koshetarova, 2010). The established trends are present at all levels of the educational process and are manifested as an indispensable condition for the success of international students in the assimilation of the current and future educational goals and objectives, for the effectiveness of the personal and professional development (Giddens, 2004; Crane, 2002; Madsen, 1993; Robertson, 2002). In the course of the study, the importance of rethinking the pedagogical conditions of international students' training process and their reorientation from the information and cognitive bases to the theoretical and methodical basis for the implementation of cross-cultural interaction competencies in specially organized conditions of the University educational space is determined. On the basis of the obtained results, the advantages of personality-determined, archetypal matrices of cross-cultural interaction of an international student in the educational space of the University are determined:

– Autonomous interaction. It manifests itself in the form of personal mimicry, adjusting to the conditions of a new society. Students are involved in the processes of communication and behavior, according to the existing standards in the University. At the same time, they preserve their own cultural identity and demonstrate the rejection of the values of the new environment. There is no cross-cultural interaction between students who come into contact. International students remain isolated from the influence of the dominant society;

– Correctional interaction. There is a gradual awareness process of the inappropriateness of demonstrative behavior and the values' rejection of the educational space and the new society, the understanding of such behavior as a sign of bad manners. At this stage, there are changes in socio-cultural patterns of student behavior. There is a *corridor* for dialogue of cultures in cross-cultural interaction and mutual coordination of international students with teachers and fellow students;

– consolidating behavior. This is the origin of the matrix-the result of the complexation of cultural and value parameters of the educational space and the patterns of cultural archetypes of an international student entering into interaction with it. The matrix contributes to the development of cultural identification of students with new values based on the preservation of their own ethnic and cultural identity. As a result, the basic values of the student's personality change. In the process of borrowing the values of the new environment, the structure of archetypal value matrices is modified. Without violating the integrity of cultural belonging, the new symbols allow reaching the level of cross-cultural interaction based on universal values. At the same time, students rely on the competence of self-identification with the values of the educational space as a micromodel of a new culture; their consciousness opens to new meanings and values of the surrounding space (Galsanova, 2011).

In this regard, the priority attention in this article is given to the establishment of theoretical and methodical approach to the projection of cultural archetypes' value symbols of an international student on the development of cross-cultural interaction competencies in the educational space of the University. The article reveals the structure and content of the concept of cultural archetype's *permanent nature* of a foreign student; the structure and content of cross-cultural interaction competences of an international student in the educational space of the University are defined. On the basis of the research results the pedagogical algorithm of projecting the value symbols of cultural archetype on the development of cross-cultural interaction competences of an international student is substantiated and its effectiveness is proved with the help of motivational, cognitive, operational, personal criteria.

1.2. Analysis of the Literature

Scientific – methodical ideas and insights of philosophers, sociologists, psychologists, educators, Methodists (Allakhverdov & Allakhverdov, 2014; Bolshakova, 2010; Vdovushkina, 2009; Galsanova, 2011; Zabiyako, 1998; Koshetarova, 2010; Crane, 2002; Madsen, 1993; Robertson, 2002), devoted to the development of General cultural competence of international students in educational space of the University, constitute the methodological basis of this study. Of particular importance for the study of the problem of research are the works of K.G. Jung (2004), thanks to his theory of the collective unconscious, the concept of archetype is actively used in modern research. K.G Jung (2004) stressed that the term *collective* indicates the *universal nature* of this layer of the unconscious in the psyche of the individual, the identity of this layer in all people. Archetypes as *collective patterns* in Jung's theory are endowed with specific properties: non-representability, as the ability to form the possibility of representation, which is given a priori; affectivity of nature: since affective situations are typical, resulting in the formation of the same archetypes; ambivalence nature, because they are derivatives of the dual nature of the human psyche (fear and awe, horror and delight – feelings experienced in connection with archetypal images); archetypes are not relics of the past, they play a regulatory role, perform compensatory functions, enable adaptive instinctive actions' performance. In his research, Jung K. defined the role of archetypes in determining the fate of not only an individual, but also entire societies and States. In his opinion, all the most powerful ideas and representations of humanity can be reduced to archetypes (Jung, 2004). The polystylism of cultural forms, values, norms, behavioral imperatives, manners of goal-setting presuppose the emergence of an intercultural neutral space that removes the contradictions of interacting cultures, expands the diversity of cultural styles and ways of their presentation and interpretation. According to Jung K., cultural archetype is a step into the past, a return to the archaic qualities of spirituality, but the strengthening of the archetypal can be a projection into the future too, providing individuals with opportunities for adaptation to foreign cultural external zones. In the psychological and pedagogical literature the leading idea of priority of creating safe educational space of higher education institution for development of cross-cultural interaction competences of the international student is traced. Many researchers (Vadutova, Kabanova & Shkatova, 2010; Gladush, Trofimova & Filippov, 2008; Dementieva, 2008; Domorovskaya, 2007; Savchenko, 2010) on the basis of the results obtained note the changes of adaptability in different ethnic groups of students depending on the level of formation of cross-cultural interaction competences in educational space of the University. To date, the study of a foreign student's adaptation, due to the cross-cultural interaction of the value symbols, of the national culture's images as a leading strategy for improving the educational space, have special significance (Gladush, Trofimova & Filippov, 2008; Crane, 2002; Robertson, 2002; Fursa, 2012). In recent years, in pedagogical studies devoted to the problems of cross-cultural interaction of an international student in the educational space of the University, much attention is paid to the cultural models of archetypes, the methods of their organization and application are proposed, the advantages of use are identified, the requirements for design are determined (Galsanova, 2011; Kolcheva, 2015; Zabiyako, 1998). In the course of the study, despite the extensive bibliography, the presence of productive areas and approaches to the development of intercultural interaction competences of an international student in the educational space of the University is established; the questions of creating new forms and models, new resources of implementation remain open. The leading role in this process is played by models of cultural archetypes of the student, the permanent values of which are the matrix of available experience, the use of which depends on the process of intercultural communication. In this regard, the need to determine the theoretical and methodical approach to the projection of the archetype's value symbols on the development of cross-cultural interaction competences of an international student in the educational space of the University is still relevant. The solution to this problem determines the purpose of the study.

Results

2.1. Discursive Content of the Notion Permanent Nature of Cultural Archetype

It is established that cultural archetypes are more ready-made, historically formed representative cultural forms, symbols, models that allow explaining the available experience of a person; it is the ability to form the possibility of representation, which is given a priori. K. Jung's statement, comparing the archetype with the axial system of the crystal, reshaping the crystal in solution, acting as a field distributing the particles of matter, became popular. Actually it just needs to be distinguished from the image, as a synonym of which Jung used the terms *archetype* and *elementary image* (Jung, 2004). It is proved that initially the concept of cultural archetype in scientific research is used as a methodological approach in the study of art, as the main situation, character or image, constantly present in human life, because a person cannot live without archetypes, as without nature, and the human community does not live without rites and traditions. In modern literary studies there is an understanding of archetype as a universal plot or prototype, fixed by myth and passed from it to literature and other types of professional art. Since literary experts themselves mark the second nature of literary archetypes in culture, other researchers define the archetype as the main force, character or image that is present in the life of a person constantly (Bolshakova, 2010). According to the definition of A.Yu. Bolshakova (2010), cultural archetypes are: 1) the most stable in historical changes and determining the structure worldview of the individual, nation, people, meta concepts of culture; 2) the invariant core of human mentality, changing in accordance with the specific historical situation, in the resistance to it and in adapting to it. Considering the archetype as a meta concept of culture, it is possible to establish its properties:

– invariance of the archetype. It suggests a mental expansion of the primary model, which determines the variability of its incarnations in culture and peculiar evolution;

– Convolution. The original form of the archetype's existence as a cultural symbol to keep in minimized form extensive and significant texts. Every cultural archetype has this property;

– Binary nature of the structure. It forms antinomy archetypal models (dying/rebirth, good/evil, etc.). This feature of the archetype is based on the psychological views of K. Jung, who discovered the ambivalent nature of the archetype of the collective unconscious;

– There are passive and actual layers in the structure of cultural archetype. Actual one differs by historicity, national color, as it is determined by the cultural context. Passive acts as an invariant kernel, forming a *through* image-type (Bolshakov, 2010). In the science of the XX century the concept of archetype became widespread and interdisciplinary due to extraordinary geopolitical and migration processes. K.

Jung noted that the archetype is stable and has the ability to repeat throughout history wherever fantasy freely operates. Archetypes, preserved in the form of collective unconscious inherent in each individual, are the result of centuries of our ancestors' experience. They are inherited in the same way as the structure of the body is inherited. Archetypes define the identity of the General structure and sequence of images that pop up in the mind in the awakening of creative activity, so spiritual life bears the imprint of the archetypal nature. K. Jung, exaggerating the role of archetypes, saw them as a formative beginning, present in the psyche of each person. He was convinced that archetypes structure the understanding of the world, of themselves and other people; they manifest themselves with special clarity in mythical narratives, fairy tales, dreams, as well as in some mental disorders. The set of archetypes is limited; they are the basis of creativity and contribute to the inner unity of human culture, make possible the relationship of different eras of development and mutual understanding of people.

Archetypes in this sense are hypothetical; represent a kind of model that allows explaining the available experience. Within each ethnic group archetypes acquire their own form (archetypal ones are and the cross, and mandala). Archetypal ones are *eternal images* (Christ, the Virgin Mary, Muhammad, and homeland, Life, Good and Evil). Each nation, refracting the archetype through its lifestyle and the picture of the world, gives birth to the most characteristic of their spirit images and ideals. The ethno cultural archetypes are represented by the historical and socio-cultural experience of the people and their spiritual orientations. It is proved that the use of the established characteristics in the creation of cultural archetypes' semantic constructs of an international student as a set of symbols, images and ideas that exist in the realities of culture and are expressed in value matrices, is applicable in determining the behavior of the student in the everyday situation of a particular cultural environment, and in extraordinary situations.

2.2. The Structure and Content of Cross-Cultural Interaction Competence Package of an International Student

The dominant characteristics of cross-cultural interaction competences of an international student, based on the symbols and ideals of the archetype, as a permanent condition for the preservation of national identity and identity of the culture of the individual, are: motivation for their assimilation, as a willingness to use; possession of the necessary knowledge; experience of application in standard and extreme conditions as an activity-based aspect; value attitude to the object of the application; emotional regulation of the process and the result of the application. The established characteristics have a supra-professional character and are present in any activity, but in relation to the development of cross-cultural interaction competencies, they show specificity due to the values of cultural archetypes and the implementation of the principles of cross-cultural communication, self-organization and self-transformation. In this innovative process the competencies of inter – cultural communication, value-semantic orientation, self-improvement, social interaction are applied. It is determined that the structure of intercultural interaction competences is differentiated on the same grounds as the values of cultural archetypes on the key ones (they are implemented on a universal, common for all archetypal models the content of values), cross-cultural (they are implemented on the content of cultural values, universal for the set of archetypes), cultural (they are formed within the boundaries of a particular cultural archetype). The established differentiation determines the composition, structure and content of cross-cultural interaction competences inherent in a particular archetype:

– Personal competence, are focused on the person as a personality, the subject of activity, communication: competence of value-semantic orientation; competence of civic consciousness; competence of integration (structuring of knowledge, expansion, increment of accumulated knowledge); competence of self-improvement, self-organization, self-development, personal and subject reflexing;

– Communicative competence related to human and social sphere interaction: competence of social interaction; social mobility; competence of communication (oral, written): construction and perception of the text, cross-cultural communication, interaction with others;

– Personality – activity-based competency: the competency of the educational – cognitive activity; the competency of the operational – practical activities; competency of information technology; adaptation competency; remedial competencies.

The structure and content of the competencies established and conditionally grouped in the course of this research possess the properties of meta-subject, interdisciplinary and subject character. Meta-subject level involves social and professional knowledge, skills and personality traits of an international student – future specialist, which have a universal character. The interdisciplinary level is based on interdisciplinary communication, modeling solutions that require collective interaction, the development of competencies for the rapid assimilation of non-core disciplines. The subject level is mediated by the content of the studied disciplines and at the same time the content of competences mediates and modifies the cultural values of educational knowledge.

Designing the competences of cross-cultural interaction of an international student, based on the symbols and ideals of the archetype, as a permanent condition for the preservation of national identity and identity of the culture of the individual, requires a well-thought-out structure, determining the objectives, determining the relevance of the study for all participants, the social significance of the relevant methods, including experimental work, methods of processing the results. These competencies are fully subordinated to the logic of development of cross-cultural interaction competences and have a structure, approximate or completely coinciding with the values of cultural archetypes.

2.3. Pedagogical Algorithm of Projecting the Value Symbols of Cultural Archetype on the Development of Student Cross-Cultural Competencies

It is established that the development of cross-cultural competence of an international student, based on the values of the cultural archetype, is a pedagogical system based on a variety of interrelated elements: goals and objectives, laws and principles, content, organizational forms, methods and tools, technologies, criteria of readiness of the system to implement the process of development of competencies and indicators of readiness of an international student to specific types of interaction in the educational space of the University. The algorithm for the development of cross-cultural competencies on the symbols and ideas of the cultural archetype based on the relationship between motivational, cognitive, operational and personal levels is justified (Vdovushkina, 2009; Zimnyaya, 2003; Kolcheva, 2015; Khutorskoy, 2003).

The *motivational level* assumes the primary formation of the international student's motives that cause activity and determine its *direction* - interests, motives, abilities, needs, views, positions, attitudes.

The *cognitive level* involves the acquisition by the person of knowledge, the development of intellectual abilities and abilities to apply the knowledge in practice.

The *operational level* is focused on the formation in international student of the necessary package of competencies.

The *personal level* is based on the formation of personally significant competencies necessary for the realization of the values of cultural archetype in cross-cultural interaction in the educational space of the University.

The experimental verification of the established approaches shows that the scientifically grounded implementation of the algorithm for cross-cultural competences development based on the symbols and ideas of cultural archetype is effective if the basic archetypal matrices are used in the creation of semantic constructs of student's behavior in the educational space of the University:

– at the motivational level - as appropriate motives, needs and goals of cross-cultural interaction; understanding of the personal and social significance of the results of activities for him/herself and ethno-cultural society; world views on the personal responsibility of activities; intentions and attitudes to educational activities; social preferences and expectations of the future professional activity; the position of a person of national culture in relation to him/herself (recognition of him/herself as a person of national culture, the desire for self-development and self-improvement as a future professional);

– at the cognitive level-as a reflection: 1) completeness, depth, stability and systematized nature of knowledge about the socio-economic and socio-political situation in their own country, in the host country, in the professional sphere, awareness of its specifics and the main development trends, the tasks set by their own state to each citizen; 2) requirements of this type of labor activity to the personality of the future specialist; 3) formation of special knowledge about the features of professional activity: corporate culture; psychology of interaction with fellow students, about human values, professional and ethical standards and rules of communication and behavior; abilities and readiness for further self-education in cross-cultural interaction;

– at the operational level - as the formation of competencies: 1) *General professional* (to define strategic goals of activity and to organize their realization; to analyze efficiency of the carried-out activity;

to distribute functional powers and responsibility; to develop system of the current and operational control; to operate collective and to activate participants in the course of the solution of objectives; possession of methods and receptions of forecasting of changes in the processes occurring in external and internal environments); 2) special (to use knowledge of *cognitive* processes' mechanisms in activities, for example, to improve the simulacrum of PR campaigns and advertising; to apply business communication *skills* in professional activities; to find optimal strategies of behavior in conflict situations; to apply the skills of effective *goal-setting* in the planning of activities; to highlight the main patterns of behavior in the planning, organization, motivation, control);

– at the personal level - as a willingness to implement: 1) moral qualities (diligence, perseverance, organization, discipline, responsibility, commitment, independence, inner freedom and self-esteem, self-discipline); 2) Professionally significant skills (commitment and ambition, determination, courage, swiftness, energy and perseverance, intuition, endurance and *self – control*, ability and willingness to risk); corporate skills (*communication skills*, culture of interaction with colleagues, clients, investors, team building culture).

Variants of behavior of the international student in extraordinary situations of cross-cultural interaction competencies realization corresponding to values of cultural archetype are proved.

Option 1. Familiarity with the environment:

- Difficulties of language communication;
- Climatic surprises;
- Problems with the wardrobe;
- Problems with transport;
- Change of hour rhythms.

Option 2. Analysis of educational space:

- Social and living conditions;
- Psychological climate in the interethnic study group;
- Communication with representatives of other countries and daily training activities;
- Attitude to group norms, goals and values;
- Development of behavioral tactics corresponding to the group requirements and expectations.

Option 3. Analysis of living conditions:

- Adaptation to campus life;
- Adaptation to the norms of behavior in society, in the study group;
- Adaptation to the requirements of educational activities;
- Difficulties of getting used to another way of life;
- Difficulties of getting used to another climate;
- Difficulty getting used to a different kitchen
- Difficulties in relationships with others;
- Difficulties with the absence of relatives.

Option 4. Identifying opportunities for cross-cultural interaction.

Option 5. Identification of personal and socio-cultural barriers.

Option 6. Determination of priority personal qualities necessary for cross-cultural interaction with others:

- forecasting the goals of cross-cultural interaction;
- Definition of socially significant competencies;
- Status in the study group, by place of residence;
- The commitment and level of ambition.

Option 7. Formation of optimistic expectations.

Option 8. Determination of the directions of search for new opportunities in cross-cultural interaction in the educational space of the University.

Option 9. Correction of cross-cultural interaction competencies.

Option 10. Creation of new symbols of cultural archetypes based on the integration of national value matrices with values of other cultures.

Option 11. Search for new opportunities.

Conclusion

The study confirms the theoretical and practical importance of pedagogical substantiation of cultural archetypes as a permanent condition for the development of cross-cultural interaction competences of an international student in the educational space of the University. It is proved that the modern picture of the world, changing under the influence of global migration processes, from new positions reveals the features of this problem in high school, requiring rapid, creative and effective solutions from all subjects of the educational space. In the course of the study, the importance of rethinking the pedagogical conditions of the process of international students training and their reorientation from the information and cognitive bases to the theoretical and methodical basis for the implementation of cross-cultural interaction competencies in specially organized conditions of the educational space of the University is determined. On the basis of the obtained results, the advantages of personality-determined, archetypal matrices of cross-cultural interaction of an international student in the educational space of the University are defined: autonomous, corrective interaction and consolidating behavior are determined. The dynamics of matrices' development is characterized by manifestations of personal mimicry's forms, inter-coordination of international students with teachers, fellow students to consolidating behavior, accompanied by the emergence of matrices of cultural archetypes. The matrices in this process are the result of the complexation of cultural and value parameters of the educational space and the patterns of cultural archetypes of an international student entering into interaction with it. In this regard, this article establishes the features of theoretical and methodical approach to the projection of value symbols of cultural archetypes of an international student on the development of cross-cultural interaction competencies in the educational space of the University. The article reveals the structure and content of the concept of *permanent cultural archetype* of an international student; the structure and content of the competencies of cross-cultural interaction of a student in the educational space of the University are defined. Based on the results of the study, the pedagogical algorithm for projecting the value symbols of cultural archetype on the development of cross-cultural interaction competences of an international student is substantiated and its effectiveness is proved with the help of motivational, cognitive, operational and personal criteria. This problem as a research area is not limited to the solution of the goals and objectives. The substantiation of the model of integration of the traditional educational process's cultural archetypes with the matrices of the cultural archetype's values of the innovative (virtual) educational process is important for the formation of the personality of an international student.

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Teaching Foreign Languages to the Seniors: Significant Components of the Course Development Process

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Abstract

The article sets out practical implications for developing a foreign language course for the seniors (people at the age of 60 and above) based on the theory and practice of education for adults (andragogy) and seniors (geragogy) as well as on the authors' experience of developing and conducting such a course in the system of non-formal education in Ukraine (university of the third age). It proposes a three-staged procedure of course development including learners' needs, wants, and capabilities analysis, program preparation, its running and evaluation. These components of foreign language course development process for the seniors were selected by the group of experts, represented by the teaching staff of the leading Ukrainian higher educational institutions. The first component of the foreign language course development is designed to derive information from the learners on the purpose and motivation of their foreign language learning including their age peculiarities, and learning styles, based on their individual and psychological differences. The second component is an organizational stage, aimed at writing a course program through setting objectives, organization of content and lesson planning. The course program should adequately reflect seniors needs, wants, and capabilities in communicative real-life situations included into exercises and activities. The final stage – course running and evaluation – is the implementation of course program through the principles of flexibility, individual approach, focus on learners' interests, integration of language skills, and providing constant feedback. These principles consider senior learners' basic attitudes and ways of learning foreign languages at the universities of the third age. The three described significant components are the bedrock for foreign language course development process within the system of non-formal education of the senior learners.

Keywords: seniors, foreign languages, course development process, program preparation, non-formal education

1. Introduction

Depopulation and rapid aging of population are among today's major global problems. Besides, knowledge and skills of professionals in all areas get outdated so quickly that they need constant renewal whereas lifelong education can be the only solution to the problem. Teaching and learning foreign languages takes a significant place in the education of adults – andragogy. Because speaking foreign languages is so important to the adults' career, their teaching and learning has taken a variety of forms with the pedagogical techniques primarily based on the learners' professional activities.

At the same time, another category of adults – older adults or seniors – are becoming more and more enthusiastic about learning foreign languages. Moreover, in many countries of the world this category of population remains socially active and shows quite good results in foreign language learning. They regard foreign languages as the key means of intercultural communication both on-line and in live during traveling and meeting new people.

Taking into consideration the opportunities being open now for the seniors of post-Soviet countries for traveling abroad, more and more people try to learn foreign languages alone or in the system of non-formal education in order to communicate with other people. For many of them learning foreign languages has become a hobby with a strong level of motivation for it.

Therefore, for teachers and course developers it has become a real problem how to make such courses useful and valuable. Basically, it is connected with the following problems. On the hand, it is hard to define the age when adults become seniors but in our research we consider them a population beyond age of sixty, still productive but on the verge of retirement or already retired. This age is difficult in terms of human learning skills especially those related to learning foreign languages. It is, primarily connected with the abilities to remember words and grammar (memory

capacity), pronunciation, and quick reaction to the dialogue in conversations. At the same time, most of these people previously learned foreign languages at schools and turned to be unsuccessful which can have a considerable negative impact on further foreign language learning at older age. On the other hand, these people have various motivations, i.e. different needs for communication foreign languages. It leads to many questions on what they want to do with a foreign language they try to learn, which skills (speaking, reading, writing or listening) are of a higher priority for them. Because of unsuccessful past experiences in foreign language learning, many seniors, mistakenly, consider communicative approach to language learning not appropriate to them. In their opinion, only the ability of translation can allow them to understand foreign languages.
Overall, teaching foreign languages to the seniors requires approaches which can not be similar to those applied to the kids or other categories of adults. Besides, this specific category of population varies from country to country having their cultural peculiarities deeply embedded in foreign language learning abilities. Ukrainian seniors as many seniors in the post-Soviet environment add up their own peculiarities to the process of foreign language learning basically connected with their previous foreign language learning in the system of Soviet educational institutions.

2. Literature Review

Education of adults has always been under research of many scholars who tried to give definitions of this category of learners. Here we can find various views. The basic one is that adults are people who can take socially significant roles and able to accept responsibility for their lives (Darkenwald & Merriam, 1982).
Principles of adults' education (andragogy) versus teaching children (pedagogy) were laid by M. Knowls (1970). He recognizes the leading role of adult learner in educational process, consciousness of learning, application of life and professional experience, aimed at solving vital problems. Practically adult learners are autonomous, self-directed, goal-oriented, having high level of motivation and life experience they refer to while learning. At the same time, in the work of L. Turos (1999) we find concept 'general andragogy' and a whole range of disciplines it encompasses, depending on the social, age or professional category of adults.
Based on these principles, N. Biryukova, S. Yakovleva, T. Kolesova, L. Lezhnina, and A. Kuragina, (2015) provide a comprehensive study on teaching foreign languages to adults. According to them, such andragogical principles should be applied in this area as identification of adults' individual difficulties and educational experience; content of teaching meeting their objectives and needs; use of interactive methods of teaching; integration of individual and group forms of learning activities and establishment of connection between adults' life and work; instructor's role as a facilitator. They also study such important issues as barriers and motivation, as well as interactive teaching strategies and technologies of practice-oriented approach in foreign languages teaching and learning.
H. Ctibor & S. Grofčíková (2016) identify many shortcomings in the theory and practice of teaching foreign languages to adults, and elderly people in particular. In addition, they analyze a number of strategic documents, programs and legislation creating conditions for lifelong foreign languages education.
There are some interesting aspects on effects of age and experience on English pronunciation by Korean speakers in the article by W. Baker (2010). Similar ideas of age peculiarities of second language learning and teaching can be found in the work of S. Krashen, M. Long, & R. Scarcella (1979). Also, some aspects of foreign languages teaching to adults within the system of military education can be found in the work of I. Bloshchynskyi (2017).
The most substantial work on teaching foreign languages to the seniors is performed by D.R. Gomez (2016). The author shows her own teaching experience with older adults from the perspective of geragogy – the theory and practice of teaching seniors. She recognizes teaching this category of population challenging, offers interesting insights into the effect of aging on memory and language, considering individual differences of these people. The major achievement of D.R. Gomez is a research on peculiarities of senior students in four dimensions: physical, cognitive, psychological, and experiential. Later in her book, the author describes a study on the influence of experience based on vocabulary learning strategies conducted with older Japanese learners of Spanish. A practical nature of her research includes a pilot course of seven lessons on vocabulary, divided into aims, activities and homework. The work also provides a wide range of recommendations and evaluation techniques for instructors of foreign languages geragogical courses. All way through the book, D.R. Gomez mentions reservations of her research on 'foreign language geragogy' due to the lack of wider experimental studies.
On the whole, although andragogy is rather developed in terms of concepts and methods of teaching this category of population, the science of foreign language teaching and learning of seniors remains seriously limited. It is basically bound to some research on age peculiarities of these people and recommendations to their language training.
Therefore, with this research we aim to set out the main practical implications which should be considered in the foreign language course development for the seniors at the level of non-formal education (foreign languages schools or educational language programs at universities (academies) of the third age etc).

3. Method

While carrying out the research we were using various methods at the theoretical, diagnostic, and empirical levels.

The theoretical methods include analysis; synthesis; generalization; specification for dealing with the scientific sources. The diagnostic methods encompass questionnaires and interviews for collecting data on the components of the seniors' foreign language course development process. We also used an experts' assessment method and the Thomas Saati Hierarchy Analysis Method for identifying significance coefficient for the components of the seniors' foreign language course development process.

3.1. Participants

The participants of the first stage of the research were 78 teachers of Ukrainian Universities (National University of Life and Environmental Sciences of Ukraine, Kiev National University named after Taras Shevchenko, Kiev National Economic University named after Vadym Hetman) who have enough experience in teaching foreign languages to different categories of students within formal and non-formal types of education.

For the second stage of the research 7 experts were carefully selected among the teachers of the National University of Life and Environmental Sciences of Ukraine and Military Diplomatic Academy named after Yevheniy Bereznyak. Their selection was based on the considerable level of experience in teaching foreign languages to the adults as well as their scientific background in the area of pedagogy and psychology. They are all doctors of sciences and full professors.

At the third stage of the research we looked at testing and receiving a feedback on the foreign language course we had previously developed for the seniors. Our participants were 24 volunteers (age from 60 to 67), mostly females, who were students of the foreign language course at the university of third age).

3.2. Materials

In order to carry out the research we used questionnaires and interviews at the first stage of the research for identifying the significant components of the seniors' foreign language course development process. The questionnaires include questions to find out information on the aspects the teachers dealing with adults take into consideration while developing a foreign languages course for the seniors. Later, the data from the questionnaires was thoroughly processed and enhanced with the help of interviews to fill in the information gaps. The interviews were carefully developed and conducted with the use of indirect and leading questions

We, then, also used lists of components we had identified to be marked by the experts as to their significance in order to identify the significance coefficient of each component. At the final stage of the research we also used feedback forms to understand in detail how successful the course was for the students.

3.3. Procedure

At the first stage of the research we selected 10 basic components which, in the view of the experts, should be applied to the process of foreign language course development for the seniors. They were shaped, based on the answers the experts provided to the questions we asked them on how better to plan and organize such a course. These components represent the best summary of the ideas the teachers put randomly. So, some of them can overlap. These are the following components:

X_1 – selection of resources;
X_2 – establishing learners' motivation;
X_3 –analyzing learners' needs, wants and capabilities;
X_4 –creating favorable foreign language communication environment;
X_5 – giving feedback on learners' difficulties;
X_6 – preparing a course program;
X_7 – reflecting real-life communication topics in the course contents;
X_8 –developing exercises;
X_9 – course running and evaluation;
X_{10} – analyzing learners' previous foreign languages learning experience.

At the second stage of the research we asked seven experts to assess how significant these components can be in the process of foreign language course development for the seniors. Each of the seven experts compared components between each other. They used the scale, based on the Thomas Saati Hierarchy Analysis Method. In this case, while comparing components between each other they could give 0.5 points if a component being assessed was worse than the one it is compared to. Then, they could give 1 point if the two components being assessed were equal. In case, if the component under assessment was better than the other component, they could give 1.5 points. Then, the mean number for each component of the foreign language course development process was calculated. So, as the result we could get the distribution of the significance coefficient among the components.

At the third stage of the research, we asked the senior learners about their feedback on the foreign language course they participated in. Because the students were not ready to answer the questions in English, the questionnaire was presented in their native language. We also did not want to make it too complicated, so we put 10 basic straightforward questions to get simple answers on how the course went and how we can improve it in the future. The English version of the questionnaire is presented at table 1.

Table 1. *Students' questionnaire on the course feedback*

Instructions Dear students! Thank you very much for the participation in this course. We hope it was interesting and useful for you. It was conducted for the first time in this format, so we would like to ask you some questions on how you liked it. We expect honest and objective answers from you. They can help us to make this course better in the future. Please, encircle the answers that seem most appropriate to the questions we ask you. Also, we would be very grateful to you, if you could give use any proposals, comments or observations on the course.		
1.	Have you ever participated in the foreign language course like this one?	YES NO
2.	What was you motivation for this course? (You can give several answers)	
3.	Did you like the course?	YES NO
4.	What did you like about the course most of all? (You can choose several answers or give your own)?	a. the teachers b. course materials c. the way the course was prepared and run d. other _________________
5.	What did not you like about the course most of all? (You can choose several answers or give your own)?	a. the teachers b. course materials c. the way the course was prepared and run d. other _________________
6.	Do you agree that this course was based on your needs, wants and capabilities?	YES NO
7.	Do you agree that the course program (contents) was properly prepared?	YES NO
8.	Do you agree that the course was properly run?	YES NO
9.	What do you think should be improved in this course? (You can give as many proposals as you can)	
10.	Do you have any other comments or observations on the course? (You can give as many proposals as you can)	

The first two questions were aimed at establishing students' previous experience in foreign language learning at the courses for the seniors as well as their purpose of learning at this course driven by their motivation. These two factors can have a huge effect on the course that we were conducting depending on how positive their previous experience in foreign language learning could be and how strong motivation they could have.

Questions 3, 4 and 5 were asked to find out senior learners' overall impression of the course and their attitude to it. Pinpointing things that they liked and did not like about the course can help us to identify strong and weak points at the course we have conducted.

By asking question 6 we wanted to know to what extent the foreign language course reflected needs, wants and capabilities that would definitely help us to determine its usefulness and appropriateness. The seventh question gave use an opportunity to look at the course program and its contents. By asking it, we wanted to know how adequately it reflected the real-life communicative situations the learners are likely to encounter in their future language use. With

the eighth question we intended to establish students' feel on teachers' preparation, organization and conduct of the course.
Questions 9 and 10 were directly asked to get as many proposals on course improvement as possible.
All the three stages of the research were conducted with the single aim to identify the most significant components of the foreign language course development process for the senior learners.

4. Results
The results of components assessment which was conducted at the first stage of the research can be seen at table 2.
Table 2.*Components assessment by the experts*

	Components	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Expert 6	Expert 7
X_1	selection of resources	0.065	0.086	0.090	0.090	0.087	0.090	0.088
X_2	establishing learners' motivation	0.109	0.080	0.090	0.085	0.109	0.091	0.086
X_3	analyzing learners' needs, wants and capabilities	0.145	0.144	0.123	0.135	0.121	0.121	0.142
X_4	creating favorable foreign languages communication environment	0.085	0.090	0.090	0.080	0.087	0.083	0.085
X_5	giving feedback on learners' difficulties	0.075	0.080	0.090	0.085	0.075	0.090	0.086
X_6	preparing a course program	0.125	0.144	0.133	0.145	0.145	0.144	0.140
X_7	reflecting real-life communication topics in the course contents	0.075	0.070	0.080	0.085	0.087	0.075	0.080
X_8	developing exercises	0.105	0.080	0.090	0.080	0.098	0.090	0.085
X_9	course running and evaluation	0.125	0.155	0.144	0.145	0.140	0.155	0.142
X_{10}.	analyzing learners' previous foreign languages learning experience	0.065	0.069	0.064	0.060	0.087	0.069	0.068

Having received assessments from each expert, we have calculated the significance coefficient for each component as an arithmetic mean from the numbers given by each of the seven experts. The results can be seen from table 3.
Table 3. *Distribution of the significance coefficient among the components*

	Components	Significance coefficient
X_1	selection of resources	0.085
X_2	establishing learners' motivation	0.093

	Components	Significance coefficient
X_3	analyzing learners' needs, wants and capabilities	0.133
X_4	creating favorable foreign languages communication environment	0.086
X_5	giving feedback on learners' difficulties	0.083
X_6	preparing a course program	0.139
X_7	reflecting real-life communication topics in the course contents	0.079
X_8	developing exercises	0.090
X_9	course running and evaluation	0.144
X_{10}	analyzing learners' previous foreign languages learning experience	0.069

As we can see from both tables, the most significant components are the following: analyzing learners' needs, wants and capabilities; preparing a course program; course running and evaluation. The rest of the components are also significant but they can be used as a part of the above three.
We have also analyzed the results of students' feedback on the foreign language course (third stage of the research). They reveal that most of the learners (24 people, mostly females, who volunteered for an English course at the university of third age at the age of 60 to 67), have already had a foreign language learning experience, primarily, an unsuccessful one. Most of them, made several false attempts to master English as their foreign language at different stages of their life and career but they have never experienced a course for the seniors.
The main purpose of their English learning can be summarized in the following areas: remaining socially active with their friends from abroad or making new friends both on-line and traveling to foreign countries; filling in free time with pleasant and useful activities (making fun); further use of English in the native speaking environment (immigration).
Almost all of them liked the course and really cared a lot about the type of the teacher they would get for the course. Also, most of them expected 'spoon-feeding' (too much attention from the teacher). 70% vividly overestimated their self-confidence in learning English and needed extra help from teachers. This example can not be typical for the seniors' courses in other countries but rather illustrative one for teaching foreign languages to the seniors in a post-Soviet environment.
Most of the senior learners wanted spoken colloquial English for speaking on everyday topics and hobbies, primarily, satisfying their basic speaking needs. Therefore, we can make conclusions that the foreign language course for the seniors was based on the real-life communicative situations they can encounter in foreign language communication.
The basic learners' proposals were to increase time for the course as well as to make it multi-leveled.

5. Discussion and Conclusion

In order to develop an effective foreign languages course for the seniors let us focus on the following three basic issues for consideration: learners' needs, wants and capabilities analysis, program preparation, and course running and evaluation. These components of the foreign language course development process are significant, particularly critical for foreign language teaching to the seniors as their education is not confined with certain formal rules and regulations. We can also regard them as the stages for the foreign language course development process.
Learners' needs, wants and capabilities analysis component is a fact-finding stage that is detrimental for further foreign language course development. It answers three crucial questions: "What do the seniors need a foreign language for?", "To what extend do they want to learn a foreign language?", "Are they able to learn what they need and want?" In the view of some scholars, this stage should establish learners' interests and aspirations and can not be ignored (W. Rivers, 1981, p. 11 − 12). An interesting point can be found in the research of V. Nikolic and H. Cabaj (2000), who compare this stage of foreign language course development to inviting guests for dinner where the host should learn about their food preferences. In the view of the authors, this stage helps to make a course relevant, adequate, and appropriate for the learners (p. 47 − 48).
This is especially true with the seniors as they take courses voluntarily and pursue their individual foreign language learning goals. Both senior learners and their teachers wish to make foreign language learning and teaching as much enjoyable and beneficial as possible. Certainly, at the same time, senior learners' wishes should be realistically measured against their mental and physical capabilities which can be limited due to the age influence.
Another component being selected by the experts – a program preparation – is not less significant. There are several terms used to indicate a course program such as 'curriculum' and 'syllabus'. The first one is a course outline for

teaching at the national or community levels while the second term means a 'circumscribed document, prepared for a group of learners. We use term 'program' in the meaning of a context in which a language instruction takes place (F. Dubin& E. Olstain, 1994, p. 3). Here, we include such issues as setting objectives, organization of content and lesson planning.
The final stage of foreign languages course development for the seniors – its running and evaluation – can be regarded both as separate or the one integrated into the whole procedure of foreign language course development. It finally shows how well the course program went, revealing all the drawbacks which should be corrected at the next course.
In order to see how the foreign language course for the seniors is developed, let us have a closer look at its procedure with practical implications derived from our experience of developing and conducting such course in Ukraine.
The best way to establish learners' needs, wants and capabilities in foreign languages learning is to ask them directly questions on why they need to learn a foreign language, what they expect from learning and how confident they are in doing that. As seniors are very sensitive about all issues connected with their learning, this should be done not only prior to the course commencement but also all the way through the course to make sure that the learners really meet their expectations. If something goes wrong, the course should be adjusted.
Our short but very beneficial experience of teaching older adults in Ukraine provides some hints in conducting this stage of foreign language course development. We find questionnaires and interviews the most useful information-gathering techniques. Because in many cases the seniors appear less expressive in putting answers on the paper, we recommend having both filling-in questionnaires and sitting interviews as supplementing each other in order to gather better evidence on learners' needs, wants and capabilities. The questions should be developed by the teachers themselves as they can pick up more precise information on the issues critical to the further stages of foreign language course development.
The best way to organize the questionnaires is to provide not really long but balanced sets of questions and statements for the course applicants. We would recommend items of different types: open-ended and multiple choice questions mixed with statements the respondents can agree and disagree with. Open-ended questions can lead the respondents either to abundant information about the issue or, on the contrary, to difficulties in hardly providing any. Multiple-choice questions can confine learner's answers to the points exactly needed by the course developers, on the one hand, while on the other hand, they seriously restrict the learners in expressing the information. The statements the respondents should agree or disagree with are more popular among the seniors especially if they are written from the first person (e.g., I would like to learn English to make new friends from abroad).
The challenge is that too long and complicated items can tire the applicants down making answers imprecise. Therefore, fewer but clearly formulated questions can provide better information about the learners than long and complex ones. Another challenge the teachers can encounter in dealing with the seniors is their reluctance or refusal on providing any personal information about their plans, aims or previous experiences. This can be found in any types of societies but especially acute among the post-Soviet seniors whose mentality is still deeply rooted in the past, where any information from a person could be turned against him or her. So, the teachers should be prepared to deal with such people. Here, interviews with indirect questions can be more effective.
We recommend making questionnaires and interviews based on Communicative Needs Processor, developed by J. Munby (1978) with our modifications tailored for the seniors. Basically, they should cover the following areas:
learners' biographical data (exact age; previous foreign languages learning experience);
foreign languages learning purpose (there can be multiple purposes changing as the course goes on);
foreign languages use setting (in what environment the learners think they will use a foreign language; what people they will interact with using a foreign language);
target level (degree to what the learners expect to learn a foreign language);
instrumentality (what language the learners need more: written versus spoken; dialogue versus monologue; productive skills versus receptive);
learners' confidence in foreign language learning (what difficulties the learners think they may encounter in foreign language learning; how they plan to overcome them; degree of preparedness to solve problems of foreign language learning);
learners' preferences (likes and dislikes in foreign languages teaching; approaches and techniques; learning styles; types of teachers the learners prefer).
We have used a specially developed questionnaire in order to establish learners' preferences in terms of getting their sensory preferences (establishing visual, auditory and kinesthetic styles), learners' relations with others (extraversion or introversion), learner's relations with ideas (intuitive or concrete/sequential), learners' orientation to learning tasks (closure or openness), learners' overall orientation (global or analytical).
Learners' sensory preferences are likely to affect the way they learn a new foreign language best. For instance, if one of them is a visual person, he/she might rely on the sense of sight and feel more comfortable with reading than with oral activities. If a learner is an auditory learner, he/she might prefer listening or speaking activities to reading assignments. If he/she is a hands-on learner, then the learner benefits from doing projects and moving around the room

a lot. If two or all three of learners' sensory preferences are equally strong, he/she is flexible enough to enjoy a wide variety of activities. By knowing learners' sensory preferences the teacher can help optimize foreign language learning by giving to the older students activities that relate to their sensory preferences. On the other hand, activities that might not be quite as suited to their sensory preferences – for example, reading and writing exercises for an auditory person – will help them stretch beyond their ordinary "comfort zone".

By establishing learners' relations with others the teachers will find out how extroverted or introverted the senior learners are. If a person shows a high level of extroversion, he/she might enjoy a wide range of social, interactive events in the language classroom – games, storytelling, role-plays, and skits. If he/she is more introverted, he/she might like to do more independent work or might enjoy working in pairs with someone he/she knows well.

Establishing learners' relations with ideas help the teachers find out how intuitive or concrete/sequential the learners are. If a senior learner is intuitive, he/she might seek out the major principles or rules of the new language, like to speculate about possibilities (cultural or language-related), enjoy abstract thinking, and avoid step-by-step instruction. He/she is much more random in his/her approach than his/her concrete/sequential group mates, who are likely to prefer step-by-step language activities and who might engage in a variety of multimedia memory strategies.

Establishing of orientation to learning tasks helps to know how close or open a senior learner is. If a person is higher for closure, it means he/she focuses carefully on all tasks, meets deadlines, plans ahead for assignments, wants explicit instruction, and asks for clear directions. If a person is higher for openness, he/she probably enjoys "discovery learning" in which he/she picks up information on his/her own, and might prefer to relax and play with the language, without much concern for deadlines or planning ahead.

It is also important to find out how global or analytic a learner is. It helps to make foreign language classes at the course for seniors interesting and meaningful. If a person is more global, he/she might enjoy getting the main idea of a new language conversation or a reading passage by guessing the meaning of unknown words and might like to use strategies (such as gestures or paraphrasing) for communicating even without knowing all the right phrases. But if a person is more analytic, he/she might feel less comfortable with these rather holistic techniques and might focus more on language details, logical analysis of grammar points, and contrasts between native language and the new language.

In fact, some data obtained from these questions are objective (mostly static and can be applied in foreign languages course development without changes), while other information is subjective and needs constant monitoring for the course adjustment. The most important points that should be considered are learners' motivation and how age can affect further learning.

Despite many controversies among the scholars about the age influence, it is hard to find any evidence as to the superiority of younger age for foreign language learning. Older adults in foreign language learning may face only a few problems such as poor eyesight, hearing, failing memory, and bad pronunciation. Some scholars introduced term 'fossilization' to account for the slow down or stopping of language learning that the seniors may face (L. Selinker, 1972; X. Wei, 2008). Nevertheless, these drawbacks can be compensated by additional time and efforts the seniors are likely to input in learning. These problems are not easy to establish at the stage of needs, wants and capabilities analysis, therefore, we recommend indirect questions on how the learners are confident in foreign languages learning.

Overall, having got enough data about senior learners' needs and wants they should be matched with their capabilities and further reflected in the course program. We also recommend splitting learners into small groups (up to five people), based on their language proficiency level (if any) and learning styles. This will make the course more efficient as teachers will have more time to focus on each learner.

Then we start a course writing procedure. In general, we propose to look at the following issues:

identification of the topics that may be of interest to the senior learners and are based on their needs and wants;

formulation of course objectives and singling out teaching points;

consideration of linguistic functions, grammar points, and vocabulary;

selection of authentic texts.

Another significant component of foreign language course development process is course program writing. It starts with setting objectives which should be communicative as senior learners are very demanding to the learning outcomes: so they want to see clearly what they can do with the foreign languages to satisfy their communicative needs. Each objective refers to the communicative task(s) that learners will be able to perform after completing all the steps of a lesson, and may include newly learned material as well as a review or expansion of previously learned skills. Thus, in formulating course objectives we recommend using active verbs denoting learners' ability to use foreign languages (e.g., at the end of the course learners will be able to introduce themselves and make new friends; to arrange a trip to a foreign country; to find one's way in an unknown city abroad etc.). Course objectives go hand-in-hand with the contents which includes topics and conversational situations. The typical topics for the seniors' foreign languages course we conducted in Ukraine included everyday activities (greetings and introductions; shopping; traveling etc.) and hobbies (sports; gardening; fishing etc.). In other words we should single out the teaching points, basically those issues that need to be taught in order to meet each of the objectives.

Topics are selected from the learners throughout the whole course and, then, exploited in conversational situations. As in every communicative course program, vocabulary and grammar should be presented only within the context in authentic texts.

Their may be some problems as most seniors had bad experience of learning at schools or elsewhere through artificially constructed texts where learning vocabulary and grammar, not communication, was a priority issue. Therefore, changing senior learners' attitudes and learning habits is a very significant issue.

In preparing a new program teachers should decide on the course length, frequency of lessons and resources. Preparing learning materials takes a lot of time. Commercial textbooks cannot satisfy all the learners' needs. In this connection, V. Cook (2008) criticizes new commercial textbooks – New Headway, Hotline, Neigbours – for not being developed for older learners because of contents and illustrations (p. 150).

So, the course program should also envisage texts from authentic sources (written and oral). Course materials should be checked for compatibility with the course objectives. They should represent a variety of the language the senior learners expect to use. Taking into account the eyesight and hearing problems the senior learners may encounter, the texts should be presented in the most convenient way (color, print, and quality recording of audio and video materials).

The final step in preparing a course program is lesson planning which should be done regularly prior to each lesson. Although the lesson may change as to the use of materials, the general framework should remain the same: materials input, language practice, application and verification. Initially at the course, it may take longer time with the senior learners to introduce them new language material because they will always want to learn every single word or grammar rule before they move to practicing and applying them in real-life situations. This problem is, usually, solved with time as the learners start seeing practice and application as parts of the lesson, providing a good opportunity to learn new language material.

We recommend putting a course program as well as lesson plans on paper in order to compare if the learners' needs and wants were met and the course objectives were achieved. The course program, though, is not made once and forever: it is a subject to constant changes and modifications.

In overall, the course program helps at the further stage – course running and evaluation. Here, we would recommend the following principles the course running and evaluation for the older adults should be based on.

Flexibility. To be a success, the course should be adjustable to any changes in the program caused by learners' speed of learning, their health problems and other subjective and objective issues. These changes may deal with all aspects of teaching and learning. Therefore, teachers should follow such a pattern: teaching continues until the teachers make sure the learners have completely learned the new material; if they have any difficulties, they start again and again until the learners can freely use the new material. It requires lots of efforts on both sides.

Individual approach. Since the course is flexible, each learner's needs, wants and capabilities are its cornerstone. Each older learner feels he or she needs individual care. Therefore, it is important to consider such points as their temperaments, personality types, and learning styles in order to build and apply effective teaching strategies, i.e. general mechanisms for the most effective planning, organization and implementation of foreign languages teaching.

Focus on learners' interests. The course materials should really be interesting and meaningful to the older learners. They should feel they need them to satisfy their needs in foreign language communication. This interest should be maintained all the way through the course. The teaching techniques should reflect pedagogic communicative bases stimulating learners to active interpersonal communication through solving various speaking problems.

Integration of language skills. The course is aimed at developing all four basic skills: listening, speaking, reading, and writing. Although some learners can insist on developing only some particular (oral or written) skills, our experience shows that speaking should prevail at the course running and evaluation. Receptive skills, though, should be complimentary.

Providing constant feedback. Teachers and learners should be in close contact with each other. The learners should receive continuous analysis of their drawbacks and ways they should work on in order to improve. It can be done through interviews, testing and evaluations which should be correctional not punitive in nature.

Also, one of many factors that influence successful foreign language acquisition is optimal student participation. This may seem obvious; however, achieving this goal may prove to be quite a challenge for teachers. There are many factors to consider when creating a classroom course environment conducive to optimizing students' participation. Here, the teachers dealing with senior learners should consider a number of roles such as planner, manager, quality controller, group organizer, facilitator, motivator, empowerer, and team member.

So, as a planner, having assessed students' needs, wants and capabilities and having established objectives and teaching points, the teacher should select appropriate training aids and learning activities, and to be able to deliver lesson planning. As a manager, the teacher should set classroom routines, procedures and rules affecting students' behavior, organize seating arrangements to provide an appropriate learning environment. Teachers' abilities to plan and manage are of great value for the senior learners' foreign language course which is flexible in nature. Teachers should be able to anticipate the students' behavior and plan appropriate reaction to it.

As a quality controller the teacher's task is to monitor the quality of language use in the classroom to ensure encouraging correct language and discouraging incorrect use. In the course like this, it is often difficult to measure and evaluate students' achievements as there is no formal assessment procedure. It is also not easy to correct students' errors. Therefore, it prompts a lot of questions, among the teachers which we highlight as the following: "How should the teacher correct students' errors?", "Should he or she correct them at all?"

Error correction within the foreign language course for the seniors is a quite sensitive issue because of students' attitude towards their achievements, their group mates and teacher, caused, primarily, by their age peculiarities. Taking all these into account, we would recommend several ways of error correction which proved to be effective during the foreign language course we conducted in Ukraine. They are the following:

a) pinpointing – a direct reference to a student's error. E.g., "You said you "seed him at the restaurant". "Seed" is not the past tense of "see". The correct way of saying that is "I saw him at the restaurant".

b) rephrasing – giving a reaction statement using a correct form. E.g., "Oh, I got, you saw him at the restaurant".

c) repeating – asking a student to repeat his answer with the intention of self correction. The teacher can also repeat the student's answer allowing him/her to correct it. E.g., "Could you repeat that?" or "So, you seed him at the restaurant?"

d) questioning – asking student a question to make him/her think about the error. E.g., "What was your second word?" or "Do you remember, what we learned about irregular verbs?"

e) giving options or examples – offering students several options, one of which is correct, or showing the error through alternative examples. E.g., "So, you see, saw or seen him at the restaurant?" or "Last week I saw him on the street, last year I saw her in the library, last week-end I __ him at the restaurant".

f) expressions/body language – showing students' errors by some gestures (e.g. raising eye-brows, using hand gestures, pointing at another student to give a correct answer etc.).

In the role of a group organizer the teacher decides how to form or re-form pairs or groups in order to stimulate interactive language use and to develop an environment in which students can work cooperatively. Teacher as a facilitator should fully help students in discovering their own ways of learning while encouraging them to be independent learners. Their encouragement should include sharing personal/experiential information as well as bringing needs-related information to class. Making foreign language needs-related is probably the most important issue in the whole process of course running. Teacher should always think how the implementation of the foreign language students acquire can help them to satisfy their needs and wants.

As a motivator the teacher tries to boost the students' confidence and students' interest in learning. Here, the teacher creates an environment that fosters positive self-esteem and reassurance that will influence positively on student motivation. We also encourage teachers dealing with senior language learners to avoid controversial subjects that may intimidate some students or create an environment of uneasiness.

Being an empowerer requires teacher taking very little control (direction) concerning the lesson, thus enabling students to make decisions on what and how they want to learn.

Finally, as a team member, the teacher along with the students is a member of one team. Therefore, the classroom interactions should model those of a team.

Course running and evaluation is foreign languages learning in action. Its success depends much on the proper application of learners' needs, wants, and capabilities, and its preparation as well as on the personality and professionalism of teachers. Senior learners value good interpersonal relations, facilitation and care from teachers.

Finally, in this article we have set out basic components that should be considered for the foreign language course development for the seniors in the universities of the third age. These components were selected using experts assessment method. Their significance coefficient was determined using the Thomas Saati Hierarchy Analysis Method.

Such type of course requires peculiar approaches due to the attitudes and ways the older adults apply to learning within the system of non-formal education. These peculiarities are caused by the learners' age and motivation as well as by lack of strict formal rules and regulations of such type of course.

Prior to the beginning of foreign languages learning we recommend establishing learners' needs, wants and capabilities as a fact-finding stage of the foreign languages course development. Taking into account the sensitivity of the seniors to answering questions, we insist both on written questionnaires with a good balance of different types of questions, and oral interviews. With this initial stage of course development we intend to establish the learners' biographical data, their purpose of foreign languages learning, where they will use the language, what level they would like to achieve, what kind of language they need more (written or spoken), how they are confident in learning, and how they prefer to learn.

It is important to establish learners' preferences in terms of getting their sensory preferences (visual, auditory and kinesthetic styles), learners' relations with others (extraversion or introversion), their relations with ideas (intuitive or concrete/sequential), orientation to learning tasks (closure or openness), as well as learners' overall orientation (global or analytical).

Learners' needs, wants and capabilities analysis helps in course program writing. This component of foreign language course development is an organizational one and starts with setting the objectives, which should be communicative in nature. They should be reflected in the content consisting of topics and conversational situations which can be selected and changed throughout the course. Here, the challenges for the learners and teachers can be caused by, predominantly, previous negative experience of foreign language learning by the older adults, their inability to work with authentic texts and in a communicative environment as well as their possible poor health. All these issues should be considered in the course program including selection and use of learning materials.

The final stage – course running and evaluation – is a procedural one. Here, the teachers and learners should be guided by the principles of flexibility (constant course adjustment to the learners' need, wants, and capabilities), individual approach (considering learners' temperaments, personality types, and learning styles for developing appropriate teaching strategies), focus on learners' interests (using learning materials interesting and meaningful to the seniors), integration of language skills (all four basic skills – listening, speaking, reading, and writing – should be practiced throughout the course), and providing constant feedback (continuous correctional analysis of learners performance). Here, it is also very important to consider optimal students' participation. One of the most important factors for that can be through multitude of roles teacher can take on, such as planner, manager, quality controller, group organizer, facilitator, motivator, empowerer and team member. In this regard it is also very useful to consider ways of effective error correction. Here, we recommend using such polite and easy-to-use ways as pinpointing (a direct reference to a student's error), rephrasing (direct reaction to a student's error by using a correct answer), repeating (asking a student to repeat his/her answer intending to help self-correction), questioning (asking student a question to make him/her think about the error), giving options or examples (offering students to choose a correct answer among several options where only one is correct), expressions/body language (showing students' errors by some gestures).

These significant components were considered and proved successful at the foreign language course development for the seniors in Ukraine within the university of third age, although we encountered some problems of conducting this course, basically, connected with the 'spoon feeding' of the learners and their overestimation of confidence in foreign languages learning. These problems, however, can be the subject for our further research.

The results of the research we have conducted within the foreign language course at the university of the third age in Ukraine can be equally applied to the similar courses worldwide taking into account some national peculiarities. It is particularly beneficial for the foreign language courses within the post-Soviet area due to the fact that the seniors have similar motivations and capabilities, as well as previous, mostly negative experience of learning foreign languages within the Soviet educational system.

Acknowledgements

The work is performed as part of the Ukrainian Government Program "Development of the innovative concept of training different categories of adults within various types of educational institutions". The Program is intended to develop innovative approaches to teaching adults, seniors in particular, in different areas where foreign language training is the most significant one.

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Trust in Business Partners as a Factor of Insurance Transactions Efficiency

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Abstract
The relevance of the study is due to the need to take into account the psychological factors causing the growth of information uncertainty and unforeseen failures in the implementation of insurance transactions that can make the insurance transaction unsuccessful due to an error of trust (distrust) to partners. On the contrary, knowledge and use of the specifics of psychological factors provides a significant reduction in the risk of loss and an increase in the probability of success.
In this regard, this article is aimed at identifying the influence of personal characteristics on the decision-making process in a situation of trust or distrust by partners in the insurance business. At the theoretical level, theoretical approaches and empirical data on the problem of trust in socio-psychological literature are investigated. The problem of trust is considered in the context of its psychological factors and mechanisms of formation.
The leading method for studying this problem is the socio-psychological concept of trust A.B. Kupreichenko, in which trust is considered as a psychological attitude, as well as social and psychological approaches of other authors, considered trust as the attitude, feeling, state, process of information transfer and social exchange, as well as personal and group trait.
The article presents the results of the impact of attitudes on trust or distrust study, taking into account the personal characteristics of business partners on the effectiveness of the conclusion of insurance transactions. The maximum efficiency of concluding transactions (in the absence of an installation of distrust) was noted for teams, whose members have a high level of trust others and themselves, introversion, a tendency to control their emotional reactions and experiences.
The least effective negotiations (when set to distrust for one of the teams) are for participants inclined to distrust other people and to themselves, as well as a high level of emotional instability and a fairly high level of expressiveness.
The materials of the article are of practical value for managers of Russian insurance companies and educational institutions of higher education of financial specialization.
Keywords: insurance transaction efficiency, personal characteristics of the business partners, establishment the partner's trust, own and other trust

Introduction

In insurance, when making decisions about signing a contract, the socio-psychological and individual psychological characteristics of business partners are particular importance (Tsyganov, Kirillova, 2018). It is important to have an idea of the basic psychological mechanisms that influence the decision-making process in the context of partners trust or distrust. However, many top managers of companies in our country, due to insufficient psychological preparation, tend to ignore psychological factors causing increased information uncertainty and unforeseen failures in financial transactions (Belyanin, Zinchenko, 2010; Kornilova, 2003, 2015; Karpov, Markova, 2010; Poznyakov, 2014; Kamneva, 2015).
The specifics of insurance implies a high degree of uncertainty at all stages of contracts - from the risk assessment to its implementation; the distribution insured events over time and space. (Kirillova, 2013; Kirillova, 2016). Asymmetry of information, which is the basic determinant of the insurance relationships possibility, is aggravated by the intangible nature of the insurance product, which may not be received at all, given a favorable development of the situation (in tangible form) by the consumer.
All this forms the high requirements of the insured to insurance companies and the insurance business as

a whole, a thorough assessment of their financial condition; the implementation of business processes, the signing of insurance contracts always largely depends on the complex personal characteristics of counterparties, their interaction and a high degree of trust. One of the most serious problems is the lack of qualitative methods for the empirical study of emotional, motivational, cognitive, personal characteristics that determine decision-making features in a situation of trust or distrust to business partners (Muzhichkova, 2011; Gagarina, Muzhichkova, 2016).

Literature Review

Analysis of the concept of trust involves the consideration of this phenomenon from the point of view of different sciences. It can be represented as an attitude, attitude, feeling, state, the process of information transfer and social exchange, individual competence, mood, social attitude, social problem, as well as personal and group traits, personality orientation patterns (Kupreychenko, 2008; Annenkova, 2015 ; Annenkova, Buyanova, Gagarin, 2017; Korobanova, 2018, etc.).

One of the brightest representatives of psychology E. Erickson considers trust as a new formation of personality. This neoplasm is basic. It is associated with a sense of security, an experience of a sense of kindness, belonging, and determines the formation of the characteristics of relationships with other people and attitudes towards oneself (Erikson, 1968). Trust or distrust of the world is formed in the first year of a person's life and determines how harmonious his relationship with the world is, since they become the basis for achieving a certain autonomy of a child from an adult, the beginning of the formation of his own Self, and become the basis for the formation of self-control, self-awareness, self government.

One of the fundamental research of trust in Russian psychology was conducted by A.B. Kupreychenko. Trust by the author is considered as a psychological attitude. A.B. Kupreichenko highlights 3 components in the trust structure: cognitive, emotional and behavioral components (Kupreichenko, 2008).

I.V. Antonenko considers trust as a mental phenomenon, reflected in various mental processes and conditions, manifested as a property of the person, and expressed through a specific relationship. This includes emotional state, feeling, and faith, confidence, conviction, and conviction (Antonenko, 2006). Thus, the concept of a functional trust body, which accumulates the individual experience of the individual, a functional trust body, which accumulates the individual experience of the individual, is introduced.

A certain level of trust (or distrust) is determined by I.V. Antonenko as a number of factors, which can be divided into four groups:

- subject, which are determined by the properties of the subject of trust;
- object, which are determined by the properties of the trust object;
- environmental factors - external long-term (permanent) operating;
- situational - external factors that act only in a specific situation of trust.

Own trust is manifested in the appreciation of one's own capabilities, faith in one's own strength, one's significance, necessity and value.

Basic self-confidence contributes to the self-preservation and autonomous existence of an individual, situational self-confidence determines self-support and autonomous behavior in a problem situation.

Confidence in another can manifest itself at two levels: stable positive relations with other people or situational confidence in another, ensuring optimal constructiveness of interaction in a particular situation (Ilyin, 2013).

As noted earlier, there are various approaches to the definition of the concepts of trust and distrust, as a number of authors consider them as interrelated socio-psychological phenomena (Antonenko, 2006; McAlister, 1995). Other authors are both relatively independent psychological phenomena that have both similar and different characteristics (Kupreychenko, Tabkharova, 2007; Kamneva, 2015; Annenkova, 2015; Muzhichkova, 2015). Thus, the most significant criteria of trust for most people are high marks for strength, activity, courage and optimism of a partner.

Some authors emphasize personality traits that determine a predisposition to trust (Rotter, 1967; Korobanova, 2013). These include, first of all, credulity, due to such qualities as openness, kindheartedness, sociability, developed self-control, accuracy of meeting social requirements. J. Rotter defined dispositional trust as a general expectation that others will behave fairly and responsibly. In his opinion, a predisposition to trust is related to the level of the internal or external locus of control (Rotter, 1967). The degree of readiness of an individual to give confidence is determined by the experience of trust relationships, on

which an individual attitude is based, defined as a stable psychological trait of character. However, it is noted that the internals are more inclined to trust people, expecting honest behavior from them (Znakov, 1999). There is an interrelation of gullibility with such psychological qualities as naivety, suggestibility, conformance, and a tendency toward dogmatism. According to experts, a low level of self-esteem, responsibility, as well as shyness, humility, shyness, impressionability and daydreaming affect the suggestibility (Annenkova, Kamneva, Polevaja, 2015).
They note the interrelation of the general level of trust with such characteristics as objectivity, meaningfulness, subjectivity, sociocentricity, egocentricity, as well as personality-significant goals (Obozov, 1997). The self-confidence indicator is related to the indicators on the scales of the self-attitude research method S.P. Panteleev's "Self-Directional", "Self-Value" and inversely proportional dependence with the scales "Internal Conflict" and "Self-Charge" (Annenkova, Kamneva, Polevaya, 2015).
Confidence in a person is determined by such personality traits as courage, activity, resourcefulness, optimism, education, politeness, closeness of interests and life goals. A person who is able to inspire confidence must have decency, competence, consistency, loyalty, and openness.
Mistrustfulness is characterized by such personality characteristics as suspiciousness, which is the opposite of the credulity quality of the person, negativity (deprived of reasonable grounds (unmotivated) resistance of a person to psychological influences), mistrustfulness (painful suspicion, tendency to see danger in everything) and skepticism (critically mistrustful attitude anything)
It is possible to single out personality traits causing confidence and distrust: morality - immorality; openness - stealth; independence is dependency; reliability - unreliability; mind is nonsense; conflict-free - conflict (Kamneva, 2015).
According to studies, emotionally stable people are more credible and trust than emotionally labile (Tylets, 2007). At the same time, the emergence of mistrust is determined by the propensity to aggressiveness, talkativeness, belonging to a hostile social group, competitiveness, impoliteness.In a business relationship, the emergence of trust is determined by the organization of the partner, his confidence, education, luck, not aggressiveness. While cunning, unpredictability, lack of organization, lack of education, dependence, insecurity and lack of balance are the criteria for the emergence of distrust in business relations (Khrisanfova, Markelova, Suslova, 2014).
In the business environment, trust is interpreted primarily from the standpoint of assessing its functionality in the processes of managing a team and shaping the image of organizations.

Materials and Methods
The purpose of our study was to identify the influence of personal characteristics on the decision-making process in a situation of trust or distrust with partners in the insurance business. The study involved 72 first-year graduate students of the Financial University and 72 students of the institute of abbreviated programs with experience in the financial sector and / or business. The respondents are between 23 and 45 years old.
During the study were used:
1) the methodology for the study of self-relationship S.R. Panteleyev (MIS);
2) the personal questionnaire (a modified version of the McKray-Costa five-factor personal questionnaire ("Big Five"). A modification of the McKray-Costa five-factor personal personality questionnaire (the Big Five) is its abbreviated version, consisting of 30 pairs of stimulatory statements, opposite in meaning, which characterize the behavior of the individual.
The questionnaire was modified to study the influence of personal characteristics on the decision-making process in a situation of trust or distrust to partners in the insurance business. A study of the relationship of personal characteristics with the use of McFray-Costa five-factor personal questionnaire (Big Five) and trust / distrust of oneself and others according to the method of assessing the trust / distrust of a person to other people and the method of trusting / distrusting an individual to the world, other people, themselves (A .B. Kupreychenko) allowed us to identify the primary factors (characterological features) of the main factors that are interrelated with indicators of basic and situational trust and distrust. Thus, in our modification, each major factor consists of three primary factors.
3) Methods of assessing the trust / distrust of the individual to other people and yourself (Yu.E. Muzhichkova). The method consists of 15 questions that allow assessing the levels of expression of trust in

others and yourself.
4) Business game (author - Yu.E. Muzhichkova), involving three options for:
• lack of installation on distrust for both teams;
• the distrust for one of the teams;
• the distrust for both teams.
The empirical study included the following steps:
1. diagnosis of self-attitude and personality factors;
2. diagnosis of trust / distrust of the person to other people and oneself;
3. conducting a business game.
The data obtained in the course of the study were analyzed in accordance with the group, taking into account the instructions (the presence or absence of an installation for trust or distrust) obtained during the business game.

Results
In the group with the absence of an attitude of distrust, the successful conclusion of the transaction, which is regarded as a positive result, was observed in both situations of a business game.
These methods of self-study indicate the average level of self-confidence of the respondents of the group, which characterizes the group as people who remain working in their usual situations, self-confident, focused on success in their endeavors. They may have reduced confidence and anxiety in the event of a collision with difficulties. At the same time, they are characterized by a high level of self-leadership (8 standard value), since these subjects consider themselves to be the main regulator of their successes and achievements. Such people are able to control their emotional reactions and experiences. High values (8 standard value) on the “Reflected Self-Attitude” scale indicate that these people perceive themselves as accepted by others, they feel that other people value them for their personal qualities, for their actions. These respondents consider themselves to be sociable, able to establish business and personal contacts. This group also has high values on the scale of “Self-Value” (8 standard value) and on the scale of “Self-Adoption” (8 standard value), on the scale of “Self-Attachment” (7 standard value) and low values on the scales of “Internal Conflict” (3 standard value) and “Self-indictment” (standard value3). The respondents in this group have a feeling of sympathy for themselves, are more positive towards themselves, they have a desire to change some of their qualities. The results of the diagnosis of the personal characteristics of the subgroup showed that introverts (11 points) prevail in this group, they are characterized by an average level of attachment (15 points), an average level of self-control (16 points), a high level of emotional stability (14 points) and an average level of practicality (20 points). In general, these teams can be described as people less dependent on external conditions, carefully planning their future, weighing their actions, not trusting the first impulses, strictly controlling their feelings, rarely unrestrained and agitated.
Such people have a rather positive attitude towards others, they can understand another person, are more likely to cooperate, but at the same time they are quite independent and independent. They are rather conscientious, responsible, obligatory, they can mainly control their behavior. Representatives of this group are self-sufficient, confident in their abilities, do not get upset because of minor troubles, know their shortcomings. They are well adapted in ordinary life, quite realistic look at life, but at the same time showing interest in various aspects of life. Participants are characterized by high levels of trust in other people (24 points) and in themselves (36 points). In other words, these respondents are characterized by faith in their own ability to correctly evaluate the events, predict the development of the situation and benefit from experience; while they see other people honest, fair, responsible.
The results of the study of the subgroup, differing in the installation of distrust for one of the teams, showed the predominance of medium and low self-confidence (from 24 to 32 points) and the average level of trust in the other (from 17 to 20 points). During the business game, these groups did not make a single transaction, and all teams gave a negative assessment to the opposite team.
The results of the method of self-attitude indicate average respondents across all scales, except for "Self-Acceptance" (3 standard value), "Self-attachment" (3 standard value) and "Internal conflict" (2 standard value). The “Self-Acceptance”, “Self-Attachment” and “Internal Conflict” scales are represented by low indices, which testifies to the respondents' selective attitude towards themselves, in which the occurrence of difficulties is associated with a decrease in self-confidence, and is characterized by anxiety and anxiety.

The degree of adaptability of the subjects determines their attitude to their own "I", so in new circumstances their tendency to perceive the impact of the environment increases. The obtained indicators testify to the selective perception of the respondents towards other people towards them, so the positive attitude of others is connected only with certain qualities and actions, while their other manifestations cause only irritation and rejection.

Such indicators indicate a high assessment by the respondents of their individual qualities, apparently recognizing their uniqueness, with a clear underestimation of other qualities. Thus, the comments of others lead representatives of this group to a sense of their own insolvency and, as it were, of lesser value.

At the same time, the expression of anger and vexation towards other people may be associated with blaming oneself for certain actions and acts. According to the interpretation of the indicators, the respondents of this group have not enough sympathy for themselves, they are distinguished by a general negative background of self-perception, criticality in self-assessment. Negative self-assessment can manifest itself in various forms: from funny stories about yourself to self-deprecation.

Analysis of the results of the diagnosis of personal characteristics showed a predominance of high rates of extraversion (from 26 to 30 points) and emotional instability (24-30 points), combined with medium, with a tendency to high, indicators of affection, high level of self-control (26-28 points) and high level of expressiveness.

All participants in this group communication structures that are prone to risk, are inevitable and thoughtless actions. Can stand out to hot temper and aggressiveness. According to the assessment of personal characteristics, the tendency to cooperate, the desire to avoid differences.

Despite a fairly high level of volitional regulation, under stressful situations, as well as in case of failure, they can fall into despair due to a high level of emotional instability.

Research results showed that trust in oneself and other people (from 26 to 33 points) and to low and medium levels of trust in others (from 11 to 21 points). During the business game in the research group, it was found that both sides gave a negative assessment to partners from opposing teams.

The results of the self-study methodology testify to the lowest indices on the “Self-attachment” scale (from 0 to 2 standard value) among the representatives of this group, which characterizes them as people ready to change their self-concept, open to new experience and self-knowledge, but the same time, is an indirect sign of dissatisfaction. Scale "Closeness" scored 8-9 standard value, which indicates the tendency for the protective behaviour of the individual, the need for compliance with generally accepted standards of behaviour

r. In addition, respondents are characterized by a tendency to avoid “open relationships with oneself,” which may be the result of a superficial vision of oneself or a conscious unwillingness to recognize the existence of personal problems. Indicators of the remaining scales of the method of self-attitude correspond to the average values.

Analysis of the results of the diagnosis of the personal characteristics of these teams showed that respondents with high and medium extroversion rates (16-28 points), high and medium attachment rates (17-24 points), and high self-control indicators (23-25 points) prevail in this group. high and average indicators of emotional instability (18-26 points) and average indicators of practicality (17-22 points). Thus, the respondents of this group can be characterized as sociable, having a significant number of friends and acquaintances, who feel the need to be close to other people. They are distinguished by the understanding of people, tolerance, the desire for cooperation. They are conscientious, responsible, obligatory. They know how to own their emotions, despite the high level of anxiety and the frequent expectation of trouble. Such people are realistic enough to look at the world, at the same time they are characterized by curiosity and interest in life. Statistical data processing using the Pearson correlation coefficient revealed a correlation of trust in others and extraversion and affection (Table 1). In other words, sociability, interpersonal skills, pronounced number of acquaintances and friends, getting pleasure from entertainment, the need to be close to other people is associated with a high level of trust in other people. Thus, respondents with a high level of trust in others are distinguished by understanding of people, tolerance, and a desire to cooperate.

Table 1 - Indicators of the correlation of trust and personality factors

	Extraversion	Attachment	Self control	Emotional Instability	Expressiveness
Trust others	0.4528 p≤0,05	0.5832p≤0,01	-0.1261	-0.0861	0.1574
Own trust	-0.1029	-0.1059	0.5725 p≤0.01	-0.1212	- 0.4924 p≤0,05

In addition, there is a relationship of self-confidence and self-control among the subjects who took part in the study: a higher level of self-confidence, coupled with a high assessment of their capabilities, faith in their strength, self-worth, significance, need, is associated with good faith, responsibility, and commitment. Such respondents are distinguished by their persistence in their activity and following moral principles.
The revealed inversely proportional dependence of trust in oneself and expressiveness manifests itself in a more practical attitude towards life and a preference for constancy and reliability in people with pronounced trust in themselves, evaluating their own actions and actions as adequate, treating themselves as an independent, confident, reliable and volitional person.

Discussion
Thus, the results obtained in the groups with the installation of distrust for one of the teams are quite consistent with the conclusions obtained in studies of a number of authors (NA Koval, TV Kornilova, AG Kostinskaya, G. Lebon, IA Pogorelov and others) that the decision-making process in a group is not limited to the exchange of information and is not fundamentally determined by the cognitive processes of the participants, but an important, in some cases, crucial role in decision-making is played by the emotional interaction in the group, which, in In our case, it was largely determined by the installation of distrust and personal characteristics of participants in the experiment, such as impulsivity, emotional instability. And the low level of trust in team members with an attitude of distrust in many ways reinforced the influence of the attitude.
The maximum efficiency of concluding transactions was achieved by representatives of teams whose members were characterized by a high level of trust in others and themselves, a high level of self-management, introversion, a tendency to control their emotional reactions and experiences.
The minimum effectiveness of negotiations was noted for teams whose representatives are characterized by a low level of trust in other people and trust in themselves, as well as a selective attitude towards themselves, a high level of emotional instability and a relatively high level of expressiveness. In case of unexpected appearances of difficulties, in our case of attitudes to distrust, their self-confidence decreased, anxiety and anxiety appeared, for such people in new situations an increase in the tendency to submit to environmental influences, leading to the emergence of the “group-thinking” phenomenon, is characteristic.
The presence of a set of distrust for one of the teams had a negative impact on the results of the negotiations (failure to conclude the transaction) and was observed in all cases of the business game, while all the teams gave a negative assessment of their partners from opposite teams.
The average effectiveness of the negotiations was noted in the teams that received a mutual set of distrust. The participants were characterized by an average level of trust in others towards themselves, a tendency towards extraversion, a pronounced protective behaviour of the individual, a desire to conform to generally accepted standards of behaviour, the ability to control their emotions, despite a high level of anxiety, a realistic vision of the world. Setting a distrust in this subgroup complicated the process of concluding a deal, but the deals were concluded.

Conclusion
The own and others trust is connected with the understanding people, the desire for cooperation, perseverance and reliability.
At the same time, the insurance business, in particular, business processes for risk assessment, property valuation, property interests in liability insurance, property interests in life and health insurance; asset

investment; insurance contracts is not characterized by the high level trust, but there are an opportunity for cooperation, perseverance and reliability.
The efficiency of negotiations is due to high levels of trust to people and trust in themselves, a high level of self-leadership, a feeling of sympathy for themselves, a tendency to introversion, and the ability to control their emotional reactions and experiences.
The experiment showed that the lack of a set of distrust for both teams has a positive effect on obtaining a positive result (the contract).
Based on the conducted theoretical and empirical research, we can consider the credibility of ourselves and others as a process associated with the understanding of others, focus on cooperation, as well as perseverance and reliability.

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Prohibitions in Court Proceedings With Participation of the Jury

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Abstract
The research topicality is due to the significance of the prohibitions and limitations stipulated by the criminal-procedural law for court proceedings with participation of the jury for lawful and fair sentencing in criminal cases. Stipulation of such prohibitions and limitations provides exclusion of a legal impact on the jurors.
The research objective is to analyze the prohibitions and limitations stipulated by the criminal-procedural law for court proceedings with participation of the jury, and the practice of their implementation in order to increase the efficiency of criminal court proceedings.
Methods. The work was performed with comparative method, method of analysis and synthesis; the judicial practice of criminal cases with participation of the jury in 2014−2017 was analyzed.
Results, conclusions. The prohibitions are identified, which are stipulated by the current legislation; the lack of their uniform interpretation and application is determined; the arbitrary prohibitions are identified. The ways to improve legislation are proposed.
The article is of practical value for law enforcement officials: judges, prosecutors, and lawyers, as well as for the researchers of the criminal-procedural issues.
Key words: prohibitions, limitations, objections, jurors, verdict.

Introduction
Court proceedings with participation of the jury is always performed in general order, taking into account the features stipulated by Chapter 42 of the Criminal-Procedural Code of the Russian Federation (further − CPC RF) "Proceedings of criminal cases tried by court with participation of the jury". Some of these features are the prohibitions, stipulated by the criminal-procedural law, to commit certain actions. Such prohibitions are the requirement of the criminal-procedural norm not to commit actions stipulated by the CPC RF. By prohibiting their commitment during court proceedings with participation of the jury, the criminal-procedural law states limitations for the participants of the criminal trial during their criminal-procedural activity. Such limitations are, first of all, intended to exclude the impact on the jurors, in order not to cause bias in them, as they are the judges of fact, not the judges of law. In this regard, the prohibitions in the above-mentioned Chapter of the CPC RF are aimed at excluding the legal impact on the jurors with juridical means. "Under justifiable (permissive) order and method of the proceedings regulation, the official authorities directly and straightforwardly, strictly and specifically stipulate the definite content and volume of what is permitted" (Nersesyan, 1997). The essence of such "legal means is that they prohibit a certain action, determine the juridical impossibility of a particular behavior. They are usually expressed by the words "not entitled", "not able", "may not", "not permitted", "prohibited" (Enikeev, 2003).

Materials and methods
The research was performed with such methods as comparative, systematic, method of analysis and synthesis. The judicial practice of criminal cases with participation of the jury in 2014−2017 was analyzed. The analysis of judicial practice shows the extended interpretation of prohibitions, which leads to limited opportunities for the defense to inform the jury of the circumstances essential for the evaluation of reliability of the prosecution evidence. Some judges demonstrate arbitrary behavior in relation to participants of jury trials; this actualizes the problem under study and compels to search for the means of counteracting the judge's discretion during the court proceedings with participation of the jury.
The data of appellation practice of monitoring the sentences, which were passed on the basis of the jury verdicts and not inured, shows that the bases for their nullification on appeal were essential violations of the CPC RF norms. Taking into account the appeal courts decisions aimed at providing the uniformity of judicial practice, including estimation of the particular violations of the criminal-procedural law in regard to the jury trial, we consider it necessary to study the opinion of superior courts, in particular, the Supreme

Court of the Russian Federation, on estimating certain violations as essential.

Discussion

During the jury trial, it is forbidden to present and permit motions on exclusion from evidences. "In compliance with Article 235 and part 5 of Article 335 CPC RF, the judge, on request of the parties or on one's own initiative, both during the preliminary hearing and during the judicial investigation, excludes from the criminal case all evidences, inadmissibility of which was revealed during the above stages of the court procedure" (On implementing, 2005). "The point is to bar the jurors from any information related to inadmissible evidence and the procedure of considering the issue of its exclusion from the case papers" (Khorosheva, 2010).

Thus, the above rule implies barring the jurors from the judicially invalid information which they could use to make a verdict.

Like any other motion, this motion is a request addressed to the person presiding at court – a professional judge. "A motion is an official request of a criminal procedure participant, addressed to the court and the judge, about performing particular procedural actions or making decisions" (Kalinkina, 2017, p. 4).

Filing such a motion, first of all, is aimed at preventing the parties from bringing the inadmissible evidence to the jurors' notice. "In compliance with part 6 of Article 335 CPC RF, during the court investigation the issue of admissibility of evidences is solved in the absence of the jury. By implication of this norm, the parties inform the presiding person of their judicial motions, without disclosing their content in the presence of the jury.

During the jury trial, the parties may not inform the jurors about the presence of evidence earlier excluded by the court. The presiding judge, in compliance with Articles 243 and 258 CPC RF, must take the necessary measures to exclude the possibility of the jury to become acquainted with the inadmissible evidences, as well as the possibility for them to investigate the issues beyond their competence. If the investigation of the inadmissible evidences has taken place, the issue of recognizing them invalid is discussed in the absence of the jurors, and then the essence of the decision is clarified to them" (On implementing, 2005).

Article 42 CPC RF lists no peculiar features related to the possibility to object to the actions of the person presiding at court. However, as such form of protesting against the actions of the person presiding at court is a juridical form of expressing disagreement with their actions, CPC RF stipulates prohibition to objecting in the presence of the jury.

The possibility to apply objections is stipulated by part 3 of Article 243 CPC RF, in compliance with which such objections can be applied by any participant of the trial. CPC RF stipulates no other rules of applying objections – neither the grounds for such objections, nor how the presiding person must react to them. CPC RF does not determine the procedure of applying such objections, either. The criminal-procedural law stipulates neither the form of applying such objections, nor the period of the trial when they can be applied. Therefore, it is the participant of the trial that decides, when and in what connection they may object to the actions of the person presiding at court. For example, the protocol of a criminal case of Sh., K., etc. investigated by the Supreme Court of the Republic of Mordovia shows that objections to the actions of the presiding person were applied both in oral and written form. There were cases of written objections which a defender asked to "just deposit" without reading them out; this was explained by the fact that "the objections do not require resolution" (Protocol, 2006).

In this case, one cannot agree with the refusal to read out the defender's objections during the trial, because in compliance with Article 240 CPC RF a trial is oral and Chapter 42 CPC RF contains no exceptions from this rule.

Alongside with that, we consider it necessary to stipulate in the CPC RF a rule on examination and resolving by the presiding person the objections to their actions. The judge's decision to accept such objections and agree with them would mean prevention of further illegal actions and a decision to eliminate the legal consequences of the committed violations of law. The decision of the presiding person to reject the objections to their actions must, in turn, influence the behavior of the defender, changing the tactics of the defense.

Because we study the jury trial, in cases of this category the objections must be applied in the absence of the jurors in order not to cause their bias; this is all the more so because objections to the actions of the presiding person is a juridical form of expressing protest against particular actions of the person presiding

in court.
Considering the objections to the actions of the presiding person as one of the means to counteract against their discretion, we believe it to be necessary to apply such objections in all cases when the presiding person violates:

1) violates the key principles of administering justice in criminal cases, in particular, the principles of adversary nature of the trial and equality of the parties, the principle of ensuring the right to defense of the accused, etc.;

2) fails to provide the rights and freedoms of the accused and other participants of the criminal judicial procedure, guaranteed by the criminal-procedural law;

3) violates the order of the court proceedings;

4) fails to prevent violations of any norms of the criminal-procedural law by the trial participants during the trial.

In the above cases, the objections to the actions of the presiding person are a means to stop the judge's discretion, to preclude further violation of law, to ensure the legal order of investigating a criminal case in a jury trial. Besides, objections serve as a means to register the committed violations of the criminal-procedural law which may influence the legal, justified and fair sentencing based of the jury's verdict.
Alongside with the above, we believe that the defender's objections should be preferentially applied in the written form, substantiating them with references to legal norms and reasoning with the proved circumstances of the case. As the trial protocol is not always correct, such form of applying objections would allow registering the committed violations of law. Besides, the written, legal, substantiated and grounded character of objections would preclude the illegal actions of the presiding person, prevent further discretion on their part, and, ultimately, would serve the purpose of criminal legal procedure.
At the same time, it is unacceptable to state prohibitions in the jury trial, if they are not stipulated by law. This position is supported by other authors as well (Normand, 1999).

In particular, the following prohibitions by the judge are arbitrary:

1) limiting the number of questions asked by the defense. For example, the participants on the part of the defense may ask only two additional questions to the witness of the prosecution;

2) discussing the procedural issues near the desk of the presiding person without the accused who are under custody and do not have an opportunity to participate in this discussion;

3) limiting the opportunity for the accused to ask questions on the indictment, because, in the court's opinion, this document had not been brought to the jurors' notice;

4) arbitrary, without any substantiation or giving motives, rejection of the questions asked by the participants on the part of the defense;

5) changing the formulation of the questions asked by the participants on the part of the defense by the presiding person to the extent of changing their sense;

6) arbitrary refusal of the defense's demand to bring an admissible evidence to the jurors' notice.

"Discretion of the judge is when the law stipulates something and the judge interprets it in another way. Discretionally, the law and the judge act independently, nothing binds them together" (Kalinkina, 2011). Such power abuse is equaled to the phenomenon of subjective right abuse (Taruffo, 1999).
Another prohibition in a jury trial is the CPC RF provision that a sentence made on the basis of a jury verdict cannot be appealed against on the grounds of inconsistency between the court's conclusions contained in the sentence and the actual circumstances of the case. This prohibition stems from the features of making a sentence based on a jury verdict, as the jurors do not consider the issues of law but only the issues of fact. Therefore, three questions are posed to the jury – whether the crime took place, whether the accused is guilty of committing this crime, and whether the guilt of the accused is proved. Taking this into account, the professional judge presiding in the jury trial does not list the evidences investigated during the trial in the sentence, stating only the data stipulated by Article 351 CPC RF.
Thus, the appellation grounds for repealing or changing the sentence made on the basis of a jury verdict are: significant violation of the criminal-procedural law, improper application of the criminal law, and unfair sentence. At that, the current CPC RF does not stipulate any other prohibitions, related to appellation grounds, as criteria for estimating the legality of the sentences made on the basis of a jury verdict. This implies that the above appellation grounds stipulated in the CPC RF are fully applicable for checking the legality, relevance and fairness of the sentences made on the basis of a jury verdict which have not come

into effect. In particular, this includes the significant violation of the criminal-procedural law, defined in part 1 of Article 389.17 CPC RF, while part 2 of the said Article lists the unconditional grounds for repealing or changing the sentence made on the basis of a jury verdict on appeal. At that, it should be noted that, though the list of such unconditionally significant violations of the criminal-procedural law contains, for example, such unconditional grounds as illegal composition of the jury, but CPC RF does not define the conditions of recognizing the jury illegal. Also, the list does not contain such significant violations of the criminal-procedural law which refer to the features of the jury trial procedure. Alongside with the above prohibitions, they include the following limitations of circumstances which can be investigated in the jury trial procedure:

– prohibition of investigation in the presence of the jury of those circumstances of the criminal case, establishment of the validity of which is beyond the competence of the jury as stipulated by Article 334 CPC RF (part 7 of the Article 335 CPC RF);

– prohibition of investigation with the participation of the jury of the facts of previous conviction of the accused, recognition of the accused as a chronic alcohol or drug addict, and other data which can enhance the jury bias towards the accused; all data related to the personality of the accused are investigate with the participation of the jury only to the extent in which they are necessary for establishing the features of the crime incriminated to the accused (part 8 of the Article 335 CPC RF);

– prohibition of investigation of circumstances beyond the limits of the arraign brought against the accused (Article 252 CPC RF, para. 2 clause 20 of the Enactment of the Plenary Session of the Supreme Court of the Russian Federation No. 23 of 22 November 2005 (On implementing, 2005));

– prohibition of investigation in the presence of the jury of a number of procedural decisions (decisions on initiating a criminal case, decisions on involving as an accused), issues and motions aimed at providing the conditions for the judicial investigation (reconduction of the victims or witnesses, challenge of the trial participants, preventive punishment, etc.), and other legal issues beyond the jury competence and capable of causing their bias towards the accused and other participants of the trial (para. 2 of the Article 21 of the Enactment of the Plenary Session of the Supreme Court of the Russian Federation No. 23 of 22 November 2005 (On implementing, 2005));

– prohibition of announcement of a sentence on another case versus the previously convicted accomplice(s) (para. 2 of the Article 21 of the Enactment of the Plenary Session of the Supreme Court of the Russian Federation No. 23 of 22 November 2005 (On implementing, 2005)).

In our opinion, the key problem of legal regulation of the above prohibitions is their vague formulations, which require legislative revision or additional clarification by the Plenary Session of the Supreme Court of the Russian Federation.

Analysis of practice testifies to the broad interpretation of the above prohibitions, which results in the limited opportunities for the defense to inform the jury of the circumstances significant for estimating the reliability of the prosecution evidences. Below we present several decisions of the Russian Supreme Court as an example. Thus, the Panel of Judges of the Supreme Court of the Russian Federation made a particular decision versus a lawyer K. on 30 July 2008 on case No. 64-O08-27sp. The decision drew the attention of the Moscow Lawyers' Chamber to a number of violations of the criminal-procedural law by the said lawyer. The Court demanded applying disciplinary measures to the lawyer. In the Court's opinion, the violations committed by the lawyer included:

– during the judicial investigation, the lawyer referred to using unlawful methods during investigation of the case; cast doubt on reliability of evidence by I.;

– in the oral argument, instead of analyzing the evidences, the lawyer gave estimations to the content of speech of the state prosecutor (pointing out partiality and bias in the speech of the prosecutor);

– in the oral argument, the lawyer draw the attention of the jury to the fact that the action incriminated to the accused took place on 11 December 2006, while the victim applied to the law-enforcement bodies on 30 March 2007 (the presiding person issued a reprimand to the defender, demanded not to investigate the procedural issues in the presence of the jury, and asked the jury not to take the above circumstance into account; when the defender tried once again to inform the jury that the witness applied to the law-enforcement bodies more than 3 months after he, according to his words, gave a bribe, the presiding person issued a reprimand to the defender in the order of the Article 258 CPC RF);

– in the oral argument, the defender draw the attention of the jury to the fact that the prosecution evidences presented to prove the discovery of drugs are not convincing, cited the conclusion of a narcologist that the accused did not use drugs; the defender expressed his opinion that the drugs were planted during the arrest and search, and assumed that this could be done in connection with the political activities of the accused (this part of the speech was repeatedly interrupted by the presiding person, who demanded not to express opinions not confirmed by evidences, not to touch upon the issues of the political activities of the accused, etc.) (Review of disciplinary practice, 2009).

There are other examples of such interpretation of the prohibitions, used by the prosecution and the court to impede the legal right of the defender to inform the jury of the defender's opinion and to point out the "weaknesses" in argumentation of the state prosecutor (Decision, 2015; Appellate decision of the Supreme Court of the Russian Federation of 24 May 2017 No. 75-APU17-1SP). In our opinion, in an adversary trial, it is inadmissible and illegal to limit the defender's rights:

– to estimate the prosecutor's speech, including by pointing out its partiality and bias, gaps in argumentation of the prosecutor;

– to dispute the reliability of the prosecution evidences, including by pointing out the long period during which the witness did not apply to the law-enforcement bodies;

– to put forward the version explaining the appearance of accusatory evidences which contradict the position of the defense, including the versions not confirmed by evidences. It should be noted that the above position of the court contradicts to the presumption of innocence principle, as the accused is not obliged to prove their innocence; the burden of refuting the arguments of the defendant lies on the prosecution, and all unrepaired doubts must be interpreted in favor of the defendant (parts 2, 3 of the Article 14 CPC RF).

In the above situation, when described interpretation of prohibitions and limitations is given by the judges of the Russian Supreme Court, the lawyer must use, among others, the international means of protection of the violated rights of the defendant (Shigurova and Shigurov, 2018). Unsubstantiated limitation of the defender's possibility to inform the jury of their position is a violation of the right to fair judicial investigation guaranteed by Article 6 of the Convention for the Protection of Human Rights and Fundamental Freedoms (Convention, 1950).

In order to solve this problem at the level of legislation, it is important to explain that the prohibition to investigate the issues of law with participation of the jury does not mean that it is prohibited to inform the jury of the facts significant for estimating the reliability of the evidences presented by the parties. It is important to remember that any limitations of the jurors' access to information essential for the case should be substantiated (Shigurova and Shigurov, 2017). Concerning the issues of evidences admissibility, this prohibition is substantiated by two interrelated circumstances: first, estimating admissibility requires the knowledge of the criminal-procedural law, which the jury lacks; second, recognizing the evidences as inadmissible is not within the competence of the jury. How can one substantiate the prohibition for the defender to inform the jury that the defendant was tortured or drugs were planted on him? Presenting such information, the defender does not pose any question to the jurors which would be beyond their competence (besides, the illegality of torture and falsification of evidences is so obvious that it refers to the commonly known facts), he asks to take this fact into account (or, to be more exact, puts forward the version of the defense) when estimating the reliability of the prosecution evidences, and estimation of the reliability and sufficiency of evidences is within the competence of the jury. At that, one should take into account that the jurors will, most probably, rely on their own experience during discussion, that is why the availability of more versatile experience and prospective can facilitate a more balanced discussion (Adamakos, 2016).

This statement (version) must be contested by the prosecutor, giving evidences of non-coercion during interrogation, questioning the witnesses and experts, demonstrating video recordings of investigative and other procedural actions, etc.

A prohibition in the jury trial are the provisions of part 7 of the Article 335 CPC RF, stipulating the possibility to investigate during the trial in the presence of the jury only those actual circumstances of the criminal case, the validity of which is ascertained by the jury in compliance with their authority stipulated by the Article 334 CPC RF. "Taking this into account, as well as the provisions of the Article 252 CPC RF, the presiding person was to provide the execution of judicial investigation only within the limits of the charge brought against the accused" (On implementing, 2005).

In this regard, rather frequently a question arises about the admissibility of informing the jury about the complicity in the crime, incriminated to the accused, of other persons, against whom criminal proceedings are not performed within the given criminal case. For example, when the accused, during the judicial investigation, not only claims oneself innocent, but gives evidence of this crime commitment by another particular person, stating their personal data and circumstances of committing the given illegal action by them.

The judicial practice in this issue is of contradictory and sometimes mutually exclusive character. Thus, the Appellate decision of the Panel of Judges on cases of military servants of the Supreme Court of the Russian Federation of 10 March 2016 No. 205-APU16-2SP (Appellate decision of the Panel of Judges on cases of military servants of the Supreme Court of the Russian Federation of 10 March 2016 No. 205-APU16-2SP), reversing a sentence of Moscow district military court of 11 November 2015, proving a number of significant violations of the criminal-procedural law committed during proceedings on this criminal case, pointed out the following, among other things: "The parties in the jury trial are prohibited... to explore the issues of the probable complicity in the crime of other persons which are not accused in the investigated case… Taking into account the above requirements of law, as well as the provisions of Articles 73, 243, and 352 CPC RF, the presiding person must ensure the execution of the judicial investigation only within the limits of the indictment brought against the accused…".

A completely different interpretation of the provisions of part 7 of the Article 335 is given in the Appellate decision of 18 February 2015 No. 51-APU15-3sp (Appellate decision of the Panel of Judges on criminal cases of the Supreme Court of the Russian Federation of 18 February 2015 No. 51-APU15-3sp). In this court decision, considering an absolutely parallel situation and also reversing the sentence of the first instance court, the Panel of Judges on criminal cases of the Supreme Court of the Russian Federation, proving a significant violation of the criminal-procedural law, pointed out: "The presiding judge gave an incorrect interpretation of part 7 of the Article 335 CPC RF, which stipulates the possibility to investigate during the judicial investigation in the presence of the jury only those actual circumstances of the criminal case, the validity of which is ascertained by the jury in compliance with their authority stipulated by the Article 334 CPC RF, as well as by the Article 252 CPC RF, which contains provisions that a judicial investigation is performed only in regard to the accused and only on the charge brought against the accused. These legal norms do not prohibit the accused to inform the jury about the actions incriminated to the accused, including about the complicity in these actions of the persons against whom criminal proceedings were not instituted".

A parallel situation is observed with implementation of another prohibition, stipulated by the criminal-procedural law in the jury trial. This is the prohibition to explore the facts of previous conviction of the accused, of their recognition as a chronic alcohol or drug addict, as well as other data which can cause bias of the jurors against the accused (part 8 of the Article 335 CPC RF). The absence of clear criteria to identify the particular data as those able to cause bias of the jurors against the accused, both in the legislation and in the guiding interpretations by the Supreme Court of the Russian Federation, resulted in some judges arbitrarily interpreting this provision. They prohibit giving any information about the accused (welfare, official legal income, relations with the victim, etc.), without taking into account the fact that sometimes this may lead to an erroneous decision on a criminal case. An example is the above appellate decision of 10 March 2016 No. 205-APU16-2SP, in which informing the jury about the salary, private business, type of activity of the accused, and other data is marked as a violation of the requirements of part 8 of the Article 335 CPC RF. At that, the court does not explain this decision in any way, considering these data not allowed to be brought to the jurors' notice.

A completely opposite position as to this issue is contained in the appellate decision No. 59-APU14-2SP of 12 February 2014 of the Panel of Judges on criminal cases of the Supreme Court of the Russian Federation (Appellate decision of the Panel of Judges on criminal cases of the Supreme Court of the Russian Federation of 12 February 2014 No. 59-APU14-2SP), which states the following: "The accused informing the jury that he was well-to-do, smoked expensive cigarettes, enjoyed financial support of his grandmother and other relatives, is not a violation of the provisions of parts 7, 8 of the Article 335 CPC RF. D. A. Ivashchenko was charged with committing an acquisitive offence – robbery, during which he badly injured a shop assistant and killed a businessman B. The accusation brought against him is closely connected with the reasons for committing the crime. By disclosing the above information, the accused D. A. Ivashchenko claimed that he had no grounds for committing an acquisitive offence. Prohibition of presenting such information to the jury would actually violate the right of the accused for the defense".

Thus, one may state that the current judicial practice of implementing the provisions of parts 7, 8 of the Article 335 CPC RF, and of implementing the prohibitions stipulated by them, is of contradictory character, which impedes the fulfillment of the purpose of the criminal legal procedure. In our opinion, this situation can be amended by the Russian Supreme Court giving more clear and detailed instructions as to implementing the above norms of the CPC RF.

Under current conditions, when the level of trust of the Russian citizens to courts is very low, "it is the jury functioning in Russia that remains perhaps the only 'island' in the judicial system allowing procedural opportunities for acquittal of the accused, for informal interpretation of the investigated life situations, for maintaining the judicial eloquence as an element of professional juridical activity" (Rakhmetullina, 2013, p. 4), the institution which may provide making a fair sentence by convincing the jury, who do not have juridical knowledge, and establishing a psychological contact with them.

According to L. M. Karnozova, the jury is an integrate model of justice with participation of both people's and professional elements, while the role of each of them constitutes the jury as a whole (Karnozova, 2000, p. 28).

At that, the "people's" and the "professional" elements function together but in rigidly determined frameworks stipulated by the criminal-procedural law by means of a number of prohibitions. The latter are aimed, first of all, at excluding any unfavorable influence on the jurors, preventing negative impact on their objectivity when making a verdict. Within the system of criminal justice, the jury is a protective measure and a guarantee of true fairness (Royer, 2017).

It is because the factual aspect of a criminal case, not legal (procedural) issues, is decisive for the jury, they are called "the judges of fact".

In compliance with the CPC RF, the legal procedure in the form of a jury trial implies such distribution of functions between a professional judge and a jury when the competence of the jury includes solving the issues of proof of the action, its committing by the accused, the guilt of the accused, and whether the accused is recommended for mercy, all these issues being stipulated by Article 334 CPC RF. At that, the jurors solve the issue of the guilt of the accused both from the factual and the legal viewpoint; this issue is in their exclusive competence.

In order to prevent bias of the jury when solving the issues stipulated by Article 334 CPC RF, they are prohibited:

1) to leave the courtroom during the criminal case hearing;

2) to express their opinion on the investigated criminal case before discussing the issues when making a verdict;

3) to communicate with persons not affiliated into the court composition about the circumstances of the investigated criminal case;

4) to collect information about the criminal case outside the court procedure;

5) to violate the privacy of consultation and voting of the jury on the questions posed to them (part 2 of the Article 333 CPC RF).

These prohibitions are aimed at creating conditions for the jury making a verdict based solely on the results of judicial investigation, at barring them from the influence of information which can be obtained from other sources. Observation of these prohibitions is provided by the legislative requirement, addressed to the presiding person, in case of violating these prohibitions to remove a juror from the further participation in investigating the criminal case on the initiative of the judge or on the motion of the parties, about which the jurors are notified in advance by the presiding person.

According to Article 243 CPC RF, the presiding person leads the court proceedings, takes all measures stipulated by the criminal-procedural law for providing adversary character of the trial and equality of the parties, ensures the order of the court proceedings, expounds to all participants of the court proceedings their rights and duties and the order of their implementation. Based on the above, as well as the norms regulating the features of investigating criminal cases by the jury trial, the presiding person must not allow the jury to violate the above prohibitions and duly react to such violations; in practice, this does not always take place.

For example, the Panel of Judges on criminal cases of the Supreme Court of the Russian Federation reversed the sentence by Lipetsk regional court of 26 September 2014, made with participation of the jury, versus

Ya., on the grounds that the presiding person (according to the protocol of the court proceedings) repeatedly issued reprimands to a juror D., who publicly expressed his attitude towards the investigated evidences, but took no measures to remove the said juror from further participation in investigating the criminal case in compliance with the requirements of part 4 of the Article 333 CPC RF; thus, the presiding person allowed discussion of the verdict issues by the jury which included a juror who lost impartiality and objectivity (Appellate decision of the Panel of Judges on criminal cases of the Supreme Court of the Russian Federation of 23 December 2014 on the criminal case No. 77-APU14-18SP versus Ya.).

In another case, the sentence of the Volga region military court of 6 June 2012 was reversed. The sentence was issued on the basis of a jury acquittal, because in the criminal case materials there was information that during the judicial investigation, a group "All rise for the court!" was formed in the social networks, comprising the jury on this case. According to this information, the jurors discussed outside the court proceedings the issues related to investigation of this case, which cast doubt on their observing the requirements of the criminal-procedural law (Appellate decision of the Military Board of the Supreme Court of the Russian Federation of 11 December 2012 on the criminal case No. 203-012-26/7 versus O.).

Violation of the prohibitions stipulated by part 2 of the Article 333 CPC RF, in any case, entails reversal of the sentence, made on the basis of a jury verdict, by a superior court.

Clause 1 part 1 of the Article 333, part 4 of the Article 335 CPC RF stipulate the right of the jurors, including the reserve, to ask questions to the interrogated persons through the presiding person in writing. Given that the questions to the presiding person must be submitted by the jurors via a foreman, without indicating the author of each particular question, the questions are considered to come from the jury as a whole. Thus, this norm prohibits asking individual questions by the jurors to the interrogated persons. This prohibition is complemented by the rules that the jurors may ask questions only after the parties finish interrogating the accused, the victim, the witnesses, and the experts (part 4 of the Article 335 CPC RF), that the presiding judge may formulate these questions or reject them as not relevant for the charge. In our opinion, such legislative regulation violates the independence of the jurors as unprofessional judges, which definitely influences the rights and legal interests of the parties of the judicial investigation.

In practice, there are cases when the presiding judge, abusing their exclusive powers, transforms the questions asked by the jury beyond recognition. This has been pointed out in the scientific literature (Royer, 2017). At the same time, in CPC RF the regulation of the order of posing questions by the jury to the interrogated persons is concluded by transferring the questions to the presiding person; at that, the actions of the latter concerning the written questions of the jury after their formulation (or rejection) are not regulated.

In this regard, notable is the position of the Constitutional Court of the Russian Federation, according to which "the provisions of part 4 of the Article 335 CPC RF regulate the procedure of posing questions to the participants of the judicial investigation by the jury through the presiding judge, and, within the system of other norms of the criminal-procedural law, do not bar the accused and the defender from acquainting with the questions of the jury. By implication of the Article 259 CPC RF, the protocol of the court proceedings must contain all significant circumstances of the court proceedings, including, accordingly, the content of the questions of the jury – both asked and rejected by the presiding person. The accused and the defender have the right to acquaint with the protocol of the court proceedings and the documents attached to it" (On rejection, 2009).

In our opinion, in order to truly ensure the rights and legal interests of the parties in the jury trial, as well as the possibility to check the lawfulness of the presiding person's actions, the CPC RF should stipulate the obligation to attach the written questions, asked to the interrogated persons by the jurors through the presiding judge, to the protocol of the trial, and the right of the parties to acquaint with them both during the judicial investigation and when acquainting with the protocol of the trial. Such regulation would allow to reveal the facts of posing questions by the jury which may contain their opinions on the investigated criminal case (clause 2 part 2 of the Article 333 CPC RF), of communicating with persons not included into the composition of the court, about the circumstances of the investigated criminal case (clause 3 part 2 of the Article 333 CPC RF), or of collecting information about the investigated criminal case outside the court proceedings (clause 4 part 2 of the Article 333 CPC RF), i.e., to determine grounds for removing a juror from further participation in investigating the criminal case or an application of removing the juror. The content of the written questions of the jurors may also testify to the invalidity of their rejection by the presiding judge as surplus, to the presence of grounds for removal of the presiding judge or other participants of the trial, and to the presence of other data significant for the investigation and resolution of the criminal case. Acquaintance of the parties with the content of the jurors' questions would allow the parties to reasonably object against the actions of the person presiding in the trial, basing on part 3 of the Article 243 CPC RF. In our opinion, the obligation of the presiding person to to attach all written questions, asked to the interrogated persons by the jurors, to the protocol of the trial, must be stipulated by the CPC RF alongside with the direct prohibition for the presiding person to ignore or unreasonably reject them, and the obligation of the jury foreman to transfer the above questions in a written form to the presiding person.

In compliance with part 1 of the Article 340 CPC RF, before the jurors withdraw to a conference room for the return proceedings, the presiding person addresses the jury with a summing-up aimed at helping the jurors to solve the questions posed to them. At that, the CPC RF (part 2 of the Article 340) stipulates the legislative prohibition for the presiding person to express their opinion on the questions posed before the jury. One should agree that the summing-up is not a right but an obligation of the presiding judge, and it must comply with the principles of objectivity and impartiality, violation of which may entail reversal of the sentence made on the basis of a jury verdict (Broeder, 2016).

One should agree with the opinion of M. V. Belyaev that "the requirement of a summing-up in its optimal representation (i.e., when observing the due balance between authoritative influence of the presiding person and the explanatory character of such influence) allows to reduce the gap between the juridical and the worldly realities. The jurors obtain the minimal set of legal tools for rational review of the previously acquired emotional impressions in order to issue a fair and unbiased verdict" (Belyaev, 2017).

According to part 3 of the Article 340 CPC RF, in a summing-up the presiding person just reminds the jury of the evidences investigated during the trial, both establishing the guilt of the defendant and discharging them, without expressing any attitude to these evidences and making any conclusions, explains the rules of estimating the evidences and other principles of justice expounded in this article. The complete content of the evidences is explained to the jury by the parties. The violation of the principle of impartiality and objectivity by the presiding person includes, in particular, reminding the jury of the investigated evidences only establishing the guilt of the defendant or discharging them, estimation of the evidences, expressing any opinion on the questions posed before the jury, etc. (On implementing, 2005).

Observation of the legislative prohibition to the presiding person to express any opinion on the questions posed before the jury when delivering a summing-up is usually problematic due to the fact that the presiding person is rarely capable of remaining absolutely objective and impartial during a court investigation. At the same time, the content of the trial protocol and the summing-up, attached to the case papers, most often do not allow to state if the presiding person violated the said prohibition or not. As is justly noted, only especially conscious judges may help the jury to ignore the judge's own interpretation of law (Royer, 2017).

As follows from clause 34 of the Enactment of the Plenary Session of the Supreme Court of the Russian Federation No. 23 of 22 November 2005 "On courts' applying the norms of the Criminal-Procedural Code of the Russian Federation, regulating the court proceedings with participation of the jury", "the content of a summing-up must be expounded in the trial protocol in detail"; "if a summing-up is expounded in writing, it must be attached to the case papers in full. In this case, the trial protocol must contain a recording on the presiding person delivering a summing-up and on attaching the summing-up in full to the case papers" (On implementing, 2005).

At the same time, in our opinion, the problem of reflecting a summing-up of the presiding person in the trial protocol as it had been actually delivered can be solved only by introducing the provisions contained in the draft Federal Law "On amendments to the Article 259 of the Criminal-Procedural Code of the Russian Federation", prepared in pursuance of the Order of the Russian President of 6 December 2012 No. 3258 on implementing the principle of court decisions independence in regard to providing the objective recording of a court investigation by its obligatory video-recording (Federal portal).

In compliance with part 6 of the Article 340 CPC RF, the parties have the right to claim objections during the court proceedings in connection with the content of the summing-up of the presiding person on the issues of violation of the principles of objectivity and impartiality. By implication of the Article 340 CPC RF, "the parties' objections are claimed in the presence of the jury. Also in the presence of the jury, the

presiding person states the decision on the objections claimed by the parties. The absence of the parties' objections is marked in the protocol of the court proceedings" (On implementing, 2005).
The above legislative requirements are not always observed in practice. For example, the Panel of Judges on cases of military servants of the Supreme Court of the Russian Federation reversed the sentence of the North Caucasus region military court with participation of the jury of 19 August 2015 versus T., A., and V., because the presiding person made no decision on the objections (claimed by the defender G.) to the content of the summing-up, which, in the opinion of the Panel of Judges influenced the impartiality and opinion of the jury in regard to the accused (Appellate decision of the Panel of Judges on cases of military servants of the Supreme Court of the Russian Federation of 19 January 2016 on the criminal case No. 205-APU15-15SP versus T., A., and V.).
It is pessimistically noted in the criminal-procedural literature that claiming objections by the parties to the summing-up of the presiding person is rarely effective, because "the effect of the revealed opinion of the presiding person cannot be neutralized by mere objections and notes of the parties; it is almost impossible to convince the jury that the presiding person violated the requirements of objectivity and impartiality" (Rakhmetullina, 2013, p. 20).
In our opinion, the said opportunity given to the parties is a manifestation of the adversary principle, a measure allowing the parties of a jury trial to draw attention of the "judges of fact" to violation of the legal prohibitions by the presiding person; undoubtedly, this requires the gift of conviction and the oratory skills of the person claiming objections to the summing-up of the presiding person.

Results

We consider it necessary to stipulate in the CPC RF a rule on examining and resolving objections to their actions by the presiding person. The decision of the judge to accept such objections and agree with them would mean prevention of further illegal actions and decision to eliminate the legal consequences of the committed violations of law. The decision of the presiding person to reject objections to their actions would, in turn, influence the actions of the defender, changing their tactics of defense.
Estimating the objections to the actions by the presiding person as a means of counteracting the discretion of the presiding person in court proceedings, we consider it necessary to claim such objections in any cases when:

1) the presiding person violates the fundamental principles of administering justice in criminal cases, in particular, the principles of adversary character of trial and equality of the parties, the principle of providing the right to defense of the accused, etc.;

2) the presiding person fails to provide the rights and freedoms of the accused and other participants of the criminal-legal procedure during the judicial investigation, guaranteed by the criminal-procedural law;

3) the presiding person violates the order of the court proceedings;

4) the participants of the judicial investigation violate any norms of the criminal-procedural law without preclusion by the person presiding at the court proceedings.

It is inadmissible to establish arbitrary prohibitions, not stipulated by law, in the jury trial. In particular, the following prohibitions of a judge are arbitrary:

1) limiting the number of questions asked by the defense participants. For example, the defense may ask only two questions to the witnesses of the prosecution;

2) discussing procedural issues at the desk of the presiding person when the accused are guided and have no opportunity to participate in such discussion;

3) limiting the opportunity of the accused to ask questions on the indictment, as, according to the court, this document has not been brought to the jurors' notice;

4) arbitrary, without any substantiation or presenting any motives, rejecting the questions asked by the defense;

5) changing the formulation of the questions asked by the defense by the presiding person to the extent of changing their meaning;

6) arbitrary prohibiting the defense to bring an admissible evidence to the jurors' notice.

The following limitations of the defender's rights are illegal and inadmissible:

– to estimate the content of the state prosecutor's speech, including, pointing out its impartiality and bias, gaps in argumentation of the prosecutor,

– to dispute the reliability of the prosecution evidences, including by drawing attention of the jury to the long period during which a witness had not appealed to the law-enforcement bodies;

– to put forward versions explaining the appearance of prosecution evidences contradicting the position of the defense, including the versions not supported by evidences. It should be noted that the above position of court contradicts the presumption of innocence, according to which the accused does is not obliged to prove their innocence, but the burden of refuting the reasons of the accused lies on the prosecution, while all remaining doubted must be interpreted in favor of the accused (part 2, 3 of the Article 14 CPC RF).

The judicial practice of implementing the provisions of 7, 8 of the Article 335 CPC RF, as well as of implementing the prohibitions stipulated by this Article, is of contradictory character, which impedes the fulfillment of the purpose of criminal legal procedure.

Conclusions

1. Prohibitions in the studied type of legal procedure are requirements of the criminal-procedural norms not to commit actions, not stipulated by the CPC RF during a jury trial.
2. The essence of the above prohibitions is as follows: by prohibiting committing certain actions during a jury trial, the criminal-procedural law establishes limitations for the participants of the criminal legal procedure.
3. Each and any prohibition is only possible on the basis of law. Only law may establish conditions and bases for implementing prohibitions, as particular circumstances under which and on the basis of which the prohibition can be implemented. The order of implementing prohibitions also must be established by law.
4. Arbitrary broadening of the list of prohibitions, conditions and grounds for their implementation is inadmissible.
5. Given that the jurors are the judges of fact, not the judges of law, it s prohibited to pose, examine and resolve the issues of juridical character in the presence of the jury.
6. The prohibitions during a jury trial include:

- prohibition to present and resolve in the presence of the jury motions on excluding an evidence from the list of evidences,
- prohibition to the parties to inform the jury about the presence of an evidence previously excluded by the court decision,
- prohibition to investigate the facts of previous conviction of the accused, of recognizing the accused as a chronic alcohol or drug addict, or other data which can cause bias of the jury against the accused,
- prohibition to investigate, with participation of the jury, the data characterizing the personalities of the witnesses and victims,
- prohibition to claim objections to the actions of the presiding person in the presence of the jury,
- prohibition to investigate the means of collecting evidences, issues of the investigation tactics, illegal means of investigation,
- prohibition to insult the participants of the criminal legal procedure, express negative characteristics of the preliminary investigation bodies and the court, to distort the role and competence of the jury, the content of the current Russian legislation,
- prohibition to touch upon the issues not liable to resolution by the jury.

7. The effective character of the above prohibitions is due to the fact that they are based on the law.

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A Corpus Based Venture into the Verb Morphology in Pakistani English

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Abstract
This paper studies twenty five features of verb morphology in Pakistani English. Pakistani English, prevously taught as exonormative variety has developed its own characteristic features that need to be identified. Being a nativized variety Pakistani English has attracted the interest of various researchers who have been exploring its distinct features and consequently adding their contribution to the codification process of this comparatively new variety of English. Many multifaceted researches have emerged on the various aspects of Pakistani English in the near past but with the vogue of corpus based studies previous opinion based judgments about Pakistani English(PakE) seem obsolete. This study is an attempt to verify the (non)existence of the features that have already been focused in ELECTRONIC WORLD ATLAS OF THE VARIETIES OF ENGLISH (EWAVE). The only difference is that the EWAVE informant of Pakistani Variety has used his expert judgment whereas the present study explores these features using corpus methodology and has found the difference in results.
Keywords: Verb morphology, Pakistani English , Corpus based study

1&2. Introduction and Brief overview of literature

English as a non-native variety in Pakistan has attracted a lot of attention of the linguists and researchers. All the non-native varieties present a wide scope of research because they mould and modify English according to their cultural and linguistic contexts. Electronic World Atlas of varieties of English (E-wave) is such project by Frieberg institute of Advance Studies. It has identified various features specific to non-native varieties of English. This project also includes information about (non) existence of the features of Pakistani English. As the information about Pakistani English (PakE) in E wave is only an intuition based judgment of a native speaker of Pakistan, and has not sprung up from corpus of Pakistani English, the need for its verification through some more objective methodology has been felt. Thus the present study is an attempt to fill this methodological gap.

Since long, English language has proved itself as world language. With its success as a language of the globe, it has influenced the languages of the world and vice versa. This is because of its wide spread influence that the influenced languages and cultures have fought back and have imprinted their own marks of identity onto it. It all resulted into various Englishes that are now known as new Englishes or non-native varieties of English. these newly emerged varieties have broken away from the old rules of their parent English and are developing their own patterns in almost all fields with a language. Be it syntax, lexis or morphology, they have introduced new patterns into the old structure of English. Jenkin (2005) has identified this trend in Pakistan and opined that the nation is now keen to develop their own discrete variety of English. previously, Baumgardner (1990) had also sensed the emerging variety of English in Pakistan and viewed that Pakistani speakers are dispensing with impulsive acceptance of the norms of British English. Thus Pakistani English is one of those varieties which have made their way through endonormative status to exonormative varieties.

English in Pakistan enjoys the status of the most privileged language. In fact it is also considered to be a bread earner. With the growing interest of the people to learn and use it, English in Pakistan has covered wide range of functions. It is used within and without the country to fulfill various needs of the people. With the increase of the number of its speakers, it has started developing its own peculiar identity as “Pakistani English’ which is no more fully in line with the British English. The nativised status of Pakistani English has invited many researchers to explore its distinct features and distinguish it as an individual variety of English. Many studies have attempted to identify its place among world Englishes, but most of them are mere opinions and personal judgments lacking authenticity and objectivity in their methodology.

The researchers like Baumgardner (1993), Rehman(1990), Kennedy (1993) and Talaat(2003) have tried to codify this non-native variety, but the gap of more objective corpus based studies has only been tried to be fulfilled since the end of last decade. Mahmood,A. (2009) and Mahmood,R.(2009) conducted researches using corpus methodology and since then can be seen sporadic corpus based attempts to study the features of Pakistani English.

This research attempts to identify the behavior of Pakistani English related to verb morphology. Linguistic morphology is the study of form and structure of a language.it also involves cognitive system engaged in formation of words. It studies the internal structures of words and the way they are formed.

Morphology of Pakistani English has been studied (Baumgardner;1993) a couple of decades ago. It has been observed that PakE combines English affixes using Urdu bases. This process has resulted into the emergence of the words that never existed before in English.
A pattern of an innovative use of 'er' 'ism' and 'ee' morphs has been observed. These morphs have been used to form words like guider,mullaism etc
Sometimes nouns from Urdu are borrowed in PakE to take plural morphemes from English.'they all are hiwans (animals), an English morpheme '-s' has been used to pluralize Urdu word.
Another pattern of creative morphological pattern has been seen in PakE. This is the simultaneous application of Arabic and English rules to urdu bases. As is in *zaireens* where *zair* is singular , *zaireen* is plural according to Arabic rule and even English inflection is also applied to make it a new pakE specific vocabulary. Hassan (1983) is of the view that this mixing is almost a century long and if it is evolving the language it must not be restricted. Platt et all (1984) is of the view that this is typical of Pakistani English and distinguishes it as no other speakers of English could introduce such innovations to PakE.
Above mentioned morphological patterns studied in Pakistani English are related to nouns. Our concern in this paper is verb morphology.The Features related to verb morphology have already been identified in E wave but here differs the methodology, as the present study uses corpus methodology for the purpose.
This study will answer two questions i.e. what is the pattern of verb morphology in Pakistani English, and how far intuition based judgment of a native speaker is authentic about their language.

3. Methodology
This study uses corpus and tries to authenticate the results of intuition based judgement about the verb morphology in Pakistani English. it explores the features related to verb morphology. These features have previously been identified by E wave with reference to the Pakistani English.

3.1Corpus
In order to study the 20 features of verbal morphology in Pakistani English, the present study uses corpus of 15 million words. The corpus borrowed from the department of Linguistics Government college University Faisalabad includes, (ICE Pak), International corpus network of Asian learners of English (ICNALE Pak) , International corpus of Learner's English (ICLE pak), corpus of Agriculture, Law, Fiction and Social Media communication.

3.2 Study Tool
In order to extract relevant instances from huge amount of data, antconc 3.5.6 has been utilized. This tool helps straining out the required examples with the help of key terms. These examples have been studied in their linguistic context and the relevant instances have been picked out to quote in the study.

4.Results and Discussion
E WAVE has 25 five features related to verb morphology. These feature range from 128 to 153. They have been studied using corpus methodology. Following are the results and discussion of the status of these features in PakE.
1. Levelling of Past tense with Past participle verb forms: regularization of irregular verb paradigm
According to e wave this feature has an attested absence but many instances of the feature have been found in this corpus based exploration of the feature.
These instances have been found in the corpus of law, Pakistani News Paper(PNC), Corpus of Agriculture (Agri), ICLE and ICE. The regularization of the following irregular verbs has been observed. Catch, freeze, grind, hold, lose, shrink, wind.
The examples from the corpus are as below:

a. *...good shot but **catched** by Malinga..*ICE
b. *Actually he has **freezed**.* ICE
c. *Iqbal shah was standing and throwing **grinded** chillies in the eyes of police guard. Law*
d. *As an advocate, he **up-holded** at all times the dignity*. Law
e. *We have **losed** good values*. ICLE
f. *Technology has **shrinked** the world*. ICLE
g. *9355 kg of yarn **winded up** on paper cones*. PWE

The existence of the feature in the corpus under study has highlighted the difference of the results of E WAVE and that of the present study.

Feature no. 2
Leveling of past tense/ past participle verb forms: past participle replacing the past tense

a. *...and after that **I gone** to the back.. ICE*
b. *...and yes **I seen**, black had teeth. ICE*
c. *I say **I been** a part of two of the wars. ICE*
d. ***I been** away from Chitral since long. PWE*

The result of this feature also does not correspond to that of EWAVE, which declares an attested absence of this feature in PakE whereas the research results tell another story.

Feature no. 03
Zero past tense forms of regular verbs
no instance of this feature could be found in the corpus under study, thus the results of the study are same as that of EWAVE which has declared this feature to be absent in PakE.

Feature no. 4
Leveling of past tense/past participle verb forms
The results of this feature also do not correspond to that of E wave, as according to E wave this feature is completely absent form Pakistani English but we have found some instances given as under:
a. *If fraud **had came** to the knowledge of the petitioners. LAW*
b. *They **had drew** sketches of three of the attackers. PNC*
c. *15 other **had showed** their intention to provide… PWE*

Feature no. 5
Double Marking of Past tense
Following instance of the feature have been found from the corpus under study.
a. *The planting method **did not affected** emergence… Agriculture*
b. *...the fielder **did not dismissed**… ICE*
c. *...also termed the elections free and fair and **did not even pointed** out any role of mdeida. PNC*
d. *...writer **did not proven** anything fabricated or baseless… PWE*

However the results of this feature are not different from that of E WAVE as both of the studies view this feature to be very rare in PakE.

Feature no. 6
Leveling of past tense/past participle verb forms: past tense replacing the past participle
The results of this feature also differ from that of EWAVE as according to EWAVE this feature does not exist in pakE whereas we have found instances in corpus of LAW and PNC
Following are some of the instances where past tense has replaced the past participle
a. *NEPRA **had fell** victim to negative compaign. PNC*
b. *These children **had showed** that Karachi had a talent. LAW*

Feature no. 7
A-prefixing on ing-forms
No instance of this feature has been found in the corpus so the results of E WAVE and that of this study completely correspond to each other.

Feature no. 8
Use of gotten and got with distinc meaning (dynamic vs static)
According to e wave this feature is neither pervasive nor extremely rare in Pakistani English. whereas according to the corpus both ‘gotten and got’ have been observed to be used on alternate basis without having any distinction in use and meaning. Following instance advocate for the stance:
a. We have got booking of 100 sets from concepts Islamabad. PWE
b. The stranger could have gotten hold of it.
c. A few times I’d gotten drunk. PWE
d. We have got forty replies. ICE
e. …and we had gotten the correct baggage tags. ICE
f. The couple had gotten married in December.. PNC

g. We got married four years ago.PNC

Feature no. 9
Use of gotten instead of got
E wave: FNPNER
As no distinction in the use of got/gotten has been observed so according to this study the above mentioned feature does not exist in PakE.

Feature no. 10
Use of verbal suffix –ing with forms other than present participle/gerund
According to EWAVE this feature has attested absence in PakE, whereas the present research has found instance from the corpus. Following are some of the examples:

a. We **may travelling** in the aeroplane or bus. ICE

b. Government **should establishing** justice in our society. ICLE

c. God **should giving** to you long and healthy life. Tweets

Thus the two studies differ once again in their results related to this feature.

Feature no. 11
Was for conditional were
E wave declares this feature to be neither pervasive nor extremely rare, but no instance of the feature could be found in the corpus under study.
Both of the studies agree in their results regarding the following features.
Feature no. 12 Serial verbs: give='to,for'
Feature no. 13 Serial verbs: go=movement away from
Feature no.14
Serial verbs: come= movement towards
Feature no. 15
Serial verbs: constructions with 3 verbs
Feature no. 16
Serial verbs: constructions with 4 or more verbs
Feature no. 17
Give passive: Np1(patient)+giv+NP2(agent)+V
Feature no. 18
Transitive verb suffix –em/ -im/ -um
Feature no. 19
Other forms/phrases for copula 'be': before AdjPs
Feature no. 20
Other forms/phrases for copula 'be': before locatives
Feature no. 21
Other forms/phrases for copula 'be' before NPs
Feature no. 22
Distinctive forms for auxiliary vs. full verb meaning of primary verbs
Feature no. 23
Special inflected forms of have
Feature no. 24
Special inflected forms of do
Feature no. 25
Special inflected forms of be
The summarized results of this corpus based study of 25 features related to verb morphology in Pakistani English have been presented below. It shows feature title as has been given in E wave (Source: https://ewave-atlas.org/), the status of feature according to e wave and the results of corpus based research.

Table1. **Verb morphology in PakE**

Sr no.	**Feature Title**	**E wave Judgment Attested Absent: AA**	**Findings of this study**
1	*Leveling of past tense/pas participle verb forms:*	AA	Exists

	regularization of irregular verb paradigms		
2	*Levelling of past tense/past participle verb forms*	AA	Exists
3	*Zero past tense forms of regular verbs*	AA	AA
4	*Leveling of past tense/past participle verb forms*	AA	Exists
5	*Double Marking of Past tense*	Exists	Exists
6	*Leveling of past tense/past participle verb forms: past tense replacing the past participle*	AA	Exists
7	*A-prefixing on ing-forms*	AA	AA
8	*Use of gotten and got with distinc meaning (dynamic vs static)*	Exists	AA
9	*Use of gotten instead of got*	Exists	AA
10	*Use of verbal suffix –ing with forms other than present participle/gerund*	AA	Exists
11	*Was for conditional were*	Exists	No instance found
12	*Serial verbs: give='to,for'*	AA	AA
13	*Serial verbs: go=movement away from*	AA	AA
14	*Serial verbs: come= movement towards*	AA	AA
15	*Serial verbs: constructions with 3 verbs*	AA	AA
16	*Serial verbs: constructions with 4 or more verbs*	AA	AA
17	*Give passive: Np1(patient)+giv+NP2(agent)+V*	AA	AA
18	*Transitive verb suffix –em/ -im/ -um*	AA	AA
19	*Other forms/phrases for copula 'be': before AdjPs*	AA	AA
20	*Other forms/phrases for copula 'be': before locatives*	AA	AA
21	*Other forms/phrases for copula 'be' before NPs*	AA	AA
22	*Distinctive forms for auxiliary vs. full verb meaning of primary verbs*	AA	AA
23	*Special inflected forms of have*	AA	AA
24	*Special inflected forms of do*	AA	AA
25	*Special inflected forms of be*	AA	AA

5. Conclusion

There are total 23 features related to verb morphology in EWAVE .The results of corpus based research differ in 8 out of 23 features. Thus almost 34 percent results got changed when studied using corpus methodology. 66% results remained same. The study may be concluded on the note that though most of the time intuition based judgments of the expert native speakers about their language may be correct but the utility and authenticity of objective research method cannot be denied. It came up with the instances from the naturally occurred language and validated the results that may be verified by using any other objective method of research.

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Development and Assessment of Mediation Skills in Groups of University Management Students

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Abstract
The importance of the research is determined by the necessity to find adequate methods to assess and develop Management B.A. program students' oral mediation competence in English. The issue is vitally important for both students and teachers. For students, because mediation skills can be treated as part of «soft skills», which have recently become so attractive for the employers. For teachers, mediation is a new concept in the paradigm Reception - Production - Interaction – Mediation introduced by *The CEFR Companion Volume* (2017). We consider both cognitive mediation and relational mediation in a monolingual interactional aspect. Mediation skills are checked in the format of a professional discussion. The purpose of the research is: to work out an overall scheme for teaching and testing mediation competence in oral professionally-oriented performance at B2 level of English in accordance with CEFR descriptors and local educational needs; to pilot it and finally to analyze testing scores statistically. The data show that the teaching materials prove to be effective and lead to the improvement of testing results. The scales are validated and reliable for the population of the experiment which is representational for the focus group. The scheme developed may be used for the departments of Management in tertiary education as well as be adapted for other professionally-oriented profiles and languages other than English.
Keywords: mediation, testing, assessment scales, management, discussion skills

1. Introduction
Mediation is a form of verbal interaction between an intermediary and interested parties and as such represents an important way of conveying information: "Mediating language activities – (re)processing an existing text – occupy an important place in the normal linguistic functioning of our societies" (*Common European Framework*…, 2001, p. 14). It is becoming increasingly important to foster mediation skills as part of foreign language teaching (Pavlovskaya, 2016). There are several reasons for this, some of the most important being (1) specialization of scientific knowledge and (2) the necessity to convey technical or professional information (Bashmakova, Ryzhova & Kuznetsova, 2016).
The objective of this research is to develop a system of oral mediation assessment in English for Content and Language Integrated Learning (CLIL) classes (2nd year of B.A. Management programme, B2 Level).
In order to achieve this objective, we do the following:
1) analyze the definition of mediation and determine its specific character in the field of teaching English to Management students;
2) build up a competence model of oral mediation in accordance with the general academic goals of the University Management program;
3) analyze B2 (CEFR) descriptors in order to determine the skills necessary for an oral mediator capable of solving professional and linguistic problems;
4) develop techniques that increase the oral mediation skills and test tasks in accordance with the competence model;
5) work out scales for evaluating oral mediation test tasks in accordance with the CEFR descriptors, and the competence model developed;
6) pilot the mediation activities and test tasks in a teaching and testing experiments;
7) analyze the results of the experiments statistically.

2. Literature Review
More and more researchers insist upon the necessity to strive towards forming a tolerant multicultural environment (Ter-Minasova, 2000; Elizarova, 2005; Tarnaeva 2012; Coste & Cavalli, 2015; North & Piccardo, 2016). Mediation can be one of the tools to accomplish that task. The demand for mediation in the modern society is widespread and the mediation skills can be tested in oral as well as in written forms, in individual

and group formats, by means of one (without translation) or two and more languages (translation). Hence: we believe that mediation has a great potential for many approaches in the theory and practice of language teaching.

Statements made in this paper are based on a broad spectrum of researches undertaken in Russia and beyond in the following relevant fields:

1) foreign language teaching theory (N. V. Bagramova, I. A. Bim, A. A. Verbitskiy, N. D. Galskova, N. I. Gez, B. A. Glukhov, I. I. Haleyeva, M. V. Lyakhovitskiy, A. A. Mirolyubov, L. V. Moskovkin, E. I. Passov, I. Yu. Pavlovskaya, I. V. Rakhmanov, S. F. Shatilov, A. N. Schoukin);

2) cross-cultural communication (V. P. Furmanova, M. K. Getmanskaya, D. B. Gudkov, G. V. Elizarova, A. S. Khimicheva, I. N. Khohlova, V. G. Kostomarov, S. G. Ter-Minasova, L. P. Tarnaeva, E. M. Vereschagin, L. V. Yarotskaya);

3) ESP pedagogy in the field of Management (M. I. Faenson, N. M. Speranskaya, E. V. Zarutskaya, B. Z. Zeldovich);

4) mediation (N. I. Bashmakova, H. Besemer, T. Bennett, M. Cavalli, D. Coste, Yu. A. Chernousova, T. C. Dunne, L. L. Fuller, A. A. Kolesnikov, O. M. Litvishko, R. Taft, V. V. Usov, J. A. Wall);

5) assessment of communicative skills (J. Ch. Alderson, L. F. Bachman, T. M. Balikhina, S. R. Baluyan, A. Brown, C. Clapham, G. Fulcher, V. A. Kokkota, M. Ya. Kreer, K. S. Makhmuryan, B. North, K. J. O'Loughlin, A. S. Palmer, J. Panthier, I. Yu. Pavlovskaya, E. Piccardo, I. A. Rapoport, V. N. Simkin, I. A. Tsaturova, J. A. Van Ek, J. L. M. Trim, M. V. Verbitskaya, D. Wall);

6) statistical data analysis (V. S. Avanesov, A. O. Grebennikov L. V. Levtova, A. A. Maslak, T. McNamara, G. Rasch, C. Roever, O. A. Senichkina, N. Verhelst);

7) psychology and psycholinguistics (A. A. Bodalyov, L. S. Vigotskiy, I. A. Zimnyaja).

In this study, the term "mediation" is used in the context of foreign language teaching and testing based on the communicative method (Bachman and Palmer (2010), Canale and Swain (1980), Fulcher (2000), North and Piccardo (2016)). In communicative linguistics, mediation implies activities that make "communication possible between persons who are unable, for whatever reason, to communicate with each other directly" (CEFR, 2001, p. 14). From this point of view, mediation usually requires interpretation or help in assimilating the transferred information. This is accomplished with the help of a range of skills that an experienced mediator possesses, one of them being the ability to organize group work. Mediation is also affected by sociocultural factors that facilitate or impede the acquisition of new knowledge (*The CEFR Companion Volume*, 2017, p. 99-102). This approach to mediation first proposed in early 1990es (North, 1992) became widespread later and in 2017 was embodied in the *CEFR Companion Volume* (2017). As a speech activity, mediation exists along with reception, production and interaction in written and oral forms (Ibid. p. 14). This system of concepts is based on the communicative approach to language learning. In order to understand the fundamentals of mediation we must determine its place in that system. The aim of the communicative approach to language teaching is to make students acquire the communicative competence, which emphasizes learning through mastering functional units of communication such as questions, requests, pieces of advice, complaints, etc. The verbal intention of the speaker underlies their selection of the aforementioned basic units of communication and their speech behavior (Azimov & Schoukin, 2009, p. 99). In turn, speech behavior manifests itself in communicative situations that are described in terms of domains (personal, social, professional, educational) and descriptive categories (location, participants, events etc.) (*Common European Framework…*, 2001 p. 48-49). Communicative situations also manifest themselves through forms of communicative action, which can be grouped into reception of oral and written speech, monologue production in oral and written forms, interaction and mediation. Mediation can be both productive (e. g. retelling a text) and interactive (e. g. written or oral translation of negotiations). Thus, mediation is an element in a system of concepts that defines the nature of verbal acts in relation to the communicating parties.

Examples of mediation include written or oral translation from one language to another; moderating a discussion; interpreting complex abstract concepts; rephrasing, writing a resume, a report, a generalization, an annotation, an abstract; writing down information in order to pass it on to another participant of a verbal interaction.

Based on our analysis of the term, we can discern the following components of mediation: (1) oral or written verbal interaction with an intermediary; (2) usage of multiple languages (translation) or one language (without translation); (3) creating conditions for assimilating transmitted information.
The process of mediation is integrated into the sociocultural environment with the aim to achieve the best possible result for interacting parties. Because of that, classifying mediation skills requires that we take into account not only the information being communicated, but also the conditions providing the success of communication, which has become a reason for D. Coste and M. Cavalli (2015) to draw a distinction between cognitive and relational mediation.
Cognitive mediation is defined as mediator's help in understanding the substance of the issue, concepts being used in another culture or subculture, or circumstances common to that culture. Examples of cognitive mediation include explaining the causes of a certain cultural phenomenon, collective production of ideas or transfer of existing information, e. g. translation or interpreting data.
The purpose of relational mediation is creating a favorable environment for communication. Examples include creating a multilingual space, averting conflicts, showing respect to another culture, ensuring balanced representation of different parties and observing the rules of polite behavior. Creating a multilingual space necessitates the interaction of different cultures or subcultures based on mutual respect and according to certain rules of conduct (Coste & Cavalli, 2015, p. 28).
The idea of accommodating the free will of different individuals within society in order to achieve their peaceful coexistence has been explored by thinkers such as J.-J. Rousseau, I. Kant, G. Hegel, V. Solovyov, G. Spenser, M. Weber, etc. The XIX century saw the formation of basic approaches to the problem of mediation. V. Solovyov insisted that conflict solving can be achieved through spiritual and moral growth of interacting parties. Other approaches included resolving conflicts using the power of reasoning in order to bring the conflicting parties closer before or instead of going to court. Materialist philosophers K. Marx and F. Engels elucidated the class content of the concept of mediation. They explained the origin and motives of peacekeeping institutions in terms of conflicting class interests, thus showing their social nature (Styopin, 2011)
The social aspect of mediation continued to dominate in the works of scholars in the XX century. L. Vygotsky offered an explanation of mediation based on psychology: an individual develops culturally through mastering tools of mediation, such as sign, symbol, word or myth. It is during that process that the higher mental functions of an individual emerge. In this approach, every meaning exists on two levels, the individual and the social, and mediation is the process through which the individual aspect is merged with the social one. Furthermore, a person learns a language by mediating social concepts (Vigotskiy, 1982).
Mediation has benefited greatly from studies in the field of legal science in the XX century. From mid-century onwards in the USA mediation was institutionalized as an area of private procedural law, with particular attention to the psychological aspect of mediation and its social importance. L. Fuller was one of the first researchers from the field of law science to study mediation. He stressed the difference between a mediator and a judge: the latter determines, whether it is necessary to enforce a certain social norm, whereas the former convinces the client that it is in their interest to follow the norm (Fuller, 1971). In this case mediation involves persuading people and relies on social and cultural norms.
It is important to note that in the modern world mediation has become a part of everyday life and it is applied by numerous social institutions. Mediation helps different social groups better understand each other (Wall & Dunn, 2012); it is used to avoid workplace conflicts (Bennet, 2012); it helps achieve higher efficiency of learning in all areas and levels of education (Coste, Cavalli, 2015).
Cultural and behavioral skills are essential for mediators, in that it is necessary to have general knowledge of a culture, to know the rules and norms of social interaction in a certain society, to be empathetic and to control one's own psychological states. Therefore, we believe that mediation skills are part of the cross-cultural competence.
Indeed, the success of mediation in a foreign language depends on the skills mentioned above and language proficiency of the mediator. For instance, when retelling a written text in recipient's language we not only transfer information, but also establish a kind of relationship. It happens because the communicating parties observe the reaction to received information and are able to tell when it is necessary to provide additional explanations, to shorten the text or to employ other narrative strategies. These abilities are based on empathy within the cultural context of communicating parties. Some studies showed that

communicative interaction among students of Russian universities is highly emotional, communicatively democratic, but also communicatively dominant; it is honest and very broad in content; it prioritizes informal communication and is characterized by lower level of attention when listening (Sternin, 2012). Each of these cultural traits can result in both advantages and difficulties in communication, thus illustrating the point that the successful mediation depends upon the ability of communicating parties to analyze their situation and find the best ways of achieving their communicative aim.

The verbal side of professional communication (Bodalyov, 1996) includes: (1) the substance of communication, that is correct transfer of information and facts within the scope of the communicator's specialization, using necessary terms and language functions in order to produce a coherent and logical statement; (2) a personal component that is characterized by the level of emotional involvement of the communicant and their ability to control the interaction to achieve professional aims; (3) socio-cultural competence which at the language level involves choosing the right style of communication and observing the necessary norms.

All of these bear a direct relevance to the task of managing intellectual labor in professional groups. Here, two main forms of mediation, (1) cognitive and (2) relational are linked to, respectively:

(1) the ability to present information in a plain manner using necessary verbal techniques;

(2) the ability to interact with the audience in order to ensure that the mediated information has been received.

The skills of a professional manager include communication in English in a multicultural environment and awareness of international aspects of managerial tasks. They involve the transfer of information between communicating parties in a multicultural environment using mediation skills (Saint-Petersburg State University Tertiary Education Standard. Baccalaureate. 2015, p. 5).

3. Research Questions or Hypotheses

The aforementioned reasons lead us to formulating the research question: if mediation is integrated into the discussion task, how can group discussions be effectively assessed?

Our hypothesis is that assessing oral mediation of professional discussion is most effective when

1) the controlled objects are determined by the aims and specific characteristics of Content and Language Integrated Learning;
2) mediation skills are formed at the lessons based on the interactive method and group work aimed at practicing group discussions;
3) test tasks are designed so that oral mediation is required to complete the task, the task employs a modeled situation and a variety of formal and informal styles;
4) the set of test tasks is standardized and linked to CEFR;

4. Method

4.1. Objects of assessment

Communicative competence as defined by Hymes (Hymes, 1972, 277) embraces the intuitive functional knowledge and control of the principles of language usage. It allows the language user to produce speech according to the aims of communication in certain settings. In a more general form, it can be described as the ability to participate verbally in a communicative action (Zimnyaja, 1985).

Communicative competence has been described by many researchers (Canale and Swain (1980), Bachman (1990), Izarenkov (1990), Leontiev (1991), Passov (1991), Zimnyaja (1991) etc.). It is viewed as a complex entity, consisting of the following more specific competences: linguistic, socio-linguistic, socio-cultural, discursive, strategic, subject-specific, professional, etc. However, the contents of each specific type of communicative competence are understood differently by different researchers. For instance, Russian researchers tend to associate socio-cultural competence with language and country studies competence, language and cultural competence and cross-cultural competence (Kapitonova, 2006; Moskovkin, p. 64-66). In this study we are going to use the ideas of D. I. Izarenkov, who proposes to solve this problem by defining basic components of communicative competence: language, subject-specific and pragmatic (Izarenkov, 1990, p. 56). Language competence ensures the accuracy of speech; subject-specific competence is related to the content, i. e. the knowledge of the subject; pragmatic competence allows us to fulfill communicative intentions according to the demands of the communicative situation (Ibidum). For the purposes of this study, the objects of oral mediation assessment are grouped in three blocks: language, subject-specific and pragmatic components; and each of them is described by language and professional competences (see Table 1).

Table 1. Objects of oral mediation assessment in CLIL classes for Management students.

Components	Language and professional oral competences in business discussions	
Language	Pronunciation, accuracy and range of the lexical resource and grammar patterns within B2 (CEFR)	
Subject-specific	Subject-specific knowledge in the field of Management	
Pragmatic	Cognitive mediation textual aspect: - introduction, - determining the topic and the problem of discussion, - discerning the major aspects, the ability to summarize, - rephrasing, - splitting complex elements of the text into parts, - enriching the text by providing explanations, - shortening the text; logical coherence: - arguing a point, showing causal links; functional aspect: - generalizing and specifying, providing both general and specific examples, - comparing and contrasting - classifying - providing definitions of events/phenomena/objects.	Relational mediation taking into account characteristics of the audience and the situation: the ability to change style and difficulty level of speech; supporting interaction: showing interest in the opinion of the interlocutor, helping them develop their arguments by asking leading questions and providing constructive criticism, agreeing or disagreeing with the opinion of the interlocutor, taking their opinion into account when developing your own argument; managing group work: ensuring adherence to the chosen format of interaction, providing an introduction to the interaction, setting its aim and summarizing results, stimulating interaction; resolving conflicts and arguments: determining the cause of conflict, resolving the conflict by finding common interests and aims/

4.2. Scales of assessment

With the view of the traditions in international foreign language exams and the exam of the Russian as a foreign language, we selected five criteria for analytic assessment of oral mediation (*Analytical Scales)* in accordance with our research aims: interaction, discourse management, range, accuracy and pronunciation. In addition, we used the Global Achievement Scale (CEFR, c.190), which shows the degree to which the communicative aim was fulfilled.

The descriptors for the Global Achievement scale, which represent cognitive and relational mediation skills, were adapted from the *CEFR Companion Volume* (2017, p. 101-128) (See Table 2).

Table 2: Global Achievement scale

Skills	Descriptors
cognitive mediation	How thoroughly is the text relayed? Band 5: Mediates complex texts. Renders nuances. Expands freely. The language is fluent and well-structured. Can vary styles while paraphrasing. Band 3: Passes on detailed information and arguments reliably, though may have problems providing shades of meaning. Speaks with a degree of fluency and spontaneity. Can paraphrase, though problems may occur. Band 1: Mediates well-structured and clear texts on subjects that are familiar. Uses simple straightforward language. Expresses themselves with hesitation. May pause frequently. Paraphrases in a simple fashion.
relational mediation	How effective is the rapport with the audience? Band 5: Works effectively as a mediator helping to maintain positive interaction between interlocutors. Sensitive to different perspectives within a group. Tactfully and effectively steers the discussion towards a conclusion. Band 3: Organizes/takes part in the discussion though not always elegantly. Develops other people's ideas. Band 1: Organizes/takes part in the discussion in a simple way. Provides simple examples.

Both the Analytical and the Global Achievement scales contain descriptors for marks 1, 3 and 5 linked to CEFR levels B1, B2 and C1. Bands 2 and 4 are considered to be intermediate between the other two and are not described in the table.

The components of communicative competence are represented in the Analytical Scales by the criteria of assessment

(1) language competence covers "range", and "accuracy" and "pronunciation";

(2) pragmatic competence (which includes discourse competence, functional competence and discourse planning) encompasses "interaction" and "discourse management";

(3) the part of sociolinguistic competence that includes the skills of relational mediation, such as creating a multicultural space and favorable conditions for interaction, is represented in both "interaction" and "accuracy" (e. g. when considering what grammar patterns or register to use).

The components of pragmatic competence are described as follows.

- Discursive competence is interpreted as familiarity with the rules of composing texts (the "discourse management" criterion). When used for purposes of mediation, this competence includes the ability to use mediation strategies, e. g. splitting complex elements of the text into separate parts and providing explanations if necessary. Also, the statement must be logically coherent. The pragmatic competence includes the ability to produce long or short turns depending on the aim of communication ("discourse management" criterion).
- Functional competence is understood as the ability to achieve the communicative aim using language functions and to find necessary language tools to compensate for insufficient range. Testees with a high level of functional competence usually speak fluently. This competence is included in the criterion "discourse management".
- Discourse planning competence is interpreted as the ability to compose a coherent statement according to communication models. In the "interaction" criterion, this competence is represented by the ability to control interaction through turn taking, as well as the ability to support interaction by providing feedback and promoting cooperation.

The Global Achievement Scale helps to answer two important questions. The first one is "How thoroughly is the text relayed?" or, in other words, how well the message is got across. The second question is "How effective is the rapport with the audience?", or, how sensitive is the mediator to the needs of the communicants.

We assume that mediation is only effective if the testee not only uses the necessary skills of transferring information and establishing rapport, but also demonstrates a certain level of general language and communicative competence. For instance, difficulties with pronunciation, grammar and vocabulary reduce the effectiveness of communication and may negatively affect the outcome of mediation. Because of that, the general mark for mediation should take into account all assessment criteria, which is possible if we use the Analytical Scales. It should be noted that cognitive mediation skills, or skills of working with a text, are part of the "discourse management" criterion, whereas relational skills are included in the "interaction" criterion. Assessment using the Global Achievement scale evaluates the answer as a whole, as well as the success in achieving the communicative aim of mediation. The Global Assessment scale ensures that assessment of the answer is complete.

Assessment based on the scales developed in this study was conducted by three professional raters. Answers were recorded on electronic media and reassessed in order to provide a more accurate mark. One of the raters was assessing students while they were completing their task, the other two raters assessed the audio recording of the answer and had an opportunity to refer to the script. General language competence of each student was assessed on the basis of the Analytical Scales using the criteria "interaction", "discourse management", "range", "accuracy" and "pronunciation". The marks were decided upon by the raters during the answer or immediately after it using the Analytical Scales; then the mediation skills were evaluated on the basis of the Global Assessment Scale. Both scales used the range of marks from 1 to 5, with 5 being the highest score. The maximum score for the Analytical Scale was 20 and for the Global Achievement Scale 5 with descriptors provided for marks 1, 3 and 5.

4.3. Subjects and Material

49 Management students with B2 level of English proficiency participated in the experiment. They were split up into an experimental group (EG; 24 students) and a control group (CG; 25 students). The development of skills of the experimental group was oriented towards mediation with the focus put upon the aim of communication and the strategies for achieving it.

In order to conduct the experiment it was necessary to determine the format of test tasks and the size of discussion groups for testing. If we want to develop the ability to evaluate the needs of one's communication partner or partners, or an ability to adjust language to a changing situation, we have to ensure the variety of language behaviour patterns and points of view presented for a discussion. In order to generate the necessary amount of ideas and provide a lively discussion, the group has to be comprised of several people, at lease 4 or 5, as we have established through practice. There is a practical side to this as well: if the study group amounts 12 to 15 students, then placing 4-5 students in a mini-group allows having three mini-groups thus creating an optimal environment for achieving the aims of the lesson.

The students had 35 to 40 minutes to complete a task, which provided 7 to 10 minutes of speaking time for each student. This amount of time was enough for the rater to assess the level of testee's skills. A longer duration could negatively affect the rater's work, because of the amount of concentrated effort required to conduct high-quality assessment; a longer time could also have a negative impact on the testee's performance.

Communicative situations are differentiated based on their genre, topic, roles of participants, style and aims, while the content of the tasks is determined by the studied subject. In our case the main topic is the management of human resources, with related subtopics. As we already mentioned, there is a general demand for more egalitarian reationships among managers in general and among personnel managers in particular. Therefore we assigned equal status to all participants of the modeled situations, thus giving them fair opportunities to demonstrate their language abilities. This choice also simplifies the task of the rater, as it is more convenient and practical to assess testees who play the same social role.

The discussion topics were chosen specifically for the human resource management which is in line with the students' specialisation. Table 3 presents the topics of discussions.

Table 3. Topics and objects of control

Exercise block	Topic	Objects of control
Block 1	Recruitment strategies	type of class: familiarization with the discussion format textual aspect: introduction; defining the topic or the problem of the statement; rephrasing managing group work: ensuring adherence to the chosen format of interaction; organizing the beginning of interaction, setting its aim and summarizing the results; stimulating interaction taking into account characteristics of the audience and the situation: the ability to change style and difficulty level of speech;
Block 2	Payment for services	Functional aspect: - generalizing and specifying, providing both general and specific examples - comparing and contrasting - classifying - providing definitions of events/phenomena/objects
Block 3	Human resource management	logical coherence: - arguing a point, showing causal links
Block 4	Personnel development; coaching	Pronunciation, as well as accuracy and range of lexical resource and grammar patterns within B2 (CEFR)
Block 5	Group work	supporting interaction: showing interest in the opinion of the interlocutor, helping them develop their arguments by asking leading questions and providing constructive criticism; agreeing or disagreeing with the opinion of the interlocutor, taking their opinion into account when developing your own argument
Block 6	Retention strategies	Revision, self-control
Test	Leadership	Discussion skills, oral mediation skills

The skills presented in Table 3 can all be employed in a discussion. Discussions perfectly suit the educational function of assessment, because they allow practicing the main objectives of discourse in a managerial environment, such as providing employees with information, giving reasons and inspiring them (Zeldovich et al., 2001), as well as forming the necessary skills of professional rhetoric. During professional discussion students train techniques of capturing and holding the attention of their future business partners, e. g. comparing "for" and "against", delegating decision-taking abilities, predicting, appealing to the experience of the audience and others (Ibid.). Discussions are a democratic form of interaction, in which communicants play the roles of equal partners. We consider this factor to be highly stimulating for the students and to have a high educational potential. Finally, the discussion as a genre of business rhetoric combines elements of monologue and polylog (Azimov & Schoukin 2009, p. 64), which makes it especially important for assessment purposes. An important argument in favor of choosing discussion is the spontaneity of speech in a discussion, determined by the unpredictability of its course. The spontaneous, unprepared nature of the discussion is a definite advantage for oral assessment. On the other hand, the presence of structure and composition in a discussion (introduction, presenting the task, step-by-step discussion of task elements, conclusion) provides the testees with a comfortable way to achieve the communicative aims, as well as ensuring that the rater has a good scaffolding for assessment. In order to demonstrate the mediation skills defined in the table above as control objects, we specify the

task models providing students with a clue how to build up their discussions: presenting the problem, analyzing the problem, discussing ways of solving the problem, coming to a conclusion.
Model tasks and communicative situations are described in a generalized form in the table below.

Table 4. Model tasks and situations

Type	Discussion
Style	Neutral, official
Students' roles	Personnel managers, equal status
Topic	Human resources; educating the workforce; coaching; teamwork; recruitment strategies
Function	Setting and analyzing the problem, discussing solutions, making a decision
Form of interaction; number of testees	Group, 5 – 6 people
Duration of the task	35 minutes

Two suitable discussion scenarios were chosen: brainstorming and linear. The main difference between the two types is the number of ideas in the exposition.The discussions followed the structure:

A. Brainstorming
1. Setting the tasks
    1. Exposition: brainstorming in order to generate a large number of ideas that can potentially achieve the aim of the discussion.
    2. Choosing one or several ideas.
    3. Developing the idea (or ideas)
    4. Coming to a conclusion.

B. Linear
1. Defining the aim of the discussion
2. Exposition: proposing an idea for discussion.
3. In-depth discussion of the idea.
4. Coming to a conclusion.

5. Results

The data collected were divided into four blocks: diagnostic test in EG, diagnostic test in CG, achievement test in EG, Achievement test in CG. Diagnostic tests were taken before the experimental teaching period, achievement tests – after it.
The aim of analysis was (1) to evaluate the accuracy and reliability of our experimental testing; (2) to determine the efficiency of oral mediation in the group discussion task set; (3) to compare the efficiency of evaluating based on the "mediation" criterion with other oral criteria in group discussions; (4) to link the difficulty level of test tasks with the skill level of students.
The tests results were analyzed statistically. We analyzed the tests using the Excel and ITEMAN (http://www.assess.com/iteman/) applications. Results are presented in Table 5.

Table 5. General measurements of the experimental test results (based on the average of three raters)

№	Measurement	Method of calculation	Diagnostic test		Achievement test	
			EG	CG	EG	CG
1	Number of people	none	24	25	24	25
2	Mean score (out of 30)	Excel	20.63	17.35	21.11	17.54
3	Mode	Excel	18.33	15.00, 18,00	18.67	20.00
4	Median	Excel	19.17	17.67	21.17	17.50
5	Standard deviation	Excel	4.03	1.88	3.40	2.40
6	Skew	Excel	0.32	-0.02	0.13	-0.07
7	Kurtosis	Excel	-1.02	-1.22	-0.95	-1.41

8	Min. Score / Max. Score	none	13.00 / 27.00	13.00 / 22.00	14.00 / 25.00	14.00 / 21.00
9	Mean Item	ITEMAN	3.43	2.89	3.69	2.92
10	Alpha	ITEMAN	0.95	0.90	0.94	0.83
11	SEM (error of measurement)	ITEMAN	1.00	1.02	0.97	1.01

Here *the Skew* is the asymmetry of normal distribution. (Fig.1, 2)

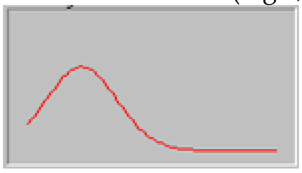


Figure 1 - Right-hand asymmetry, *As>0*

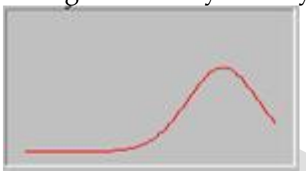
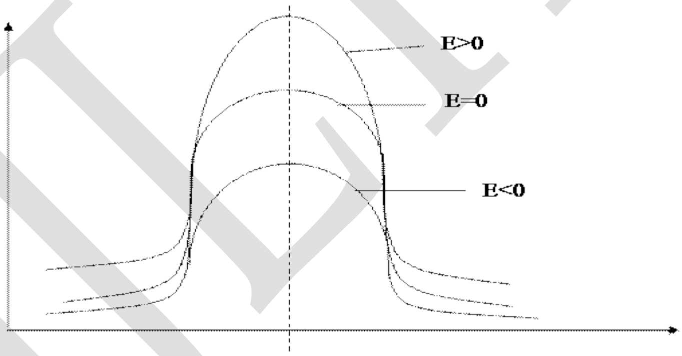


Fig. 2 – Left-hand asymmetry, *As<0*

The asymmetry shows the level of task difficulty for the population of test-takers. Right-hand asymmetry characterizes difficult tests, left-hand asymmetry – easy tests.
The Kurtosis shows the sharpness or flatness of the distribution curve (Fig..3). Zero kurtosis corresponds to normal distribution.



Fig, 3 – Kurtosis (E)

Kurtosis > 0 characterizes the homogeneity of the population.
We can interpret the received data as follows.
High Alpha values prove the inner consistency of chosen characteristics (Table 5, № 10). SEM doesn't exceed 1.02, (Table 5, № 11) indicating that test results are reliable.
Considering the minimum and maximum scores (Table 5, № 8), a comparison of standard deviation values (Table 5, № 8) shows a higher uniformity of the control group compared to the experimental group. It should be noted that in the final test both groups had a more uniform skill level, as indicated by the lower standard deviation values in both groups.
Another indicator of the heterogeneous composition of groups is the uniform character of distribution, which we can infer from a small negative kurtosis (Table 5, № 7).
The absolute skew value is insignificant in both groups, never exceeding /0.32/ (Table 10, № 6). It is positive in the experimental group and negative in the control group, i.e. the experimental group distribution has a longer right tail, and the control group distribution has a longer left tail. This might indicate the presence of several highly proficient students in the experimental group.

All in all, a certain difference in levels of the two groups should be acknowledged. However, this difference does not exceed 0.54 points in the diagnostic test and 0.77 in the achievement test (Table 5, № 9). A difference of this size can be considered insignificant for the purposes of our experiment.

We used the ITEMAN application to calculate statistical characteristics of «mediation», as well as the analytical criteria: «interaction», «discourse management», «range», «accuracy» and «pronunciation».

Table 6. Statistical measurements of test results in the experimental group

	№	Data set	Mean mark	Correlation with the general mark (Total R)	Alpha	Alpha w/o
Mediation	1	1	3,21	0,83	0,95	0,94
	2	2 (δ)	3,83 (0,63)	0,81 (-0,02)	0,94	0,93
Interaction	3	1	3,46	0,91	0,95	0,93
	4	2 (δ)	3,96 (0,50)	0,87 (-0,04)	0,94	0,92
Discourse management	5	1	3,46	0,93	0,95	0,93
	6	2 (δ)	3,96 (0,50)	0,87 (-0,06)	0,94	0,92
Range	7	1	3,50	0,88	0,95	0,94
	8	2 (δ)	3,33 (-0,17)	0,85 (-0,03)	0,94	0,93
Accuracy	9	1	3,38	0,88	0,95	0,93
	10	2 (δ)	3,38 (0,00)	0,79 (-0,09)	0,94	0,93
Pronunciation	11	1	3,58	0,76	0,95	0,95
	12	2 (δ)	3,67 (0,08)	0,86 (0,10)	0,94	0,93

Table 7. Statistical measurements of test results in the control group

	№	Data set	Mean mark	Correlation with the general mark	Alpha	Alpha w/o
Mediation	1	1	2,71	0,86	0,90	0,86
	2	2 (δ)	2,71 (0,00)	0,80 (-0,06)	0,83	0,77
Interaction	3	1	3,08	0,84	0,90	0,86
	4	2 (δ)	3,13 (-0,04)	0,72 (-0,12)	0,83	0,79
Discourse management	5	1	3,13	0,70	0,90	0,89
	6	2 (δ)	3,00 (0,13)	0,58 (-0,12)	0,83	0,82
Range	7	1	2,75	0,72	0,90	0,88
	8	2 (δ)	2,79 (0,04)	0,71 (-0,01)	0,83	0,79
Accuracy	9	1	2,79	0,87	0,90	0,86
	10	2 (δ)	2,92 (0,13)	0,64 (-0,23)	0,83	0,81
Pronunciation	11	1	2,88	0,49	0,90	0,91
	12	2 (δ)	3,00 (0,13)	0,38 (-0,11)	0,83	0,85 (0,02)

The Alpha value of a data field is a measure of how the consistency of the entire data set will change if that field is removed from the set. If the value increases, it signifies that the data field disrupts the general consistency of data. In 23 cases out of 24 (Tables 6 and 7) the Alpha value decreases, indicating internal consistency of characteristics and reliability of measurements. In one of the cases (CG, 2nd data set, pronunciation) the value of Alpha increases by 0.02 (Table 6, № 12), but it stays within the (0,7; 1) range. A measurement is reliable if the value of Alpha exceeds 0,7 (Verhelst, 2004, p. 7), which is true of our results. A visual representation of changes in the mean mark for each criterion at the beginning and at the end of the experiment is represented in Figure 4.

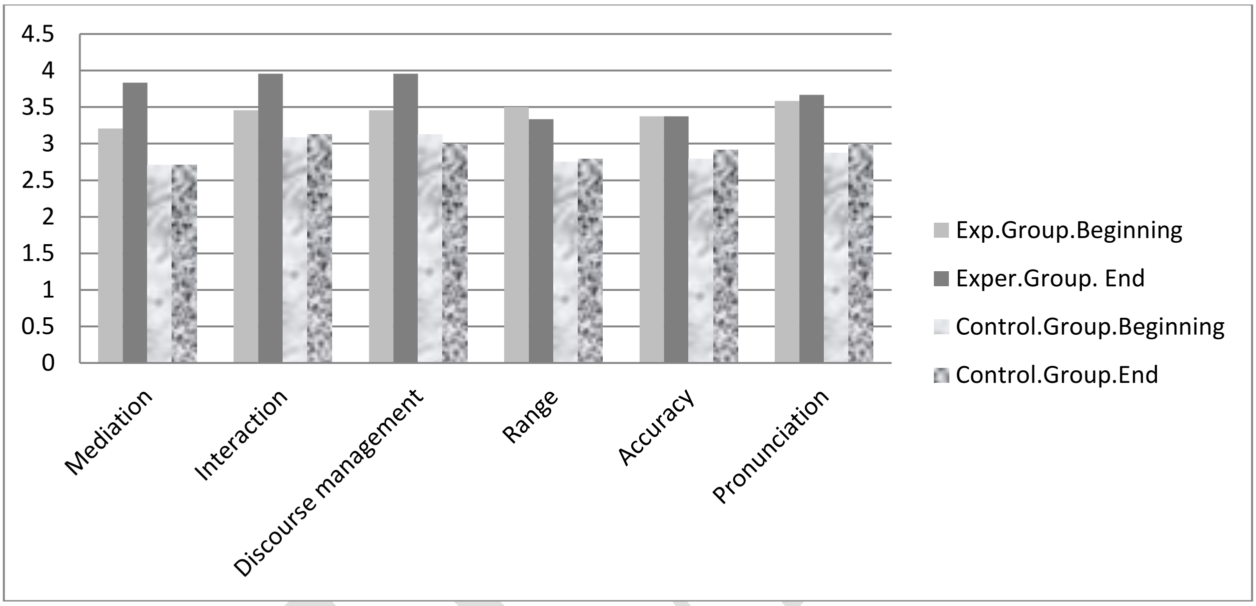


Fig. 4. Mean mark for each criterion in the 4 blocks of data (EG diagnostic test – beginning stage, EG achievement test – end of experiment, CG diagnostic test, CG achievement test)

According to Figure 4, the mean marks show higher increases in the experimental group than in the control group. This is especially true for the “mediation”, “interaction” and “discourse management” criteria. Changes in the mean mark vary from -0.17 to 0.63 in the experimental group and show an increase in 4 cases out of 6. The highest growth, 0.63, was observed in the “mediation” criterion. In the control group these changes are positive in 4 out of 6 cases as well, however, the interval in this case is much smaller: from -0.13 to 0.13. These data indicate the effectiveness of the set of oral mediation tasks that we used for training the experimental group.

The growth in the "mediation" criterion in the experimental group was to be expected: the set of tasks we used in that group was specifically designed to improve mediation skills. It is to be noted though that, apart from "mediation", we observe significant (0.5) growth in two more criteria in the experimental group ("interaction" and "speech control"). No growth of this magnitude is observed in any criteria in the control group/ We assume that it must be attributed to the effect of mediation tasks. We may tentatively conclude that by using mediation skills training teachers can expect a growth of general language proficiency level.

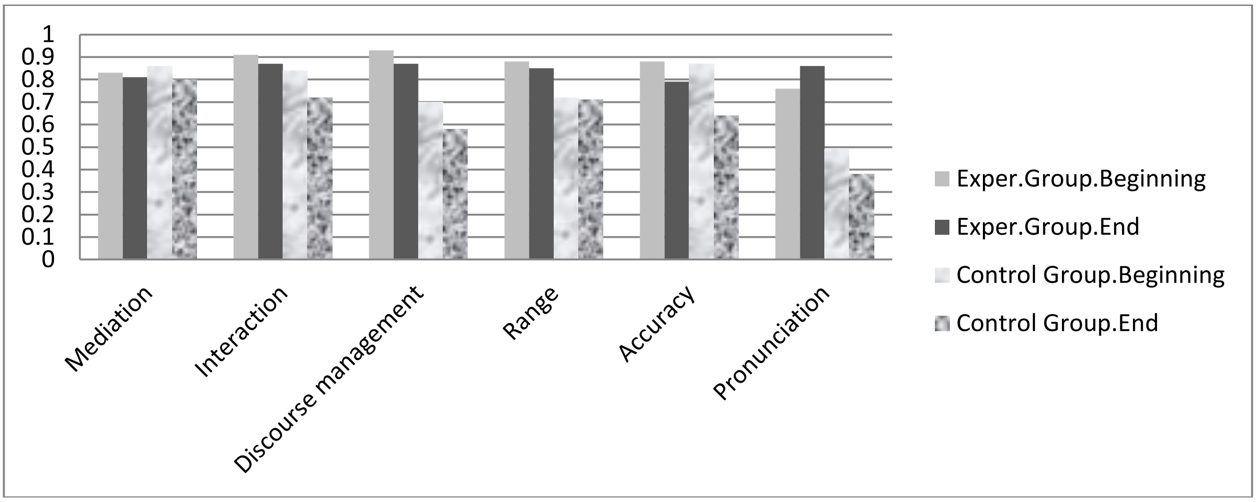


Fig. 5. Correlation of criterion marks with the general mark at the beginning and the end of experiment.

One more important observation concerns Pearson correlation. Pearson correlation is a measure of extent to which changes in one variable are linked to changes in another variable, and it varies between -1 and 1. The correlation of a criterion mark with the general mark shows the degree to which this criterion is representative of general language proficiency (the marks used for this calculation are means of the three rater's marks for each student). These correlations are graphically presented in Fig. 5. We can observe that correlation of the "mediation" criterion with the general mark is the only one that consistently stays above 0.8 in both groups in both stages of testing. This might indicate that of all six criteria mediation is the most reliable indicator of general language proficiency.

6. Discussion

A modern manager has to convey information and provide effective interaction of multiple parties in a discussion. Because of that, mediation plays a crucial role among managerial professional competences. Developing and controlling oral mediation skills is of paramount importance for CLIL Management classes. During our experiment we noted that stimulating the development of mediation skills by focusing on the content of the discussion increases the effectiveness of group work.

The theoretical base of our research allowed us to define cognitive and relational skills of oral mediation and integrate them into a system of oral speech control in the discussion format.

In order to assess oral performances we have developed the Analytical and Global Achievement scales with the following criteria for the Analytical Scale: interaction, discourse management, range, accuracy and pronunciation. The Global Achievement scale is based on two concepts, relaying a message and rapport with the communicants, which are assessed as one criterion. The Global Assessment scale determines the level of cognitive and relational mediation skills. The general mark for achieving the communicative task consists of the analytical marks and the general achievement mark.

Our research showed that results are most reliable when combining both scales. This way we take into account the broadest range of characteristics of communicative competence on the language, subject and pragmatic levels.

Results of statistical analysis show that the average mark in the experimental group was significantly higher than in the control group. This is especially noticeable in case of the “mediation”, “interaction” and “discourse management” criteria (Table 6). It is our conclusion that the method of teaching presented in this study can be used to successfully achieve the necessary level of oral mediation skills in group discussions.

Based on our research we have come to a tentative conclusion that the "mediation" criterion we employed has a stronger connection to general language proficiency than any other analytical criterion. To be more specific, we found that, firstly, training mediation skills can have almost as strong an effect on other skills; and, secondly, that mediation has the most reliable correlation with general language proficiency of all criteria. If these conclusions can be corroborated, they will have far-reaching practical implications.

Assessing mediation is much simpler and quicker than analytical assessment of multiple criteria. Because of that, this approach can be used when time is an issue. Furthermore, the rater can perform self-evaluation by comparing analytical marks with the mediation mark, which leads to more reliable results. These results can be achieved by one rater, without the need for a second rater or secondary assessment, thus reducing labor input.

To improve the accuracy of results in future we plan to involve more testees. The fact that the examiner cannot intervene to help out shy testees is debatable: on the one hand domineering of some candidates with high self-esteem may become a reason of unequal contributions of candidates. On the other hand, equal participation in the discussion is one of the parameters which are being assessed, and domineering as well as being shy should be penalised.

A way to increase the objectivity of assessment could be raters' training and the use of standardized performances by raters for tuning in before assessment sessions. In case two or more raters are involved in assessment after the test, video recordings should be used to minimize a chance of awarding a mark to a wrong candidate. There is an important question of equality the tasks and discussants contributions in terms of how much mediation they involve. This requires further research and discussion.

7. Conclusions

The fast-paced development of information technologies and the ever-growing need for managerial expertise in intellectual labor raises the demand for skills of clear and concise presentation (cognitive mediation) and leading group assimilation of new information (relational mediation) among managers. As a consequence, mediation becomes one of the most crucial skills of a modern manager.

Control of intellectual labor is often conducted through group discussion of professional topics. Because of that, discussion is a suitable method for developing the skills of cognitive and relational mediation. Becoming proficient in this type of speech requires the Management students to become familiar with the structure of a discussion, to learn the rules that have to be followed and the differences in style according to the context and nature of the discussion.

The methods of developing oral mediation competence presented in this study, as well as the criteria and scales for assessing this competence have proven to be effective.

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Social Media Use and Political Participation of Pakistani Youth; an Empirical Study

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Abstract
In this research paper, a thorough review about the political participation of Pakistani youth via social media usage has been conducted. As far as media usage is concerned, it's carrying much importance in terms of shaping and reshaping the public opinion. The basic aim of the current research was to examine the usage intensity of social media among university students in order to inquire the effect of socio-demographic characteristics of the respondents on social media, which possibly influences the political participation among youth in Pakistan. The main purpose of this research was to see whether the social media use enhances political participation among youth. The study aimed at examining two dimensions of political participation; online political participation, and offline political participation. The survey research method was used in order to collect the data from the respondents. The population of the study was the public sector universities in Pakistan, whereas the data of 150 students were collected randomly from Government College University Faisalabad, Punjab University Lahore and International Islamic University Islamabad. The sampling frame of the study were students enrolled in public sector universities. After analyzing the data by using SPSS 21, the results confirmed as per hypothesized. The findings of the study elaborate that the social media plays a vital role in political awareness, motivation and political participation, in Pakistan. Moreover, with the increasing extent of social media, the political propagandas by political parties have also been increased as well as the youth has developed a greater interest towards politics through the use of social media.
Keywords: Youth, social media, political participation

1 Introduction

The societies with old traditional style have been changed to modern and informative one with the expanded utilization of Internet based online sources. Social media and other online sources have created an ease for the masses to think about their rights as it has given a congruity with simple access to information and knowledge (Ali, 2016). Social media did not only change the pattern of thinking, but it also revolutionized the human behavior and attitudes of citizens which are becoming more participatory (Effing, R., Van Hillegersberg, J., & Huibers, T. (2011) Particularly in the societies of Asia, the dispersion of information and communication technology has upgraded the level of awareness in the population by giving them an easy access of information about every walk of life that incorporates human and political rights (Anwar, 2012).

Outcome of political campaigns and activities heavily depend upon the information provided by the social media. However, in contemporary world of social media voters engage with partisan media while they undergo decision making process. The opportunity of creating their own content, reshaping of news content and direct connection with voters, perhaps, positively influenced the political engagement of voters and ultimately the level of political participation (Bossetta, Dutceac Segesten, & Trenz, 2017)Moreover, the emergence of social media give rise to collective political activities through creation of collective political will. The social movements of the modern world are outcome of this engagement of political will with political participation (Crivellaro et al., 2014).

Habermas (2004) supports the statement by introducing the idea of virtual public sphere. He argues that media carries much importance in terms of shaping and reshaping the public opinion. An interaction via virtual public sphere has a profound ability to transfer information and transmit connections among physically disengaged people. These information streams are getting to achieve the young members of virtual public sphere. The virtual public sphere provides socialization to the individuals initially for political overview.

Social Media and Political Participation in Pakistan

Social media which is introduced by web 2.0 depicts positive relation. By providing virtual space of communication, political discussion and freedom of expression social media has got great importance (Chen & Chan, 2017). The media settings are becoming more complex with a variety of sources, including newspaper, radio, television etc. Likewise, Facebook, YouTube, twitter and other social media avenues are broadening the part of the public sphere in the social and political encounter. The increase of online political campaigning and sharing surely reflects political utilization of these means (Bowen, 1996). Recently Arab spring is a very interesting example of how internet with its tools of social media revolutionized the arab world (Storck, 2011). US presidential elections(Robert, Roberts, Etling, & Bourassa, 2017), Syrian conflict (Klausen, 2015) and insurgency in Iraq (Klausen, 2015) are live examples to elaborate the influence of social media.

In Pakistan, being a developing country possess a complexed media environment. Influence of media on democracy, political engagements and voting behavior have always been critical in political debates(Safdar, Javed, & Imran, 2015). In addition to that, the development of social networking sites, like facebook, youtube, twitter, as a platfrom of political expression and motivational factor for political participation intensified this debate (Zaheer, 2016). The capacity to seriously utilize computerized technologies influences participatory conduct much more than the advanced separation, which is regularly overcome through the joined utilization of distinctive technologies (Yusuf, 2009). Moreover during election season political parties try to manipulate the information via social media to attract the voters (Metaxas, 2012).

As far as youth is concerned, early years of the youth are extremely important for the development of civic practices (Horowitz and Wanstrom, 2006), and the discussion with parents, teachers, and friends, and media in the virtual public sphere influences the process of political socialization and political efficacy (McLeod, 2000).

The results of such research endeavor support the view that participation in the Internet groups can have powerful effects on one’s socialization. It’s argued that group interactions unfold over the Internet in the same way as they do in conventional arenas.

This leaves us with the investigation of whether the Internet is crusading. Once hailed as a tool which intends to counter the consistent decrease in political interest, and improve existing force structures by enabling periphery parties and activists' association of aggregate activity, has an included worth. (Ancu and Cozma, 2009).

Statement of the Problem

By disseminating ICT (Information and Communication Technology), people use the Internet as per their interests. There are multiple usage of the Internet like networking, organization, socialization and communication about social issues. In Pakistani context, information and communication technology has been used for conveying information and sharing knowledge.

Before and during 2013 General Elections in Pakistan, social media has been in use for political activism. Here, ICT was used for social and particularly political issues. Through this study, it would be tried to explore that whether ICT, as virtual public sphere, exists or is just the abstraction in people’s minds that Pakistan youth is being convinced to take part in political protests. This study intends to explore the significance of virtual public sphere for both online and offline participation of Pakistani youth.

Significance of the Study

Political participation is very important to measure the democratic strength of a country. It’s to measure the mental wealth and freedom. The political participation relies on the involvement of public in political activities whether activities are computer generated i.e online surveys, bloggings, signing petitions or participation in activities like protests, demonstrations, campaigns etc.

If we talk about Pakistan, the operation of social media is not only pragmatic but an experiential need as well. The need to conceptualize and discuss over the functioning of society is vital. There’s little scope to spend rare human resources on experiments. The significance of social media use has been recognized as a comparative indicator of a youth's political involvement. Therefore, this study tries to explore the 'Impact of New Media on Political Participation in Pakistani Youth' with special reference to Pakistani society.

Objectives of the Study

1. To find out the usage intensity of social media among university students
2. To inquire the effect of socio-demographic characteristics of the respondents on social media that influence the political participation among youth in Pakistan.
3. To measure the level of online and offline political participation among youth
4. To suggest policy measures for promotion of open and operational social media for democratic process.

1.1 Research Questions

1. What are the factors which promote the use of social media among Pakistani youth?
2. What is the trend of using political content on social media among Pakistani youth?
3. Does the use of social media influence online and offline political participation of youth?

Methodology

The purpose of this research is to see whether the social media use enhance political participation among youth. The researcher intends to examine two dimensions of political participation, online political participation and offline political participation. To investigate this relationship, the researcher adapts positivist paradigm. Schultz and Hatch (1996) refers that positivism is a research paradigm operating under the principle that world is objective and therefore, facts are conceived in terms of correlations and associations. This study is cross sectional in nature and social survey research method has been used to collect data from the respondents. The data collection tool is structured questionnaire.

Social Survey Research Method

In general, social surveys are questionnaires that are created to gather data from sweepinhg quantities of individuals from various institutions. Reviews are set up ahead of time of offering them to respondents, thus they have a "structure" to them. As a result of this questionnaire have a tendency to be an extremely formal methods for gathering information, enabling the researcher little opportunity to 'take after her nose' not at all like different strategies. The results have a smooth and organized flow when the data is gathered through the social research survey method.

Pre-coded, or closed question questionnaires

Those questionnaires in which the respondents have to give close ended answers i.e in the form of yes/no or another form that is 'Likert scale' (essentially a quality of feeling scale) in this form, the participants are supposed to select the options like strongly agree, agree, neutral, strongly disagree, agree and it is the most commonly used scale in the whole world for data collection.

One of the fundamental issues of this sort of questionnaire is the inconvenience issue, which alludes to the hazard that the research may be forcing their view, or structure on respondents instead of getting at what they truly consider the issue. (I guess it's a drawback and we must not include it).

Open-ended question questionnaires

In these questionnaires, the individuals who participate in research are able to give open ended answers. They are less organized than Pre-coded, or Closed question questionnaires. The respondents are able to compose their own answers according to their thoughts and views as well as the sense of question.

Different ways of administering surveys

There are different ways through which the surveys could be conducted in order to collect the data.

• Sending surveys by post, or by email.
• Essentially putting the questionnaire on the web and abandoning it to be finished
• Doing an structured interview face to face, either in the city, house to house.
• Doing the telephonic interview.

Analysis and Discussion:

Data regarding the research paper has been analyzed in the SPSS software frequency tables has been made of Age, Gender, Education and other factors as well as co relation is used as a technique. Moreover pie charts and bar charts are used in order to express.

Table 1
Frequency and percentage of gender wise data.

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	53	35.3	35.3	35.3
	Male	97	64.7	64.7	100.0
	Total	150	100.0	100.0	

Table 1 shows that from a total number of 150 students 53 were female and 97 were male participants.

Table 2
Frequency and percentage of age group
Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-25	108	72.0	72.0	72.0
	26-30	37	24.7	24.7	96.7
	31-35 and Above	5	3.3	3.3	100.0
	Total	150	100.0	100.0	

Table 2 shows that from a total number of 150 students, 108 participants were from the age group of 18 to 25 years, 37 were in the age group of 26 to 30 years and only 5 persons were from the age group of 31 to 35 years and above.

Table 3
Frequency and percentage of Education level of the respondents
Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	BS(Hons)	80	53.3	53.3	53.3
	M.A	43	28.7	28.7	82.0
	M.Phil	26	17.3	17.3	99.3
	PhD	1	.7	.7	100.0
	Total	150	100.0	100.0	

Table 3 shows that 80 persons were the students of Bs(Hons), 43 were from Masters, 26 were from M.Phil and only 1 student was of PhD among a total number of 150 students.

Table 4
Frequency and percentage of the registered voters in the general elections
Are you a registered voter?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	139	92.7	92.7	92.7
	No	11	7.3	7.3	100.0
	Total	150	100.0	100.0	

Table 4 shows that 139 respondents were registered voters and only 11 were non registered voters from a total number of 150 students.

Table 5
Frequency and percentage of the facebook usage on internet by the respondents
How often do you use Facebook on the internet?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	9	6.0	6.0	6.0
	Seldom	3	2.0	2.0	8.0
	Sometimes	24	16.0	16.0	24.0
	Often	33	22.0	22.0	46.0
	Very Often	81	54.0	54.0	100.0
	Total	150	100.0	100.0	

Table 5 shows that from a total number of 150 students only 9 of them never used facebook, 3 of them used seldom , 24 used it for sometimes, 33 of them often used it and 81 used facebook very often.

Table 6
Frequency and percentage of the Twitter usage on the internet

How often do you use Twitter on the internet?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	40	26.7	26.7	26.7
	Seldom	10	6.7	6.7	33.3
	Sometimes	28	18.7	18.7	52.0
	Often	33	22.0	22.0	74.0
	Very Often	39	26.0	26.0	100.0
	Total	150	100.0	100.0	

Table 6 shows that Twitter was never used by 40 students, 10 of them seldom used it, 28 used it for sometimes, 33 often used it and 39 used it very often from a total of 150 students.

Table 7
Frequency and percentage of Youtube usage on the internet

How often do you use Youtube on the internet?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	4	2.7	2.7	2.7
	Seldom	6	4.0	4.0	6.7
	Sometimes	25	16.7	16.7	23.3
	Often	46	30.7	30.7	54.0
	Very Often	69	46.0	46.0	100.0
	Total	150	100.0	100.0	

Table 7 shows that from a total number of 150 students only 4 individuals never used Youtube, 6 of them seldom used it, 25 used it sometimes, 46 were often users and 69 of them used it very often.

Table 8
Frequency and Percentage of whatsapp usage on the internet.
How often do you use Whatsapp on the internet?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	9	6.0	6.0	6.0
	Seldom	5	3.3	3.3	9.3
	Sometimes	24	16.0	16.0	25.3
	Often	32	21.3	21.3	46.7
	Very Often	80	53.3	53.3	100.0
	Total	150	100.0	100.0	

Table 8 shows that 9 individuals never used whatsapp, 5 used it seldom, 24 were its sometime users, 32 often used it and 80 among the total of 150 students used it very often

Table 9
Frequency and Percentage of LinkedIn usage on the internet
How often do you use Linked In on the internet?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	80	53.3	53.3	53.3
	Seldom	23	15.3	15.3	68.7
	Sometimes	22	14.7	14.7	83.3
	Often	14	9.3	9.3	92.7
	Very Often	11	7.3	7.3	100.0
	Total	150	100.0	100.0	

Table 9 shows that from a total number of 150 students, 80 persons never used linkedin, 23 of the seldom used it, 22 individuals were sometimes users, 14 used it often and only 11 were the users who used linkedin very often.

Table 10
How much time do you spend on social media per day?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No time at all	3	2.0	2.0	2.0
	10-30 Minutes	13	8.7	8.7	10.7
	More than 30 minutes up to 1 hour	26	17.3	17.3	28.0
	2 to 3 hours	57	38.0	38.0	66.0

	more than 3 hours	51	34.0	34.0	100.0
	Total	150	100.0	100.0	

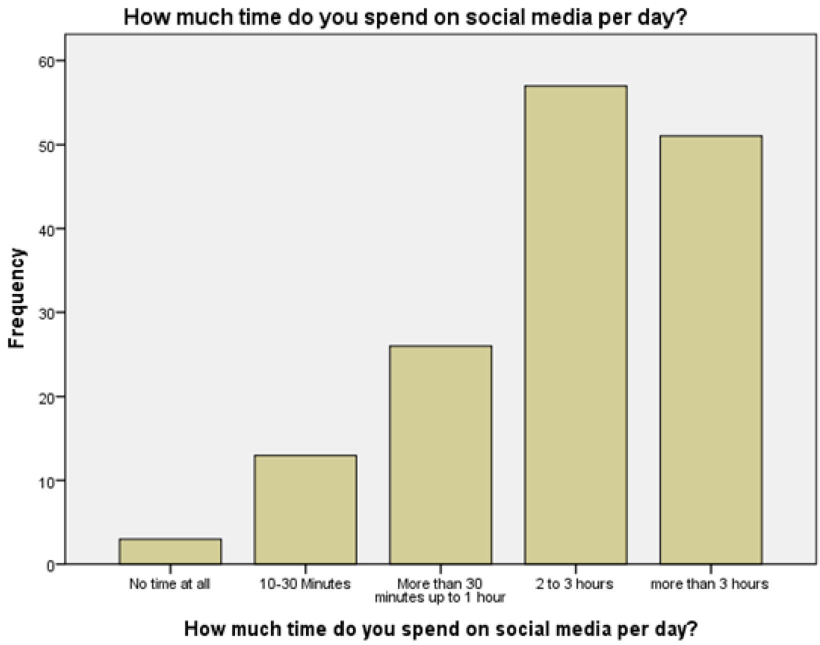

Table 10 consists of a Bar Chart which shows that from a total number of 150 students 3 never spent any time at social media, 13 individuals spent 10 to 30 minutes, 26 students spent more than 30 minutes and up to 1 hour on social media, 57 students spent 2 to 3 hours and 51 students spent more than 3 hours on social media per day.

Table 11

Worked/Volunteered for a political party or candidate

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	59	39.3	39.3	39.3
	Rarely	34	22.7	22.7	62.0
	Sometimes	23	15.3	15.3	77.3
	Often	23	15.3	15.3	92.7
	Most Often	11	7.3	7.3	100.0
	Total	150	100.0	100.0	

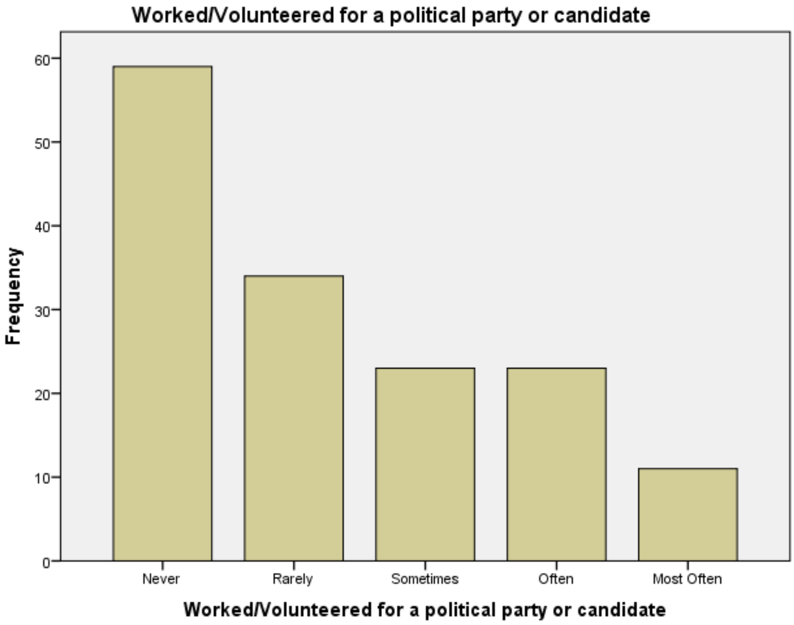

Table 11 shows that 59 individuals never worked for a political party, 34 persons worked for a political party rarely, 23 students worked sometimes similar to this again 23 individuals worked often and 11 students from a total number of 150 students worked most often as a volunteer for a political party as a candidate.

Table 12
Attended a political rally, speech or meeting

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	25	16.7	16.7	16.7
	Rarely	27	18.0	18.0	34.7
	Sometimes	62	41.3	41.3	76.0
	Often	27	18.0	18.0	94.0
	Most Often	9	6.0	6.0	100.0
	Total	150	100.0	100.0	

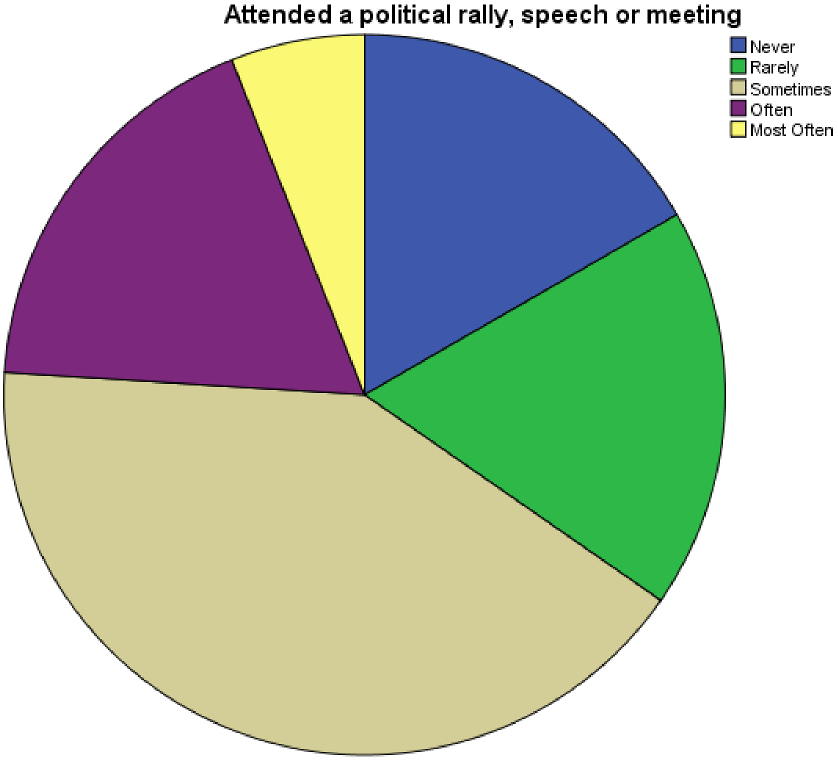

Table 12 shows that from a total number of 150 students , 25 of them never participated in any political rally speech or meeting, 27 rarely participated, 62 students participated sometimes only, 27 persons often participated and only there were 9 students who participated most often in any political rally or meeting.

Table 13
Correlations

		Made online groups of people to send/receive political updates	Recruited friends to support a cause or campaign
Made online groups of people to send/receive political updates	Pearson Correlation	1	.381**
	Sig. (1-tailed)		.000
	N	150	149
Recruited friends to support a cause or campaign	Pearson Correlation	.381**	1
	Sig. (1-tailed)	.000	
	N	149	149

**. Correlation is significant at the 0.01 level (1-tailed).

Table 13 shows that after applying correlation on these two statements, the value come 0.381 which is a positive value and it depicts that these two statements normally correlate with each other in positive sense.

Table 14
Correlations

		Sign up to work/Volunteer for a political party or candidate, campaign or issue	Participated in any demostrations, protests or marches
Sign up to work/Volunteer for a political party or candidate, campaign or issue	Pearson Correlation	1	.253**
	Sig. (1-tailed)		.001
	N	150	150
Participated in any demostrations, protests or marches	Pearson Correlation	.253**	1
	Sig. (1-tailed)	.001	
	N	150	150

**. Correlation is significant at the 0.01 level (1-tailed).

Table 14 shows that when correlation was applied on these two statements the value that came as its result was 0.253 which is positive and it represents that these two statements moderately co-relate with each other in positive sense.

Table 15
Correlations

		Social media has become part of your daily routine	Visited a website for a political party or candidate you support or oppose
Social media has become part of your daily routine	Pearson Correlation	1	.254**
	Sig. (1-tailed)		.001
	N	150	150
Visited a website for a political party or candidate you support or oppose	Pearson Correlation	.254**	1
	Sig. (1-tailed)	.001	
	N	150	150

**. Correlation is significant at the 0.01 level (1-tailed).

Table 15 shows that after applying correlation on these two statements the value comes 0.254 which is positive and it tells that these two statements correlate at a moderate level.

Table 16
Correlations

		You would be sorry if facebook and other SNS shut Down	Participated in a group that took any local action for social or political reform

You would be sorry if facebook and other SNS shut Down	Pearson Correlation	1	.159*
	Sig. (1-tailed)		.026
	N	150	150
Participated in a group that took any local action for social or political reform	Pearson Correlation	.159*	1
	Sig. (1-tailed)	.026	
	N	150	150

*. Correlation is significant at the 0.05 level (1-tailed).

Table 16 shows that the value that comes after applying correlation is 0.159 which depicts that these two statements slightly correlate with each other in positive sense.

Conclusion:

After the collection of data and applying test on it the general findings were that social media somehow motivated the youth in political participation. Moreover the increased extent of social media has also increased the political participation of youth not in a single city of Pakistan infact it had been enhanced in the three major cities of our country that includes Faisalabad, Lahore and Islamabad.

As the youth is becoming more qualified and the number of voters accelerated therefore the awareness regarding the political issues on the social media has also been increased.

Here are some specific findings that we found after conducting study and letting the students to participate in the research through filling the relevant questionnaire.

Frequency tables of the following factors were made and the most important are elaborated underneath

Gender : 150 students participated in the research and after making the frequency table of the gender the results were that 53 female and 97 male students participated.

The frequency table of age shows that majority of students were between 18 to 25 years age group which shows the participation of active youth .

The factor of education explores that the majority of students who participated actively in relevant political activities through social media are from BS(Hons) .

Majority of youth that participated in the research are registered voters which shows that students from every field of study are politically well aware online as well as offline.

Among 150 participants majority of students use facebook for political messaging/posts, as compared to the other mediums like whatsapp, youtube, twitter and linkedin .

Two bar charts and one pie chart have been made to elaborate

How much time does the participant spent on social media per day

To what extent the participants worked voluntarily for a political party

The number of participants attended a political raily, speech or meeting.

The results show that 51 participants spent time on social media for more than three hours per day.

There are few number of students who actively participate in political issues offline i.e attending a raily or political gathering and the bar charts and pie chart show that online political participants are more in strength than offline political participants.

The correlation was applied on two statements i.e made online groups of people sent/ received political updates and recruited friends to support a cause or campaign. The findings were that participant normally update political posts and also influence their friends to support a cause or campaign which they were following as the value of correlation that came was 0.381

The second correlation that was applied between two statements that participants sign up to work/ volunteer for a political party or candidate, campaign or issue & participated in any demonstrations, protests or marches. These two statements belong to the offline political participation and it shows that correlation among these statements was moderate positively which could be further elaborated as only few students were offline participants.

The correlation between social media has become part of your daily routine & visited a website for a political party or candidate you support or oppose shows that although the social media had become a part of participants routine life but they still don't bother much to review the candidate whom they are supporting or opposing.

Limitations

1. The study is limitized only to the youth consisting of students only.
2. The study is limitized to the regular students of three different universities
3. The study was conducted on the youth of three major cities of Pakistan. Major cities include Faisalabad, Lahore, Islamabad.
4. The study is limitized to the National Politics of Pakistan only.
5. The research is limitized only to the discussed social mediums i.e facebook, twitter, youtube, whatsapp and liked in

Suggestions:

1. The study can be focused regarding international politics
2. Other than major cities could be included in the research
3. Mass communication department from different universities could be focused
4. The number of participatory institutions could be increased
5. More varities of social media could be included e.g. snapchat, flikr, skype etc.

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Term Formation: An Historical Perspective to Coin New terms in the Urdu Language

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Abstract
The Urdu language remained lucky as it started grasping the attention of terminologists while still a toddler. The penchant for terminology has brought fruitful results in Urdu term formation process. The terminologists in history have preferred different novel constructions which are yet in practice with glee and confidence. The terminologists have strived to propose the equivalents in the target language for the respective fields. The study is historical descriptive in nature as here an overview of different phases is discussed in detail. A large number of Persian- Arabic terminologies have been absorbed in the Urdu language. The terms in the domain of diplomacy have been proposed from the existing set of rules available in the Urdu language. The availability of the rules makes the term coining process easy as the root languages do have the terms of the specific domains.
Keywords: Equivalents, term formation, terminologist, lexicology, Urdu language

1. Introduction

There has always been a constant influx of terms in the Urdu language since its inception and this is a never ending process, yet Urdu is absorbing many new words from different language like English, Persian and Arabic. But now the time has come to decrease the dependency upon other languages and the help should be sought from within to further built the capacity of the Urdu language for technology and science. The language is classified as inclusive as divisive. Decision makers use it in any way (Rehman,2010). The points I want to emphasize here is that language (in this case Urdu) is one of the symbols of Muslim identity during the Pakistan Movement; To Urdu, next to Islam, Muslim identity creates competing dominant Hindu identity to gain power and resources in British India; And finally, the use of this language is known well as a minority (or majority weak) wanted to provoke as a lobbyist for a share of the power of a strong or dominant group. The Urdu language has been lucky in one way: it started attracting attention terminologists while it was still a toddler.

Durrani (1999) carried out his research on Urdu terminography. This is a theoretical study of Urdu terms and terminologies. The study is of descriptive-historical nature.

2. Urdu in the Subcontinent

Durrani (1993) elucidates that Urdu is among those languages which are the first one amongst all the languages to coin new terms to make Urdu adaptable for the common speakers. When English invaders came in subcontinent they were not familiar to the local languages and moreover locals were not comfortable with English as well and not ready to accept English so the process of coining new terms started in Urdu to make it comprehendible for the locals.

2.1 East India Company/ Fort William College

Urdu terminology is not only associated with the English people rather a lot of work was already done and the collections were made available in Persian and Arabic. Natives got a know how of modern western terminologies for the first time with the invasion of English. In 1811 (Roebuck, 1813) of Fort William College compiled Naval Dictionary for the navy officers to know the terminologies. Here no proper rules were defined for terminology rather few transliterations were done and local languages were preferred to coin terms. Afterwards, Fort William College formalized the rules for coining new terms and the Sanskrit inclination is more dominant. This inclination seems dominant upon Urdu terminology although Hyderabad Deccan didn't seek any help from Hindi or Sanskrit.

2.2 Principles of Delhi College

Terminology principles were framed in 1840 to teach the modern subjects to the masses in the Urdu language under the chairmanship of Mr. Bnroos. Basically, these rules were framed by Book Society's Translation Society of Delhi College.

Haq (1949) and Hassan,(1969) have elaborated these rules as follows:

1.When science terminologies Like Sodium, Potassium don't have any equivalent in Urdu then they should be transliterated as it is.

2.The plain concepts which have Urdu equivalents should be adopted like for Iron لو ها , for Sulphurگندھک etc.

3.If word is compound like Hydrogen and Chlorine and hydro chlorine then these words should be again absorbed as it is but not the full sentences.

4.If a word is compound and Urdu is not having one synonym for it rather two different words then Urdu words should be used like Chronology علمِ زمان , House of Lords کچھری امیر و ں کی etc.

5.If a compound word is composed of two, one has Urdu equivalent while other does not have then the combination of both can be used.

6.Few words like order, class, genus, species do have Urdu terminologies but in natural history it is recommended to use them as it is.

2.3 Rai Sohan Lal's Principles

Lal a renowned lexicographer of nineteenth century adopted the Natural Principle of coining Terminology like he showed Thermometer to the students, told its definition and characteristics to them and asked them to suggest names, this methodology led to the different names like " گرمی ناپ " (Durrani, 1993). From this he suggested three principles for terminologies which are as follows:

- Terminologies should be translated in the local languages.
- The terminologies which cannot be translated should be transliterated.
- Terminologies should be easy.

Sources to be consulted for terminology were also highlighted and had avoided the Hindi sources to oin new terms.

2.4 Nawab Amadul Malk Syed Hussain Bilgrami's Principles

Bilgrami, (1921) criticized the rules of Bengal Committee and of Rai Lal Sohan (Haq, 1949). He devised the following terminology principles at the request of Molvi Abdul Haq:

I. The purpose of terminography is to reduce the pressures on memory and to help it the relevant terminologies should be coined.
II. Arabic language has a rich source of terminologies which needs to be practiced; western countries have adopted a lot of Arabic terminologies as well.
III. For terminologies only Persian, Arabic, Hindi and English dictionaries should be consulted which are most frequent in use. Unfamiliar dictionaries should be avoided.
IV. The formation of verb from noun should be practiced and continued as well.
V. The difficult Arabic and Hindi words should be avoided at maximum.
VI. In the domain of chemistry where compounds are more obvious, terminologies should be contracted by the use of minimal.

2.5 Terminology Principles in Deccan

In Hyderabad Deccan the obvious trend seen is to seek help from Persian and Arabic sources to create terminologies. But few people individually have suggested the consultancy also from Hindi sources .Waheed uddin Saleem is one of the most significant terminographers of the time.

2.6 Chaudhary Barkat Ali

The pure words of Urdu have been used by (Ali, (1918) of Hyderabad for Chemistry. It is known as Purified Urdu. He has suggested Urdu terms for all symbols, chemicals and processes.
طریقِ تسمیہ بر ا ئے علمِ کیمیا (1918) published with the help of Hyderabad Deccan's Department of Translation. He translated as follows: for hydrogen " ما ئین" and for oxygen " حمضین" terms were coined. حمضین ما ئید ین was the translation for hydrogen dioxide. (Ali:1918)
Ch-Barakat Ali faced severe criticism because of his purification and its echo was heard in Jamia Usmania as well. Dr.Razi Uddin Siddique mentions that there is no need of translating chemical symbols as well compounds.

2.7 Jamia Usmania

Translation Department was established in 1917 at Jamia Usmania to fulfill the needs of the Urdu language for the masses. Molvi Abdul Haque was the head of the institute. This department did work not only for translation but also for terminology which kept progressing till 1950 (Haq, 1949).

2.8 Anjuman Taraqi Urdu Aurangabad

Molvi Abdul Haque jotted down the following things about the principles of Anjuman for devising terminologies (M. A. Haq, 1949).

- It is mandatory for language and subject expert to be at one place.
- The words can be adopted from Arabic, Persian and Hindi but the grammatical rules will remain the same as of Urdu.
- The minimum words should be placed in terminologies but the meaning should be fully comprehendible.
- The composition of terminologies should follow Urdu rules of word formation.

- Old terminologies which are common in use should be followed as it is.
- The English terminologies which are most frequent in use should be accepted and also those which are named after the name of inventors.
- English words should not be followed rather for modern concepts Urdu words should be sorted out.

So, this Anjuman followed the rules for composition from Persian, Arabic and Hindi.

2.9 Principles of Molvi Abdul Haq

The important principle of Molvi Abdul Haq was "Revision ". He was of the opinion that terminologies needs a revision, he devised many terminologies, and devised many new terminologies in the view of old terminologies (Haq, 1949).

Second important principle was "acceptance", he is of the view that the terminologies should be such as which can be accepted in the current scenario. He suggested few terminologies with changes, for salesmanship ""فر و ش کا ری, voyage "سفر ا ب". While defining Urdu he opines that Urdu has characteristics of Arabic, Persian and Hindi. Arabic is more qualitative in nature, Persian and Hindi are compositional languages.

He has also used the existing terminologies to coin new terms like we have a word رتوندا in the Urdu language which is used for those who cannot see at night. Similarly, he coined رنگوندا and he also formed رنگو دیا، رتو ند یا)(Haq, 1985).

2.10 Molvi Waheed Uddin's Terminologies

The first ever book on Urdu terminologies was written by Molvi Waheed Uddin of Usmania College Hyderabad. He declared Urdu as "Aryai" language and then he discussed the word formation of those languages and quoted examples from the Urdu and English languages. He has defined the rules for compound formation of terminologies as well as single word terminologies. In Dawn newspaper 25th July, 2016 (Parekh, 2016) commented and discussed the tremendous contributions made by Waheed Uddin Saleem n the following words:

"Urdu literature has had its fair share of eccentric and mercurial personalities. But they were, at the same time, brilliant scholars or authors and committed to the promotion of the Urdu language and literature. Moulvi Syed Waheed uddin SaleemPanipati was one such figure. The ruler of Deccan was well aware of his skills in coining terms and asked him to join Daar-ut-tarjuma, or the Translation Bureau in Hyderabad (Deccan). Soon he was absorbed into Usmania University, where he served as professor till he breathed his last".

2.11 Waheed Uddin Saleem's Postulates of Terminography

Saleem,(1965) was a staunch believer of the fact that all European and English terminologies should be translated in the Urdu language like (Ali, 1918), either its single, compound, Greek, Latin, Botanical Names or Chemical symbols, he wants all to be moulded in Urdu ((Hassan, 1981).

He came up with the following points in the wake of his efforts for terminologies (Saleem:Waza I Istalahat:Pg195)

- He was of the opinion that English terminologies cannot be exactly written in Urdu language.
- The English language has its own ways for pronunciation which can be difficult for the Urdu speaker to understand and pronounce. A layman cannot effectively use the English terminologies.
- English has its origin in different languages as compared to Urdu so It is difficult for Urdu speakers to understand English terms and terminologies.
- Education is not just meant for the university students rather we have to educate the modern subjects of sciences and technology to the general public at home so it should be from its origins. This point is not so valid as now here is quite difference in terminology and phraseieology.
- If we will adopt Urdu terminologies then it will not develop the Urdu language. But on the other hand many words used to enter in the languages same is the case with the Urdu.
- According to him Latin and Greek languages are more close to European languages and away from our languages. So these languages cannot be a common source of subject teachings.
- The English language should be compulsory as the students can go for higher education to the European universities. Although this claim is not valid as language teaching is another thing.

- Terminography is a continuous process and it is wrong to assume that with the excess of use English terms would get place in the Urdu. There are many places in Punjab where Urdu terminologies are more preferred over English terms.
- Chemistry terms are quite different from English as well like gold is like Aurum in chemistry.
- Those languages which are adopting English terminologies as it is are actually not having the adapting quality which makes the language capable of deriving many words from roots or to make single as well as compounds.

3.4 National Language, Promotion and Development

It was established in 1979 as in the law of 1971 it there was a clause that Urdu is the national language of Pakistan so in order to provide terms as well as to collect the terminology efforts made at personal as well as institute level were compiled by NLPD(National Language, Promotion and Development). Initially, its head office was at Karachi but in 1983 it was shifted to Islamabad.

Initially NLPD had three main objectives:

- Terminography of different fields of arts and sciences and its publication
- Formulation and restructuring of terminology rules
- Coordination among the institutes and compilation of concentrated efforts

NLPD compiled the works done in the area of terminology particularly and highlighted those domains as well where no work has been done yet so far like Photography, Architecture and Computer Science.

So far four process have been figured out after following which Muqtadira Qaumi Zuban decides to finalize the terminology

- Term coining
- Review
- Final review
- Criterion/ Authentication

Information and technology sector is leading the developments and these are not just confined to the discipline of Computers rather also to humanities and many other disciplines of social sciences. These all are lead by the computers. This sudden triggering of information and technology has also paved the way for the linguists to make their languages adaptable with the communication pave. This global revolution also paved the way for the Urdu language to be studied and used for electronic communication and to be adjustable for much software. As Urdu is the language of state so it is of equal importance to make it suitable for the acceptability of global communication. (Hussain, 1997), (Lodhi., 2004) and (Rizvi, 2007) are the three Ph.D. whose research is aimed at the Urdu language.

Keeping in view the latest trends of communication and technology development lead to "more and more specialized communication acts" (Muller 193) and an extensive need arises here for the communication which is a logical vein.

Keeping in view the overall discussion of the rules the following terms are proposed against the terms of diplomacy where there is a great need to coin the terms in the Urdu language to meet the communicative needs in Pakistan. The equivalents are proposed from the root languages and the existing resources of the Urdu language against the selected set of terms.

Table1: Proposed Terms in the Domain of Diplomacy

Terms	Equivalents
Central force	مر کز ی قو ت
Brinkmanship	قبو لیت خطر ُہ
Pax Britanica	بر طا نو ی امن
Power Politics	اقتد ا ر کی سیا ست
Concordant	مو ا فقت نا مہ

Diplomatic Note	مز کرۃ سفا ر تی
Diplomatic immunity	سفا ر تی استُثنی
Exequatur	اختیا ر نا مہ
Rapporteur	مقر ر
Modus vivendi	عارضی تصفیہ
Public Diplomacy	سفا ر ت عا مہ
Media Diplomacy	سفا ر تی زرائح ابلاغ
Enclave	تحتپ محا صر ہ
Ethnocentrism	نژاد پرستی
Track II Diplomacy	دو آہنگہ سفا رت کا ری
Insurgency	شورش
Integration	ادغام
Irredentism	الحاق گرایی
Multipolarity	ھمہ قطبی
State-centrism	محور ریا ست
Dollar Diplomacy	ما لیا تی سفا ر ت کاری
Bilateral Diplomacy	دو طر فہ سفا ر ت کاری
Multilateral Diplomacy	ہمہ جا نبہ سفا رت کا ری
Hydro Diplomacy	آ بی سفا رت کاری
Quiet Diplomacy	خا مو ش سفا رت کا ری

The equivalents terms are proposed after the consultation with the subject experts and the linguists. From here it can be conclude that the Urdu language has the capacity to transmit the concepts fully. Although the secondary term formation requires.

4. Conclusion

The techniques of term formation in the different fields at different phases of time have been discussed in detail. Each phase requires a detailed discussion and examination. However, a crash programme is needed on urgent basis to translate the sources in the Urdu language. Ratification of meanings as perceived by scientists and embodied by linguists in Urdu can be acquired only in a context. An initiative has been taken by National Language promotion and Development Islamabad but it does not seem to have grasped the requisite momentum. For the real and substantial scientific re-orientation a socio-political decision is imperative. The terms have also been proposed for the selected set of the *Diplomacy* terms which supports the view that terms can be proposed in the Urdu language too in lieu of the rules already available in the Urdu language.

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Organization of Students' Research Activities in The Study of the Discipline " Oil and Gas Chemistry"

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Abstract
The article deals with the pedagogical technology of students' research activities in a technical educational establishment. The article contains the basic concepts associated with the described activity, reveals the definition of the concept of "research students' competence", describes different approaches to this form of work. The author presents the author's methodology for students' organizing research activities in the study of the discipline "Oil and Gas Chemistry", represents the stages of pedagogical design and application of technology research activities with students of the direction "Oil and Gas Business" at Tyumen Industrial University.
Key words: research competence, higher education, research methodology, research stages.

Introduction
The modern system of higher education is experiencing the need to include fundamental and applied pedagogical research in everyday practice. The structure of education is changing in higher education. The goal of higher education institutions in preparing bachelors is to provide students with an opportunity to get a quality education, but also to prepare them for graduate studies. Graduate is the second stage of the highest termination. A graduate student is a person of modern information technology, prepared for research, consulting and analytical activities. Therefore, a higher educational institution is faced with the task of training specialists who are capable of carrying out not only professional but also scientific activities. Improving professionalism in accordance with the new requirements for the qualification level of specialists is recognized as the most important priority of the state educational policy of the Russian Federation. As the main prerequisites for learning is the development of thinking, research skills and abilities, interest in research activities (Lohonova, 2010).

Methodology
Scientists are actively engaged in the organization of research work of students in the conditions of the university. The literature contains a large number of works devoted to the development of research and development, design, interdisciplinary activities (Leontovich, 20064; Pyaglova, 2006; Fironova, 2007).
There are several approaches to the definition of the concept of "research activity"; "Research competence".

Table 1.

Definition	Author
"Research and development activities are one of the activities of a teacher aimed at the knowledge and transformation of pedagogical reality based on the achievements of pedagogical science and the application of scientific methods; the result of this activity is obtaining a new pedagogical knowledge and experience and developing a methodological culture of a teacher-researcher. "	N.V. Bordovskaya
"Research and development activity is a type of creative, cognitive activity aimed at students mastering independent theoretical and experimental work, modern methods of scientific research, experimental techniques"	M.I. Koldina
"Research competence - methods of activity aimed at solving problems in any situation; on a creative approach to decision making in non-standard conditions; to obtain information that is necessary for solving new problems, creating, accumulating and optimizing organizational knowledge using a wide range of methods "	E.V. Lebedev
The research activity of the future teacher of vocational training is a complex of research skills: analytical research, model-prognostic, organizational-methodical, professional search, reflexive-assessment skills.	M.I.Koldina,
The research activity of a student is a system of interacting and interrelated components: motivational and value, creative, technological, reflexive.	O. V. Ibryanova,
"The research activity of the bachelor is a systematic, independent and creative activity organized in the process of teaching in higher education with the active participation of teachers through personal example and joint research. It is characterized by a focus on the deepening of knowledge about a person, culture, social learning of bachelor's democratic values for their subsequent implementation in everyday law enforcement practice. "	O.V.Eremina,

Based on the above definitions, we understand the research activities of students as the process of professional development of the personality of a future petroleum engineer, developing the ability to research; independence, motivation in study, skills and abilities to work in a team and making joint decision of professional tasks.

In our work the following research methods were applied:

- theoretical: analysis of pedagogical, methodical literature, study and generalization of pedagogical experience, analogy, systematic approach;
- empirical: observation, individual interviews, the study of the results of educational and extracurricular activities (products of activities) of students.

The study involved students of the "Oil and Gas Business" the Branch of IUT in the city of Surgut, studying the disciplines of "Chemistry", " oil and gas chemistry of " The age of students is 17-19 years.

Results

In order to compare and plan the research activities of students at Tyumen Industrial University, we studied the experience of foreign colleagues, methodological literature on the problem of improving the research activities of students (Lindsay et al, 2002; Saeed, I., Khan, N. F., Bari, A., & Khan, R. A., 2018; Vossen, T. E., Henze, I., Rippe, R. C. A., Van Driel, J. H., & De Vries, M. J.,2018; Prinsell, M., & Moore, L. ,2017; Aschbacher, P. R., Li, E., & Roth, E. J. ,2010).

Analysis of foreign literature shows that in foreign educational institutions research activities are carried out together with the training of students through their wide involvement in research and experimental work. In many universities, the scientific activity of students is the basis of the concept of education, the development of research competence is one of the tasks of higher education. The results highlight the key role that the scientific community plays in the development of career and identity, and indicate the possibility of socializing. The main vector in this direction is the students' understanding of the value, the goal of scientific literacy, in order to encourage students to appreciate science, to realize possible career options in science and to enjoy science (Aschbacher, P. R., Li, E., & Roth, E. J. ,2010).

Many Russian studies indicate unformed research skills of students (Kramarova, 2011; Shadchin, 2012; Vaganova, 2018); Samodurov, 2011.

The reasons for this lie in the lack of elaboration of pedagogical tools and conditions for stimulating research activities of students, the correct methodological organization of this process, and pedagogical support of students' scientific activities.

Based on the theoretical analysis of methodological and pedagogical literature, we came to the conclusion that there are a number of problems of different levels in the organization of students' research activity: material, psychological, educational, methodological (Galiullina, 2011):

1. The organization reveals signs of unsystematicity: the absence of a holistic phased program of engaging students with clearly defined criteria and indicators of both intermediate and final results of achieving a certain level in the development of the scientific potential of the personality of a future specialist.
2. The unsatisfactory state of motivation of a significant part of the student contingent of universities in research work at the level of awareness of its importance to prepare for a future profession.
3. The lack of a whole range of necessary knowledge and skills in this area, and as a result of the students' readiness for scientific and creative studies.

Lyutkin, N. offers some ways and measures in the educational process in order to promote the development of research activities at the university, namely:

1. Creation of educational, scientific and industrial complexes, synthesis of open systems of intensive training.
2. Improving the regulatory framework of university and postgraduate professional education.
3. Increasing the level of social and pedagogical support of students who are actively engaged in research activities and scientific and technical creativity, taking into account this activity in the appointment of nominal and state scholarships, etc. (Lyutkin, 2005; Ilyashenko, 2018).

Adhering to the views of our teachers, we have compiled an algorithm for organizing the research activities of students studying the disciplines "Chemistry", "Chemistry of oil and gas."

1. Motivational stage.
2. The stage of collection and systematization of literature (map).
3. The stage of drawing up the study program.
4. Registration of work and public speaking at the conference.
5. Reflexive stage.

Consider the stages of research activities on the example of the study students of the direction "Oil and gas business" Grigorenko N.V.

The study was conducted in 2016, the theme of the study is the effect of de-emulsifiers on the rheological properties of heavy oil.

The work included the question of the effect of oil emulsion demulsifiers on the change in the kinematic viscosity of commercial heavy oil in a certain temperature range. Analysis of the obtained dependence comparative analysis of the results obtained with the data on the effect of demulsifiers on the viscosity of heavy oil.

The research methodology developed and the work with the student was developed by the teacher based on the method of N. B. Shumakova and consisted of the following:

1. Motivational stage. Creating a problem situation, formulating a problem, increasing the motivation for doing work, formulating a generalization hypothesis.

   The purpose of this work is to (a) determine the effect of the Sondem 4401 and Dissolvan 2830 demulsifiers on the kinematic viscosity of heavy crude oil [1], the water content of which is less than 0.5%, in the range from 200C to 600C; b) to consider the change in the kinematic viscosity of the samples under study depending on the temperature.

2. The stage of collection and systematization of literature (map).

Organization of work with the collection of material the study of literature, research of other scientists on this issue, the systematization of the collected research results: mapping sources.

Table 2.

Literature Map

Article title	Output
ГОСТ 31378-2009. Нефть. Общие технические условия.	Введ. 2013-01-01. – М.: Изд-во стандартов, 2013. – 10 с.
Шепелюк О.Л. Ахметова Л.Г. Влияние деэмульгаторов на вязкость битуминозной нефти	// XXXI Международная заочная научно-практическая конференция «Научная дискуссия: вопросы математики, физики, химии, биологии» – М., Изд. «Интернаука», № 7 (26), 2015. – С. 46–51.
ГОСТ 33-2000. ИСО 3104-94 Нефтепродукты. Прозрачные и непрозрачные жидкости. Метод определения кинематической и расчет динамической вязкости.	Введ. 2002-01-01. – Минск: Изд-во стандартов, 2001. – 20 с.

1. The stage of drawing up the study program.

An analysis of its activities. The teacher helps to determine the direction and makes a plan for further research.

At this stage there is a choice of scientific methods and research tools.

For example, in this paper for the analysis were selected:

- oil-soluble demulsifiers Sondem 4401 and Dissolvan 2830, which are 50–60% solutions of surfactants in toluene or methanol. "Dissolvan V-2830" is produced in Germany, has a density of 1010 kg / m3 and a viscosity of 62 mPa · s at a temperature of 200 ° C, a de-emulsifier "Sondem 4401" of Russian production, its density is 909.90 kg / m3, a viscosity of up to 42.7 mPa · with at a temperature of 200C.
- two batches of oil with a density of 0.8759 g / cm3 and 0.8859 g / cm3 related to heavy oil according to GOST-2009.

2. Registration of work and public speaking at the conference.

The teacher introduces the student to the requirements for the design of the research work, corrects the written text, draws conclusions, conclusion. Makes graphs and tables according to the results.

For example:

Conclusion: analysis of the obtained results shows that the kinematic viscosity of the first batch of oil increases by 9% at a temperature of 200 ° C, with the addition of the demulsifier “dissolve” in all percentage concentrations. With a further change in temperature, the effect of demulsifiers on viscosity is negligible. For the second batch of oil, where the density is higher, a viscosity increase of 15–17% is observed with the demulsifier “dissolve” at 200 ° C. The introduction of the deemulsifier “Sondem” in the amount of 1% reduces the viscosity of oil by 25–35% in the temperature range of 20–400 ° C. Comparing the results of the analysis with the change in the kinematic viscosity of bituminous oil by adding the same demulsifiers, where a significant increase in viscosity was clearly traced throughout the entire temperature range, we can conclude that the demulsifiers significantly increase the viscosity of the dehydrated oil if it forms an oil dispersed system with molecules resin-asphaltene substances as complex structural units. In such systems, demulsifiers, adsorbing on the surface of particles of the dispersed phase, are stabilizers of the NDS.

Table 3

Результаты определения кинематической вязкости тяжелой нефти с плотностью – 0,8759 г/см3 (№ 1) Кинематическая вязкость (мм2/с) при температуре:					
% деэмульгатора	**200C**	**300C**	**400C**	**500C**	**600C**
диссолван 0,5 %	35	23,1	15,8	12	9,6
диссолван 0,75 %	35,1	24,9	16,4	12,9	10,2
диссолван 1 %	35,6	22,6	15,3	11,3	8,9
сондем 0,5 %	32,6	22,9	15,4	11,9	9,2
сондем 0,75 %	29,8	22,7	15,9	12,2	9,7
сондем 1 %	33,4	22,2	15,2	11,7	9
тяжелая нефть № 1	32,1	22,2	15,3	11,3	8,9

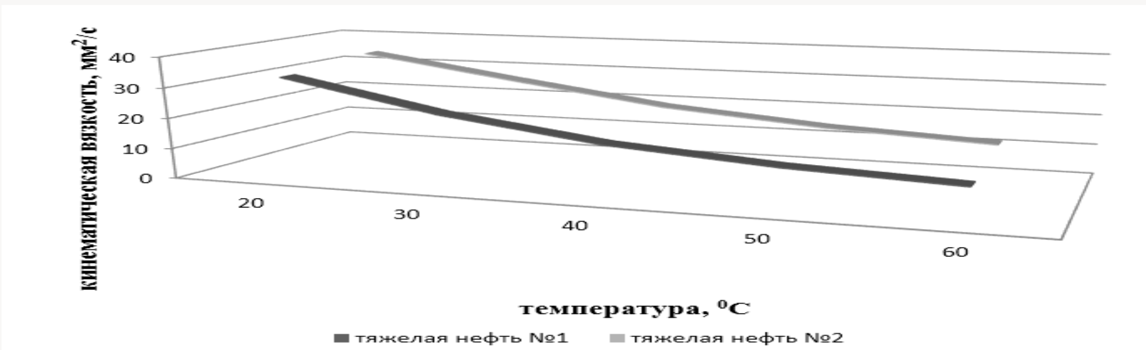


Рисунок 1. Зависимость кинематической вязкости от температуры для исходной нефти

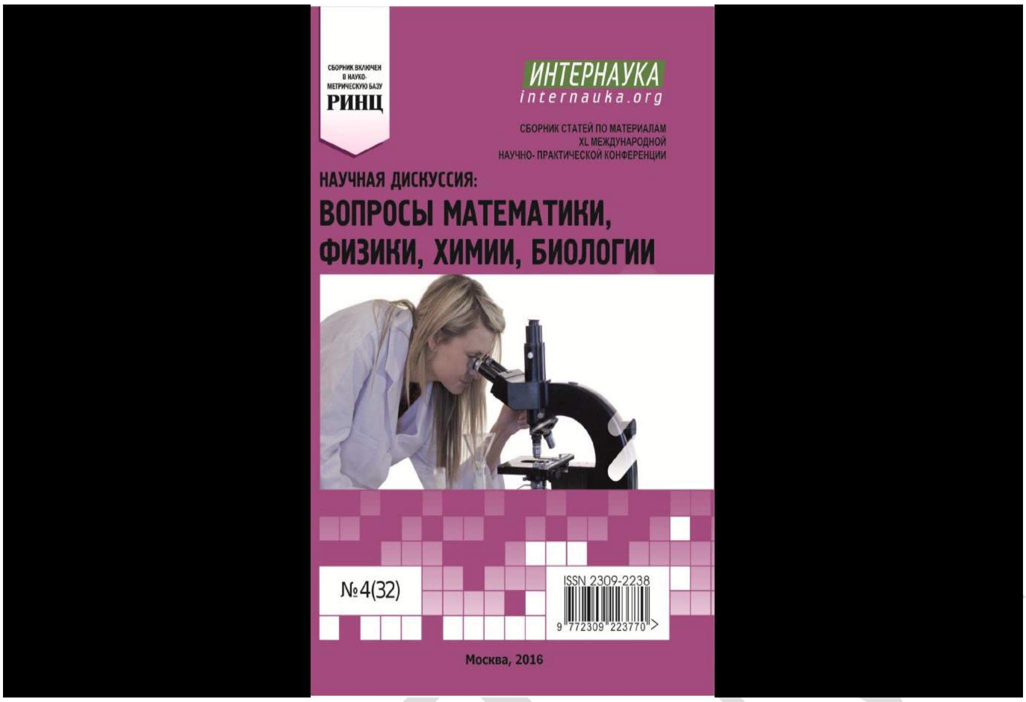
The lecturer explains the principles of public speaking, conducts training, listens and adjusts the performance. The student, in turn, studies the principles of public speaking and jointly with the teacher prepares a written version of public speaking.

1. Reflexive stage.

The teacher and the student assess the results of the research, the extent to which the results are achieved, discuss the prospects for further work on the problem, reflect the thinking, the open principle, the new knowledge, the solution in new conditions, ensuring a true understanding of the new knowledge.

The results of the above-described research work were presented at the XL International Correspondence Scientific and Practical Conference "Scientific Discussion: Mathematics, Physics, Chemistry, Biology".

The results of the study were published in the journal: Scientific Discussion: Mathematics, Physics, Chemistry, Biology. Sat Art. on materials XL internat. correspondence nauch.-practical. conf. - № 4 (32). - M., Ed. Internauka, 2016. - 152 p.



Conclusion

The use of research activities in the educational process of the university changes the structure of students' learning activities. Such an approach to learning implies clearly defined goals, which are formulated through learning outcomes expressed in the actions of students (Ibatova, 2017).

In addition, the research work of students has the following objectives:

- to deepen knowledge in the field of theoretical foundations of the studied disciplines, to develop practical skills of independent research activities;

- develop the skills to competently present the results of their own scientific research, to protect and justify the results;

- to form the system methodology of knowledge of the principles, methods of their research.

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Culture, Identity and Teaching: a Reflection on the Presence of the Native Speaker in the Classroom

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Abstract
The present study aims to reflect on the impact of the presence of the native English speaker in classrooms of the language center at the Federal University of Maranhão. In this sense, it is taken into account the relationship between the mediating action of the ETAs (English Teaching Assistant) and their influence on the English language learning process of the students of English Without Borders program, in order to bring the various reflections that this experience can provide. In this discussion, we will bring up the studies of Almeida Filho (2006), Claire Kramsch (2000), Gardner & Lambert (1972), among others. The results show that the presence of a native speaker motivates students since it generates situations of contextualized communicative exchange, in which culture and language interlace forming a whole in the learning process.
Keywords: Culture; Identity; Language Teaching; Native speaker

Introduction

Culture and Identity are key elements in order to understand the obstacles encountered by a student in the learning process of a foreign language (FL). The use of cultural and identitary elements as a way of making the target language more tangible can impact in the student's success or failure since the impressions induced by this proximity relationship can interfere considerably in the way the student sees the native speaker and their language.

According to Almeida Filho, "A foreign language is equivalent to another language, in another culture of another country, by which we develop an institutionalized interest in learning it"[1] (ALMEIDA FILHO, 2006, p. 66). In other words, learning a foreign language is not limited to the compression of its linguistic structure or, specifically, its phonological, morphological and syntactic structure, but it extends to a number of cultural experiences in which this language functions as a mean of communication, interaction and exchange between individuals that make up the speaking community. Therefore, it is inseparable of the place that the individual occupies in the discourse and of the power relationships established between the speakers.

It is in this scenario that we will situate this study, we will investigate to what extent the presence of native speakers is relevant in English classes, by means of observations made in the classrooms that had the presence of an English Teaching Assistant – ETA. We will assess here the relationship between the mediating action of the ETAs and their influence on the English language learning process of the students of the program Inglês Sem Fronteiras (English Without Borders) of the Federal University of Maranhão, in order to bring the numerous considerations that this experience has provided.

Culture, Identity, And Teaching

Nowadays, the challenges faced concerning the teaching of foreign languages are many and diverse. Over time, different methods and proposals emerged to assist in this process, one of these methods is precisely the one that does not disassociate the language from the sociocultural issues of the speaker.

The significance of learning an FL is unquestionable because, through communication, a people have the possibility of expressing themselves and to make themselves understood in a particular language. To speak a language is not only to learn its lexicon or its grammatical rules, but it is also necessary to understand the social issues surrounding the language and its people. The use of a certain language goes beyond the establishment of social connections, it is also useful to disseminate ideas and thoughts, in which emerge attitudes and behavior patterns that identify the customs of a group. Thus, it not only can insert individuals

[1] Translation of: "Uma língua estrangeira equivale a outra língua, em outra cultura de outro país, pela qual se desenvolve um interesse institucionalizado em conhecê-la"

in a group, but it can also clarify certain social, political and ideological contexts, in addition, to assign an identity to its speakers.

Therefore, language, culture, and identity are three interconnected elements. Language is a product of a culture; however, culture would not exist if humankind was not capable of developing an articulated system of communication. Consequently, cultural identity, language, and communication are interrelated. Language has as its main function the communicative act and it is built inside a specific cultural environment. Thus, the teaching of an FL must necessarily go through the knowledge of a particular culture and through the contact of the natives with the FL interfering directly in this process.

Cultural Identity And The Teaching Of A Language

There are many concepts and definitions that surround the term culture over its development in the social sciences, thus, analyzing cultural approaches is not an easy task. There are numerous anthropological, sociological, philosophical and linguistic meanings, which interfere in the cultural factors that are directly related to the learning of a language. In this way, it is necessary to reflect upon what we mean by culture and what we intend with this word in the space of teaching and learning FLs.

Since there are so many concepts, we will use here two concepts to define the term culture. According to Paraquett (2000), culture is a set of traditions, lifestyles, ways of thinking, feeling and acting of a people. For Blackburn (1997), culture is the way of life of a people, in which it can be included attitudes, values, beliefs, art, science, modes of perception and habits of thought and action. With these two concepts in mind, we can conceive that the culture is directly linked with the customs and traditions of a community, its moral values, and its language, that is, it is the production set of a people. The culture distinguishes the social groups and, at the same time, can unify these groups by means of the interaction associated with the social processes, the teaching of idioms, the tourism, the work etc.

We can perceive the importance of the culture in the teaching-learning process of an FL in the moment that we observe in our students the lack of information and knowledge about other peoples and, mainly, about the culture of the target language. Thus, learning a FL does not mean only the transmission of linguistic habits or the mere acquisition of grammatical structures; for the students to position themselves, recognizing the historical, geographical and cultural situation of the country and, above all, respect the cultural differences, it is necessary to understand and comprehend the standards that regulate the social interactions of the country whose language is being studied. Thereby, the student will have a sharp and critical view, changing their views about the other and themselves.

Since language and culture are interconnected, we cannot separate them without loss of significance for both, since the culture establishes a model of personal and social existence. While the culture provides parameters for the identifications, the language is the place where the meaning and subjectivity are built, since through the language the individuals can build and negotiate their identities. According to Kramsch,

The language can be studied in its social context, but the language itself is seen as a system of arbitrary signs or symbols to which social existence is given through its reference to a context that is outside the language[2] (KRAMSCH, 2000, p. 133).

Thus, all discursive acts are directed to someone and all discursive practice is situated in a social, historical and cultural world in which it happens, that is, it does not happen in a social vacuum.

The student of a second language puts not only two languages in contact with each other, but two cultures, and, thus, learn a second culture along with a second language. As is pointed out by Brown,

Culture learning is a process of creating shared meaning between cultural representatives. It is experiential, a process that continues over years of language learning, and penetrates deeply into one's patterns of thinking, feeling, and acting. Second language learning [...] involves the acquisition of a second identity (BROWN, 2000, p. 182)

Therefore, learning a new language is a process of signification and of construction of identity. It is also relevant for the student to learn the usage rules of a language, as well as to learn what is considered the appropriate use of the language in accordance with the endless power relationships between the speakers,

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[2] Translation of: a língua pode ser estudada no seu contexto social, mas a língua em si é vista como um sistema de signos ou símbolos arbitrários aos quais é dada existência social através de sua referência a um contexto que está fora da língua (KRAMSCH, 2000, p. 133).

because they are organizing and reorganizing a sense of who they are and how they relate to the social world. Therefore, knowing the culture of the target language is also investing in identity aspects, as these can change constantly through time and space. In this regard, the researches Rosane Rocha Pessoa e Maria José Hoelzle (2017) emphasize that the focus on identitary constructions and the questioning of cultural, professional, political and religious tradition can promote autonomy, criticality and maturity and, consequently, can impact fundamentally in the professional formation of the learner.

In this sense, addressing issues relevant to the cultural and identitary universe of the student favors the expansion of the linguistic contents to be explored in the teaching-learning process. It is through the language that the speakers are constantly undergoing a process of reformulation, or more broadly, of cultural redefinition. Therefore, in the teaching-learning process of an FL, it is necessary that there a link between, language, culture, and identity, because through this link the learning will be more meaningful[3]. Thus, the languages' student will always be an individual in formation, and not anymore a mere receiver, because they will able to perceive the cultural differences as essential to their linguistic identity. Therefore, the language needs to be studied within a sociocultural context and not only in a structural view.

Therefore, to emphasize the relationship between the sociocultural factor and language learning, we investigated the impact of the presence of native speakers in English classes of the program Inglês Sem Fronteiras - ISF (English Without Borders).

The Presence Of The Native Speakers In The Classroom

Twenty-seven students from the English classes of the ISF from levels 2 and 3 participated as collaborators of this study. They have been in the classes with the ETAs and responded the questionnaire. Based on the answers to the questions in the questionnaire, we highlight a few topics such as: (I) experiences and impressions about the interaction with native speakers of the language and (II) the influence and signs of the action of the ETAs on the motivation of the students in this learning process. Based on these themes and the observations of the participating teacher, the data analysis sought to describe the perceptions of the 27 students about the experience of interacting with the two ETAs during the second semester of 2016 of the ISF classes. The analysis of the data is organized below in accordance with the recurrence of the topics covered.

I) Experiences and impressions about the interaction with native speakers of the language

About the question number 1 of the questionnaire – "Have you ever attended an English class which had the presence of native speakers?" – the results shown that among the 27 participants, twenty-one never had a previous experience of interaction with natives, six of the participants stated that they already experienced such a thing. The answers to the second question – "During the English classes, we had the presence of Americans from the program English Teaching Assistant – ETA, could you tell us about your experience?" – showed positive reactions regarding the contact with the ETAs. The following excerpts show the students' enthusiasm for the experience:

> Participant 1: *It was nice because he was very friendly and also told us stories of his country very spontaneously.*
>
> Participant 4: *The experience was enriching. It is important to have this kind of contact in order to expand our vocabulary.*
>
> Participant 5: *It was a great experience, [...] the interaction with the assistant teacher moving and exciting. I wanted to express myself and try to communicate with him[4].*

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[3] Meaningful learning is a central concept of Ausubel's theory of learning (2000), which, according to the author, is supported by the new knowledge that the student acquires, relating to the previous knowledge that they already have.

[4] Free translation of: Participante 1: Foi muito legal, porque ele era muito simpático, além de nos contar algumas histórias do país de onde ele veio com muita espontaneidade.

Participante 4: A experiência foi muito enriquecedora. É importante que tenhamos esse contato para expandir nosso vocabulário.

Participante 5: Foi uma ótima experiência, [...] a interação com o professor assistente foi emocionante, estimulante. Tive muita vontade de me expressar e tentar estabelecer comunicação com ele.

The answers showed that all the students evaluate the experience as "enriching", "great" or "very cool", thus, there was a very positive reaction regarding the contact with the ETAs, since, for some, it seemed to be a unique experience. Some answers also show how the notion of a native speaker (NS) inhabit the students' imaginary, reinforcing the notoriety attributed to the native teacher.

Participant 2: *It was interesting, especially because we could observe the English language spoken in a more light and natural way, and it became understandable to me when I listened to Hank carefully.*

Participant 18: *It was interesting because we could observe the native pronunciation, among other things like the way they talk and the speed.*

Participant 7: *It was a good experience because we had contact with English's orality in its native form and with its own accents.*[5]

These statements showed the credit and the superiority of the native teacher from the point of view of these students, which strengthens the view that many people have of natives as the ones who know their language perfectly. Although the most current conceptions emphasize that "competence", not origin, should be evaluated as a prerequisite for the completion of teaching staff of the ELT[3] (ANCHIMBE, 2006, p.12), some companies still put the native origin as a requirement for hiring teachers, seeing in the native a marketing opportunity, because the general public believes that the native's presence makes all the difference, as it can be confirmed below.

Participant 13: *I think it was a positive aspect of the course's status. […] this implementation was a very positive aspect that needs to be always conducted*[6].

We realized, however, that although many studies have already highlighted the Nativity myth, we still have to deal with the idealization and glorification of the figure of the NS, which puts them above the non-native speakers in the context of FL classrooms. In addition to adding values to the NS, we can also perceive that the students assigned to the assistant teachers metalinguistic and pedagogical skills and opportunities of contact with the culture.

Participant 21: *It was very important because learning to speak another language requires a more constant practice, which contributes to the teaching-learning process. (Sic)*

Participant 22: *It was a good opportunity to get to know expressions, words and slangs, hardly addressed during a regular English course. It was also great for practicing the listening.*[7]

If, on one hand, there is all this admiration for the NS, motivating the learning of that language, on the other hand, the resistance to the other, that is also the language holder, is a constant, especially regarding the linguistic performance of students. This process of an encounter with the other may cause rejection or attraction, which determines the student's success or failure in the acquisition process of this language.

Participant 24: *There is an impact when you interact with a person you know is native. This happens because there is this fear of not being able to communicate with them. However, since the ETAs are there precisely to facilitate this interaction, we gain self-confidence and the communication begins to flow naturally.*[8]

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[5] Free translation of: Participipante 2: Foi interessante, principalmente porque foi possível observar a língua inglesa falada de modo mais natural, leve e tornou-se compreensível pra mim ao ouvir o Hank com atenção.
Participante 18: Foi interessante porque pôde-se observar a pronúncia nativa, entre outras coisas como o jeito que falam, a rapidez.
Participante 7: Foi boa a experiência, porque tivemos contato com a oralidade do inglês em sua forma nativa e com sotaques próprios.

[6] Free translation of: Participante 13: [...] eu creio que foi um ponto positivo ao status do curso. [...] essa implementação foi um aspecto muito positivo que precisa ser desenvolvido sempre.

[7] Free translation of: Participante 21: Foi muito importante, pois aprender falar uma outra língua requer uma prática mais constante, o qual contribui no processo de ensino-aprendizagem. (Sic)
Participante 22: Foi uma boa oportunidade para conhecer expressões, palavras, gírias pouco abordadas durante um curso regular de inglês. Também foi ótimo para praticar o listening.

[8] Free translation of: Participante 24: Há um impacto quando você interage com uma pessoa que você sabe que é nativa. Isso ocorre porque existe um receio de não conseguir comunicar-se. No entanto, como os ETAs estão naquele momento justamente para facilitar essa interação, acabamos ganhando autoconfiança e a comunicação começa a fluir naturalmente.

During the classes with the ETAs in the ISF, two students resisted the participation in the English Classes and stayed only as observers, in the following classes with the ETAs they did not attend and one of them gave up the regular classes. This encounter may cause fear, as well as attraction, however, it is of utmost importance since it destabilizes us as a singular unit.
The conception of culture is seen in an integral scope in the teaching of languages, never inseparable, since to reflect on the teaching of LE is to integrate the culture as well. It is possible to notice the great interest of the students in knowing the culture of the country of origin of the ETAs.

Participant 12: *[...] in addition to making us learn about their customs and a little bit about their culture.*

Participant 11: *It was interesting to hear natives talking about their culture and discussing what they think about the culture, the manners and the people of Brazil (Sic).*

Participant 24: *The ETAs told us a little about the culture, the customs and even about the geography and history of their countries. Usually, these matters increase the curiosity and interest in knowing the language of a place and the desire to interact with its people.*[9]

The learning of an FL, because of its social character, foresees the interaction with different people and cultures. Then, we understand that, when we study an FL, this is one of the greatest difficulties encountered by the student: the contact with the target language community, mainly caused by geographical distances. Despite the greater ease of access to international information, through media such as television and the internet, it is necessary that the student knows a minimum about the culture and the way of thinking of the community of the target language so that they can absorb this information.

The influence and the signs of the actions of the ETAs on the motivation of the students in the learning process

This theme reminds us of the influence of this experience in the process of learning English, so we will analyze the implications for the learning process, such as motivation and changes in attitudes.
The answers given to the following question in the questionnaires of 11 participants were negative: "Has there been any change in your attitude in relation to classroom learning?". The motivation of the learner to perform classroom activities may depend on their development and their feelings related to the teacher, parents, colleagues, and others in different contexts. The answers of the other sixteen students reveal that there was a change in different aspects, the most cited one was *motivation*.

Participant 2: *Yes, the experience with the ETA made me more eager to learn the English language.*

Participant 6: *Yes, I was more eager to speak in English with people and in the classroom.*

Participant 24: *Yes. When I was able to communicate with the ETA, both by speaking and understanding what she said, this was very motivating, because I realized how much I had evolved in my learning, in addition, to having a feeling of confidence in my oral communication, which in my view is the hardest part to achieve, since it requires good listening, speaking fluency and ideas must be expressed quickly and objectively.* [10]

In this perspective, José Luís Pinillos (1975) restates that "the word motivation, derived from Latin *motus*, designates, in the common parlance, the dynamic root of the behavior", that is, the motivation is related to

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[9] Free translation of:
Participante 12: [...] além de nos fazer conhecer seus costumes, um pouco de sua cultura.
Participante 11: Foi interessante ouvir nativos contando sua cultura e discorrendo o que acharam da cultura, o modos, as pessoas do Brasil. (Sic)
Participante 24: Os ETAs falaram um pouco sobre a cultura, costumes, ou mesmo a geografia e história do país de origem. Geralmente esses assuntos aumentam a curiosidade e o interesse em conhecer a língua de um lugar e a vontade de interagir com seu povo.

[10] Free translation of: Participante 2: Sim, a experiência com o bolsista americano fez-me ter mais vontade de aprender a língua inglesa.
Participante 6: Sim, deu vontade de falar mais em inglês com as pessoas e também na sala de aula.
Participante 24: Sim. Ao conseguir comunicar-me com a professora ETA, tanto falando quanto compreendendo o que ela dizia, isso foi bastante motivador, pois percebi o quanto já evolui no meu aprendizado, além de ter a sensação de confiança na comunicação oral, coisa que no meu ponto de vista é a parte mais difícil de conseguir, já que exige boa compreensão auditiva, fluência na fala e as ideias devem ser expressas de forma rápida e objetiva.

those internal determinants, rather than those external to the individual, which, from the inside out, urge them to action.

Among the classifications attributed to the motivation, it is the one in which it can be extrinsic or intrinsic. The extrinsic motivation is produced outside the individual, it is centered on the results, and in the belief that the learning will bring a positive consequence. An example of this type of interest is the development of methodologies and methods of teaching FL that aim at teaching the language with an specific purpose – such as, for instance, a juridical purpose, secretariat, tourism, among other – a modality in expansion because it allows a more rapid learning and with a defined application.

The intrinsic motivation, on the other hand, descends from the individual himself. It is centered on personal satisfaction, in the pleasure that the learning of a language provides, without the search for external benefits. The students, intrinsically motivated, learn the FL with methodologies and methods of general nature, which address cultural and social aspects of the communities in which the language is spoken.

In the fourth question of the questionnaire – “Do you think that the presence of the ETAs in class contributed to your motivation to learn English? If the answer is yes, explain” – only two participants denied any contributions to their motivation, the others all stated changes of attitude in relation to the participation in class.

For Gardner & Lambert (1972), pioneers in the study of motivation for the learning of a second language, the motivation is linked to the attitudes related to the speaker’s community of the target language, to the expressed desire to interact with such speakers and to a degree of identification with the community.

> Participant 11: *[...]They encouraged me to keep studying English so that I could talk to them.*
>
> Participant 14: *[...]They made me want to be as fluent as an American.*
>
> Participant 1: *[...] they prompted to want to learn more the language when traveling to other countries and speaking with foreigners*[11]

Thus, the motivation is the combination of effort, a bigger desire to achieve the goal of learning the language and more favorable attitudes to learning it. In other words, attitude and motivation are related and are the foundation to achieve a goal.

We highlighted a few points in common in the students’ answers:

> **Dialogue with the natives**
>
> Participant 5: *[...] knowing that a native can understand what we are saying is very stimulating and motivating.*
>
> Participant 24: *[...]The presence of a native, in this case of the ETA, greatly motivated my desire to learn English, since I could experience a real situation of communication with a foreigner. We also learned a little about their culture, their country and their perception about Brazil.*
>
> **Incentive**
>
> Participant 19: *[...] With this contact, I wanted to speak more like Hank.*
>
> Participant 7: *this awakens the interest in continuing a conversation with them and in improving our vocabulary.*[12]

In the questions five and six – respectively: “What aspects do you think have most influenced your learning process after the ETAs came to our classes?” and “What other changes in your learning process

[11] Free translation of: Participante 11: [...] eles me incentivaram a continuar estudando o inglês, para poder saber falar com eles.
Participante 14: [...] eles me fizeram querer ser tão fluente quanto um americano nativo.
Participante 1: [...] me motivou a querer aprender mais a língua quando for viajar pra outros países e falar com estrangeiros.

[12] Free translation of: Participante 5: [...] saber que um nativo consegue compreender o que falamos é muito estimulante e motivante.
Participante 24: [...] A presença de um nativo, no caso o ETA, motivou bastante a minha vontade de aprender inglês, já que pude experimentar uma situação real de comunicação com um estrangeiro, além de aprender um pouco sobre sua cultura, seu país e sua percepção sobre o Brasil.
incentivo
Participante 19: [...] com esse contato tive mais vontade de falar como o Hank.
Participante 7: Nos desperta interesse em continuar uma conversa com eles e melhorar o nosso vocabulário.

were observed after the ETAs came to our classes? – we can point out from the answers a few specific aspects such as, for example, the cultural knowledge, the learning of vocabulary and pronunciation, and a better understanding of "listening".

As it was mentioned before, the linguistic competency only is not enough to know a particular language, it is crucial to know the other, their habits, achievements, customs, to know their culture for an effective communication. In this way, the interest and the influence that a culture awakes in the students integrate linguistic and cultural learning to facilitate communication.

> Participant 15: *The want to know, the curiosity to know more new things about the language and the country*
> Participant 11: *The curiosity of the other's culture, the knowledge of the other through the conversation in the language I study.*
> Participant 24: *I believe that two very important factors were: the loss of the fear of communicating in English and the development of the ability to organize ideas to form sentences in English only with the linguistic knowledge that we already had. That is, without the help of the Brazilian teacher, dictionaries, applications, etc. This was vital because we got to express our thoughts in an alternative way in order to be understood. Although we did not know or remember a word, we were able to create sentences with an equivalent meaning. And this was very nice.*[13]

About the questions seven and eight – respectively, "Is there any negative aspect in this visits of the ETAS?" and "Do you have any more comments?" – all the participants stated in question 7 that there were no negative aspects to the visits of the ETAS, and some of them even raised positive aspects, confirming the answers given to the second question. For question number eight, most participants requested the continuity of the ETA project in the English classes of the ISF, putting it as something relevant to the course status.

Final Considerations

By looking at the findings of this research, it is possible to conclude that the presence of native Americans, as assistant teachers in English Classrooms of the ISF program, can enable the student a direct contact not only with the English language but with cultural factors inherent in this language. With this study, it was possible to observe a general evaluation of the role of English assistants as mediators of learning.

The inclusion of an assistant teacher in the activities of the students brought a wider perspective, regarding the development of several aspects of the teaching-learning process. Teaching the culture and the different social factors promoted positive attitudes in the students, such as greater interest in learning the FL and changes on their behavior in the classroom, since the student wants to accomplish their goal to communicate successfully with a foreign.

Therefore, the presence of a native speaker in the classroom generates contextualized communicative exchanges, in which the language and the culture entwine and become a whole. There is no doubt that the sum of all these factors will make the individual feel closer to the community of speakers of another language, thus increasing considerably their motivation to continue and to improve their learning process. So, this study can offer to the professionals and scholars of the field of teaching and learning of English the perspective that there are many positive aspects when it comes to the presence of native speakers in the English's classrooms, especially regarding the contact with cultural elements that this moment provides.

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[13] Free translation of: Participante 15: O querer saber, a curiosidade em conhecer mais novas coisas sobre a língua e o país.
Participante 11: A curiosidade da cultura do outro, o conhecimento do outro através da conversa na língua a qual eu estudo.
Participante 24: Acredito que dois fatores bastante importantes foram: a perda do receio de comunicar-se em inglês e o desenvolvimento da capacidade de organizar ideias para formar frases em inglês apenas com o conhecimento linguístico que tínhamos. Ou seja, sem auxílio da professora brasileira, dicionários, aplicativos etc. Isso foi fundamental, pois conseguimos expressar nosso pensamento de maneira alternativa a fim de conseguir ser compreendido. Embora não tivéssemos conhecimento ou lembrado de alguma palavra, conseguimos criar frases com sentido equivalente. Isso foi muito bom.

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Social Networks and Nicknames for Purposes of Interactive Teaching English at School

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Abstract
This article is devoted to one of the urgent problems of modern linguodidactics, in other words, the search for new, effective tools, methods and techniques for teaching foreign languages at school. The authors describe an innovative approach to teaching English in secondary schools, founded on combining information and communication technology resources with interactive teaching. The idea of interactive teaching is based on the interaction and cooperation of all members of the educational process, where teacher only provides possible conditions for the manifestation and implementation of the initiative, the activity from schoolchildren. In a situation of continuous technical and communicative revolution, this type of training can and should be realized by means of modern information technologies, where the Internet space and its services occupy an important place. Social networks, well-known to schoolchildren and being the part if their lives, have great methodological potential. They help increase motivation and academic achievements. The authors of the article demonstrate the possibilities of using social networks (Twitter, Facebook, etc.), as well as their constituent elements – virtual names (nicknames) from the perspective of various interactive teaching methods: project method, case-study, discussion, educational games, brainstorming. As experiments show, interactive exercises by virtue of social networks and nicknames are multifunctional. They contribute to the development of language (lexical, grammatical, etc.), communication skills and also increase the motivation and cognitive interest of schoolchildren (aged 12-17).
Keywords: nickname, social network, interactive teaching, English, school

1. Introduction

The main objective of the modern school is to reveal the potential of all the participants involved in the pedagogical process, to give everyone an opportunity to be active and creative. Interactive training is rapidly gaining ground in the modern educational system, such kind of training is based on the continuous engagement of all the members of the schooling process, where a teacher only creates conditions for pupils to take and realize their initiative. The essence of this approach is as follows: the whole class is involved in the cognitive process, everyone has an opportunity to understand and reflect, to make a special individual contribution and to exchange knowledge, ideas and ways of doing (Panina & Vavilova, 2007). Constant cooperation fosters motivation and improves teaching efficiency overall.

Quite frequently the term "interactive teaching" is used in the scientific literature in response to the emergence of information technologies, to the implementation of Internet resources into the educational process, including such platforms as social networking services which take over the lives of modern people by leaps and bounds. Social media is an Internet service representing itself a virtual space for communication between individuals within the network, allowing users to create profiles. Every user is able to communicate, to be creative and to share the fruits of his or her imagination with a vast audience on the Web.

All social media services provide an opportunity to find the technical and social basis for the virtual self-expression that is evident in the possibility of thinking up a network name – nickname – a symbolic name which a user assumes to communicate with virtual personalities throughout the Internet (Danilov, 2011; Asmus, 2005). Nickname is the so-called "face" of a person in the online world, it emphasizes individual traits and creates a specific image.

Interactivity and Internet constitute some kind of related phenomena. From our perspective, it is through popular communication technologies that we can modernize and upgrade the teaching methods by making them more effective and accordant to the current generation of schoolchildren. Social networking services are so sophisticated and diversified that not only their standard and traditional functions can be involved into the process of education but also their unique elements – nicknames, on the basis of which we can invent some new interesting exercises for creative contemporary pupils during the lessons of foreign language.

A large number of scientific papers are dedicated to the study of didactic potential of different web-services: d. boyd (boyd, 2007), E.P. Ilchinskaya (Ilchinskaya, 2015), N.M. Moolenaar (Moolenaar, 2012), D.E. Onorin (Onorin, 2016), Stornaiuolo (Stornaiuolo, 2012), H. Tanner (Tanner, 2014), however, the application features of social networks in the aspect of an interactive approach to teaching foreign languages are not sufficiently described in detail, and, in particular, the use of the integral elements of online platforms – nicknames – are not researched at all. This fact emphasizes the novelty and importance of the chosen problem.

In the course of reviewing theoretical foundations of the interactive approach to teaching we have analyzed a sufficient number of typologies of corresponding methods and forms of teaching. Here we highlight five most widespread and relevant methods: project method, case-study, discussion, educational games, brainstorming technique. As exemplified in these five interactive teaching methods we try to demonstrate how successful and effective they could be widely adopted in combination with the didactic potential of social networks (Facebook, Twitter, etc.) and nicknames during English lessons at school.

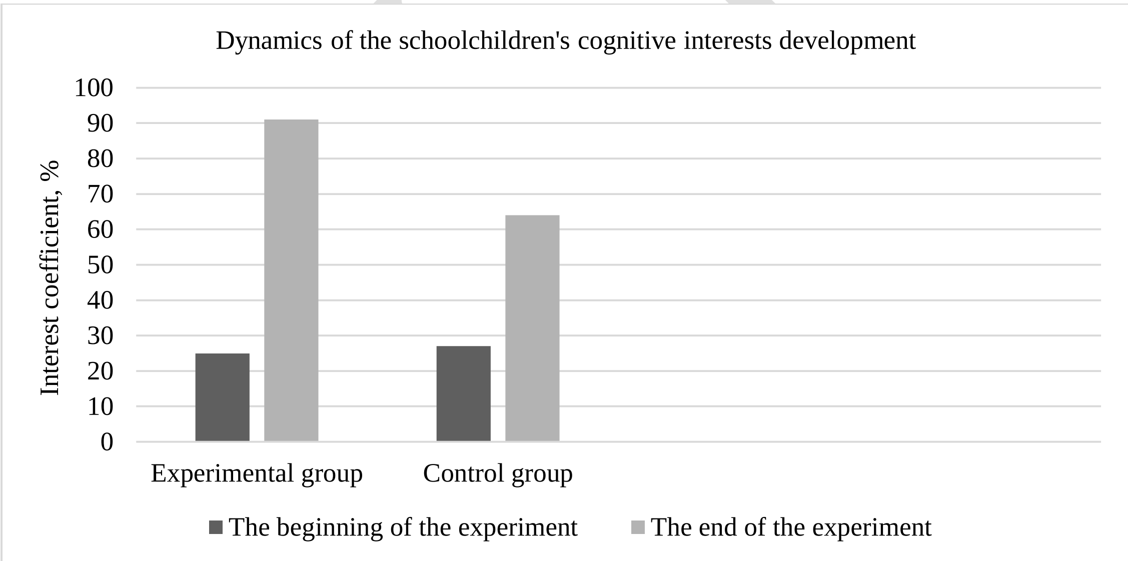
2. Method

In the furtherance of these goals various research methods were used, they included theoretical methods: analysis of sociological, pedagogical and methodical literature, synthesis, forecasting; also empirical methods: pedagogical experiment, interviewing, questioning among schoolchildren, consultations with teachers, observation.

The central research method was a classic typical pedagogical experiment, built on the comparison of experimental and control groups. The result of the experiment is manifested in the change that occurred in the experimental group compared with the control group. During the pedagogical experiment, experimental and control groups of 9th grade schoolchildren of the secondary school were selected. In the experimental group, English was taught with interactive teaching methods based on the use of social networks and nicknames. In the control group, teaching process was organized conservatively and traditionally. All English classes in the control and experimental groups were conducted by one teacher, the level of input knowledge of schoolchildren in both groups was about the same.

3. Results and Discussion

In order to study the dynamics of the development of schoolchildren's interest in the new language material, we carried out a survey. All participants answered a questionnaire, the results of which were used to calculate the coefficient of interest. This coefficient of interest is determined by the method of A. A. Verbitskiy (Verbitskiy, 2006). The diagram clearly shows the changes in the level of cognitive interest among schoolchildren during English lessons.



The pedagogical experiment revealed the positive dynamics in the development of the cognitive interests of schoolchildren in both groups. However, the analysis of the results by the end of the experiment showed a significant leap in the experimental group: the number of students who expressed interest in the English language increased several times. Consequently, social networks and their nicknames, used as interactive teaching tools, indeed are capable of influencing the motivation and interest of schoolchildren. In addition, a positive effect of the described method concerning the formation of objective language and communication skills has been revealed, and this fact is proved by the test results presented in the table below. The control tasks after the studied topics were absolutely the same for both control and experimental groups:

Tests	Experimental group (the number of students, %)				Control group (the number of students, %)			
	excellent	good	satisfactory	poor	excellent	good	satisfactory	poor
Lexical dictation	28	48	24	0	12	38	42	8
Grammatical test	26	50	22	2	4	32	54	10
Composition	30	46	24	0	8	30	54	8
Oral topic	32	52	16	0	4	38	46	12
General test	30	48	22	0	8	36	48	8

As we can see at the table, in almost all types of tests, the results of schoolchildren in the experimental group are higher than those of their classmates from the control group. Thus the use of social networks and nicknames in the form of interactive exercises contributes to the development of language and communication competencies during English lessons.
Let us dwell more detailed on the discussion of the didactic potential and the possibilities of the practical application of social networks and their nicknames.

3.1. Project method
In terms of interactive teaching with regard to foreign language lessons at school one of the most perspective methods is the project method, i.e. the way to achieve didactic purposes through the detailed elaboration of a significant problem, subsequently it should be resulted in the real tangible "product", decorated somehow (Polat, 2003).
We can talk about the creation of a thematical community in English on a social networking service as the joint project of a teacher and his or her pupils at the end of learning the topic, for instance, the public, dedicated to the history of the United Kingdom. Also, the channel on a video hosting service can be started up, where collection of educational videos would be reflected. It is possible to suggest children getting into groups and shooting several videos that would clearly and vividly demonstrate the usage of rules (e.g. in forms of dialogues, sketches, vines) that have been internalized during the lessons. Moreover, an electronic journal with articles in a foreign language can be released, where the teacher would be an editor-in-chief and separate groups of children – reviewers, critics and authors.
Relying on the project technology it is entirely feasible to accomplish a creative task by means of the nicknames of social networking services in English class, e.g. in 8-11 grades within the framework of studying the topic "Popular Professions in a Modern World" (during the final stage):
Project "My prominent career". There is no doubt that everybody would like to be successful and famous. You are suggested creating on Facebook an account of imaginative celebrity, you are eager to be, in any sphere (music, sports, films, television, politics, business, economics, fitness, etc.) either individually, or in pairs / groups with all the details: nickname (that should accurately reflect the personality of your character), personal information (real name, age, place of birth, current accommodation, interests, hobbies, etc.), some photos and content on the online-page. Then each one of you will present publicly your wonderful star in front of the class (in a form of some kind of report). This project will be concluded by making a colourful poster with the collection of our brilliant characters, arranged by rating based on the results of a public poll.
This exercise allows consolidating vocabulary on the topic "Professions", to constitute the competence in making speech acts, to improve oral monological speech skills, to develop skills in working with an interface of social web-services in English, to present an overview of a desirable future career (the last can be considered as an element of vocational guidance).
3.2. Case-study
Proficiency in a foreign language is, first and foremost, a communication skill, an ability to keep the conversation in various situations during the process of interaction between people. By virtue of the method "case-study" it becomes possible for modern pupils to develop their social intelligence, to learn how to analyze everything around them, to demonstrate their leadership and initiative (Kret, 2013). Case-study is a method of problematic-situational analysis based on teaching by means of solving concrete tasks (Trapeznikova, 2015).
The procedure of investigation, research or analysis can be organized inside an online service. Let us suppose that the topic of the foreign language lesson is connected with the ecological problems of our universe, and children are suggested not only reciting potential ways of solving the global troubles, but also finding how to pay people's attention to the pressing issues of contemporary natural reality. It is easy to accomplish this point floating around the Internet, concurrently it is the most effective way. On social networking services one can create the public, devoted to the ecological state of the Earth, people can invent some kinds of hashtags-slogans in order to cooperate and set up

conversations and discussions of the actual problems.
Below, we show you the way in which network onyms can be applied at lessons while executing the case-study. Such kind of task can be recommended for accomplishment at any stage of learning in secondary school (grades 5-11) during studying or revising the grammatical topic “Special Questions in English”.
We will create a chat on Twitter in order to solve an important task / case – during the communication with each other we should reveal, who is who by asking questions to each other about interests, likings and passions, by noticing the manner of getting into a conversation with us, by seeing only an invented nickname-pseudonym on the online-page of the user.
Example of Q&A Session in an organized live chat:
@crazyaboutpinkness: How many hours a day do you play your favourite musical instrument?
@BestFriendofPiano: I play the piano about three hours a day to hone my skills to perfection.
This exercise is intended to master children’s writing skills and their acquirement in building-up interrogative sentences; moreover, it aids development of interviewing skills and actualizes lingvocreative thinking in course of the invention of virtual names and spelling questions for equals in age.

3.3. Discussion
We believe that not only scientists of the world community are interested in the character of social media influence on the choice of the concrete nickname type by users. In our opinion, this vexed question can excite speculation in the minds of modern teenagers too. Discussion is a method of interactive teaching in which public deliberation and free verbal exchange of knowledge, thoughts and opinions, ideas about some problem or moot point take place (Panina & Vavilova, 2008).
This method can be realized when dealing with any topic, the main thing is to have any matter of argument that demands for an active deliberation. Within online services it isn’t difficult to organize the case-study, one should only create a chat on a selected theme and arrange so-called “debates” inside. Also, discussion can take place under different posts in online communities, after looking through some thematically ordered picture albums or visual backdrops, after listening to musical tracks of foreign artists, etc.
The task definition for schoolchildren from 9th to 11th grades is presented below; it can be involved in dealing with the topic “Social Networks in our Lives”.
Let’s discuss, which type of nickname (autonym, pseudonym or mixed) is the best during the communication on neutral social networking services and which – on thematic (romantic, professional, creative) services. You will be divided into three teams according to the existing nickname types on Internet and should prove the advantages of your type during our debates. For each point of view give convincing arguments and illustrative examples.
Such a discussion develops both monological and dialogical foreign speech in an oral form, instils the first notion of anthroponimics into children’s minds; it cultivates skills in critical reasoning – in finding clear arguments and introducing them convincingly in front of the classmates by intercommunicating in a flexible and unostentatious way and by accepting criticism and objections properly.

3.4. Brainstorming
Something similar to the discussion means the method of brainstorming, however within this technology the rejection of any criticism and harsh categorical judgments occurs. Brainstorming is a method oriented to the production of the ideas for solving problems, it is based on the process of joint attacking the problem at an organized discussion (Dvulichanskaya, 2011). The point of the brainstorming consists of developing children’s skills in expressing their ideas and thoughts quickly and effectively, in comparing, systematizing and analyzing different information by means of the foreign language (Alyoshina, 2016).
Social networking services provide an opportunity to arrange public polls and negotiations and afterwards to count the votes and analyze opinions to reveal the most original and relevant ideas. For instance, if we talk about the topic “Healthy lifestyle” during English classes, at the very beginning of learning it we can realize brainstorming by asking on a virtual web-service some kind of loaded question, provoking consideration and generation of different ideas with regard to a particular problem. All pupils’ opinions will be fixed inside the community, and then by rating or public poll the most productive and interesting ones will be chosen. In such a manner children will get useful food for thoughts and motivation even before a detailed learning of a concrete question.
Let’s demonstrate the realization of brainstorming by the aid of nicknames of social networking services drawing on the example of an exercise that can be recommended in the 9th grade during studying the topic “Politics and Contemporary History”.
Our task is to think up the best nickname for Donald Trump. You should give as many ideas as you can. But beforehand you should search some information about this personality in order to reveal some prominent features. Then we will put all your inventions in a nutshell and by creating a public poll on Facebook, we will choose the best variant of his virtual name.

Such kind of task facilitates the development of lingvocreative thinking, and also the capability of expressing ideas in a foreign language briefly; it fosters an interest in a country specific and historical aspect of the language under study.

3.5. Educational game

It is necessary not to be only result-oriented, but also to emphasize the educative process itself, that is why it makes sense to use gaming technology – the main source of motivation and emotional release for children. The essence of educational games includes activation of the set of skills and abilities to commit oral and mental activities and to make a communicative exchange between pupils (Efimova, 2011).

Window of opportunities for inventing and holding various games exists in the framework of social web-services. There is an option of creating different quizzes, which give possibilities of taking an active part for every single member of an educational process, teachers can think up interactive crossword and pictorial puzzles. Role plays are accessible and useful inside a virtual space, only imagination and creativity are required from a teacher. For instance, pupils can be conferred such powers as movie critics or interviewers on a theme-based social network, suggested being popular bloggers for some period of time.

Let's provide an example of the role-playing game with the use of the nicknames of social media. Popularization and advertisement for an artist is quite a complicated task, so we claim confidently that such kind of exercise is pointed at the schoolchildren of the senior classes (the 9th grade) and can be involved within a framework of the lexical topic "Music".

There are two novice musicians full of energy and new ideas but, to tell the truth, not so many people are aware of their existence, that's why they need an urgent help and qualitative advertisement on Internet. You will be divided into 2 teams. You are to create separate fan-clubs for these musicians, where each one of you will play an important role – from simple members of online-page, demonstrating activity and strong desire to popularize music, to administrators and managers, showing responsibility and faithfulness. Each member of each fan-club should have an exciting nickname, reflecting his or her distinct position according to the viewpoint about the chosen musician's art. The winner of this game will be a musician with the biggest fan-club of the most dedicated admirers.

The game aids development of the abilities to speak in a foreign language, to get on well with people, to work with an interface of social web-services in English; it helps children to improve the skill of sharing duties between each other, to show responsibility and, at the same time, to reveal creative critical thinking.

4. Conclusion

To sum up, taking into consideration the fact of modern pupils' passion for online platforms, we can insist on the possibility of converting this phenomenon to advantage by organizing interaction at lessons and inventing tasks on the basis of social networking services, in particular, of their integral elements – nicknames. In order to acquire a language one should, first of all, practice his or her skills in speaking (both in oral and written form), and the interaction between all the members of the educational process at lessons functions to the benefit that way. It allows mastering all the skills and abilities, which are indispensable for a modern communicant, to the fullest extent possible.

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Development of Electronic Teaching and Methodical Complex for Professional English Language Training of Russian Cosmonauts

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Abstract
The worldwide development of space industry and a tendency of different countries to implement space projects jointly had led to the global space exploration resulted in multicultural mix of crew and ground specialists. International partnership on the design, operation and utilization of the International Space Station made it necessary to acquire the knowledge of the English language for most of the space industry specialists as approved by the international agreement. The English language proficiency directly affects the ability of cosmonauts, astronauts and other specialists from different cultural and linguistic communities to gain understanding in order to meet the mission goals and ensure required space flight safety. The article investigates specifics of formation of the professional English language communicative competence of Russian cosmonauts when preparing international crews for a joint space flight on board the station. The objective of this article is to identify ways for optimizing the methodological approach to organization of cosmonauts' teaching process and the content of utilized materials. The objective is achieved through the development of a new teaching model, integration of information from various space mission-specific technical subjects and use of profession-oriented project-based learning. The teaching model is practically implemented by the electronic teaching and methodical complex developed on the basis of Modular Object-Oriented Dynamic Learning Environment educational platform using advanced information technologies. The newly developed complex is characterized by a high degree of functionality, professionally oriented content of the training texts, exercises, videos, glossary as well as targeted communicatively oriented project activities.
Keywords: Intercultural communication, Space industry, English language communicative competence, Profession-oriented project-based learning

1. Introduction

The middle of the XX century was marked by a significant event for Russia and all humanity. It is the birth of the space age, which laid the foundation of the practical exploration and exploitation of outer space. Now, 55 years after the first flight of Gagarin, the space industry is one of the leading and most prestigious activities of the Russian Government. To date, the space industry employs about 240 thousand people. It consists of more than 100 largest companies. 0000-0002-0764-2271

The International Space Station (ISS) is a piloted orbital station used as a multi-purpose space exploration complex. As of today, the ISS is the most massive global project that involves such space agencies as ROSCOSMOS (Russia), NASA (USA), JAXA (Japan), CSA (Canada), and ESA (European countries). During their long-term missions, the cosmonauts and astronauts live and work at the ISS, conducting hundreds of scientific experiments to explore Earth from outer space, to study the influence of space flight factors on the human organism and other biological systems, and to investigate various physical and chemical processes and properties of materials under zero gravity conditions. Operation of the ISS enables not just the experiments in the interests of humanity's socioeconomic development, but also the fine-tuning of some promising technologies and particular elements of space systems, required for implementation of the Lunar program and in-depth space exploration.

The pace of the rocket and space development industry is high, and it is evident that the exploration and use of outer space are currently unthinkable without the broad cooperation of nation-states. Many countries with financial capabilities are growing up, as well as a desire to participate in the exploration and use of space. However, the bulk of space research is carried out by two countries, the Russian Federation and the United States of America, so the prospects for international cooperation in space depend to a large extent on the development of relations between these nation states. A striking example of such collaboration is the joint creation and long-term operation of the International space station (ISS) with participation of Russia, the USA, Canada, Japan and 20 European countries: France, Germany, Italy, UK, Spain, Belgium, Netherlands, Switzerland, Sweden, Denmark, Ireland, Norway, Austria, Finland, Portugal, Greece, Luxembourg, Czech Republic, Romania, Poland.

Russia's active participation in international cooperation with partners from different countries in the development and implementation of a joint project of the ISS led to the necessity of mastering a foreign language (FL) for the majority of specialists in the rocket-space industry. And the work of astronauts in the Russian Space Agency, in close collaboration with international colleagues (astronauts), actualizes the problem of their preparation for communication in a foreign language.

The specificity of the cosmonaut's activity lies in the ability to perform his/her professional functions qualitatively in the extreme, unusual for human conditions, in a zero-gravity state for several months. And at the same time, it involves constant live communication in the process of interaction with foreign colleagues – members of mixed international crews, as well as international specialists of ground Mission Control Centers (MCC) located around the world.

Professional communication of astronauts can also occur in emergencies on board the space station. In this case, the specialist must have the ability to navigate in the current non-standard environment quickly; quickly find ways to solve emerging communication problems; correctly and accurately use English to coordinate the actions of all crew members in "risk conditions"; organize coordinated and productive work in an international team. Besides, the constant modernization of space technology, increasing segments of the ISS leads to the expansion of the range and complexity of the content of the tasks. And social isolation, a high level of risk factors and, finally, the action of extreme, which has no analogs on Earth, the weightlessness factor makes the astronaut's work even more difficult and stressful. Consequently, the language barrier cannot be seen as an obstacle to the implementation of mission objectives.

The choice of the research topic is determined by the expansion of professional, communicative interaction of cosmonauts with their foreign colleagues – from preparation for the joint space flight on out to participation in the mission-specific international crew operations on board the ISS.

The multi-segment structure of the ISS allows for work of international expedition crew members both on their national segments and performing joint flight operations and space scientific experiments on the partners' sides. All specialist working on board the ISS perform as a single integrated crew with one station commander regardless of the space agency affiliation and the assigned tasks. In addition, all crew members communicate with different specialists from the U.S., Russian, European and Japanese ground Mission Control Centers (MCC) during the entire flight.

In accordance with the international agreement – the Memorandum of Understanding between the NASA of the United States of America and the Russian Space Agency concerning Cooperation on the Civil International Space Station – the English language is the official language of professional communication in the international manned space flight practice and is regarded as an important component of cosmonaut professional training. The language proficiency along with the ability for clear, in-time and effective communication between crew members ensures required space flight safety and guarantees a successful solution to many professional tasks.

2. Literature Review

The analysis of works on the theory and methods of FLT showed that the study of the problem of teaching professionally oriented communication in a foreign language the specialists of different professions was of great interest among researchers (Gordienko 2015; Rymanova 2013; Salnaya 2007; Solovjova 2011; etc.).

A large number of works are devoted to the issues of formation and development of intercultural communicative competence in the field of professionally oriented learning a foreign language (Guseva 2016; Mironova 2008; Usvyat 2008, etc.) as an important social phenomenon that ensures the readiness of a specialist for effective intercultural communication (Marinicheva 2003) and promotes professional mobility of single-discipline specialists (Garaeva 2006).

Considerable attention in the modern literature is given to the use of interactive methods in teaching a foreign language, in particular, the organization of professionally oriented project activities (Dymova 2011; Minakova 2013; Mishchenko 2012, etc.). The theoretical and practical aspects of the creation, implementation, and use of electronic teaching tools for teaching foreign language communication are widely studied (Kabanov 2009; Pushkina 2015, etc.).

There are a number of works that reveal the specifics of the process of adult education (Vershlovsky 2013; Zmeev 2000 and others) and reflecting the peculiarities of teaching them foreign languages (Barvenko 2004; Kabardov 1989).

Despite the presence of studies analyzing the training of cosmonauts as a pedagogical problem and devoted to the preparation of space engineers to such kind of their professional activities as maintenance operations and repair of pilot orbital complexes (Zorin 1995), pedagogical technologies of operator-cosmonaut training (Shcherbakov 1997), formation of cosmonauts' readiness to solve professional problems in non-standard situations (Vorobyov 1999) and to perform professional activities based on the use of new information technologies (Vasiliev 2009), none of the researchers have previously studied the possible ways of forming a professionally oriented intercultural communicative competence of adult cosmonauts studying at the cosmonaut training Center on the basis of the international space station flight program, through the use of the project method, as well as the introduction of computer and Internet technologies.

Specificity of cosmonauts’ professional activities requires the ability to perform a considerable amount of joint operations in a multicultural environment in extreme conditions of space flight and social isolation during a long-term mission.

The analysis of cosmonauts’ professional activities made it possible to identify the following communicative needs:

- monologic and dialogical English language activities within the professional sphere of communication;
- establishing and maintaining interpersonal contacts, interaction with members of the international team to solve day-to-day professional tasks;
- discussing technical tasks and information obtained while radio exchange with foreign ground control services and during communication within the international crew.

Analysis of the cosmonauts' professional activities and their real communication needs allowed us to determine the following typical situations for their English-speaking interaction:

- Survival training in harsh climatic and geographical conditions
- Training as part of an international crew in GCTC
- US segment training at NASA
- Pre- and post-flight press conferences of the ISS crew
- Emergency aboard the International Space Station
- Joint work on board the ISS
- Communication with MCC-Houston
- The spacewalk, etc.

Considering the identified features of cosmonauts’ professional intercultural communication, we assume that professionally oriented intercultural communicative competence is one of the critical components in the space flight specialists professional training system. We also consider it necessary to supplement its structure with an interactive element characterizing the specificity of cosmonaut interaction within the expert group and ensuring the empathic component of intercultural communication, i.e., friendly working environment among the international crew members.

It becomes possible to form the profession-oriented English language communicative competence of Russian cosmonauts provided that the interactive methods, which consider both cognitive and professional intentions of specialists as well as focus on their real-life experience, are introduced into the teaching process. Thus, project-based learning is one of such methods used at the English language lessons in the Gagarin Cosmonaut Training Center (GCTC). Considering the process of teaching English in GCTC within the framework of profession-oriented approach we pay particular attention to the development of profession-oriented projects. These help to simulate a language environment, which creates a natural need to speak and acquire knowledge of the English language while solving the real-life problems through the integration of information from various professional subject areas.

The content of study materials covers the most relevant topics of cosmonauts’ professional communication, which are taught in a specific sequence to create a holistic picture of the profession. A primary focus is on the professional activities of cosmonauts, who undergo specialized training for the upcoming space mission as well as on the most critical events and professional challenges they face with as they progress through the preparation and during the space flight on board the ISS. For example, the tasks associated with:

- basic space training: familiarization with the training facility, study of space flight specifics, survival training in harsh climatic and geographical areas;
- advanced space training: the study of onboard systems and physical training equipment;
- increment-specific training: meeting with members of an international crew, performing integrated onboard simulations, prelaunch press-conferences with the ISS crew;
- operations performed during space flight: organize crew actions to prepare for take-off, interaction with MCC, preparation for the spacewalk, work out a plan to resolve an emergency on board the ISS, etc.

Therefore, it becomes necessary to interlink the English language training process with the study of specific space training program disciplines, i.e., the implementation of interdisciplinary coordination that ensures high informational value and significance of teaching materials.

Teaching aids used when implementing these project activities include various didactic materials (texts, tasks, videos, tables, etc.) specially developed on the basis of the original profession-oriented data. These materials are incorporated into elaborated by the authors Electronic Teaching and Methodical Complex: English for Space Explorers – Preparing Cosmonauts for Space Flight.

3. Method

3.1. Participants

Nowadays, amid the electronic communication development in the society, e-learning and IT-technologies are extensively used to provide learners with necessary teaching materials through electronic media. To optimize the organization and management of the language training process for cosmonauts in the context of their professional activities and to provide them with an electronic version of elaborated educational materials as well as to assess the potential for use computer technologies during the English language lessons in GCTC, we chose MOODLE. Modular Object-Oriented Dynamic Learning Environment is an automated learning management system with a wide range of teaching and technical capabilities. The system facilitates a presentation of the entire English language course from general information (schedule, glossary, curriculum, etc.) on out to study electronic guide version enabling utilization of hypertext links, division into sections and units, use of visual aids, audio- and video materials.

Experimental training was conducted in astronaut groups studying English at the stage of general space training (hereinafter stage I), the training stage as part of the specialization and improvement groups (hereinafter stage II), and also at the preparatory stage as part of an international crew (hereinafter stage III) in the period from 2014-2016. At the time of the experiment, the Russian cosmonaut team consisted of 48 people, including 16 people – cosmonauts of stage I; 24 people – cosmonauts of stage II; 8 cosmonauts of stage III. 22 people took part in the experiment: 8 cosmonauts of the I stage, 8 cosmonauts of the II stage and 6 cosmonauts of the III stage of preparation. Training in experimental groups was conducted on the basis of the developed model.

3.2. Materials

The electronic complex is structurally composed of fifteen Units devoted to individual aspects of the cosmonaut's professional activity as well as Glossary of professional terms and phrases, teacher's manual, Grammar reference, and tasks. Each Unit consists of two or three Lessons that include various types of functions, test questions, and Internet resources links designed to study the specifics of cosmonauts' professionally oriented communication within a specific topic.

Activities performed by cosmonauts during a project work are classified into several stages that play a particular role in the formation of their communication skills.

At the first stage the group of learners is introduced to a specific profession-oriented situation. Their task is to agree in a particular sequence of activities and then work out the plan/timeline, etc. to prepare and complete these activities. New vocabulary and profession-oriented original video, followed by specific tasks are given to cosmonauts (Fig.1.). The material is available in the Assignment Activity of the MOODLE course and incorporates the following functions: filling the table while watching the movie fragment, answer questions about the video content, multiple choice, tasks to determine specific sequence of speech acts, etc.

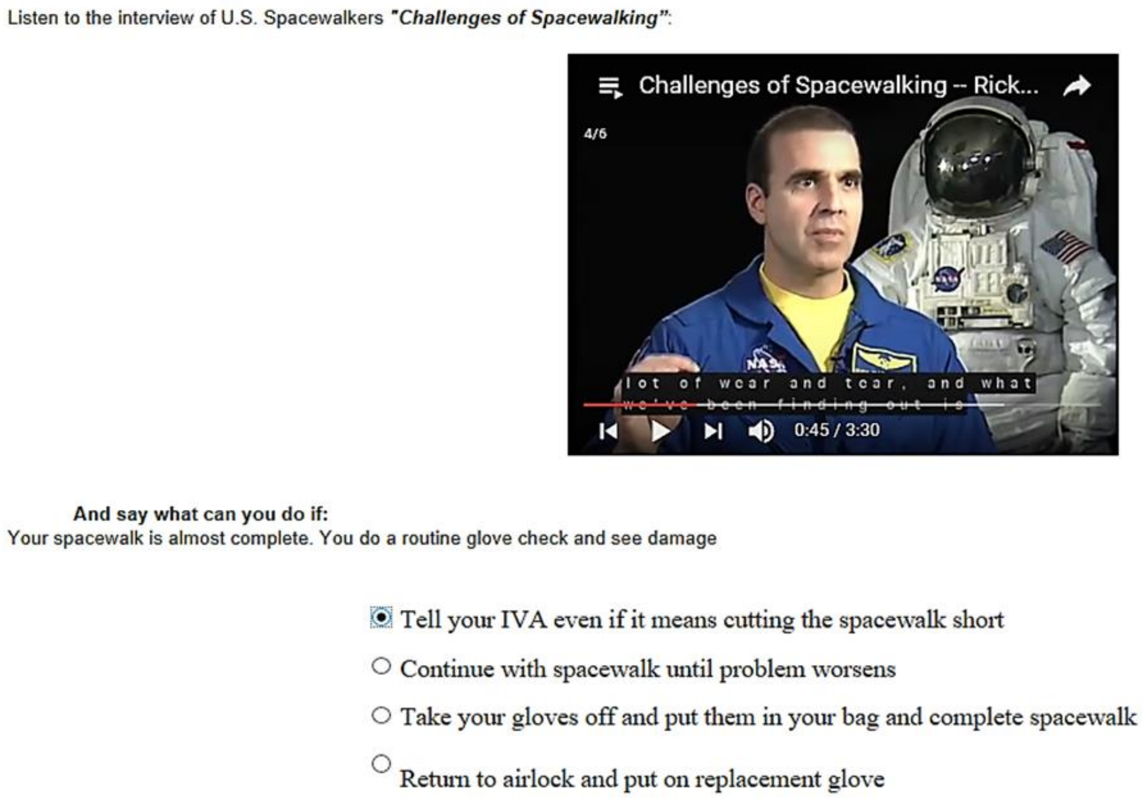

Figure 1. *Video from Unit 'Spacewalk'.*

Cosmonauts can print the answers either in Word or use the Essay Activity to enter the vocabulary directly into the system. The system is designed so that if a learner scores a required amount of points he can move on to the next training stage, whereas additional attempt is necessary in case of unsatisfactory results. Cosmonauts can create their vocabulary based on texts and communication in a professional environment. The structure of each Unit incorporates Glossary with the vocabulary typical for discussion in the context of a particular professional activity aspect. All words and phrases added into the glossary are highlighted in the electronic course and hyperlinked to the relevant location.

This stage also includes Grammar refresher course and is intended to explain new grammatical rules that have functional meaning to cosmonauts in specific situations of daily professional communication. All grammatical tasks are developed from the topic-related vocabulary. Grammar Module in MOODLE system contains various tables with examples to illustrate the usage of grammar rules. Then, cosmonauts can navigate to Grammar in Use page to complete grammar drills.

At the second stage cosmonauts work with main visual authentic text based on real timelines, radiograms, crew reports, onboard data files, training manuals, etc.; complete a variety of post-reading comprehension tasks to review the lexical material and work with profession-oriented vocabulary (Fig. 2.). The MOODLE training course for cosmonauts provides an opportunity to conduct various types of tests in the classroom such as the attached answer, brief answer, words order, words matching, true/false, multiple choice. MOODLE system provides an opportunity for automatic results evaluation and recording.

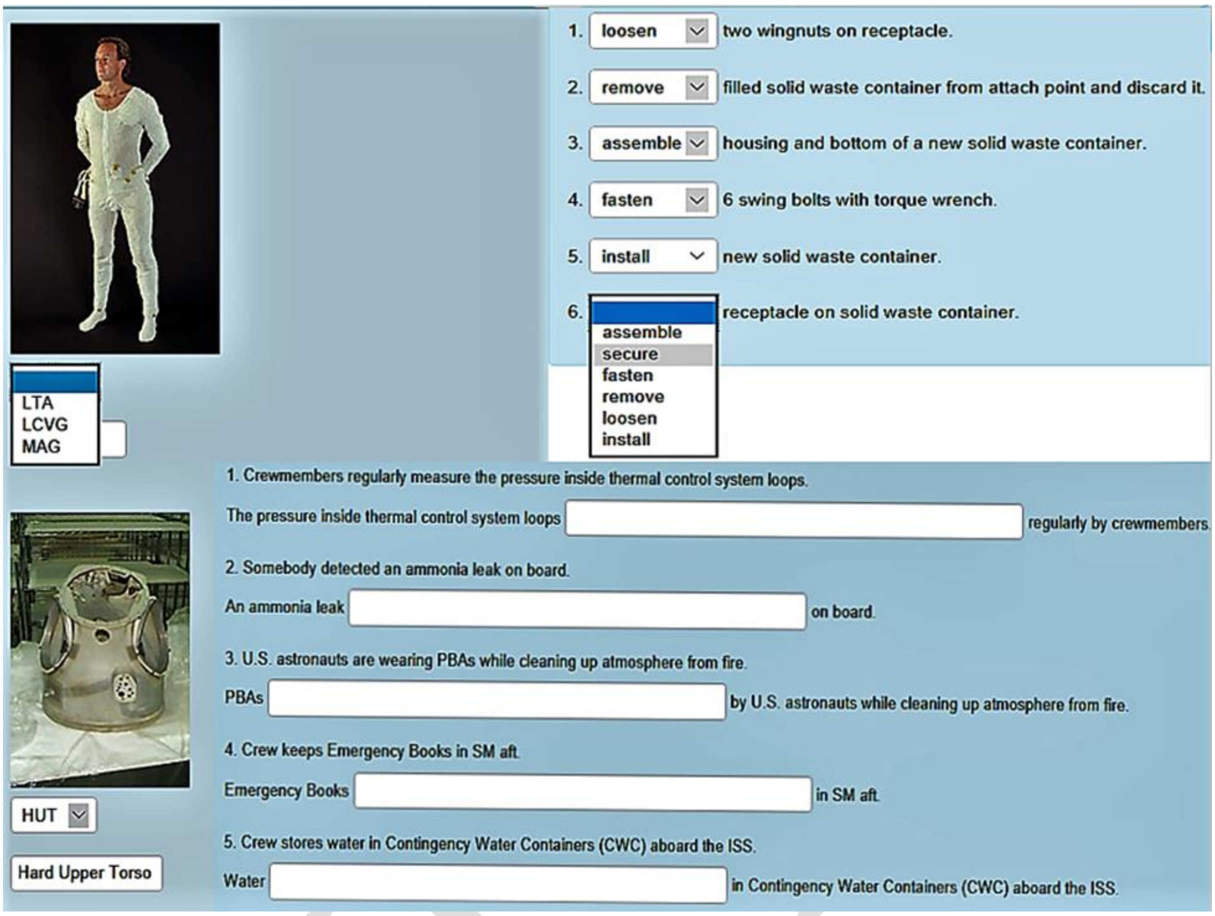

Figure 2. *Fragment of post-reading tasks.*

Communicative tasks are presented in the form of question-answer activities and aimed at the simultaneous participation of the entire group of cosmonauts in a mini-dialogue with a teacher. Answers to some of the questions require analysis of the textual material and assessment of stated facts by comparing them to the actual professional experience.

At the final stage of working on the project cosmonauts use the learned material to resolve problem situations typical for their professional activity: role play, making a presentation, discussion to come to a general decision and set out final results. The electronic MOODLE course presents various additional reference materials: questions, dialogues, tables, figures, etc. Elaborated projects provide an opportunity for cosmonauts to develop their solutions of the professional problems, allowing them to be emotionally involved in the learning process.

3.3. Procedure

The study was conducted in several stages:

One of the main requirements for specialists in deciding on their appointment to the international crew and ensuring the successful completion of all phases of preparation for space flight is the level of English language proficiency that will allow astronauts to actively and freely use English in their professional activities. At the same time, the survey and personal interviews with cosmonauts who are at the stages of General space training, training in the groups of specialization and improvement, as well as training in the crews (48 people, including 16 people-cosmonauts of the General space training stage; 24 people-cosmonauts who are at the stage of training in the group; 8 cosmonauts-members of international crews), showed that the question of why they need knowledge of English in the framework of professional activities,

38% of students answered - for the most effective communication with foreign colleagues and partners in the process of performing the tasks of training for the flight from Russian and international space agencies;

20% - for independent listening of lectures on modules, payloads, on-Board systems of the ISS American

segment abroad, followed by passing the relevant tests/examinations in English; correct understanding of the information obtained in the course of radio communication with foreign ground services;
10% - for reading English-language specialized training manuals and flight technical documentation (flight radiograms, on-Board systems operating instructions) with the extraction of the necessary professionally relevant information from it, both in preparation for the flight and in the flight itself when working on the modules of the American segment ISS;
32% of respondents believe that they need English for everyday and professional interpersonal communication during joint work on Board the ISS (scientific space experiments, spacewalk, elimination of emergencies, interaction with foreign Mission Control Centers, etc.).
It should be noted that only 60% of students at the first stage of General space training have the desire to attend classroom classes in English, because, in their opinion, at this stage of training they need to pay more attention to particular disciplines. Meanwhile, all the cosmonauts studying at the II stage of training in the groups of specialization and improvement, as well as in the composition of international crews (stage III), are aware of the importance of the studied language, with 45% of respondents talking about the need to increase the number of hours allocated to this discipline.
As mentioned above, one of the features of professional training of cosmonauts is that throughout the entire training period, it is possible to immediately apply the obtained theoretical knowledge during practical exercises using various spacecraft simulators.
Regarding language training, the practical application of the acquired knowledge, skills and abilities is possible not only in English classes in simulated "professionally similar" situations of communication, but also in the process of performing different types of professional activities as part of multinational mixed crews, starting with the final stage I of space training, and at all subsequent stages:
Stage I:

- three-day training within an international crew: development of actions for "survival" in adverse climatic and geographical conditions in case of a non-standard (emergency) landing of the spacecraft lander into the off-design point;
- weekly "sea" training on "survival" of the international crew in case of "splashdown»;

Stage II:

- the practice of work in MCC as the leading operator for communication with the ISS international crew members;
- work at NASA as a representative of the Russian cosmonaut corps;

Stage III:

- daily training within an international crew;
- specialized training on the modules of ISS program partners on the basis of foreign space agencies.

Therefore, by the end of the first stage of space training, students should have a language base that will allow them to communicate personally and professionally in English with representatives of other languages and cultures.
Thus, based on the data obtained as a result of the analysis of professional activities of cosmonauts, we can conclude that for cosmonauts of the first stage of professional training for space flight are necessary:

- proficiency in English, both orally and in writing in the process of daily communication with foreign partners and colleagues;
- oral communication at the elementary level with astronauts when performing joint training on "survival" in different climatic and geographical conditions with the aim of issuing orders, assisting in the process of completing tasks and maintaining a favorable emotional and psychological atmosphere in the international team;

for cosmonauts of the second stage:

- the use of English in oral and written forms while abroad in the performance of their professional duties as a representative of the Russian cosmonaut corps;
- transfer of information in the process of conducting radio communications with foreign members of the ISS international crew and foreign specialists of ground flight control services in the performance of the functions of the main operator of the MCC;

for cosmonauts of the third stage:

- oral communication: professional communication with members of the international crew during ground training in Russia and abroad, during the implementation of the regular space flight program and in cases of emergencies on Board the ISS; possession of public speaking skills to participate in pre - and post-flight meetings and press conferences in Russia and abroad;

- transmission of information and a clear understanding of the instructions received in the process of conducting radio communications with ground flight control services when performing work inside the station and during spacewalks;
- reading technical flight documentation when performing repair and restoration works and joint scientific experiments in the modules of foreign partners;
- the ability to use diagrams and radiograms, to understand the messages that are displayed in English on the formats of control panels, on-Board computers and relate to the safety of the station and its operation.

Following the designated requirements for knowledge of the English language and the specifics of professional training of cosmonauts, the program of the course "English for cosmonauts" in the CPC is carried out in three stages. At the stage of General space training, 300 hours of classroom training are given to the English language course. The purpose of this stage is the acquisition of knowledge and skills sufficient for: the implementation of everyday communication; establishing business contacts at the elementary level; the exchange of professionally relevant information with foreign partners during the implementation of joint work in Russia ("winter," "marine" survival training). Classes at this stage are held in small groups of 4 – 8 people.

324 classroom hours are allocated for English language training at the preparation stage in the groups of specialization and improvement. The purpose of this stage is to achieve the level of communicative competence sufficient for implementation of professional communication with project partners of the ISS while performing the functions of a representative of the Russian cosmonaut corps at NASA, including participation in international meetings of the partners in the ISS program on the modernization of the spacecraft and the station. The final requirement for proficiency in English at the preparatory stage of the crew (total duration - 234 hours) is the development of communicative competence.

Communicative competence is necessary for:

- understanding of information received by ear from native and non-native speakers of English during technical training on the basis of foreign space agencies (USA, Germany, Japan), on systems and equipment of modules of foreign partners of the ISS project;
- implementation of professional activities in space flight in various spheres and situations of business partnership (interaction with foreign members of the international crew in the performance of the regular spaceflight program;
- conducting negotiations with specialists of foreign MCC, including in cases of emergencies on the American station side, and also in the performance of the duties of the commander of the entire ISS crew;
- use of information support – flight technical documentation in English) (Mikheeva, & Dvoryadkina 2015: 63). The schedule of cosmonauts who are in the second and third stages of vocational training is structured in such a way that at each lesson in the English language, as a rule, no more than two cosmonauts are present at the same time.

We emphasize that at the first stage of training, the specialists do not provide language training "from scratch." This is explained by the fact that having a minimum knowledge of English is an indispensable prerequisite for participation in the process of selecting candidates for cosmonauts. In accordance with the requirements described in the "Provisional Regulation for an Open Competition for the Selection of Candidates for Cosmonauts", all applicants who have successfully passed the selection (including testing and oral interview in English), have higher education and, accordingly, University experience in FL studying, preferably English, and also have knowledge of "... English for an assessment not lower than" good "in accordance with the requirements of higher educational institutions of the Russian Federation..." (Provisional Regulation., 2012).

However, it should be noted that during the testing and oral interview, during the selection of candidates for cosmonauts, the level of proficiency in spoken English is assessed, the knowledge of common vocabulary and grammar is checked. Testing skills English in the professional field in the selection is not expected. Achieving the required level of English proficiency in the training of astronauts requires continuous improvement of the quality of education, makes it necessary to search for new forms and techniques, introduce into the learning process modern interactive methods, computer tools and Internet technologies that contribute to the improvement of the educational process. Besides, the training of astronauts in English should be considered in close connection with the practice of intercultural communication.

Many leading researchers recognize that high-level knowledge of a foreign language is not a sufficient condition for active professional business and intercultural communication of specialists. We consider the point of view of N.D. Galskova and N.I. Gez said that "... the adequacy of mutual understanding of carriers of different linguistic cultures in the context of intercultural communication is determined by the degree of images' coincidence of their consciousness ..." (Galskova, & Gez 2013: 71). Intercultural communication can be hampered by differences inherent in the culture of each nation and requires consideration of national traditions and norms of behavior.

In this regard, in the current conditions of the development of international integration processes in the field of space and the growing need for intercultural dialogue with foreign experts, representatives of various countries participating in the ISS program, in solving life and professional problems, the English language acquisition is interpreted from the standpoint of intercultural communication by cosmonauts. In turn, it poses the task of forming students' tolerant attitudes towards representatives of other cultures, "sociocultural politeness" in the process of teaching the astronauts to the English language in the context of a "dialogue of cultures." Note that in the work of N.D. Galskova and N.I. Gez cites the meaning of the notion "dialogue of cultures," which from modern psycholinguistics is interpreted as "... an exchange of cultural objects, implementation of activities, an exchange of images of consciousness associated with specific words ..." (Galskova & Gez 2013: 71).

Professional training of cosmonauts, along with exceptional technical training, involves the formation of students' ability to communicate effectively in English and interact with other members of international crews – representatives of different cultures – in specific extreme conditions of weightlessness on Board the spacecraft and the station for a long (more than five months) period of time. This circumstance requires the cosmonauts to know the traditions and norms of communication, etiquette, peculiarities, and rules of behavior of the native language people, which will allow the participants of the space flight belonging to different national cultures to adequately understand and perceive each other and will promote intercultural communication.

The term intercultural communication, for the leading researchers in Linguodidactics, describes the peculiarities of interaction and mutual understanding of people – participants of the communicative act belonging to different languages and cultures (Khaleeva 2000: 11; Vereshchagin, Kostomarov 1990: 29).

It is evident that the cosmonaut, in order to participate in the international ISS project, study at training bases of various foreign space agencies, successfully interact with foreign astronauts in the framework of work activities, in addition to solving practical and technical issues, one has to deal with the peculiarities of national character and behavior. In this regard, the training of astronauts in English should be based on the formation of the ability for effective intercultural communication.

An analysis of the practice of performing space flights by international crews revealed many problems associated with the lack of familiarity of astronauts with the specifics of the communicative behavior of representatives of different cultures. The study showed that the lack of specific knowledge of cosmonauts necessary for effective intercultural communication on Board the ISS sometimes leads to difficulties in communication and interaction with foreign colleagues, disagreements and inconsistencies in the process of performing professional tasks, inability to comply with the norms and patterns of behavior in a foreign language environment. Thus, the trained specialists are given the task of studying the peculiarities and rules of behavior, standards of etiquette inherent in specific cultures, to adequately understand the interlocutors and increase the effectiveness of intercultural communication. Astronauts' training in the specifics of communicative behavior with representatives of other cultures should be an essential aspect of their training. It will assist to avoid possible communication errors in the process of joint professional activities in the preparation and implementation of a space flight under the ISS program within an international crew.

In the process of the English-language training of astronauts, in our opinion, it is necessary to pay attention not only to the grammatical and lexical composition of the language but also to the basics of speech

etiquette as one of the constituent components of the national culture. Also, the specifics of building a constructive dialogue in the process of professional, communicative interaction in an intercultural environment is essential. The fulfillment of this task is possible through modeling, in the process of learning, situations of intercultural communication characteristic of real professional activity. It means the creation of conditions for the interlocutors' relationships, involving the use of the English language to solve communicative tasks in the framework of professional activities and allow the development of professional and communicative skills of astronauts.
To date, the specificity of ELT to cosmonauts is associated with the actualization of international cooperation in the field of space activities, which entails the need for competent specialists who speak the language as a means of intercultural communication within their profession. Useful cross-cultural and professional discussion of cosmonauts studying under the orbital flight program is possible due to the presence of professionally oriented intercultural communicative competence in the sphere of their professional activities.

4. Results

The idea of developing a new modern model for teaching English to cosmonauts at the Gagarin cosmonaut training Center arose in the process of communication between cosmonauts and their foreign colleagues and partners during the preparation for space flight. We are talking about astronauts who are at the final stage of professional training when the activities of specialists involve the closest interaction and direct contact with astronauts, as well as foreign partners and instructors to perform their professional tasks.
The results of observations showed that in the course of joint training with the participation of astronauts, many astronauts experience significant difficulties in professional communication with colleagues in English.
The inability to correctly formalize the statement according to the communicative task, as well as the uncertainty in the choice or ignorance of professional vocabulary in English leads to the use of a certain number of Russian words in speech. The fear of looking incompetent in the eyes of others makes the astronaut completely abandon independent communication in English with colleagues and solve communication problems through an interpreter. In the first case, the actions of the astronaut can distort the meaning of what was said, misunderstanding of instructions and wrong actions on the part of the astronaut. Secondly, such actions lead to an increase in the amount of time spent on solving a professional problem, which is unacceptable when working in unsafe conditions of space flight, where the time to perform almost every operation is limited.
For two years we have studied the specifics of cosmonaut training, the content of their professional activities, analyzed discursive situations typical for professional communication of specialists, goals and the required level of English.
By the research, a thematic program of the course and a model of English language teaching were developed, according to which the cosmonauts had to master the knowledge, skills, and abilities necessary for the implementation of English professional communication at each stage of training: the use of language material in speech, knowledge of professional vocabulary, correct understanding and creature of the text, interaction in the process of dialogue communication (the ability to express thoughts politely, the ability to ask and adequately respond to questions), the ability to formulate a requirement for interlocutor, the ability to find a way out of conflict situations and come to a consensus in the process of intercultural communication).
Testing the effectiveness of the developed Electronic Teaching and Methodical Complex “English for Space Explorers. Cosmonauts Preparing for Space Flight” was conducted through a pilot training of astronauts on the basis of the Federal state budgetary institution "scientific research Institute of the cosmonaut training Center named after Yury Gagarin," in the framework of the training program for a long-term flight aboard the ISS.
Experimental training was conducted in astronaut groups studying English at the stage of general space training (hereinafter stage I), the training stage as part of the specialization and improvement groups (hereinafter stage II), and also at the preparatory stage as part of an international crew (hereinafter stage III) in the period from 2014-2016. At the time of the experiment, the Russian cosmonaut team consisted of 48 people, including 16 people – cosmonauts of stage I; 24 people – cosmonauts of stage II; 8 cosmonauts

of stage III. 22 people took part in the experiment: 8 cosmonauts of the I stage, 8 cosmonauts of the II stage and 6 cosmonauts of the III stage of preparation. Training in experimental groups was conducted on the basis of the developed model. In other groups of astronauts, teachers worked according to the standard model.

At the stage of pre-experimental diagnostics, to identify the initial level of English language proficiency, the cosmonauts were asked to perform 2 types of oral tasks:

Task 1. Make a monologue statement on the topics:

"Autobiography of an astronaut" (for astronauts studying at the first stage);

- "Composition of the training base in MCC" (II stage of);
- "Space mission tasks on the ISS" (stage III).

Task 2. Create a dialogue with a partner on topics:

- "Acquaintance with an astronaut colleague" (for astronauts studying at the first stage);
- "Preparation for training on the Soyuz spacecraft (stage II);
- "Emergency situation on Board the ISS" (stage III).

The following parameters evaluated the level of formation of professionally oriented intercultural communicative competence:

- "correctness" of statements (presence / absence of grammatical errors);
– the total volume of the used professional vocabulary (according to the stage of training);
- the solution of communicative tasks in interaction with the interlocutor (the ability to establish, maintain and interrupt communication with another person in a certain situation; listen and hear the partner; adequately respond to his opinion; avoid conflict situations; come to a common point of view as a result of communication).

For astronauts of the first stage of language training, the following tasks were presented:

Task 1. You are a candidate for astronauts. Could you tell us about yourself?

Task 2. You are going to start general cosmonaut training flow with your colleagues. Learn more about your partner. Discuss the reasons for your choices to become a cosmonaut?

By the beginning of the experiment cosmonauts of the II and III stages of training had already mastered the fundamental skills of foreign language communication on professional topics. The tasks for determining their baseline were as follows:

- for stage II cosmonauts:

Task 1. What are space simulators used in GCTC for cosmonaut training? What professional skills do they develop?

Task 2. You're preparing for a space flight on board “Soyuz” transport manned vehicle simulator. Decide on a course of actions for a specified flight stage together with your foreign crewmate. Clarify his questions, give him necessary instructions and recommendations.

- For stage III cosmonauts:

Task 1. You're going to complete space flight program on board the ISS. Talk about the most significant tasks of your mission.

Task 2. You have an emergency (fire/depression) onboard the ISS. Discuss crew the response with your colleague.

All the cosmonauts who were at that time on training at the cosmonaut training center took part in the pre-experimental diagnostics. Thus, out of 16 cosmonauts at the first stage of professional practice, only four students coped with most of the tasks. At the same time, most of remaining students in the compilation of monologue statements demonstrated a sufficient level of knowledge in English grammar for this stage, but almost complete lack of understanding of vocabulary related to the cosmonaut profession, lack of linguistic and socio-cultural knowledge and skills to conduct a dialogue in English. According to the results of diagnostics of 24 cosmonauts studying at the II stage of training, the following indicators were obtained:

In the process of performing monological tasks, 16 cosmonauts demonstrated a sufficient level of knowledge of grammar for this stage, but only eight people from the whole team possessed the necessary amount of professional vocabulary and the ability to build a strategy of communicative interaction in solving the set task. Of the eight cosmonauts of stage III, six students at the time of the start of the experiment had sufficient grammatical knowledge. However, the uncertain and not always correct use of professional vocabulary in all types of communication, as well as the low level of skills and abilities to

maintain a productive dialogue in English, with active interaction with the interlocutor, suggest that the content of the training materials and methods of organizing the learning process do not match at all stages of the language training astronauts for the professional goals of students.
Post-experimental diagnostics completed pilot training. According to it, an analysis was conducted of the effectiveness of the use of the cosmonauts' training model developed by us for professionally oriented English-speaking communication. At the same time, the tasks used to monitor the final knowledge, skills, and abilities were similar to those used at the stage of pre-experimental diagnostics in form, and in content "covered" the subjects studied during the period of experimental training. The same parameters as before the experiment were evaluated.
The results of the experimental training show that the introduction of the developed Electronic Training and Methodological Complex in the educational process allows achieving higher rates in the formation of professionally oriented intercultural communicative competence of astronauts compared to the standard training model. Students ' quantitative and qualitative indicators have increased: the number of grammatical errors has decreased; the volume of used professional vocabulary has increased; the ability to solve communicative tasks in interaction in a pair has increased. Observation of the astronauts' speech behavior at this stage made it possible to find out that students often began to use stable phrases of a professionally oriented character in expressing their thoughts; more actively maintain a dialogue with a partner in solving various communication problem tasks.

5. Discussion and Conclusion

The development and strengthening of international cooperation in the field of space research leads to the emergence of such new activities carried out by astronauts in the process of preparing and implementing a flight, such as: official meetings and negotiations with foreign partners and colleagues in the framework of the ISS project; participation in interviews with representatives of foreign media, as well as in pre-and post-flight press conferences; work with on-board documentation and study of educational materials in English during the preparation and implementation of space flight; acting as a representative of the Russian cosmonaut corps in the United States; specialized training abroad in preparation for space flight on the basis of the space agencies of the countries participating in the ISS project; interaction with foreign members of international crews (astronauts), as well as ground specialists from foreign mission control centers. All of the above factors necessitated the study and active use of English by astronauts during their professional training and in-flight activities.
One of the main requirements for specialists when deciding on their appointment as an international crew and ensuring the successful completion of all stages of preparation for a space flight is the level of English language that will allow astronauts to actively and freely use English in their professional field.
In the process of English-language training of cosmonauts, it is necessary to pay attention to the strategies of professional communicative interaction in the intercultural environment; building a constructive dialogue with representatives of different cultures; the basics of speech etiquette. This task is possible through modeling in the process of training professionally significant situations of intercultural communication, i.e. the use of English in natural situations for professional activities of cosmonauts (Dvoryadkina 2016).
The development of intercultural communication skills in the professional activities of cosmonauts involves the formation of professionally oriented intercultural communicative competence, implying the ability to use English within the topics relevant in everyday life and professional practice of specialists.
To accomplish this task, the author developed the Electronic Teaching and Methodical Complex on the Moodle educational platform with the purpose of teaching English at the Cosmonaut Training Center as part of the professional flight training program for space flight using modern Internet technologies and interactive forms of education. The author's ETMC for teaching cosmonauts to the English language is characterized, first of all, by systemic structure, focus on actual practice and solution of problem situations related to the professional activity of listeners.
The method of projects is considered as an interactive method used by the author in the development of a set of training tasks for conducting English-language training for astronauts. The training model developed by the author and the electronic educational and methodical complex created on its basis is an interactive, communicatively oriented and professionally oriented system of learning tasks that allow cosmonauts to

use the English language in their professional activities at a qualitatively new level.
Study of the formation of professionally oriented intercultural communicative competence among cosmonauts studying at Gagarin Cosmonaut Training Center on the program to prepare for the flight on board the International Space Station as part of an international crew led the author to the following conclusions:

1. The formation of professionally oriented intercultural communicative competence of cosmonauts contributes to the development of readiness of students for effective cross-cultural professional interaction through English in a multicultural environment of international crews.
2. The methodological basis for teaching astronauts English at the training center is the competence approach, which allows taking into account the professional needs and orientation of the language learning process, as well as the psychological characteristics of adult learners.
3. The implementation of the project method in the process of language training of cosmonauts makes it possible to simulate "professionally similar" situations in the field of cosmonautics and contributes to the formation of skills to build strategies for the interaction of specialists in real professional intercultural communication through the English language.
4. The use of electronic educational and methodical complex implemented with the help of modern computer tools and Internet technologies for practical classroom training with astronauts in the English language expands the possibility of presenting foreign language teaching material. It promotes the combination of individual and group training, provides the opportunity of multiple tasks in purposes of "working out" and mastering the material, allows remote feedback from the teacher and increases the interest of specialists in the discipline.
5. The proposed model of cosmonauts' training to professionally-oriented English language and developed on its basis the author's Electronic Teaching Methodical Complex contribute to better on the performance of language training of the astronauts. They enhance the communicative motivation of specialists, willingness and readiness to use their knowledge and skills more willingly for professional communication in the preparation and execution of space flight.

In our opinion, use of the developed complex contributes towards the increase of cosmonauts' English language training quality by providing immediate feedback from the teacher, expanding the possibilities of presenting information by integrating authentic visual texts, audio, and video materials into the learning process, ensuring on-time updating of the educational resources.
The efficiency of the electronic teaching and methodical complex has been proven during teaching activities with cosmonauts in Gagarin Cosmonaut Training Center. The data obtained from the results of experimental training indicates that the use of the complex provides the increase of profession-oriented vocabulary in cosmonauts' speech and the ability to build partnership and dialogical relations when solving communicative tasks.

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Evaluations on the Language Philosophy of Jalaleddin Rumi

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Abstract
Jalaleddin Rumi's works are important beyond being just some literary works. Especially his Masnavi is essentially based on Quran and hadiths. It is even thought of as a commentary for this reason. Therefore, the seriousness of language work, the ability to communicate between language thought and the meanings it has gained in words have become extremely important for literature and the history of literature. If we consider that meaning is very important in the philosophy of language, we do not have any trouble in studying Jalaleddin Rumi's works. It is easier to understand the philosophical examination of the works that contain mysticism in essence. According to language philosophy methods, the smallest meaningful unit is sentence. Sentences in Jalaleddin Rumi explore all aspects of our lives. It becomes sort of our mirror. In order to understand Jalaleddin Rumi one has to have good knowledge of sufist philosophy. Sufism is the philosophy of love and compassion. These elements have to reflect onto the language. Only then will it be possible to solve and personalize language philosophy. Sufism is an element which educates and matures humans. It is a system of thought. All works of Jalaleddin Rumi should be evaluated and examined within this framework. In particular, the works of Jalaleddin Rumi will support the language studies carried out within the framework of unity in Sufism.
Keywords: Jalaleddin Rumi, Mevlana, Masnavi, Sufism, The poet's identity

article citation
Karabacak, E. (2018). Evaluations on the Language Philosophy of Jalaleddin Rumi, *Modern Journal of Language Teaching Methods*, 1(1), 1-13.

1. Introduction

The abstract thinking force provided by the language is the most important factor in the conceptualization of human reality outside of itself and in the development of relations with the environment.Our sense of reality is realized through language. We were able to produce information about values through language. Language has an important role in spreading and sharing the generated philosophy. Interaction between minds is only possible through language. Language is a means of communicating ideas. As Jalaleddin Rumi stated, "*no matter how much you know, what you say is not more than what others understand.*"

The literary direction of Jalaleddin Rumi is important in terms of the poet's identity and the meaning he gives to the words. The way words acquire new meanings and the way the narrative extends from concrete to abstract is the result of certain developments in the poetry tradition in the east.The stylistic differentiation and subject preferences that emerged in the Persian poetry during the Seljuk period are explained under the name of Seljukian Style. At the same time, the poet's identity has also been different in this period. Jalaleddin Rumi, who was out of the classical palace poet identity, influenced the direction of poetry (Gölpınarlı, 1958; Gibb, 1999). Jalaleddin Rumi and his son Sultan Veled defended the superiority of reason and the worthlessness of the material things. The way of creating new and different meanings with old words has been endorsed and reinforced by Jalaleddin Rumi who made comprehensive use of literary tradition. Jalaleddin Rumi's poetry has its own characteristics in addition to the general stylistic features of Persian poetry.

Language philosophy is a component of human beings; it is a field of philosophy which deals with unique problems such as history philosophy. Language philosophy examines the relations between elements which create a language and the world instead of the mutual relations between these elements. It is possible through such relationships that the language can function as a means of communication.Language philosophy tries to explain how the language functions, how it works, and how it is used for communication.How is the function of showing these objects fulfilled and which rules apply for this function? The various approaches on Jalaleddin Rumi are very meaningful. The topic of language should

also not be overlooked. Because, along with his literary personality, his philosophical vision, socio-cultural point of view, and the teaching-educational dimension are also remarkable.
As a matter of fact, according to Jalaleddin Rumi, the peace among the peoples of the world is trying to explain what is absolutely the most important and inevitable fact for the survival of the created (Kabaklı, 1972). Of course, he does not forget the side effects that contrasts create. He thinks that all contrasts make the universe dynamic in a harmonious and orderly process; they also make possible the movement and progress among them. He tells us this truth and sees even the negative events with tolerance and tries to explain the contrasts between them as the reflections of peace. Jalaleddin Rumi explains us this truth: "there is no problem such as contrast in the universe of unity and Godhead. It has the characteristic of equality and sameness. Every object, event etc. that we believe to be contrasting is an action which takes us to nobility. Accepting this action is peace in itself!"

I am silence, thought, language and voice
I am the sound of Ney.

The above words of Jalaleddin Rumi bring to mind the question *How is language processed and woven by Jalaleddin Rumi? What is the thought-based effect in language?* This, in turn, can be solved only by examining his general philosophy first and then the pattern that is reflected to the language.

2. Examination

The human mind has the ability to construct concepts through abstractions. One tries to express what they want to say by making proposals from these concepts. Language is a system of signs that allows any mind activity to be revealed, and to be transferred from one mind to another.The abstract thinking force provided by the language is the most important factor in the conceptualization of human reality outside of itself and in the development of relations with the environment. Our sense of reality is realized through language. Thanks to language, it is possible to produce information about values. Language has an important role in spreading and sharing the generated philosophy. Language is an important communication tool. Interaction between minds is only possible through language. Language is a means of communicating ideas. As Jalaleddin Rumi stated, "*no matter how much you know, what you say is not more than what others understand.*"
In its most general sense, language philosophy is a branch of philosophy which examines the origins, structure, essence and nature, scope and content of language as a whole, studies the common features between different languages in terms of origins and structure, analyses different articulation possibilities such as science language and poetry language, displays the differences between meaning, meaningful expression and meaningless expression, explains how meaning is constructed in language, how meanings are circulated in the language, how they are transferred and understood, focuses on the relation between concepts and words and explains how the relation between language and reality is constructed; studies how and under which conditions communication is possible through language and examines the dimensions such as syntax, semantics and rhetoric which are determinant in the comprehension of the diversity of a language; handles all aspects of a language, in particular its place and importance in human life and meanings concerning our general philosophy understanding systematically. As a speaking being, language has been a current topic in all ages. In the first sight, language philosophy seems to be a very new branch of philosophy which emerged in 20th century; however, it dates back to the ages of Plato and Aristoteles when the fragmentation of language into branches in today's sense did not exist. The thought of language cannot be separated from the history of philosophy as a whole, not to mention logic.The most important evidence of this basic truth is that there is no separation between thinking about the most important philosophical categories such as knowledge, truth, meaning, and mind in the traditional way of doing philosophy and expressing these categories through language.
The literary direction of Jalaleddin Rumi is important in terms of the poet's identity and the meaning he gives to the words. The way words acquire new meanings and the way the narrative extends from concrete to abstract is the result of certain developments in the poetry tradition in the East.The stylistic differentiation and subject preferences that emerged in the Persian poetry during the Seljuk period are explained under the name of Seljukian Style. Jalaleddin Rumi, who was outside the classical palace poet identity, influenced the direction of poetry. Jalaleddin Rumi and his son Sultan Veled defended the superiority of reason and the worthlessness of the material things. The way of creating new and different

meanings with old words was endorsed and reinforced by Jalaleddin Rumi who made serious use of literary tradition. Jalaleddin Rumi's poetry has its own characteristics in addition to the general stylistic features of Persian poetry.

Language philosophy examines the relations between elements which create a language and the world instead of the mutual relations between these elements. It is possible through such relationships that the language can function as a means of communication. Language philosophy tries to explain how the language functions, how it works, and how it is used for communication. How is the function of showing these objects fulfilled and which rules apply for this function? The various approaches on Jalaleddin Rumi are very meaningful. The topic of language should also not be overlooked. Because, along with his literary personality, his philosophical vision, socio-cultural point of view, and the teaching-educational dimension are also remarkable.

As a matter of fact, according to Jalaleddin Rumi, the peace among the peoples of the world is trying to explain what is absolutely the most important and inevitable fact for the survival of the created. Of course, he does not forget the side effects that contrasts will create. He thinks that all contrasts make the universe dynamic in a harmonious orderly process; they also make possible the movement and progress among them. Having comprehended this reality, he sees even the most negative events with tolerance and tries to explain the contrasts among them as the formation of peace.

Wisdom in Jalaleddin Rumi’s thought, which is reflected on language, is expressed in concrete terms instead of abstract terms. He follows the topic of wisdom in the society. In this context, he does not reprimand the contrasts and classifications among people and thinks that mutual cooperation and convergence among people is a peace factor based on “the principle of integration”. With this opinion, it is possible to accept the “peace in contrast” of Jalaleddin Rumi as an intellectual way of thinking.

As is known, there are three pre-eminent personalities in Jalaleddin Rumi. This means that there is vertical personality instead of horizontal personality. In other words, his personality in the field of science and wisdom has three stages; it gains meaning with Crudity, Maturity and Burning. He defines life as a process and explains that it gains meaning not with horizontal movement but with vertical movement towards nobility (Gölpınarlı, 1999). In the crude (raw) period everything must be tolerated, as all events are caused by lack of knowledge and education; however, in maturity period everything finds its place and then gains meaning from Beka-Billah(Reaching the endless life in the existence of God) to fenafillah(Perishing in the existence of God). Contrast is caused by crudity, whereas consensus and peace is caused by maturity. As a result, burning with the love of God is gaining meaning in Him. Jalaleddin Rumi explains the maturity of human beings in this regard and states that peace can be ensured only in this direction. He inherited the regular meaning search concerning peace from his father, BurhaneddinMuhakkik-iTermezî, and Şems-iTebrizî(Golkarian, 2017).

The subject or theme in the focus of language philosophy is meaning and its nature. The topic of meaning is an essential point where all researches in language philosophy intersect. The question in language philosophy is not like *what does this word mean?* The question is more like *what does it mean when something tells another thing?* This question can also be asked as *what does it mean when a part in a language system tells something outside that language system?*The elements belonging to language are words, meaning names, noun phrases, adjectives, conjunctions, adverbs, prepositions etc., simple-complicated sentences, written texts or cliché expressions. Concepts which indicate all kinds of beings including abstract, concrete, material or spiritual are extremely essential while examining a literary type.

As he was very close to philosophy, Jalaleddin Rumi used language as a philosophical tool and his fluency in words added a soft interpretation to what he wrote in every area; he even brought a love-laden interpretation to the Islam religion and contributed to the spread of human love, solidarity and sincere love for religion.

It is clear that Jalaleddin Rumi was knowledgeable about Greek philosophy. He mentions Plato, Calinus and sophists in Masnavi. His closeness to philosophy is also reflected on his usage of language. He also includes the opinions of Gazali and Avicenna in his works who examined Greek philosophy. Therefore, with the impact of this philosophy he moves words in word groups around a main center while using language. He thinks that every word is the cornerstone of poetry. Every word has a different meaning. However, in poetry and especially in lyric and pastoral poetry moving words just like the notes in music is the effect of a part of philosophy.

I am both me and you not only in me but also in you,
I am both mine and yours, and you are mine,
So weird have I become that
I do not know if you are me, or I am you.

Usage of personal pronouns in his verses and usage of words in repetitions reflects the sense of belonging and supporting them with question words reinforces the expression. In addition, he tells a deep love for God here. *I am God* can be understood as well as *ephemeral world.* Fluency and movement of words is extremely important.

Jalaleddin Rumi criticized the thinkers who accept mind as basis. He cites the friendship of a Bedouin and a philosopher on the road: the Bedouin loaded two full bags on his camel. One bag had wheat and the other had sand. The philosopher warned the Bedouin that he should pour sand and divide the wheat into two bags in equal amounts so that the load would be lighter. The Bedouin adored this opinion and became the zealot of the philosopher.

In the end, the Bedouin understood that the philosopher is a penniless and troublesome person and moved away from him. He said words meaning your intelligence and wisdom is useless and broke with the philosopher. Jalaleddin Rumi mostly defines thinkers deprived of faith by the word "philosopher". He ended his story as following: the wisdom based on nature and consisting of imagination is a wisdom deprived of the inspiration of the light of God. Using the words philosopher, Bedouin, imagination and wisdom here actually shows that he chose complementary elements in terms of meaning. Certainly the words used in a narrative constitute the internal part of the expression; this means that it is the main element. Jalaleddin Rumi is one of the authors and poems who use narrative expression best. Especially in his poems the effect of narrative can be witnessed.

Next thing you know they deceive me with gold,
Next thing you know they deceive me with fame and honor.
However I did not want gold or anything from him,
And it has been a long time since I ignored fame and honor.

I am an iron,
Running from magnet.
I am a straw,
Which sidestepped to magnets.

Language philosophy examines and compares expression patterns, determines the strengths and weaknesses in the form of a theory and tries to implement a more ideal meaning theory. It is important to determine the manner with which the author employs language for customized uses. What we obtain by looking at the vocabulary is not the meaning of word, but the definition of a word by a series of other words.

I am an iron, running from magnet.
I am a straw, which sidestepped to magnets.
I am such a particle that I revolted against entire worlds.
I revolted against the air and soil, fire and water.
I revolted against six directions.
I revolted against the five senses.
I do not care for anything.

Water, fire, air and soil, which were frequently used in ancient philosophy, are among impressive elements in Jalaleddin Rumi. In the verses given above, *iron, magnet, particle, straw, fire, water, air and soil* are used in a philosophical order related to the word *revolt.* In the end, it is finalized with an expression which is opposite to but supportive of "revolt". And the movement was based on freedom of opinion.

Since ancient times, thinkers have been asking themselves how beings came to existence (Mengi, 2006). Some Greek thinkers claimed that the first element of existence was water, air, fire or soil. In Islam, the emphasis is on that the existence came into being with the will of God. Those who adopted midway in Islam believe that beings are created with the words *künfeyekün,* meaning "comes into existence when He says 'be'". However, there are different comments in Islam related to existence. Jalaleddin Rumi tried to express the unity of beings. In essence, the unity in existence philosophy was deducted from the hadiths of Muhammed the Prophet on the topic.

While Jalaleddin Rumi explains responsibility, which is one of the most important elements in human life, the processing of language is essential: a man entered into a vineyard, shook the apricot tree and began to eat the fruits. The owner of the vineyard saw him and said: "Are you not afraid of God?" The man answered: "Why should I be? The tree is God's tree, I am God's subject, and God's subject is eating God's property." The owner of the vineyard tied him to a tree and began to beat the hell out of him with a stick. The man could not stand the pain of the stick and asked the owner: "Are you not afraid of God?" The owner answered: "Why should I be? You are God's subject, this is God's stick, I am beating God's subject". Thus Jalaleddin Rumi explained that the man was responsible for the act of stealing.

Having accepted that everything is within the knowledge and power of God, Jalaleddin Rumi emphasizes that human beings have a limited freedom. It is for this reason that human beings are held responsible. Here a fluent expression consisting of question sentences and question words was created and the answering sentences were completed with repetition groups.

The wisdom in Jalaleddin Rumi's thought is explained not in abstract but in concrete terms. He follows the topic of wisdom in the society. In this context, he does not reprimand the contrasts and classifications among people and thinks that mutual cooperation and convergence among people is a peace factor based on "the principle of integration". With this opinion, it is possible to accept the "peace in contrast" of Jalaleddin Rumi as an intellectual way of thinking (Golkarian, 2017).

Jalaleddin Rumi gave a superior value to human beings and saw them as beings that deserve the love of God. He sought everything in humans. He thought that as a human being becomes more refined in terms of spirituality, he comprehends that everything is just a dream, and that only God exists as being. According to Jalaleddin Rumi, *He is the one who constitutes chemistry. What is chemistry after all? One has to vanish vis-à-vis his existence. What is existence in his presence? It is just a meaningless thing. The failure to know that this existence can come into being only with the existence of God is the evidence of blindness.* Such expressions of belief display the connection of opinion-based language philosophy with human philosophy in the clearest and most beautiful manner.

Jalaleddin Rumi suggests that basic concepts such as life in humanity, the essence of humanity, true faith, acceptance and tolerance should be learned; he shows himself as not a grand spiritual teacher but one of the most important representatives of love and peace. While explaining love, peace and the route from Bekabillah to Fenafillah in his Masnavi he assumes the role of a teacher and he shows himself as a teacher just like Jesus. It is like the breath of Jesus is being repeated. It is probably for this reason that some commenters of literature and poetry interpret Jalaleddin Rumi as the breath of Jesus. Jalaleddin Rumi is one of the most favorite poets in both East and the West.

Jalaleddin Rumi's explanation of death is also very critical in terms of language. Death is inevitable for human life. It is putting a full-stop to the life in this world. Jalaleddin Rumi is not afraid of death and he almost tries to endear death to people. According to his philosophy, human beings are in this universe because God wished so. Human beings are part of the existence. He thinks that a lover does not fear from reaching his beloved one. This is what death is like. It is being elevated to the level of God. Here opposite words express an entirety. However, exactly the opposite was expected. Complementary expressions give the wording more strength.

A story narrated by Jalaleddin Rumi indicated perception, lack of confidence, senses and uncertainty. His philosophy is essential in terms of seeing. He did not use the term philosophy in positive sense in his works, but philosophy is the essence in his works, therefore he performed a transfer of meaning between words.

He always stated that reality and things could be comprehended with the mind. By doing this, he moved words and criticized the disarrangement of the mind. A deep system can be noticed in his works. He claimed that a disorganized mind was illuminated with light. A deep system can be noticed in his works. The words are ordered according to this system. Even interacted concepts are presented in a more understandable method and style. Jalaleddin Rumi believes that it is material and form which interests mind. Similar to Islamic philosophers, Jalaleddin Rumi accepted some Aristotelean opinions and supports them with words. He intertwined concepts which are among the most important elements of language philosophy.

Do you think that I can recruit a rose if I saw a thorn? If you do not saw one, no sapling gives you a rose. Streams are just like wheat and the world is like a windmill; if you take adobe to the windmill all you obtain is soil (Rubâîs, 222).

Here the word *rose* connects sentences with different meanings. The usage of repetitions is one of the most important elements of language features. The analogy between world and windmill is important as an example of emulating art in prose.

A human being is an eye; beyond him there is nothing more than skin and meat. The value of human is equal to what his eyes see.

Here "eye" accommodates several meanings; what matters is just what a person sees. What they see are put into words within a system of thought during when the relation between language and philosophy emerges and completes each other.

The lectures that Jalaleddin Rumi delivered at madrasah in Konya were in Persian. He delivered these lectures not to passers-by, but a Persian-speaking community of people who were skilled in philosophy, Sufism and Islamic sciences. In his poems and proses he used several Turkish words and he also wrote a few Turkish poems; however, these Turkish poems did not exceed ten or fifteen couplets and are negligible compared to the twenty seven thousand and five hundred verses of Masnavi and over thirty five thousand couplets of his Dewan. It is natural that a Turkish person whose native language is Turkish uses words and terms from his native language. Some people considered him Persian as his works were in Persian language.

You are the treasure of the world, and the world is not worth half barley.
You are the foundation of the world, the world is fresh thanks to you.
Let us imagine that the world is covered with torches and light,
Without lighter and stone, what is it but a sham wind?

According to Jalaleddin Rumi, human reaches his/her real self when he/she turns not to the body or the flesh but to the soul. You are not water, you are not earth, you are something else…You are outside the loam world, you are on a journey. Mold is the axis of the world, soul is the eternal water; but you, as long as you remain as you, you are aware of neither. With these words, he tries to prove the existence of God on earth.

According to him, you cannot find everything unless you look for; however, you cannot look unless you find the real friend. The ideal person is the heart of the universe, humans knew to explore in themselves the secret treasure which they searched far away, but found in the shambles of over-eager existence.

Probably the topic most emphasized by language philosophy is to create a general theory which would explain the meaning in all respects; at least, to reach a meaning analysis consistent in itself. According to this search, it can be claimed that philosophers display three different attitudes in general. The first one is the opinion of meaning which argues that all meaning units in a language correspond to objects and that every word in the language refers to a certain thing and every sentence refers to an opinion.

Wound is where light flows to you. Do not be sad, everything you lose returns in another form one day.

Jalaleddin Rumi displays a deep language system. He mentions humans in his philosophy and his Sufism philosophy is the essence of human beings (Köprülü, 1976). Certainly language becomes the tool here. He uses such mysticism just like the example given here that analogies act as auxiliary. The wound is likened to a place where light flows and comes. He gives advice. In such expression he used negative imperative and positive present tense together. He almost processes language here.

Small philosopher will become blind
Light will be away from him

There is a negative opinion about philosophy here. Pessimism prevails. Actually Sufism always invites goodness. However, negativity is in the forefront here. He processed language with negative wording.

Do not live without love so that you are not dead;
Die with love so that you are alive

Jalaleddin Rumi thought that love and affection were the qualifications of humanity. Animals were not aware of these concepts and it was impossible for them to experience these feelings. He stated his opinions in this regard as follows:

The path of our Prophet is love,
We are sons of love, our mother is love…

Here the abstract thinking power provided by language is the most important factor in conceptualizing of the reality outside human beings. The pattern of perceiving the reality is provided by language.

Jalaleddin Rumi's expressions are the most important elements of language philosophy. He is probably

one of the most important poets and authors who transferred language philosophy to literature.
According to language philosophy, words are not systems with signs that people give to the things they do not know. A person cannot make his words the signs of the concepts in the minds of other people. Unless he adopts some opinions, he cannot think that they are the provisions of the concepts of another person, as words become the signs of things that he does not know which is equal to being the signs for nothing at all. We can see the best examples of this line of thinking in Jalaleddin Rumi. Sufism is the system of signs for Jalaleddin Rumi (Köprülü, 1999). He processes words like embroidery around it.
Heart is the sea and language is the shore. / What comes ashore is what is in the sea …
Here he considers heart and language like sea and shore. While using words he tries to emphasize the good and the evil. Contrast is essential in language philosophy. It is difficult to express contrasts. If the sea is nice, everything which comes from the sea to the shore will be nice, too. For this reason a human being must first of all put his/her heart in order. Only then the tongue will not pronounce evil instead of saying good, does not break heart instead of pleasing, does not make sad instead of making happy, and does not implant hate instead of love.

Promise that you will be a flower
And spread smiles in your circle.
There will always be someone who will be the soil
And carry you over his head. …"

Human beings must try to create a nice love (flower) from their soil, and try to give that love to someone who deserves it, that love must be multiplied and transferred from one heart to another (turn into a fertile soil). Love cannot be anything without paying effort and showing affection...
This expression reminds the proverb "you reap what you sow". He used the words with love expression together and created a philosophical transfer. This is what language philosophy requires. Do what we say reflect what we think? What are the opportunities of human language? Jalaleddin Rumi answers to all of them. Sufist thinking is effective here. Language philosophy questions the possibilities of communication. For example, the supposed love above is the meaning of life. There was an awareness of love. What language philosophy is trying to say is to embody abstract concepts with using abstract concepts. Jalaleddin Rumi provides the best examples of this practice.
Linguistics and philosophy are intertwined. Language is the raw material of thought. If we know the language well, we can better understand the thought and the philosophy. The greatest distinguishing element of human beings is language. We can also understand the human being if the language is depicted. As we have learned languages to understand different languages, we can also learn language tools to understand people. Jalaleddin Rumi has human and human experience in the origins of his thought. In Sufism, the expression of thoughts through language combines with mystic thought. Language is a living structure. Cultural accumulations literally work with language representation. Jalaleddin Rumi expresses experiences etc. Here the boundaries of language come into play. Language expresses the things which are not experienced as well. Linguistics includes all oft eh foregoing. Examined from the aspect of linguistics, Jalaleddin Rumi is very critical in terms of semantics. The essence of his words is the meaning-distinguishing features. Literary arts, synonyms and antonyms, meaning shifts, meaning changes, transition to another meaning etc…
Semantic features are also essential for language philosophy. The analysis of a sentence is essential. However, poetic expressions do not provide orderly sentences as of their style of expression. They are usually inverted sentences. However, designing and expressing an abstract or concrete thing in the mind is essential. Meanings come together to form thoughts. In language philosophy it is theoretically argued that meaning does not emerge through speaking action automatically. Language performs such actions as apologizing, asking questions, playing games, persuading and showing of force. Meaning is dependent on signs. When we consider a sentence which gives a true or false expression, the meaning is attached with reference to what is said. Thus, the meaning of words does not belong only to the person who uses these words and it becomes clear that they are also related to the experiences in the outer world.
I am both me and you not only in me but also in you/I am both mine and yours, and you are mine/So weird have I become that/I do not know if you are me, or I am you.
In these verses repetitive words complete and reinforce meaning and include intertwined forms in sentences. It is essential in terms of usage of pronouns which are the complementary elements of language.

Shah, oh, the valiant of God! / What if you give me a drop of your grace..
Conditional phrase strengthens the poetic expression and completes the internal pattern of the poem.
Whether your face is sun or not, I do not know/How long will my liver burn in this fire of separation?
Positive and negative question phrases and analogies complete the meaning and express the thought of language philosophy depending on the system of thought of Sufism.
Jalaleddin Rumi is among the sufists who want to give peace, order and tranquility to community life. He influenced the entire Islamic world in the East; he was also a universal thinker who has been examined with interest in the West. He is one of the oldest poets who wrote Turkish poems in the 13th century. For this reason, his usage of language reflects the characteristics of his era and has a question-and-answer explanatory nature which expresses more abstract concepts based on sufist thinking. As of his era, he was an important source for language philosophy.
The concept which is mostly emphasized by language philosophy is *reference*. The term of *reference* which is accepted by linguists and is frequently mentioned in daily language has gained importance in that it is more easily understandable and leads to new derivations. For example, in his philosophy Jalaleddin Rumi identified God with universe and human and took the reason of existence to God; he also gave meaning to the place of human beings in the universe. He emphasized that there was something mysterious in the essence of human beings. The reason of existence of human beings is to comprehend God’s thought with virtuous behaviors in the visible universe and reach absence in God. This relation is an intertwined reference. Pronouns which can be used in sentences are linguistic elements which can perform references. On the other hand, the verbs in sentence can make references to various things in various ways. According to Jalaleddin Rumi, the thought of unity in existence can be reached through cleanliness of heart. When it is reached, the temporary vision of human and the universe vanish. It is understood that everything exists with God. Jalaleddin Rumi tried to analyses human from time to time. He almost told what kind of a being humans were. He emphasized the aspects of humans that were different from other beings and explained their characteristics.
Jalaleddin Rumi is an author who saw human beings with single eye and blended love and tolerance with thought. Mind is a light and energy for humans. It helps know the right from wrong. He sometimes praised mind; in others, he almost disgraced it.
Most of the time Jalaleddin Rumi was among those who emphasized induction and deduction in the best way. He thought that Sufism was the path from the whole to the piece and from the piece to the whole. It is possible to find the best and the rightest in this path. He believed that mind had great place and importance in world’s affairs. Humans can do wrong, make mistake, stumble, deviate, but in the end they find a way.
Linguistics defines and describes the structures and sounds of a language and tries to explain the relations between them. Language philosophy, on the other hand, examines not the mutual relations between elements which form a language but the relations between them and the world. It is only possible with such relations that the language can function as a means of communication. Then, language philosophy tries to explain how a language works, functions, and is used for communication.
The system of thought of Jalaleddin Rumi and the philosophical dimension of language processing in this direction are based on Sufism. The most important focus is on the question whether the words point directly to objects. The meaning of naming something specific is very important. As can be seen in the examples above, the belief that words do not point directly to objects but to the opinions related to these objects has gained importance. We use words to refer to our inner thoughts that we derive from our experiences of the outer world. JalaleddinRumi, focused on humans with the influence of Sufi philosophy. He examined the relationship of man with God and with other people. In the meantime, while translating all these things into writing, he used language as an auxiliary element and united it with thought to touch language philosophy. Philosophy, language, mysticism were united, and verse and prose were formed with the help of the most central elements of language.

3. Conclusion

Jalaleddin Rumi is one of the writers who make best use of the relation between language and opinion. He especially explained the topic of unity in the enthusiasm of love for God and brought vividness to Islamic Sufism. While using language, human philosophy was emphasized. He acted as the pioneer of narrative expression. However, we understand from the foregoing that language, religion, philosophy, sociology, history and literature are all intertwined, or rather, complete each other. Jalaleddin Rumi's Dewan and Masnavi are translated in several languages. His works are affected by both Eastern and Western thought. He is a major Turkish thinker. Although more than seven centuries passed, his philosophy is still being read and adopted by people. It is beyond doubt that Jalaleddin Rumi has an important place in Islamic philosophy. In addition, he played an essential role in literature in his use of language and expression techniques. Jalaleddin Rumi gave huge importance to the freedom of conscious. He brought a soft interpretation to the Islam religion. In ethical terms, he recommended behaviors which would end with happiness. He gave importance to good intentions and the power of will. In all these expressions, he brought language to the fore. These philosophical opinions have become the most beautiful examples of language philosophy. It is possible that Jalaleddin Rumi is a good beginning and an important example in terms of language philosophy. It will be suitable to complete with an important saying of Jalaleddin Rumi. Do not look for our grave on the ground after we die. Our grave is in the hearts of the wise…

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Teaching "Oil and Gas Chemistry" Through an Interactive Approach

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Abstract
In the article, the author examines the theoretical issues of the problem of the quality of chemical training of students at an oil and gas university. The author shows that the discipline "Oil and Gas Chemistry" is the discipline of the basic part of the main professional educational program of the specialty "Oil and Gas Business" at Tyumen Industrial University, therefore, the success of a specialist in this field will largely depend on the quality of chemical training. But due to the prevailing circumstances in which the study time is 51 hours per semester, it is not enough for effective learning, therefore, the question of effectively, methodically correct organization of the educational process of chemical training of future specialists remains relevant.
The article provides a brief overview of some of the interactive methods, its advantages and the possibility of using in the classroom. The author conducted a detailed review of the scientific literature on this topic, showed the widespread use of this method in the study of various disciplines.
Base of the research: Department of Natural Sciences and Humanities, the Branch of IUT in Surgut. The interactive lecture method was used as an interactive teaching approach. In the article it is shown that the use of such a method in the educational process in the study of oil and gas chemistry at the university allows to increase the motivation to study the subject, to develop self-organization and self-education students' skills.
Key Words: Chemical training, Oil and Gas Chemistry, Oil and Gas Business, prevailing circumstances, self-organization, self-education

Introduction
The modern labor market today needs qualified specialists with the ability to apply knowledge in practice. The result of training students at oil and gas university in the higher education system should be a bachelor who is competent not only in a narrow oil and gas profile, but also in other areas of knowledge, which will allow him to be in demand in a rapidly changing world. The traditional educational process involves the transfer of information by the teacher, which the student must reproduce. The student takes a passive part, this approach to learning in a modern university is now outmode (Nagornyak, 2013).
In passive learning, the student acts as an object of learning activity: he must learn and reproduce the material that is passed to him by the teacher or another source of knowledge (Shibaev, 2012).
Requests of the state and society require the introduction into the educational process of new teaching methods. In order to involve students in the educational process, it is advisable to apply individually oriented forms of education or interactive forms of education that contribute to the effective learning of students, increase interest in the information being studied (Timoshenko et al, 2015; Gordeeva, 2012; Skorykh, 2014).
The main innovations in today's education system are associated with the introduction of such classes (Skladanovskaya, 2017).

Literature Review
Many chemistry teachers do not have enough teaching experience, proficiency in non-traditional teaching methods, these teachers have clearly contradictory information, practice and ideas (Crippen et al, 2005).
Many Russian scientists highlight some positive aspects of such training:
- interactive learning forms the ability to think extraordinarily, to see any in their own way (Gushchin, 2012);
- in interactive forms of seminars, students get a real practice of formulating and defending their point of view, understanding the argumentation system, that is, turning information into knowledge, and knowledge into beliefs and attitudes, the subject and social qualities of the professional are formed, the goals of training and education personalities of the future specialist (Dobrynin, 2009);

- in the interactive forms of the lecture it is assumed: the creation of a problem situation through the formulation of learning problems; specification of educational problems, hypotheses for their solution; a mental experiment to test hypotheses; verification of the formulated hypotheses, selection of arguments, facts to confirm them; formulation of conclusions; summing up to new contradictions, perspectives from the teachings of the subsequent material; questions (written assignments) for feedback that help correct students' mental activity during a lecture (Ryumina, 2014);
- in the conditions of interactive learning, students experience an increase in the accuracy of perception, mental performance, and an intensive development of the intellectual and emotional characteristics of the individual: stability of attention, observation, ability to analyze and sum up. Interactive learning contributes to the development of communicative skills of students, helps to establish emotional contacts between them, activates teamwork, expands the range of educational opportunities (Privalova, 2014);
- an interactive learning method allows you to present a lesson in the form of selective control of a combination of targeted information segments (Spiece, R. J. 1989).

Studies on the interactive learning method expect an increase in positive learning outcomes. But positive conclusions about interactive classes are controversial.

Scientists argue that it is necessary to conduct additional research related to the inclusion of this technology. Studies conducted by Vercellotti, M.L. did not lead to special success in teaching students when using interactive teaching methods compared to traditional ones (Vercellotti, 2017).

However, there is another opinion. Developing critical thinking skills for students using interactive multimedia educational materials explored Djamas, D., & Tinedi, V. The research results show that interactive multimedia educational materials are practical and effective. Therefore, based on these results, it can be argued that interactive multimedia learning materials can enhance students' critical thinking skills (Djamas et al, 2018).

With the development of electronic technology, the use of multimedia educational materials is widespread in secondary and higher education. Sharing a screen between a computer and a mobile phone via a wireless network is a form of organizing interactive learning. (Li et al, 2018).

The interactive form of education is widely used in the study of many subjects.

For example, in the study of biology (Buckley, 2000); English, which uses an interactive system of learning English grammar, developed and introduced mental models to the learning process (Liqiong, 2016; Obskov, 2012).

Theory and practice of introducing interactive teaching tools in higher vocational education on the example of teaching maths in economics, interactive teaching of mathematics in high school using an electronic workbook was reviewed by many scientists (Butakova & Osipova, 2009; Makarov & Sevastyanova, 2013).

Interactive study of students' chemical disciplines pedagogical universities on the basis of the competence-based approach was proposed by Gavronskaya. (Gavronskaya, 2008)

Also, Gavronskaya & Alekseev use virtual laboratory works in the process of interactive teaching of physical chemistry (Gavronskaya & Alekseev, 2014).

Panfilova L. V. Notes the impact of interactive teaching aids on the quality of training a future teacher of chemistry (Panfilova, 2013).

Pedagogical learning technologies –critical thinking technologies are applied on chemistry lessons (Chorov et al, 2016).

Methodology

At any technical oil and gas university "Oil and Gas Chemistry" is one of the most significant areas of natural science, studying the essence of natural phenomena, knowing its laws and using them in the practical activities of society, in science, production. This academic discipline is a mandatory discipline for studying at Tyumen Industrial University, as an understanding of the laws of chemistry and the essence of physics and chemical phenomena is necessary both to improve existing and create new processes and materials.

When studying the discipline, bachelors must acquire knowledge of the composition and properties of petroleum systems, gases of different origin, methods of their study, separation, classifications and the relationship between composition, thermodynamic conditions and physicochemical properties.

As a result of mastering the discipline, the bachelor should know:

• component composition of oil and other hydrocarbon systems of natural and man-made origin;
• physics and chemical properties of the main classes of hydrocarbons and heteroatomic compounds of oil;
• methods for the separation of multicomponent oil systems;
• research methods for oil and petroleum products;
• properties of oil as a dispersed system;
• features of oils and natural gases from Siberian fields;
• main types and principles of classifications of oil, oil disperse systems, gases;
• hypotheses of the origin of oil;
• government and industry regulatory documents governing the procedure, means and conditions for performing standard oil and gas tests.

In the process of developing technologies for the interactive preparation of students for professional activities in the context of studying the discipline “ Oil and Gas Chemistry ”, we relied on a set of theoretical and practical research.

Researcher A.P. Panfilova offers her own classification of interactive teaching methods (Panfilova, 2009):

1. Radical - the desire to rebuild the educational process based on the use of computer technology (distance learning, virtual seminars, conferences, games, etc.).
2. Combinatorial - connection of previously known elements (lecture-dialogue, lecture in two together, etc.).
3. Modifying (improving) - improvement, addition to the existing teaching methods without significant changes (for example, a business game).

Researchers T.S. Panina, L.N. Vavilova classify interactive teaching methods in three groups (Panfilova, 2009):

1. Discussion: dialogue; group discussion; situation analysis.
2. Game: didactic and creative games, including business and role-playing, organizational and activity games.
3. Training: communication trainings; sensory trainings (aimed at the formation of the figurative and logical spheres of consciousness).

The most popular among teachers are such interactive teaching methods as:

• working in small groups, where all students participate in the work of the group, practice the skills of cooperation, interpersonal communication;
• role-playing game in which the participants of the group play a scene with pre-distributed roles reflecting certain life situations;
• mini-lecture - one of the most effective forms of presenting theoretical material presented in an accessible language for students;
• development of a project that allows participants to mentally go beyond the audience and draw up a project of actions on the subject under discussion, as long as everyone has the opportunity to protect their project and prove its advantage over others;
• “brainstorming”, it is a method in which students take any answer to a given question, while evaluating the points of view expressed not immediately, but after all the presentations, the main thing is to ascertain the awareness or attitude of the participants to specific issue.

RESULTS

In accordance with the requirements of the Federal State Educational Standard of Higher Education in Russia, the implementation of educational and professional competencies involves a wide use of active and interactive forms of training in the educational process. For example, according to the curriculum on " Oil and Gas Chemistry" on the interactive form of education takes 11 hours per 1 semester.

Interactive learning is the interaction and the establishment of a dialogue not only between the teacher and students, but also the dialogue between students.

In the educational process of students of the Branch of IUT in Surgut an interactive lecture as a form of training is widely used on "Oil and Gas Chemistry" classes.

During such a lecture, it is not enough for a student to be just attentive; he needs to take a direct and active part in the learning process.

The purpose of the interactive forms of classes is:

- ✓ activating interest among students;
- ✓ effective learning material;
- ✓ students' independent search for ways and options for solving the set learning task (choosing one of the proposed options or finding their own options and justifying the solution);
- ✓ learning to work in a team, to be tolerant, to respect the right of speech;
- ✓ formation of professional skills.

Such forms of teaching contribute to changing the process of mastering the material by transferring a student from a passive listener to an active participant in the educational process.

So, when preparing the interactive lecture "Physical and chemical properties of oil", we followed the following rules for organizing interactive learning:

1. involvement of all students in the work;
2. psychological preparation of participants;
3. the number of participants - up to 25 people;
4. inclusion of vivid examples and facts into the educational process.

For example, we will describe the method of applying this form of conducting classes as an interactive lecture on the topic "Physical and chemical properties of oil" for students studying the discipline "Oil and Gas Chemistry" for the 2nd year in the 3rd semester.

Before the lecture to the 2nd year student, the teacher proposed to prepare a report on the topic "Devices for Density Measurements", during which the student presented a vivid presentation and videos about the operation of these devices in laboratories.

In the process of preparing for the interactive lecture, the students were given a list of questions for the purpose of holding a discussion on the lesson, enhancing cognitive skills:

1. The average boiling point of the oil fraction.
2. Molar mass.
3. Low temperature characteristics.
4. Low temperature characteristics.

As a result, students acted as experts at the lecture, could add additional material.

Thus, in the process of independent work before the lecture, we got acquainted in parallel with other sciences, studied how the relative density of oil products is determined in the USA, Great Britain, studied the ice melting point on the Fahrenheit scale, etc., which undoubtedly demonstrates the advantage of using the interactive form study material compared to traditional.

In the course of the lecture when studying the questions: cloud point; pour point; the crystallization temperature was introduced such a method as "brainstorming." We describe the methodology for this method:

1. Conducted in groups of 5-6 people.
2. In each group we selected a leader. He monitors the implementation of the rules, suggests the direction of the search for ideas, as he knows the rules and instructions.
3. The facilitator focuses on an interesting idea so that the group does not lose sight of it, work on its development.
4. The group selects a spaeker who records the emerging ideas.
5. A primary discussion and clarification of the problem conditions is carried out.

Stage 1 - the goal is to build as many possible solutions as possible.

Stage 2 - the analysis of ideas, during which the students find the correct answer to the question.

Stage 3 - processing results.

The group selects from 2 to 5 of the most interesting decisions and appoints the speaker, who tells them to all the students and the teacher.

As a result, students came to the conclusion that the cloud point is the temperature at which the oil product becomes cloudy (GOST 5066-91).

The cause of turbidity is the crystallization of paraffins and the precipitation of ice crystals. Pour point - the temperature at which the fraction cooled in the test tube does not change the level when the tube is inclined by 450 (GOST 20287-74) The crystallization temperature is from –60 to + 30 ° C; it depends mainly on the content of paraffin in oil (the higher it is, the higher the crystallization temperature) and light fractions (the higher they are, the lower this temperature).

Such work with students allows the teacher to involve all students in the pedagogical process. At the end of the interactive lecture a survey was conducted among the students, in order to diagnose the effectiveness of this method in teaching. The test included questions: how effectively does an interactive lecture allow to form professional, communicative competences, to perceive and assimilate educational material, to form skills of self-organization and self-education. The received responses were tabulated.

Table 1.

The effectiveness of interactive method in training

	Interactive lectures let us improve:			
Levels	Professional skills	Communicative skills	Learn new material	Self-study skills
Low (0-30%)				
Average (31-60%)			✓	
High (61-100%)	✓	✓		✓

Conclusion

Thus, the participation in an interactive lecture of a teacher and students is significantly improves the quality of education. The use of interactive forms of education activates the teaching process, increases the interest of students to study the discipline "Oil and Gas Chemistry", allows to achieve a greater understanding of educational material. This form of work allows the teacher to present the material in a heterogeneous form, to determine the sequence and form of presentation of the material, allows the teacher to act as an organizer, consultant during the lesson, i.e. to work in the subject-subjective mode, and the most important achievement of the main goal is the active learning of educational material by students.

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The Impact of Competitive Approach on Students' Motivation in Sport

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Abstract
This study is devoted to the description of the competitive method as an effective way to increase the motivation of today's students in physical education classes in higher education. The purpose of the study is to assess the impact of the competitive method on the level of students' motivation in sports, positive interest for studying the subject. Allocation of types of motivation allowed the author to evaluate and trace the dynamics of changes in the level of motivation to the sport. The level of motivation was determined using the author's methodology, developed on the basis of scientific literature. The basis of the study is the Branch of IUT in the city of Surgut, the department of Natural Science and Humanities, during physical education classes. The researcher has shown that the use of a competitive method in physical education classes can increase motivation, activates the interest of students.
Keywords: competitive method, types of motivation, interest, physical culture.

Introduction
In sports education, motivation is important because many scientists and teachers are interested in understanding and explaining interest as a catalyst for professional growth and the formation of a positive attitude of students to physical activity through active participation and a healthy lifestyle, the transition of external motivation to internal and external orientation and achievement goals. It is interest that is a guide for our emotions, actions aimed at achieving better and more. All professional, vital composure, dynamism can be explained on the basis of motivation, interest.
The development of motivation, interest in sporting achievement remains an important task in sports education, as scientists and teachers study the concepts and definitions associated with the development of physical activity.
The main reason for the declining trend with age is the interest of students in physical education classes and other types of physical culture and sports activities in higher educational institutions is a low level of effective work on the formation of a positive emotional-axiological attitude to physical culture in general in higher educational institutions (Potdevin et al, 2018; Spray et al, 2006; Buonamano et al, 1995; George et al, 1995; Aleeva et al, 2015).
The need for a transition to the development of students' motivation to physical education classes, the formation of their interest in physical culture became obvious. Interests in certain forms and methods of organizing classes are actively studied (Lee et al, 2007, Chelladurai, (2014; Siedentop et al, 2011; Lyakh et al, 2005, Stepanova, 2008).
Thus, some scientists and teachers suggest abandoning the standardization of curriculum for higher education institutions and creating the largest possible number of alternative programs for each type of physical culture, such as fitness technology to increase motivation to engage in sports (Osychenko, 2012).
Currently, widespread use of various forms of training in physical education in the preparation of future specialists based on health-saving technologies (Osipov et al, 2012; Karnaukhova, 2005; Perrin, 2007; Zhanneta et al2015).
For example, ways were suggested to improve the physical education model using mechanisms to advance students' motivation for professional activities, and a model was developed to bridge the gaps in the existing physical education curriculum, complementing the academic curriculum with special modern tools, including melee and electronic survey methods (Podoruev, YV et al., 2018)
Another method - the project method for the integration of technologies and tools of the visual arts into an independent component of the creativity of the academic discipline of physical education was proposed in 2017 (Kolokoltsev et al, 2017; Jianguo, 2017; Vitko et al, 2018).
There is another approach to teaching physical activity and sports, Ecological-Dynamic, where the trainer builds a learning environment aimed at applying various forms of learning. According to the

environmental approach, “learning” means the ability to gradually find a solution to mobility that is best for a given task in a given context (Raiola et al, 2015).

Each teacher seeks to improve the efficiency and motivation of classes in physical culture, thereby attracting and using "non-traditional" teaching methods, which can have a similar effect. We are considering a competitive method that has attracted the attention of teachers recently and occupies a special place among a large number of non-traditional means and teaching methods.

In contrast to the traditional curriculum, the application of the competitive method in physical education classes in higher education requires more active participation of students in organized training activities. A new teaching method, we believe, promotes active learning and provides a motivational impulse.

The main goal of such an active approach to learning was to increase the interest of students in the subject, to increase the participation of students. Sports competitions are held as part of extracurricular activities that take place on holidays and are not regular in most cases.

Methodology

The purpose of the study is to assess the impact of the competitive method on the level of students' motivation to play sports, positive interest in the subject in higher education.

Described pedagogical experiment was conducted during 2016-2017 at the Department of Natural Sciences and Humanities at the branch of Tyumen Industrial University in the city of Surgut while studying the practical course “Physical Education”; "Applied Physical Culture".

In existing scientific studies today there is no general methodology for determining the level of motivation for physical culture classes, so researchers have to compile their own questionnaire, aimed at identifying the level of motivation, compares the results for different samples at a certain time. In this regard, in the questionnaire to determine the level of motivation to physical education classes in higher education, we included the following questions concerning the formation of certain types of motives, students' attitude to sports activities, sports claims, the presence of relatives successful in sports. Such an approach to formulating the questionnaire allowed us to differentiate students according to the level of the formed motives for the implementation of the competitive method of teaching in physical education classes in higher education based on the analysis of the above indicators.

In this study, participants in Tyumen Industrial University, Elabuga Pedagogical University. A representative sample of 271 first-year engineering students aged 17.5 ± 0.23; the second courses - 18.6 ± 0.35 years were chosen as a sample for the study. The basis of this study were the following variables. The independent variables are gender, institution type, location. The dependent variable is the level of motivation.

The author's test “Determining the level of formation of motivation to physical education classes in higher education” served as a tool for data collection in this study, which consisted of 2 parts: a) gender, type of institution, location data; c) the author's test questions were constructed by the researcher on the basis of a scale and a questionnaire (Milman, 1990). The survey was conducted during the 2016-2017 year. The control group was a group of students from Elabuga Pedagogical University (125 students), where during the year the competitive method was not used in the process of teaching physical culture.

The number of students in the experimental groups was 146 students. The experimental data were analyzed, the coefficient of reliability was approximately 0.8.

When selecting participants, a diagnosis was made of the level of the physical condition of students from all two universities. The physical condition of students turned out to be on average at the same level and did not differ significantly, which indicates the same level of motivation to go in for sports.

Results

The competitive method in physical education has been the goal of study for many years. The opinions of scientists are ambiguous.

For example, Brown, L.; Grineski, S. It is believed that this approach to learning gives rise to the value of the concept of competition and competitiveness. But at the same time, competition, in the framework of physical education, is an element of cooperation, not competition. Competition itself often slows down the learning process and, as a rule, leads to the manifestation of negative character traits and behavior of students and future professionals. This phenomenon may in the future lead to a loss of motivation for physical education classes. Many teachers of physical culture claim that competitions contribute to teaching students in cognitive, psychomotor and emotional behavioral areas, the use of this particular type of activity as a learning experience is doubtful. Following the experience of these scientists, it should be noted that teachers must critically analyze curricula to determine the place of competition, determine the degree of application of the competitive method in teaching students of higher education in physical education classes (Brown et al, 1992).

There is another opinion. Competition is internally positive, and, in addition, participation in competitions provides an opportunity to develop skills in achieving excellence. This method allows teachers to work together in the context of physical education (Drewe, 2000).

Often this method was used in training athletes (Britvina, 2013).

Competitive method is a method of performing exercises in the form of competitions. At Tyumen Industrial University, this method has been used in physical education classes for a long time and is a means of increasing the general level of preparedness of students. In the practice of teaching in high school, the competitive method is manifested when carrying out physical culture events (recreational, physical culture, sports).

This method was the purpose of the study not only in the field of physical education, but also in other areas.

So, as a way to increase staff performance, competition is seen in the management of service enterprises (Evdokimova, 2012).

From the point of view of competition in production (Mukhina, 2015), the relationship of different forms of competition and efficiency production as a form of ownership of production entities is considered the concept of competition in the economy. The concept of the competitive method is considered in the framework of the theory of justice, competition and driving in games of voluntary cooperation (Fehr, 1999). In the social sphere, this concept is considered by scientists in terms of social structure and competition in interfirm networks (Uzzi, 1997; Johnson et al, 1989; Helpman et al, 1985).

The main characteristics of the competitive method are: “competitive comparison of forces in the conditions of orderly rivalry, the struggle for primacy; the conditions for organizing and conducting them (officially determining the winner, rewarding for the results achieved in proportion to their level, recognizing the social significance of the achievements, dropping out less at multi-stage competitions, championships, etc.) create a special emotional and physiological background that enhances the effects of exercise can contribute to the maximum manifestation of the functional capabilities of the body, as a rule, more significant than with apparently similar non-competitive "(Maslovskaya et al, 2017).

When solving many pedagogical tasks, teachers apply the competitive method, namely: education of moral, volitional qualities, the formation of physical skills, their improvement.

At the same time, this method was used at two stages of organizing a lesson: in the preparatory part with the purpose of organizing, explaining, students, preparing for the upcoming physical activity in the main part of the lesson (special preparatory exercises with the installation exceeding the parameters of the training load, students compete in the technique of and performing this exercise and correcting errors), in the main part of the lesson with the purpose of studying a new material, repeating and improving the previously studied (some elements of competitive exercises match in carrying out sporadically input tasks), the final stage in order to move from a state of increased activity in the initial state.

And also when passing test standards, testing the level of physical fitness of students, this method is effective. But in this case, the teacher should be careful, and use this method with caution, since the method involves the presence of winners and losers, and this does not always positively affect the mental and emotional state of students (Ivankov, 2010).

But the most common form of training using this method is to hold sports events. The method of carrying out activities is the correct observance of all its stages. We pay special attention to regular physical preparation of students for competitions, as insufficient preparation can cause fatigue and a negative attitude towards sports. An important role is played by the material and technical equipment of the higher educational institution, the personal interest of students.

And the most important role, in our opinion, is the psychological attitude to the competition, which is characterized by an optimal level of emotional tension and installation that is adequate to its competitive goal. For this purpose, for students we developed a behavioral note before the competitions related to self-organization: check inventory, inspect the premises, field, etc., observe the day regimen, mentally imagine the game, competition before the start, draw up an algorithm of actions, look at the older students courses, what and how they do before the start, make an action plan before the start, etc.

The success of the application of this method of teaching in order to form the motivation for physical education classes during 2016-2017 differed, the data are presented in tables.

In our author's questionnaire to determine the level of motivation for general physical training, we selected the following indicators: (Chupanova, N. V. (2018).

1. Administrative motives: getting a test or exam and avoiding conflicts with teachers and the university administration.
2. Health motives: the formation and maintenance of a healthy lifestyle, health promotion and disease prevention.
3. Activity motives: development, training of the activities of all body systems, primarily cardiovascular and respiratory.
4. Competitive motives: the desire to improve their own sporting achievements in comparison with the achievements of their comrades.
5. Professionally-oriented motives: increasing the level of physical training for the upcoming work activity.
6. Emotional motives: increasing self-confidence, relieving mental and emotional stress, preventing stress, getting pleasure from physical activity.
7. Status motives: improving personal status while achieving high results.

Table 1.

Diagnosis of the predominance of types of motivation to physical education classes in higher education before the start of the experiment (in %)

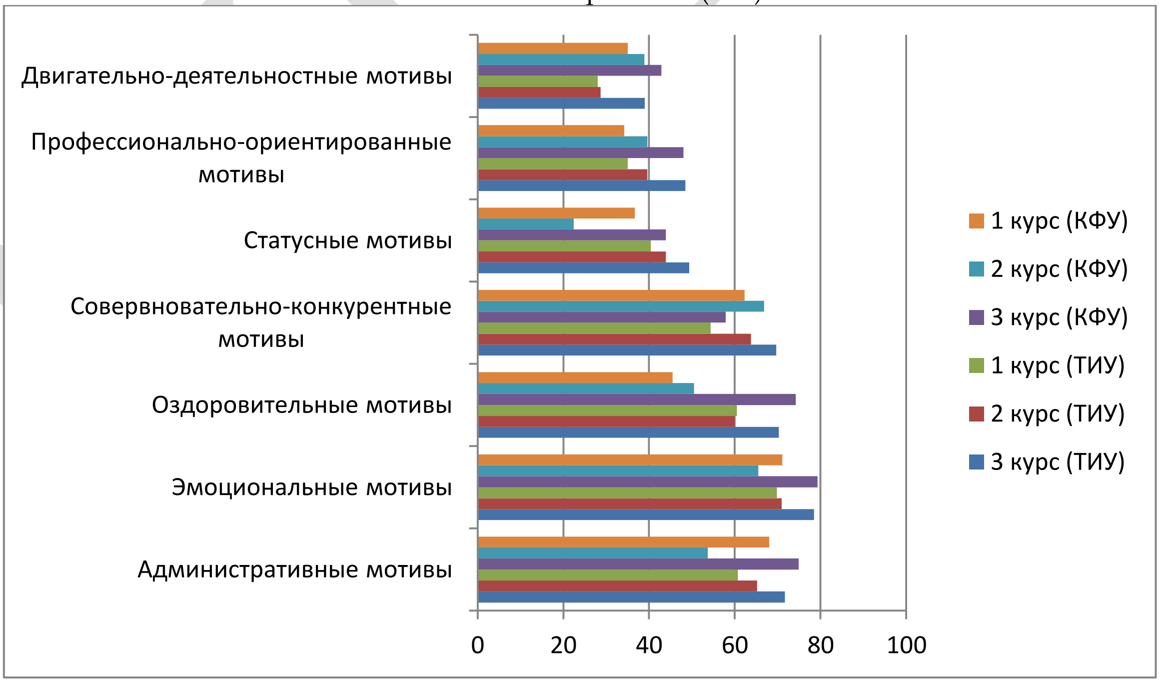
Indicators	Motivation Level					
	Tyumen Industrial University, branch of IUT in Surgut			Yelabuga Pedagogical Institute, a branch of KFU		
	3 course	2 course	1 course	3 course	2 course	1 course
Administrative motives	71.7	65.2	60.7	74.9	53.7	68.0
Emotional motives	78.5	70.9	69.8	79.3	65.5	71.1
Health motives	70.3	60.0	60.5	74.2	50.5	45.5
Competitive Competition	69.7	63.8	54.4	57.9	66.8	62.3
Status motives	49.4	43.9	40.4	43.9	22.4	36.7

Professionally-oriented motives	48.5	39.6	35.0	48.0	39.6	34.2
Activity motives	39.0	28.7	28.0	42.9	38.9	35.0

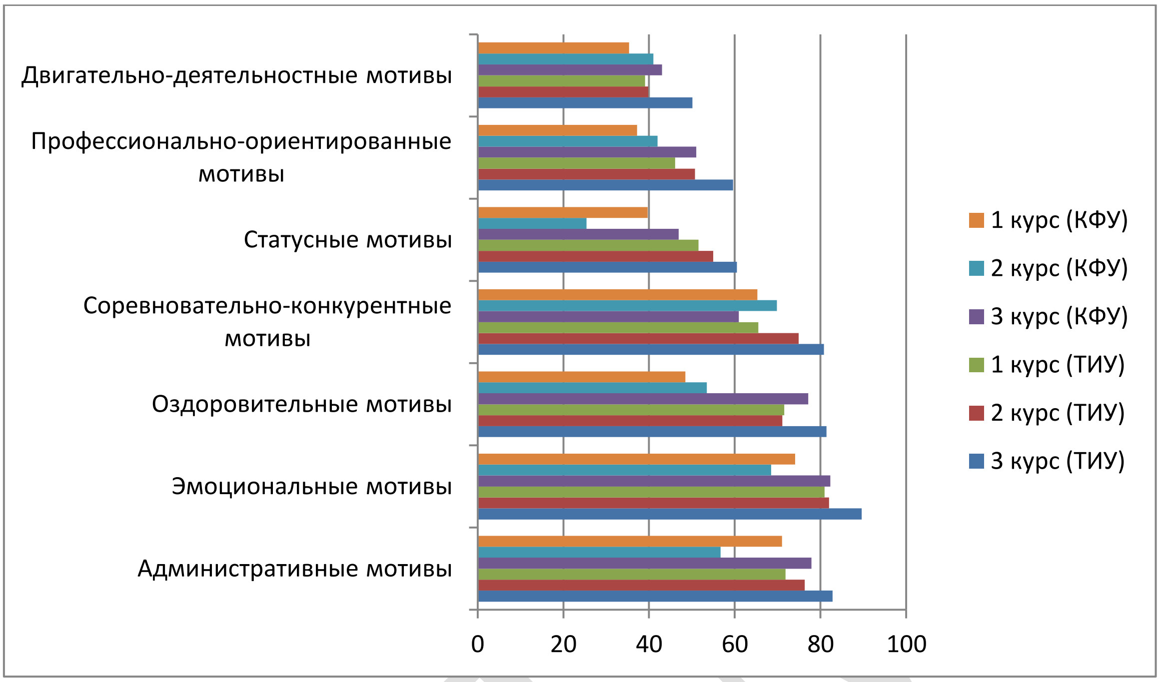
Table 2.
Diagnosis of the predominance of motivation types to physical education classes in higher education after the start of the experiment (in%)

Indicators	Motivation Level					
	Tyumen Industrial University, branch of IUT in Surgut			Tyumen Industrial University, branch of IUT in Surgut		
	3 course	2 course	1 course	3 course	2 course	1 course
Administrative motives	82.8	76.3	71.8	77.9	56.7	71.0
Emotional motives	89.6	82.0	80.9	82.3	68.5	74.1
Health motives	81.4	71.1	71.5	77.1	53.5	48.5
Competitive Competition	80.8	74.9	65.5	60.9	69.8	65.3
Status motives	60.5	55.0	51.5	46.9	25.4	39.7
Professionally-oriented motives	59.6	50.7	46.1	51.0	42.0	37.2
Activity motives	50.1	39.8	39.1	43.0	41.0	35.3

Histogram 1
The histogram of the predominance of motivation types to physical education classes in higher education before the start of the experiment (in%)



Histogram 2
The histogram of the predominance of types of motivation to physical education classes in higher education after the start of the experiment (in%)



So, the results obtained give us grounds to state statistically significant correlations of personal motivation to physical education classes for students with manifestations of their motor abilities, which indicates a high accuracy of the experiment. According to all indicators, there was an increase, for example, "Activity motives" increased by 11%; "Professionally-oriented motives" - by 13.5%; "Administrative motives" - by 11%; "Emotional motives" - by 8.7; "Health motives" - by 9.9; "Competitive motives" - by 15.3%.

Conclusion

Therefore, in general, we can assert that the competitive method can and should be applied in the educational pedagogical process of a higher educational institution. There are some features of the application of this method, for example, such as taking into account the mental state of students, physical capabilities, conditions for training activities; choosing a set of exercises, sporting events, etc.

We note the need to use elements of the competition, the techniques of the competitive method in physical education lessons, and not just the conduct of a competition lesson as such. The results of diagnostics of motivation to physical education classes show that the use of this method enhances motivation, activates students' interest in the formation and maintenance of a healthy lifestyle, improves health, causes a desire to improve their own athletic achievements in comparison with the achievements of their friends work, contributes to increased self-confidence, reduced mental and emotional stress, enjoying the physical activity, allowing to cultivate one's physical endurance and strong-willed and moral qualities.

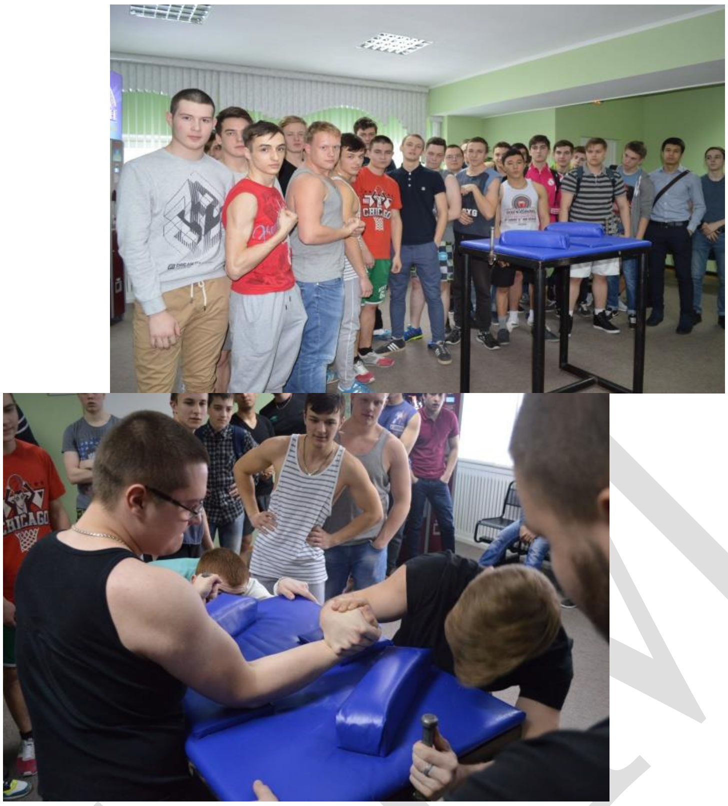


Fig.1. Competition "Arm wrestling" at the Branch of Industrial University of Tyumen in 2015-2016.

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Experience of Realization of Technology of Design Training in Preparation of Students of Engineering Specialties

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Abstract
The content of higher education is influenced by the market economy and informatization and technological development of society. To discover the potential of students, new approaches to learning are required.
In Russia, in the field of vocational education, the technology of project training is implemented, which meets the emerging new requirements of the state and society.
The technology of project training contributes to the most productive formation of students as highly qualified specialists, and also allows them to consciously approach their activities, be able to set professional tasks and independently pursue them. The purpose of the article is to consider the experience of using the technology of project training on graduates of engineering specialties.
A study was conducted on the effectiveness of technology in project training. As a result of the theoretical analysis of pedagogical literature, we singled out the pedagogical conditions for the implementation of these technologies (didactic, psychological, pedagogical, social, pedagogical, organizational and pedagogical). At the Nizhny Novgorod State Pedagogical University named after Kozma Minin, the study was conducted among students on the profiles of training "Construction" and "Technology". The total number of respondents was 212 people. According to the received data, 88% of students noted the effectiveness of the application of the project method in the study of graphic disciplines, 72% indicated that the design method promotes a deeper study of the material. In general, the experiment showed that the level of training using the technology of project training was significantly higher.
Keywords: Technology of project training, method of projects, student, engineer, professional activity, experimental group.

1. Introduction

The project activity in the world educational practice is an effective tool. However, each direction of training has its own specifics, and design methods need to be adjusted for them properly. In addition, leading experts in the field of science and education talk about the need to improve the quality of engineering education (R. Nagarajan, 2015). One of the most important elements of becoming an engineer are disciplines of the geometric-graphic cycle: descriptive geometry, engineering graphics, computer graphics (Markova, 2018). In the conditions of system informatization and constant updating of technologies, the teaching methodology should correspond to the innovative principles of the development of education. All these facts determine the relevance of the topic (Abramova, 2017).
The use of design techniques in teaching of geo-graphic disciplines is actively engaged in the modern world (Kutepov, 2017). There is a positive experience in the use of such techniques, however, the peculiarities of the method of functioning of the project method have not yet been fully understood.
An analysis of foreign literature has shown that many large companies use the project method with an orientation toward technological progress and the needs of the consumer (Ilyashenko, 2017). That is, using the method of projects in the teaching of students, the learner gets used to it and can acquire not only the necessary competences on its basis, but also use it independently in their professional activities (Iltaldinova, 2017). The engineering direction provides a fairly broad framework for the application of the project method. For example, the use of mini-projects in the implementation of laboratory work on geometry. This decision was given by V.A. Starodubtsev. His proposal is to organize an individual team work, and each student has his own mini-project, the totality of which gives a total of one large general educational project. In conclusion, the students exchange their results. V.V. Larionov proposed his methodology for using the

project method in vocational-oriented teaching of geometry in technical universities. As a basis, he took the problem. And already on this the formulation of the project is under construction. V.A. Dmitriev proposed the use of project technology in the concept of "advanced training". In his ideas he based on the theory of G.S. Altshuller on the solution of inventive problems. This idea undoubtedly draws attention to itself, however, it cannot be considered fully constructive, since graduates in this case will be oriented only to inventive activity, whereas in production engineers are required to operate, maintain equipment, etc. E.A. Rumbeshta and Yu.V. Maslova use the method of projects in organizing a laboratory workshop for engineering students using the electronic educational environment Moodle. They note that the project activity should be clearly algorithmized, therefore it is necessary to develop a step-by-step action plan. We will make the amendment that the development, which is presented in electronic form, is not always obtained during the study of real objects.

2. Methodology

The effectiveness of the use of project training was tested during the experiment, which was conducted for three years at the Nizhny Novgorod State Pedagogical University named after Kozma Minin, the profiles of the preparation "Construction" and "Technology". 212 bachelor students took part in the experiment.
The work was built using the technology of project training. In the experimental group, author's coats and complexes were used, realizing the technology of project training
At the stage of ascertaining experiment, the level of graphic training was assessed. Test tasks were compiled in the disciplines "Geometry" and "Drafting" taught in the general education school. Also at this stage, the attitude to learning activity (motives and interests of students) was evaluated. Control and experiment all groups were formed.
The forming stage was represented by training the control group using the traditional method, and working with the experimental group was built taking into account the technology of project training.

3. Results

The design work was carried out in accordance with these stages:

- formulation of the problem;
- the formation of a hypothesis;
- development of a project plan (Tsyplakova, 2016);
- implementation of the project for operations (A. Manikandan, 2018);
- analysis of the results obtained and the possibility of their implementation;
- Project protection (Ajeenkya, 2014) .

Table 1

Correlation between the stages of the project and project skills

Project implementation stage	Generalized project skills	Design skills
Problem statement	The ability to raise a problem	– is the ability to identify contradictions and justify the need to resolve them; – ability to formulate a problem
Formationof a hypothesis	The ability to form a hypothesis	- the ability to generate ideas; - the ability to present an idea as a hypothesis; - the ability to critically evaluate the hypothesis according to the requirements imposed on it
Formation of the project plan	Ability to make a plan	- the ability to create the conditions necessary for the implementation of the project; - ability to act in relation to available resources (technical, material, temporary); - ability to choose methods of project implementation; - the ability to compose an algorithm of actions
Project implementation	Ability to correctly plan the implementation of the project	- the ability to evaluate each action according to the algorithm
Analysis of the results obtained and the possibility of their implementation	Ability to analyze the activities and results of this activity, as well as the possibility of their implementation	- the ability to determine the appropriateness of adjusting the results of the project activity; - ability to make predictions on the success of the implementation of the results
Project Protection	Ability to present the results of the project	- the ability to give a reasoned view of your point of view; - ability to build the text of the report according to logic; - ability to conduct a presentation; - ability to dialogue

At the stage of posing the problem, a question is posed for which it is necessary to find the answer (Vaganova, 2017). The basis for posing the problem is the student's knowledge of his ignorance. The problem should conceal a hidden contradiction in itself (Zulkharnaeva, 2017).

The stage of the formation of the hypothesis is characterized by the proposed assumptions about the ways to resolve the existing contradiction. The hypothesis, unlike the conjecture, is purposeful, predictive, diagnostic, consistent and has a certain potential (Vaganova, 2017)

The plan is the beginning of the project implementation process. At this stage, a sequential list of actions of each project participant, management methods, implementation time (Bicheva, 2017) is determined.

The operational implementation of the project is the stage at which the actions are coordinated in accordance with the plan. The complexity of the project determines the number of actions performed (Bulaeva, 2017).

Analysis of results. This stage contains the identification of shortcomings and the search for ways to eliminate them.
Protection of the project and its implementation is described below. Students publicly present the results of their activities (Barber, 2013). The presentation material should correspond to the project implementation plan. An important part of the presentation is the reflection of the resulting contradiction and the result of the work (Dyakonov, 2015).
Each completed stage forms students with certain project skills that will be useful to them in the future (Markova, 2017). In general, these are generalized skills necessary for graduates of modern engineering universities.
Next, it is worth highlighting the principles on which the method of projects is based.

Table 2

Principles of the project method that form the content aspects of professional competence (Smirnova, 2017)

Project method	**Профессиональная компетентность**
Reliance on the learner's experience	Knowledge of existing experience
Problem	Ability to make choices
Development of educational needs, contextuality	Orientation to success in professional activity
Effectiveness	Development of a sense of personal responsibility for the results of work
Independence, systemic, individualization	Ability to self-improvement, activity

These principles lead the project method among the others to the fore.
We conducted a study that showed the role of project technologies in the formation of graphic and key competencies important for the student-engineer (research, design, information) (Kashtanova, 2017).
Didactic conditions include the content of training, form, methods of the means, which contribute to the achievement of educational tasks (Vandergrift, 2007). According to the GEF, all areas of training related to engineering, technology and construction technologies in the future professional activity will lead to research, design, production, technological, organizational and management activities (Ilyashenko, 2018). This means that the project theme and training tasks should be related to these activities. Among such topics, we can distinguish: the construction of complex geometric objects based on the proposed images, develop an electronic model for the details of the intended purpose, the development of the electronic model of the assembly unit, and the execution of the architectural and construction drawing (Nemova, 2016).
Psychological and pedagogical conditions take into account the individual qualities of the student, the training of a particular trainee, his project literacy (Braine, 2013). When developing tasks, it is necessary to focus on the diversity of intellectual qualities of students. The project method is designed to help students overcome their shortcomings and teach them how to show their individuality by working in a team (Sneha Joseph, 2013).
We have identified the most essential personality characteristics that should be taken into account: the direction (how the student behaves in the team, overcomes difficulties); learnability (independence in the study of disciplines, readiness for solving complex research problems); training (existing experience, knowledge).
These conditions, mentioned above, were tested at Nizhny Novgorod State Pedagogical University named after Kozma Minin, the profile of the preparation "Construction" "Technology". 212 bachelor students took part in the experiment. At the stage of ascertaining experiment, the level of graphic training was assessed. Test tasks were compiled in the disciplines "Geometry" and "Drafting" taught in the general education school. Also at this stage, the attitude to learning activity (motives and interests of students) was evaluated. Control and experimental groups were formed.

The forming stage was represented by the training of the control group by the traditional method, and the work of the experimental group was built in accordance with the technology of project training. In work with the experimental group, author's electronic educational resources were used: virtual information-methodical laboratories, electronic educational-methodical complexes. It should be noted that electronic educational methodological complexes for disciplines are designed for the needs of the teacher and students. Because the teacher decides how best to provide information. For example, the most logical thing at the beginning of thecourse is to put theoretical material. This is shown in Figure 1.

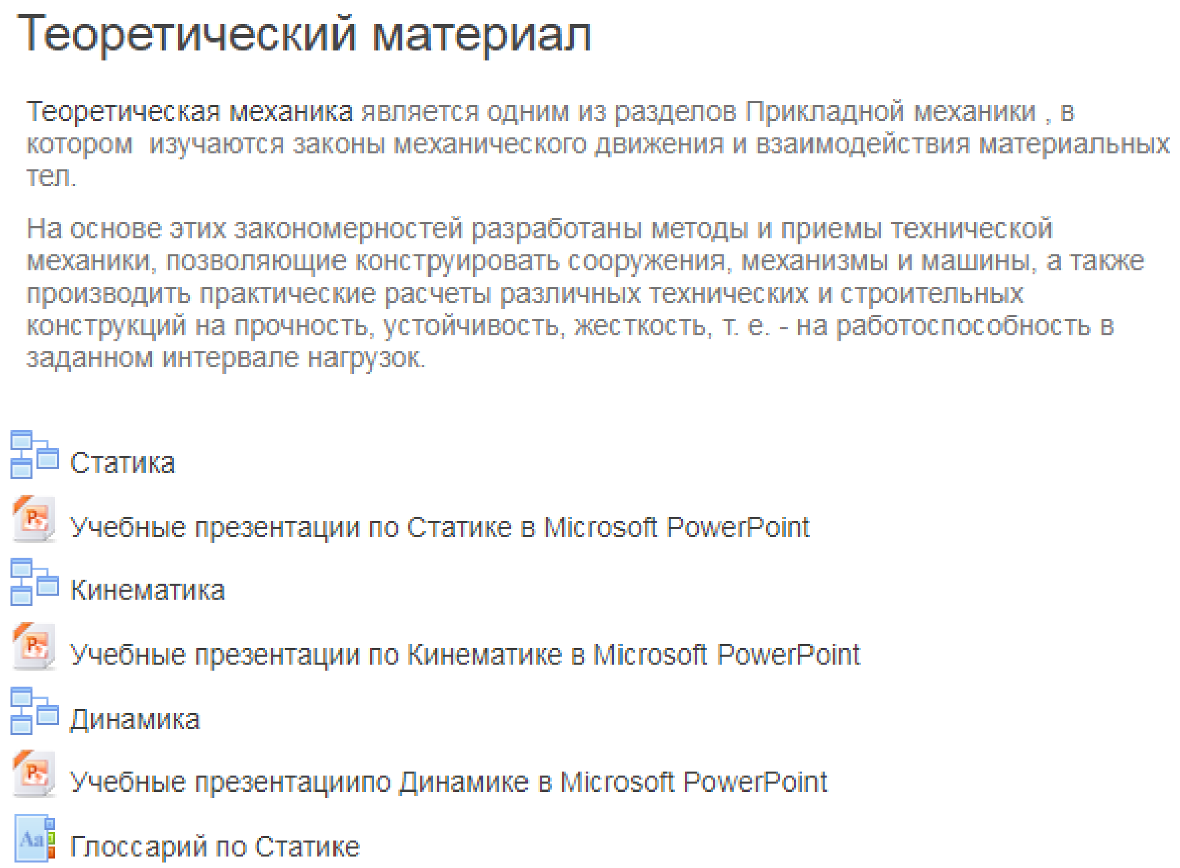

Figure 1. Example of the element of the electronic educational-methodical complex "Theoretical material"

Further, the teacher can post examples of typical tasks, so that students can more easily cope with the task, so that they can see specific examples, and already starting from them, they could develop their creative component, which is important. Next, we give an example of a project assignment for the discipline "Engineering Graphics".

• Construction of simple cuts in details on the proposed images - individual tasks. Individual tasks can vary both in complexity and subject, depending on individual preferences of students.
• Designing details created and invented by the students themselves. In this case, the teacher gives topics and introduces the necessary conditions.
• 3. Construction of complex incisions in detail.
• Preparation of sketches of parts taking into account their design features and manufacturing technology.
• Construction of a complex drawing.

When carrying out the project, the task is first of all, the search and selection of information is carried out, theoretical research is conducted and then the practical implementation is carried out.

To assess the quality of training, we distinguish four levels:

• low (it is also called elementary);

• medium (sufficient);
• high (optimal);
• creative (the level at which the student approaches the task in an original way, applying non-standard solutions). We have already mentioned the creative component. It is useful for reaching the highest level.
The criteria for the level of preparation are:
• knowledge of terminology and concept, ability to operate them;
• ability to solve typical tasks and tasks of increased complexity;
• execution of drawings according to the requirements of a single system of design documentation;
• Possession of skills in the implementation of drawings of varying degrees of complexity;
Among the methods of diagnosis were selected:
• testing;
• expert evaluation of research and graphic works (Smirnova, 2017);
• observation of students' learning activities;
• Questionnaire to identify students' attitudes toward learning activity, readiness for research (SarathSasank 2017).
The forming experiment showed that the students of the experimental group reliably (p≤5%) on the degree of training bypassed another group. A fairly high level of knowledge, skills and habits was noted.

The students of the experimental group showed great interest in conferences, preparing abstracts and scientific reports, that is, they showed themselves in scientific research. The experimental group also showed a high percentage of students who noted the benefits of the design work. In the anonymous questionnaire, the question "Are you satisfied with the educational process in graphic disciplines?" 88% of students noted the unconditional benefit from the introduction of project technologies, 72% of students stressed the ability of design techniques to deepen the knowledge gained.

Table 3

Results of research on the impact of design technologies

№	Year of experiment behavior	Level of graphic preparation	Groups			
			Control		Experimental	
			Initial stage	The final stage	Initialstage	Thefinalstage
1	2015-2016	Low	76	11	71	3
		Average	22	58	25	32
		Tall	2	24	3	50
		Creative	0	7	1	15
2	2016-2017	Low	72	7	78	0
		Average	24	60	22	36
		Tall	3	25	0	46
		Creative	1	8	0	18

Organizational and pedagogical conditions are a complex of measures to implement the method of projects. Here, the number of participants, the duration of the project, its conditions, and the criteria for evaluating the results should be determined. The next stage is the development and design of educational resources on paper and electronic media that provide project activities (assigning different levels of training, group and individual assignments).
The study of geometric-graphic disciplines begins with the first course with the study of descriptive geometry. It is generally accepted that the effectiveness of the design method can only be obtained by studying the basic concepts. It should be said that students need to learn algorithms and clear programs of

action to solve problems. After studying the algorithms, students can better perceive problem learning tasks.

4. Conclusions

The obtained results indicate the effectiveness of the introduction of design technologies in the preparation of engineering students. The conducted research has shown it. The group of subjects, who were involved with the help of project methods, showed better results than those trained by traditional methods. The table of the results of the study shows that at the final stage the level of training became much higher.

Increasing the level of effectiveness of teaching graphic disciplines in using the pedagogical conditions specified by us becomes more productive. To achieve high and creative levels of graphic preparation, students should be given more typical tasks, on the basis of which they can practice using their creative non-standard solutions in already more complex situations.

Project methods are a significant factor in the formation of competences. It is also worth mentioning that using the project methodology in combination with traditional methods brings its results. Our research proves the effectiveness of this approach.

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Department of Educational Process in Conditions of Implementation of Interactive Training of Future Engineers

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Abstract
Because of the established new socio-economic situation in the country that led to changes in the sphere of education, there is a need for modernization of education based on information technologies. One of the most important in this situation is interactive training. The new model of the student "learner", in contrast to the "learner", requires searching for actual ways of managing the educational process. Both the teacher and the student in the modern educational process should be equal, however, the teacher is assigned a leading role and he must manage the learning process without going beyond the subject-subject relationship.
The purpose of the article is to consider practical experience of managing educational process in conditions of application of interactive technologies in the training of engineers.
The article explores the interactive course, located on the electronic platform Moodle for a more complete study of the management of training of engineering students.
The variant of application of interactive technologies in Nizhny Novgorod State Pedagogical University named after Kozma Minin is offered at an auditor and extracurricular independent studying by students of a theoretical material. The results of real pedagogical practice are presented. It is indicated that in the course of work methods such as problem lectures, problem seminars, group discussions on various topics, brainstorming, a round table, case-tasks, simulation exercises, trainings, business games are used.
The article shows the real practice of using Moodle at the university. The tools are shown with the help of which the teacher can manage the activities of the student, adjust his training.
Keywords. Interactive training, graduate, vocational training, student, competence, competence approach, Moodle, engineer.

1. Introduction

In the world, engineering personnel are in demand that are capable of independently taking weighted and responsible decisions that can solve problems in an unconventional way, however, the existing training system is not sufficiently focused on the formation of this type of specialist. Attention is paid to this problem at the state level. Thus, the document "Priorities of state policy in vocational education for the period until 2020 ..." establishes the need to implement educational programs in accordance with the requirements of employers, students and taking into account economic development (Arkhipova, 2018).
Modern educational paradigm is built on a competence approach that requires extensive use of active and interactive methods in the learning process. It should be noted that recently the interactive approach in higher education of the Russian Federation is used quite actively, therefore the management of the educational process acquires a certain specificity.
Consider the experience of managing the educational process with the help of various electronic educational platforms. For starters, it's worth pointing to the Blackboard, a flexible, open electronic system that allows the teacher to organize courses for the remote learning and management of student learning. However, it allows to organize work in the classroom.
WebCT is a whole system of virtual learning systems on the Internet, designed for higher educational institutions (Vaganova, 2017).
However, most universities use Moodle, trusting this platform as the most reliable and convenient, which helps to implement interactive teaching methods.
In Nizhny Novgorod State Pedagogical University named after Kozma Minin, interactive methods based on the electronic platform Moodle are successfully used in the process of teaching students. Moodle is a

course management system or a virtual learning environment that is a web application with the ability to create sites for online learning.

2. Methodology

Since physics is one of the fundamental disciplines in engineering education, we have considered the goals that students need to achieve in studying it and the elements that students need to master for achieving these goals qualitatively. In order for students to be as effective as possible, it is suggested to use interactive teaching technologies that increase the independence of students in the performance of assignments. To this end, detailed curricula have been developed with a list of innovative forms and methods of work aimed at enhancing the independent work of students in both classroom and non-auditoriums. In out-of-class studies, the tasks are solved, preparation for laboratory and practical studies, work with training and controlling electronic resources.

The article shows the development of a map of the application of interactive technologies in the process of studying the material on the discipline "Physics". With the introduction of these methods there is support for the independent work of students.

As some of the results of the educational practice implemented in physics classes, it should be pointed out that despite the students' positive attitude toward the proposed research topics, few students took up their implementation, motivating it with congestion in other disciplines. Therefore, it is advisable to abandon the practice of planning design-research assignments for each discipline separately.

3. Results

The question of the application of interactive techniques was considered by scientists from different points of view of different approaches. Teachers of building disciplines note the important role of interactive technologies in the development of critical thinking of students. Table 1 shows the approaches that can be applied in the training of engineering students.

Table 1

Features of the application of different approaches to interactive learning (Ilaltdinova, 2017)

Name of the approach	Application features
Mathematical	- Increase intellectual activity of students; - activation and development of critical thinking; - Leadership development
Economic	- activation of students' thinking; - intensification of the learning process; - acquisition by students of practical skills in identifying the problem and working out proposals for its solution
Psychological	- regulation of the student's relationship with the team; - emotional response and modification of experiences; - acceptance of the feelings and opinions of other people
System	- unity of theory and practice; - the formation of social experience; - Self-development, self-realization in the team; - Developing their creative abilities to learners; - Formation of social experience
Situational	- analysis of specific situations; - organization of collective work on the project; - ability to solve problems constructively

It is worth considering the stages on which the interactive teaching methodology is based.

Figure 1

Stages serving as the basis for the interactive methodology (A. Manikandan, 2018)

The organization of the learning process with the condition of being included in the learning process of each student

↓

Each student contributes his individual contribution to the overall work

↓

Organization of individual, pair, group work

↓

Using the principles of interaction, activity, feedback

↓

Creating an open educational environment with the possibility of mutual evaluation and control

With interactive training in classes on engineering graphics, several methods are used:

• methods of demonstration. Here, visual support is used in the form of graphical representations of concepts on a plane. Students perform tasks of a variable nature (drawings) using computer graphics (Markova, 2017);

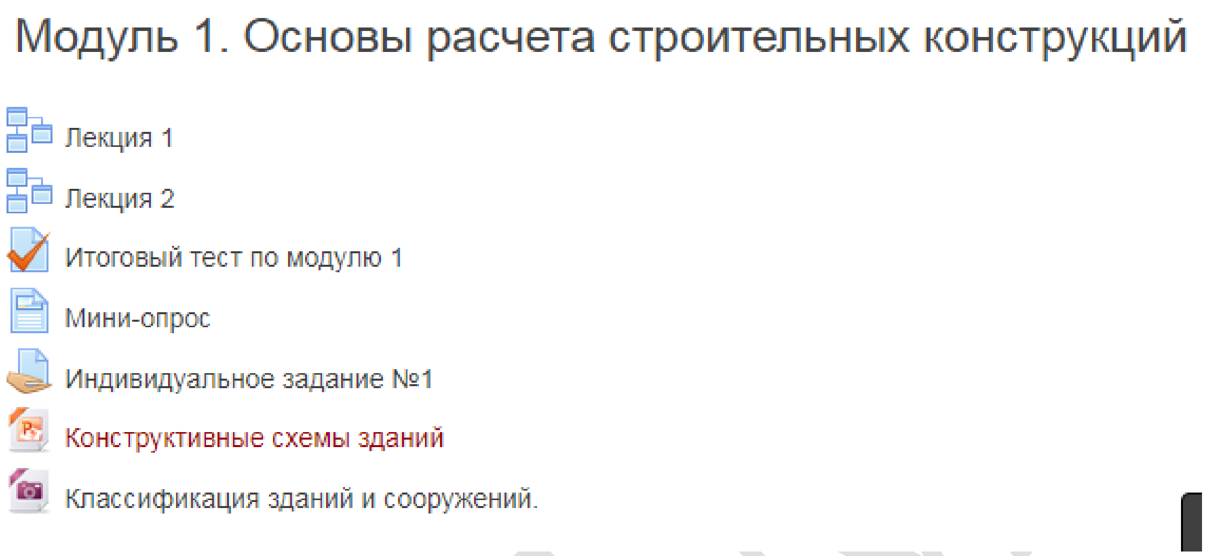
• use of cognitive-reproductive and stimulating-searching binary method. Due to this, the teacher encourages the student to perform mental and objective actions in three-dimensional space (Ilyashenko, 2018).

After the student fulfills the task, the teacher can check it and correct the shortcomings (Kutepov, 2017).

Managing the teaching process of the teacher is much more convenient through an electronic system. We have already mentioned the Moodle system.

In Nizhny Novgorod State Pedagogical University named after Kozma Minin there are materials on the researched electronic platform for students to complete the third year of calculation and graphic works. Here, too, there are the necessary tools for managing student learning.

Figure 2
Moodle tools for managing the training of engineering students



As you can see in Figure 2, the teacher gives the material in the form of lectures, after which the student is asked to take a test and a mini-survey, and then it is necessary to perform an individual task. With the help of such tools the educator can check the executed work with greater speed and react to it, competently and productively managing the process.
In the management of the training process in the training of engineers, these methods are used.

Table 2
Classification of interactive methods (Ajeenkya, 2014)

Name	Виды
Imitational	Problem Lectures
	Problem seminars
	Group discussions on various topics
	Brainstorm
	Round table
Imitation - not a game	Case-quest
	Simulation exercises
	Trainings
- game	Business games

A problem lecture is one of the interactive methods that raises the problem, the tense situation that the teacher solves directly in the process of presenting the topic, involving students in the course of events, thereby activating their cognitive activities.
The problem seminar, in contrast to the problem lecture, assumes an even greater activity of students. Now the teacher only gives the task of a problem nature, however, he retains the role of the manager of the entire process. And with his leading position he speaks with students on equal terms. Students can freely express their views and suggest solutions to the problem.
Group discussions on various topics allow the teacher to understand whether students are able to interact with each other and to express their opinion reasonably.
The influence of the teacher on a group of students using the method of brainstorming is minimal. First, students offer a variety of solutions to the task without any criticism, take into account the most absurd ideas. In the process of work, students themselves are eliminating the wrong viewpoints. The role of the teacher is consulting.

The method of the round table creates a creative and relaxed atmosphere in the classroom. Discussion of topics often takes place with the use of multimedia presentations (Nemova, 2016). The teacher when choosing a topic for the holistic, diversified development of students takes into account their interests.
Case studies form the skills of self-management, effective work with information (Ilyashenko, 2018). Students learn to plan their actions.
Speaking about training, it is worth pointing out that it takes about 20-25 people (this is the optimal number of participants). All students should be involved in active activities throughout the training (Vaganova, 2017). Training usually includes three stages: an information block, development of practical skills and summing up (Tsyplakova, 2016). At the first stage the material is presented as a lecture accompanied by a presentation. Here theoretical knowledge is provided (Bicheva, 2017). At the second stage, students can gain some practical experience. We take into account that any knowledge should be combined with practical skills. The third stage is the final stage, where students can be given the opportunity to fill in questionnaires to reveal their attitude to training, its effectiveness (Lubov Kiryalovna Ilyashenko, 2018).
Simulation exercises are characterized by the fact that the teacher knows in advance the best solution to the problem. There is no need for long-term studies (Abramova, 2017). The answers can be individual or collective.
During business games, the teacher immerses the students in a situation that is close to that which can arise in professional conditions. Such a system is monitored and corrected by the teacher, since the procedure for the game is prepared in advance by him (Smirnova, 2017). The teacher may not interfere at all in the game relationship, but only observe, while exercising the necessary control to achieve the objectives of the session and preserve the focus of the game (Abramova, 2017).
All these methods can be used in the process of training students as engineers as a tool to optimize their activities (Barber, 2013). Applying these methods, the teacher manages the learning process according to the current situation that has appeared in education: "The teacher not only transfers a certain amount of knowledge and skills, but acts as a consultant when the students perform their tasks independently" (Aygul Zufarovna Ibatova, 2018). However, the teacher does not lose the role of the process manager.
Each of the methods has its own characteristics and leads to different results, so it is advisable to use them together (Braine, 2013).
Next, we will consider the course "Physics" as one of the fundamental in engineering education. The methods we have considered can also be used in this course. Consider the possibilities of managing the educational process using the example of physics courses. This includes:

- acquisition by students of the necessary knowledge for the performance of engineering tasks;
- formation of general cultural and professional competences in the students (great attention is paid to the project-implementation activity) (Bulaeva, 2017);
- Forming students a holistic natural-scientific worldview with a single approach to the study of phenomena (Vandergrift, 2007).

To achieve these goals, students in the course of the course need:

- master fundamental concepts, study laws and theories of modern and classical physics (Markova, 2018);
- to get skills of conducting a physical experiment;
- use the capabilities of the physical and mathematical apparatus and apply the basic concepts of laws and physical models to solve problems that may arise in the course of professional activity (Smirnova, 2018).

In order for students to be as effective as possible, it is suggested to use interactive teaching technologies that increase the independence of students in the performance of assignments. To this end, detailed curricula have been developed with a list of innovative forms and methods of work aimed at enhancing the independent work of students in both classroom and non-auditoriums. In out-of-class studies, the tasks are solved, preparation for laboratory and practical studies, work with training and controlling electronic resources.
Table 3 shows the development of a map of the application of interactive technologies in the process of studying the material in the discipline "Physics". With the introduction of these methods there is support for the independent work of students.

Table 3

Fragment of the map of the application of interactive technologies in the process of studying the material on the discipline "Physics"

A week	Mastery of theoretical material in classroom study	Method of work in the classroom	Theoretical material for extracurricular study	Tasks for independent work of students outside the classroom
1	Introduction. Kinematics (lecture)		Rotational motion	Make a table of the relationship between the characteristics of the translational and rotational motion
2	Curvilinear motion	Brainstorm	Dynamics of a material point	Creation of a basic synopsis on the theme "Dynamics of a material point"
3	Dynamics of a material point	Conversation, discussion	Non-inertial reference frames	Independent summary
4	Individual tasks on dynamics	The method of the analysis of concrete situations	Job. Energy	Prepare a report with a presentation on "Work and Energy"
5	Job. Energy	Conducting, protecting and discussing presentations	The impact of absolutely elastic and inelastic bodies	Functional summary
6	Beat absolutely elastic and inelastic bodies.	Individual tasks. The method of the analysis of concrete situations	Dynamics of a rigid body	Independent summary
7	Dynamics of a rigid body	Individual tasks. The method of the analysis of concrete situations	Dynamics of a rigid body	Filling a table on the dynamics of a solid body
8	Dynamics of a rigid body	Individual tasks. The method of the analysis of concrete situations	Elements of the mechanics of liquids	Reading of educational literature
9	Elements of the mechanics of liquids	The method of the analysis of concrete situations	Deformation of a solid	Identify factors that affect the amount of deformation
10	Deformation of a solid	Presentation of design and research works on deformation of a rigid body	Fundamentals of the special theory of relativity	Selection of material on the topic: the paradoxes of the special theory of relativity

Such methods as the solution of individual problems and the analysis of specific situations maximize the development of students' independence, which they can show in the process of carrying out subsequent assignments. In the process of using the method of brainstorming, thematic discussion, the performance of student design and research, the teacher acts as an expert and mentor, manages the learning process.

In the training of engineering students, design and research work is important. The package of project assignments consists of a list of proposed design and research works and a project passport. The passport must be filled by students together with the teacher. The students of the first courses do not have sufficient knowledge about the project activity, therefore, in the organization of the educational process, not so much the design work was done, as much as the design and research work. Bachelor students in the first semester were offered the following sample topics for the assignment:

• study of the motion of a solid body;
• study of the mechanical properties of the material;

• investigation of transport phenomena using the example of thermal conductivity.
As a result, it should be noted that students studying on the developed map became more independent, less addressed to the instructor for step-by-step instruction, more skillfully used the information provided. Also, despite the students' interest in the proposed research topics, few students took up their implementation, motivating it with congestion in other disciplines. Therefore, it is advisable to abandon the practice of planning design-research assignments for each discipline separately.

4. Conclusions
We have considered practical experience of managing the educational process in the conditions of application of interactive technologies in the training of engineers. Despite the increase in the proportion of independent work of students, practice shows that the necessary, qualitative educational process is the organizing, directing, analytical participation of the teacher. The management of the educational process using interactive methods can be carried out both in the classroom and outside it, using the electronic platform Moodle. We believe that Moodle, as a tool for managing the educational process, is an extremely important and necessary element. The presented development of the map of the application of interactive technologies in the process of studying the material on the discipline "Physics" allows to optimize the educational process for the formation of independent highly qualified engineers. Interactive technologies allow students to formulate independent decision-making skills, develop their creative component, and become more mobile and active.

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The Experience of Webinar Use in Preparation of Specialists of Engineering Specialties

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Abstract

The development of modern society in the context of informatization is associated with the introduction of information and communication technologies in all spheres of human life. Modern trends in the development of society as a whole and of Russian education actualize the attention to the development of distance education, which is based on the need of specialists in the continuous and rapid acquisition of new knowledge, without which business success and career growth in a technologically advanced society is impossible. One such resource is a webinar. We conducted a formative experiment involving 20 students from Nizhny Novgorod State Pedagogical University. The purpose of the pilot work was to test the effectiveness of conducting webinars in improving the quality of students' education.

The conducted webinar differs significantly from the ones already available. with the help of it the activity of students becomes more independent, there is an active pedagogical interaction between students and the teacher, acquiring a research orientation. Guided by the results of experimental work, they came to the conclusion that the use of webinars in the process of teaching students became a motivating factor in the learning process as a whole, while studying the academic disciplines, the practice of interest, there was an interest in independent work, self-examination and self-assessment of knowledge and skills.

The article sums up the results of the webinar "The state of problems of housing and communal services in the Nizhny Novgorod region", conducted by the Department of Technology of Service and Technological Education of Nizhny Novgorod State Pedagogical University. The essence of Webinar, significant advantages over existing traditional and innovative technologies are revealed. Reflected the use of webinars in the process of teaching students of this direction is aimed at the close interaction of the training audience with representatives of the structures responsible for the current state of problems in the sphere of housing and communal services. The experience of the regular holding of the department of webinars is described. A virtual "audience" is created, uniting all participants of the webinar.

The article shows the experience of organizing professional training of specialists in the field of housing and communal services, which is implemented in stages. The goal of professional training of specialists, which is the satisfaction of the needs of a particular person in obtaining a profession and the simultaneous satisfaction of the personnel requirement of production, is disclosed.

Key words: preparation of bachelors, the role of practice in training, the importance of webinars, the sphere of service, housing and communal services.

Introduction

The development of information technology and informatization is one of the priorities of modern education. The most important component of these processes is informatization of the support of educational institutions, including universities. At the same time, informatization of the support of an educational institution is viewed as a process of its information support using modern information technologies acting as a management and coordination resource. A special role in the solution of this problem belongs, to all appearances, to institutions of higher professional pedagogical education, which ensure the integration of various institutions into the educational cluster system. It is important to note that the higher education system for a long time was kept away from issues related to the use of information and communication technologies to improve the quality of educational activities (Achimugu, P.2010).

In the context of informatization of the society, the problem of introducing modern information and communication technologies in the learning process is being updated.

At present, professional experience has accumulated a certain experience in the use of webinars in training specialists, there are theoretical generalizations and numerous methodical works on the use of computers in the study of various disciplines at all stages of education in the university (Agyei, D. D. 2011). The webinar is aimed at real-time mode, there is interaction between the teacher and trainees. The ability to broadcast video allows you to see a teacher who, when explaining a material, can show a presentation or other documents. During the training, the teacher and students can exchange their files or give access to the computer. Electronic board allows you to leave a record for all participants of the webinar in accordance with their rights. An effective means of accompanying the lecture is the demonstration of the desktop with a display of the actions that the participant of the webinar is making. (Gruzdeva, 2018).

The effectiveness of conducting webinars is that in a short time, pick the best lecturer and company. You will be able to keep abreast of new techniques, techniques or knowledge, increasing your professionalism and personal qualities. In addition, you can get a record webinar - almost all webinars are recorded, as well as theoretical material in the form of presentations.

At the same time, the analysis of the experience of webinars allows us to identify a number of problems that affect the effectiveness of their use in the process of professional development: technical (primarily low quality of communication channels, Internet speed); motivational, psychological (readiness to develop new means of information and communication technologies); organizational (the availability of organizational conditions for conducting and participating in webinars); Competence (the level of information and communication technology - the competence of specialists in the education system) (Smirnova, 2018).

Webinar is a technology that allows you to fully recreate the conditions for organizing training in the form of seminars, labs, lectures, using audio, video, data exchange and collaboration tools with various objects, even though its participants can be physically located in different places (Krupoderova, 2012).

The webinar has significant advantages over existing traditional and innovative technologies.

- High accessibility for "attendance" by students;
- Significant time savings for the organization;
- Convenience for "visitors" - the perception of information and knowledge in a familiar environment, without unnecessary noise, etc.;
- Interactive interaction between the speaker and listeners, also listeners among themselves, etc.

However, at the present time, the use of such a form of organizing the educational process is insufficient for studies that disclose the application and development of the content of webinars in the process of training specialists in professional activities.

Thus, the relevance of modern forms of increasing the level of knowledge of university students in conditions of dynamic development of education predetermines the search for effective means of telecommunication interaction, ensuring the continuity of professional development, flexibility and mobility of training of modern specialists. One of such tools, recently received widespread in educational practice, are webinars (Petrova, 2018).

Methods

The first stage is a preliminary acquaintance with individual actions (according to instructions, descriptions, visually) for the formation of an indicative basis for activities to implement it. The article presents a system of instructions for the implementation of educational action. The second stage is the performance of activities on the computer. The student participates in the course of activity, operation. The third stage is the pronunciation of the operations that are being mastered, for their generalization, reduction and automation. The approximate basis of activity is fixed in the student's speech. The fourth stage - the sequence of operations is spoken out to oneself for the intensification and generalization of activity. The fifth stage is the transition of activity to the internal plan. The main criterion, testifying to the effectiveness of the use in the educational activity of students of webinars, determining the improvement of the quality of education of future specialists (Bulaeva, 2017). The effectiveness of the application of webinars in the teaching of students was diagnosed before the beginning, and after the end of the experimental and experimental work. The obtained data are presented in the table.

Table 1

Control group			Experimental group	
Score	Amount in% before experiment	Amount in% after experiment	Amount in% before experiment	Amount in% after experiment
The material is acquired	35%	40%	48%	70%
Material not mastered	65%	60%	52%	30%

In our experiment, a pedagogical study was conducted, which was carried out on the basis of the University of Minin, which is one of its priority areas in improving the quality of student preparation, is actively introducing information technologies into the learning process. Thus, the analysis of the assimilation of educational information at the staggering stage made it possible to reveal the percentage ratio received by students is presented in the table (Markova, 2018).

Department of Technology of Service and Technological Education of Nizhny Novgorod State Pedagogical University takes into account the tendencies declared by the university, regularly uses the technology of webinars in the process of training specialists for the sphere of housing and communal services. The department provides exclusive training of specialists of this sector, starting from 2005, teaching students in the direction of Service, the profile of service in real estate and the direction of Service (vocational training) profile service in the housing and communal services.

The development of housing and communal services in our country has long become one of the most important tasks for the state and today it is taken under special control. Accumulated in this area of problems - high accidental utility networks, a large proportion of dilapidated housing stock, the growth of tariffs for housing services and other issues require urgent solutions. Therefore, the process of preparing these specialists is a priority for the entire Volga region (Nemova 2016).

The use of webinars in the process of teaching students of this direction is aimed at the close interaction of the training audience with representatives of the structures responsible for the current state of problems in the sphere of housing and communal services.

The experience of regular holding by the department of webinars allows us to state that this technology is an effective tool that allows students to keep abreast of the current state of problems in the sphere of housing and communal services.

At the beginning of the experimental work, we conducted the initial level of training for students of the third year of engineering specialties. It was carried out in the process of studying various sessions of the training course. The lessons were conducted in the form of a webinar (Akimov. 2012).

In the university, webinars are practiced in the framework of seminars for students and teachers.

Classes conducted in this format receive positive feedback from students / students, as they are allowed in comfortable conditions:

- get answers to your questions on a specific topic;

- make independent decisions, conclusions;
- do not hesitate to express your opinion.

Students note that the involvement of participants in the webinar is higher than in the classroom; the discussion is more productive in the chat room: the written questions are more concise and thought out, compared with the given voice; lack of restraint inherent in full-time studies.
For example, a webinar held on May 26, 2018 by the Ministry of Housing and Utilities and Fuel and Energy Complex of the Nizhny Novgorod Region in conjunction with the Department of Service Technologies and Technological Education of Nizhny Novgorod State Pedagogical University (Minin University), allowed to discuss the range of pressing problems of the state of housing and communal services in the Nizhny Novgorod region.
More than 40 people took part in the webinar, chaired by the Deputy Minister of the Ministry of Housing and Utilities and the Fuel and Energy Complex of the Nizhny Novgorod region Vladimir Bespalov, including Gusev Alexander Vadimovich, the head of the housing and communal services department, the directors of the management companies of Nizhny Novgorod, representatives of the program "All houses", associate professors of the department "Service technologies and technological education", workers of housing and communal services and service industries, as well as students studying in the direction of "Service", the profile of "Service in Real Estate", specialties Service in housing and communal services, students of Nizhny Novgorod Construction College.

Bespalov Vladimir Viktorovich informed the participants of the webinar about the most important problems in the sphere of housing and communal services, such as major repairs of houses in Nizhny Novgorod, licensing of enterprises managing apartment houses, reforming the sphere of housing and communal services and the specifics of amendments to the Housing Code of the Russian Federation.
The head of the housing and communal services department, Gusev Alexander Vadimovich, reported on the results of the licensing of enterprises managing apartment buildings, as well as the importance of implementing the Federal Project "School of the Literate Consumer."
The speeches of the students of Minin University of Gorozhantsev Andrey and Parshakova Alina (group SB-14) aroused interest and questions both among technical school students and specialists in the sphere of housing and communal services (representatives of the program "ALL DOMES").
Alexander Gusev answered many vital questions of the students of the Minin University and Nizhny Novgorod Construction Technical College on the problems of housing and communal services, as well as questions about the specifics of work in the sphere of housing and communal services and prospects for employment.

Vladimir Bespalov stressed the importance of organizing and holding such events as a webinar, as through joint meetings a competent perception of the growing generation of problems in the sphere of housing and communal services is formed and a responsible attitude of youth as a consumer of services is laid.
The webinar was supported by the staff of the e-leaning department. For technical maintenance of carrying out of a webinar by high school the use of Pruffme.com is recommended - it is an Internet service for the organization of webinars and videoconferences.
Advantages of Pruffme.com:

- Broadcast directly from the browsers of Google Chrome, Firefox Mozilla and Opera (Adobe Flash is not required!).
- Better echo cancellation.
- Simultaneous participation of up to 4 leading and 500 trainees.
- Maximum quality translation of the desktop.
- Video recording of webinars. Video recording of webinars appears in the personal office of the presenter a few hours after the end of the webinar.
- On tablets under the Android OS, you can participate in webinars from the mobile browser Google Chrome.

From the above, we can conclude that in conditions when a single intellectual space is created by means of Internet technologies, the combination of classical pedagogical technologies with information technologies of instruction becomes an urgent problem. Technologies Web 2.0., In particular webinars, contain a great potential for increasing the effectiveness of the educational process and require a clear definition of the conditions for their use (Zulkharnaeva, 2017).

Results And Discussion

Based on the analysis of literature and existing webinars, we conducted a webinar for students in the field of training - speciality “43.03.01 Service”. The goal of the webinar was to improve the quality of the educational process. Webinar is an online event on the Internet where one or more presenters can conduct lectures, presentations, trainings for a group of several to several thousand participants in real time (Ilaltdinova, 2017).

The main feature of webinars is interactivity, the ability to demonstrate, transmit, receive and discuss information.

Distinctive features of modern students are ambitiousness, social activity, readiness for visual perception of information, confident possession of new information and communication technologies. They are immersed in the world of gadgets, the Internet and social networks from an early age (Krupoderova, 2010). They value time, convenience and creativity. All this imposes its demands on the content and methodology of the organization of training, involves the development of modern means of information and technology support and the development of the educational process, including tools for working with electronic teaching materials and on-line support organizations. Conducting webinars within the educational process allows you to organize full-fledged classes from academic lectures and seminars with general and individual surveys to practical classes, group and individual consultations. This is especially true for the correspondence form of getting education: students are in comfortable habitual conditions, saving time and money; the webinar record can be viewed in off-line mode, which allows you to study the material at a convenient pace (Ilyashenko, 2017).

However, one must understand that such technologies depend on technical equipment and conditions (first of all, on a stable Internet connection with sufficient bandwidth) and the level of preparedness of the participants of the event as users of information technologies.

It is important to note that while the results presented in this article, which expand the limited amount of work related to e-learning, they are based on the study of only a few institutions and a limited number of participants. It would be useful to see if the results presented in this article can be extended to participants from other educational institutions (Prokhorova, 2017).

Classes conducted in this format receive positive feedback from students / students, as they are allowed in comfortable conditions: to receive answers to their questions on a specific topic; make independent decisions, conclusions; do not hesitate to express your opinion.

Students note that the involvement of participants in the webinar is higher than in the classroom; the discussion is more productive in the chat room: the written questions are more concise and thought out, compared with the given voice; lack of restraint inherent in full-time studies.

When conducting a webinar, first of all, you should pay attention to students who have a low level of academic achievement. Therefore, the emphasis should not be on the content side of information sources (Kuznetsova, 2018).

Thus, the current level of development of information technologies in education opens new opportunities for the educational process of students in the university. As it turned out, one of the means of implementing information and communication technologies in the learning process at the university is the conduct of webinars (Andrushhenko, 2017).

Webinars are being introduced in educational institutions around the world, but the breadth and depth of this implementation varies significantly between nations and between institutions, despite their perceived need and strong desire. Webinars can be used to improve the effectiveness of engineering education, regardless of whether they were offered through traditional (based on positivism) or new approaches. The use of webinars in educational institutions is at the initial stage of development. The introduction of webinars into the educational process in different countries is applied in different ways (Gruzdeva, 2014).

The Higher School of Education in Russia entered the educational space through the adaptation of information and communication technologies. Such an experience of rapprochement is solved by the following problems of education: the exchange of experience in the modernization of higher education; foreign experience acts as a source of refinement and strengthening of the scientific, professional, pedagogical basis of Russian higher education; the possibility of domestic systems coming out of the crisis on the basis of similar experience of other countries (Kostylev, 2016). Thus, the use of webinars in the educational process is an integral part of the educational process itself, which provides quality training for students (Prokhorova, 2017).

After the end of the webinar, we conducted a questionnaire on the topic "Housing and communal services in the service sector". Students were asked questions on the topic of the webinar, the level of development of the material by participants participating in the discussion and work of the webinar showed better results. 70% answered all the proposed questions, students who did not participate in the webinar responded to the same questions the proposed questions are worse than 30% (Andrushhenko, 2014).

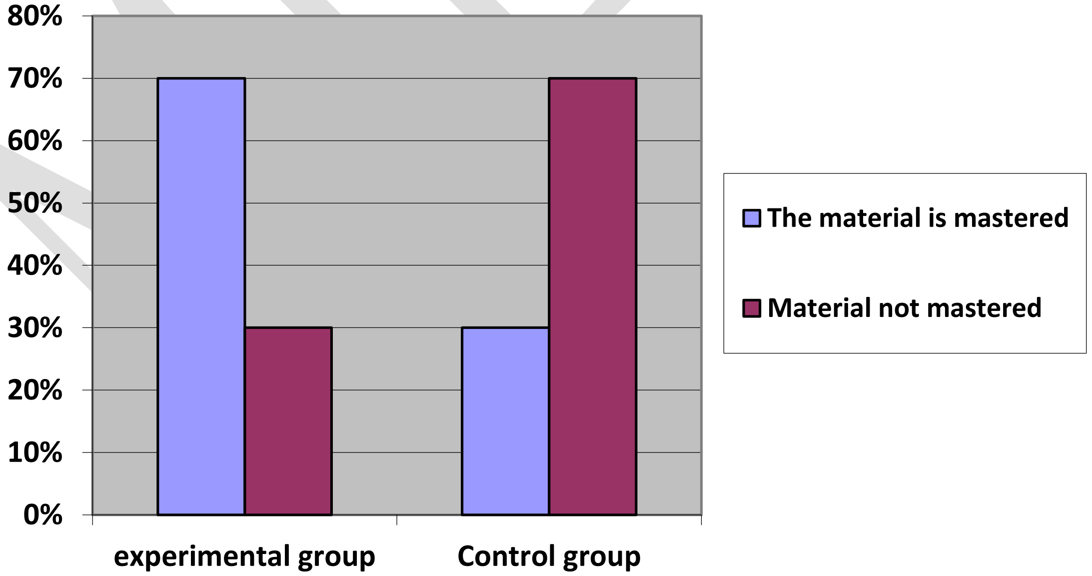

Figure 1. Level of assimilation of materials of students of experimental and control groups

From these data it follows that the results of qualitative preparation of students where the webinar is applied is much higher. Students are more interested in this form of lesson organization, increases interest in the material being studied.

Conclusions

One of the active ways to improve the quality of student training is to improve the system of providing information technology for the educational process of universities. As the results of the research show, this can be obtained by improving the use of information and communication technologies in the educational process (Smirnova, 2017).

The revealed system of indicators and criteria for the effectiveness of the application of webinars in the conduct of training sessions, seminars allowed to establish a system of evaluation indicators, which are combined into two criteria. A step-by-step assessment of the effectiveness of the application of webinars in educational activities was carried out. All the indicators performed make up the percentage of mastering the training material. criteria. Thus, the positive results obtained during our study allow us to conclude that the use of webinars in the educational process is an effective means of increasing the level of mastering of material by students.

The webinar, which was held on the basis of Minin University, it was examined in the webinar that more than 40 people participated in it, including the head of the Housing and Communal Services Department of Nizhny Novgorod management companies, representatives of the All Houses program, associate professors of the Department of Service Technology and Technology education ", employees of housing and communal services and service industries, as well as students studying in the direction of" Service ", the profile of" Service in Real Estate ", specialties Service in housing and communal services economy, students of Nizhny Novgorod Construction College.

In order to improve the use of non-traditional forms of organizing the educational process in the form of webinars, it is recommended to begin the application of webinars in other disciplines. Organize more informative information of the event - constant involvement of webinar participants in the process. This can be done visually attractive slides, frequent interactive surveys with a demonstration of answers, discussion of pre-designed questions in the chat.

The use of webinars will be constantly expanded. However, it should be noted that it is advisable to use webinars in conjunction with other means of distance learning, which will significantly improve the effectiveness of training.

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Development of Content of Educational Programs of Additional Education for Professor-Teaching Composition in Organization of Educational Services of Training With Disability

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Abstract
Guided by the results of experimental work, the authors came to the conclusion that the use of electronic educational and methodical complex in mathematics on the basis of modular-rating training technology is essential.
The current stage in the development of education systems is characterized by the emergence and introduction into practice of inclusive education of children with disabilities in general education organizations. Inclusion in the educational process of children with disabilities is dictated not only by modern normative documents, but also by the social need for inclusive education.
One of the conditions for the preparation of children with disabilities in the educational environment is the quality and special training of teachers who must possess certain knowledge and skills of working with children with disabilities. Therefore, this study aimed at addressing the problem of training teachers in additional vocational education for working with disabled children. We conducted a formative experiment, in which the teachers of the university participated. The purpose of the pilot work was to improve the quality of training teachers in additional professional education to create an inclusive educational environment in the university. All this is reflected in the further quality education of disabled children.
Therefore, in this article, the problem of improving the development of the content of educational programs for vocational training for children with disabilities and people with disabilities is being considered, and is directly relevant to the development of an inclusive approach to the education of children. Concepts at the legislative level of the Russian Federation are justified. One of the priority directions for the education of children with mental retardation (intellectual disabilities) along with general education is to provide them with a real opportunity to obtain a profession. The requirements for the results of the development of the supplementary education program for children reflect the aggregate of individual, public and state needs. The article gives an example of the developed program of additional professional education for the teaching staff and an example of the subject of the taught modules is given. Applying the technology of forming professional competencies of the teacher in additional education, additional education courses for the teaching staff of the university have been developed. An example of the opening of a resource center in K. Minin University is given, which allows solving the main tasks of vocational training for children with disabilities. To train highly qualified personnel, a resource center is developing a number of activities and programs to improve the training and preparation of inclusive education. Guided by the results of experimental work, they came to the conclusion that the organization of additional education courses on work with children with disabilities increases the quality of the preparation of children in the educational environment of the university.
Key words: students with disabilities, additional vocational education, persons with disabilities.

Introduction
Today in Russia people with individuality in development are increasing. In society there is a problem of relations and development of people with an individual in development. This raises the problem of finding ways to prepare and train such a category of people.
At the moment, it will be absolutely topical to perfect the development of the content of educational programs for vocational training not only for children with disabilities, but also to train teachers for such activities.

Such a change in educational content leads to increased requirements for the activity of the teacher, the expansion of the possibilities for special requirements to the content part of the educational process.

The Law on Education in the Russian Federation Federal Law No. 273 of December 29, 2012, for the first time at the federal level, established the following concepts:

- the process of education is carried out by the purposefulness of the process of educational and learning activity, and also aims at the acquisition of knowledge, skills, skills;
- the process of learning is a process that is aimed at organizing the activities of educators in the formation of knowledge, skills and habits (Ajeenkya, 2014).

These concepts are supported by part 2 of Article 10 of the same law: "Education is divided into general education, vocational education, additional education and vocational training, providing the opportunity to realize the right to education throughout life (continuous education)."

Changes in the legislation speak about the importance of solving the problem of preparing children with individual characteristics, as well as the need to develop new professional educational programs (Arkhipova, 2018).

At present, professional experience has accumulated a certain experience of working with disabled children and retraining of teachers for the educational environment of educational institutions.

However, in the domestic educational system the situation has developed in such a way that the issues of determining the psychological and pedagogical conditions for organizing an integrated and inclusive education have been thoroughly studied (S.V. Alekhin, O.G. Gilyazov, E.A. Ekzhanov, A.N. Konoplev, N.N. Malofeev, M.I. Nikitina, E.V. Reznikova, L.E. Shevchuk), the need for psychological and pedagogical support for children with disabilities in conditions of an inclusive educational environment (T.L. Leschinskaya, V. Khvoynitskaya), it is proved necessary be special training of teachers working with children with disabilities in general education institutions (Barber, 2013).

At the same time, the training of teachers to work with children with disabilities in the educational environment has not been studied enough. The thematic content of refresher courses for faculty members of educational institutions is not sufficiently developed. The need to develop courses for the additional education of teachers in vocational education for the formation of an inclusive educational environment is also conditioned by the following shortcomings: the absence of specially trained teachers to work with children with disabilities in higher education institutions; the theoretical and methodological base for training teachers for the formation of an inclusive educational environment in universities is insufficiently developed; absence of specially developed pedagogical technologies aimed at training teachers in additional professional education to form an inclusive educational environment (Bicheva, 2017).

The effectiveness of the program of additional training courses for the faculty will be higher if, first of all, the peculiarities of training teachers for work in inclusive education are revealed, the level of professional competence improvement should be determined, taking into account the work with children with disabilities, determining the pedagogical conditions of the process of training teachers in additional vocational education for formation of an inclusive educational environment in the university, which provides for the development of a software-based method social support of the educational process, intensification of the learning process, differentiated approach to teaching (Bogorodskaya, 2018).

As for Russia, the development of the education system for children with disabilities at the current stage of educational policy has acquired new outlines. One of the priority tasks of Russia's social policy is the modernization of education in the direction of increasing accessibility and quality for all categories of citizens. In accordance with the Constitution of the Russian Federation and the Law "On Education in the Russian Federation," children with disabilities have equal rights with everyone to education. The concept of reforming the system of special education reflects directions, including the creation and development of special conditions in the general education system (Ilaltdinova, 2017).

Thus, the relevance of scientific research in the development of additional courses for teaching staff for working with children with disabilities is due primarily to the developed supplementary education program and introduced into the learning process (Ilyashenko, 2018).

The revealed contradiction and urgency of the research allowed to consider the theoretical provisions for the development and improvement of the program of additional education courses in the university and to analyze the new improved program of courses (Kashtanova, 2017).

Methods

At the first stage, the choice and actualization of the research topic was carried out, its problem was justified; an analysis of the theory and practice in the field of training teachers in additional professional education for the formation of an inclusive educational environment in higher education institutions, with the purpose of revealing the degree of problem development; the hypothesis of research is put forward, the purpose and problems are put; the main theoretical conclusions are formulated. At the second stage, the ascertaining and forming stages of the experiment were carried out. The introduction and approbation of the author's modular program of training specialists for the formation of an inclusive educational environment in the university in the system of additional professional education was carried out.

The third section summarizes and analyzes the results of the study, and outlines the main conclusions (Kutepov, 2017).

To assess the effectiveness of the work carried out at the formative stage of the study, we organized a control phase.

At the control stage, the same methods were used as in the ascertaining: the questioning of teachers, observations in the lesson activity.

In the pilot study at the control stage, the teachers of Nizhny Novgorod State Pedagogical University named after Kozma Minin took part.

Only 25 participants were involved. To test the effectiveness of the forming stage of the experiment, a questionnaire was conducted by the teachers.

The results of this questionnaire are provided in Table 1 and in Figure 1.

Table 1

Results of studies on the readiness of teachers to form an inclusive educational environment

Preparedness components	quantity of teachers	Readiness levels							
		optimal		sufficient		admissible		critical	
		quantity	%	quantity	%	quantity	%	quantity	%
Motivational and personal	25	1	4	5	20	14	56	7	28
Cognitive	25	2	8	3	12	5	20	12	48
Socio-legal	25	5	20	4	16	6	24	6	24

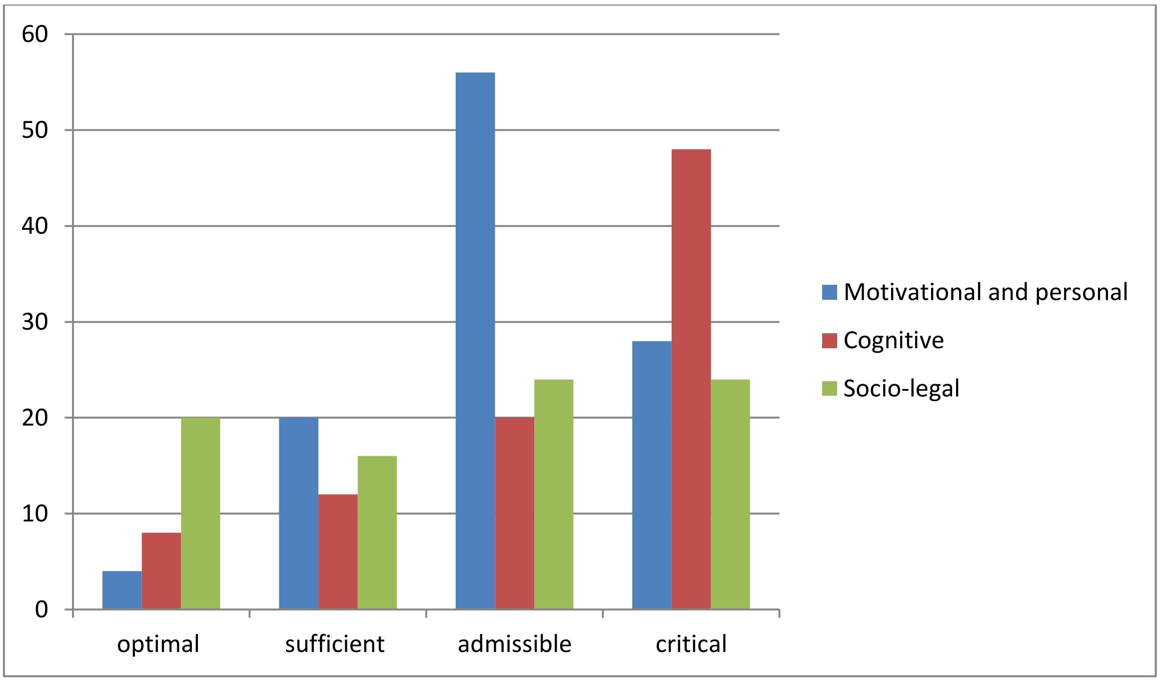

Figure 1. Levels of readiness of teachers of general education organizations to form an inclusive educational environment at the stage of the ascertaining experiment

From Table 1 it follows that 10 teachers (which amounted to 54% of the number of all respondents) showed an acceptable level of motivational and personal readiness. At them the weak motivation of acceptance of children with the limited possibilities of health in the conditions of high school prevails. The teachers of this group do not have enough expressed desire to form a tolerant attitude of society to children with disabilities. This is due to their shallow knowledge in the processes of inclusive education and ways of forming a positive attitude. In this connection, they pointed to the necessity and importance of constant professional pedagogical improvement, without special training it is impossible to achieve the effectiveness of inclusive education of children. A critical level of motivational and personal readiness for the formation of an inclusive educational environment was shown by 7 teachers, which accounted for 25% of the total number of respondents. Teachers of this group have a very weak motivation for accepting children regardless of their level of psychophysical development. They do not realize the social importance of working with children of this category in the conditions of the university. Teachers do not always show empathy, they have a weakly expressed desire to form a tolerant attitude of society to people with disabilities. Sufficient level of motivational and personal readiness was noted in 5 people, which amounted to 120% of the number of all respondents. Teachers are dominated by individual motives for accepting children with disabilities. The optimal level of motivational and personal readiness was shown by 1 person, which was 5% of the total number of subjects. Teachers of this group are able to receive and provide assistance to different categories of children. They are deeply aware of the social importance of working with children with disabilities, as evidenced by the answers to the questionnaire. They strive to form a tolerant attitude of society to children of this category and have a need for constant professional and pedagogical improvement. Thus, the results of studying the motivational and personal readiness of teachers of general education organizations to form an inclusive educational environment have shown that they are not always ready to receive and provide assistance to children with disabilities, they do not understand the social significance of working with children of this category in the conditions of a general education school.

Most teachers need advice and guidance. The results of studying the social and legal readiness of teachers to form an inclusive educational environment have shown certain gaps in the knowledge of the legal system and legislation, as well as in the issues of interaction between society and the individual (Ilyashenko, 2018).

In our experiment, a pedagogical study was conducted, which was conducted on the basis of the Nizhny Novgorod Pedagogical University named after Kozma Minin, the university has the opportunity to conduct refresher courses for faculty members in the conditions of a resource educational and methodological center for the education of disabled children.

Thus, an analysis of the need to organize additional training courses for teaching staff with disabled children at the beginning of the experiment made it possible to identify the percentage of teachers who are ready to participate in the educational activities of additional education (Markova, 2017).

Further work was carried out on the development of the program of additional education courses.

For the preparation and implementation of the supplementary education program, distance education technologies are used to train specialists in working with children with disabilities, which enable them to learn through the electronic network of interaction.

Such programs are developed and implemented by educational organizations independently, taking into account the material and technical and educational-methodological base (Markova, 2018).

In the system of preparation of the implementation of an additional educational program for teachers of vocational education and educational services, as well as for children with disabilities and students with disabilities, the following tasks are set:

1. To inform the listeners about the general issues of organization of professional educational services for training persons with disabilities at the level of higher professional education.
2. To bring information to the listeners on supporting the successful integration of students with disabilities and limited health opportunities into the educational process in the conditions of higher education.
3. To form the competence of the students in the ability to organize the process of teaching children with disabilities by the programs of higher professional education.

4. To develop the competence of the students in the use of adaptive educational technologies, using e-learning and distance educational technologies for children with disabilities and limited health opportunities (Mooney, 2002)

The following program introduces students to the main features of training and socialization of blind and visually impaired students, students with hearing impairment, students with child cerebral paralysis (Nemova, 2016).

The program reveals the main aspects of the process of teaching higher professional education to students with disabilities.

The developed program of additional education reveals aspects of the legal value of students with disabilities and limited health opportunities (Rylands, 2018).

In the given program all necessary methodical questions of training and support of higher professional education of students with disabilities and limited health possibilities are considered.

With this development of the supplementary education program, it becomes obvious that as a result of the development of the professional retraining program, students receive knowledge in the field of special pedagogy, correctional psychology of development of children with disabilities; to be able to apply methods of psychological and pedagogical diagnostics and correction, directions and content of correctional-developing work; be able to interact with other participants of the correctional and educational process in the context of general education organizations (Shklyar,2014).

To assess the quality of training, we have developed levels of development of teachers' readiness for the implementation of inclusive education for children with disabilities.

Results And Discussion

Based on the analysis of the literature of additional education in higher education institutions, we developed a program of additional education courses Table 2.

By volume, the total complexity of the discipline of the provided supplementary education program for training teachers for students with disabilities and students with disabilities is 72 hours, including classroom and independent work of students.

The program consists of 2 modules for 36 hours, implemented both in full-time and in remote forms. The authors assume independent work of the listeners in a free schedule in the remote mode.

Table 2

Curriculum of the modular program of refresher courses

№	Name of modules	Total hours	Including					form of control
			Lectures	Seminars	Practical work	Consultations	Independent work	
1	Module 1. General issues of teaching students with disabilities and limited health opportunities in the university	36	14	14	-	-	8	credit
2	Module 2 Variative part	36	2	2	21	1	10	credit
	Total	72	16	16	21	1	18	credit

Table 3

The module "Training of employees for training disabled people on the basis of educational organizations of higher professional education"

№	Name of modules	Total hours	Including					Form of control
			Lectures	Seminars	Practical work	Consultations	Independent work	
1	Principles of constructing an individual curriculum for students with disabilities and disabilities	9	2		4	1	2	Current control
2	Principles of the organization of the educational process for students with disabilities and limited health opportunities,	9		2	5		2	Current control

	including using distance education technologies							
3	Technologies for teaching students with disabilities and disabilities	6			4		2	Current control
4	Methods and methods of forming individual tasks for independent work	6			4		2	Current control
5	Methods and techniques for monitoring the development of professional competencies in higher education programs	6			4		2	Current control
Total		36	2	2	21	1	10	Credit

Table 4
The module "Training of specialists in the organization of educational services for students with disabilities at the level of secondary vocational education"

№	Name of modules	Total hours	Including					form of control
			Lectures	Seminars	Practical work	Consultations	Independent work	
1	Mechanisms of professional interaction of teachers in the process of training students with disabilities, including using distance education technologies	19	2		11		6	Current control
2	Features of the work of the coordinator for the organization and support of training for students with disabilities in the university	17		2	10	1	4	Current control
	Total	36	2	2	21	1	10	credit

As a result of the development of this supplementary education program, the students develop certain knowledge of skills and skills, and the teacher's competence approach to his professional activity is increased.
The modern level of education opens up new opportunities for educational and methodological support of the learning process. One of the means of accessible education, retraining of the staff of educational institutions is the courses of additional education in universities.
Further education courses in inclusive education are a program to improve the level of training of faculty, to improve the skills of mastering new professional competencies of disabled people working with children (Smirnova, 2017).

The Russian Higher School believes that one of the most common ways of professional development is to improve the qualification, the purpose of which is the optimization of the pedagogical process, the professional growth and self-improvement of teachers (Tsyplakova, 2016).
So, the development of additional education courses is an integral part of the educational process, which is designed to provide timely retraining of staff.
However, in order to improve the process of retraining faculty for working with children with disabilities, it is necessary to ensure the different content of retraining programs at different levels of development (Tsyplakova, 2016).
It is important to note that although the results presented in this article, which expand the limited amount of work related to the development and implementation of additional education courses for inclusive education, they are based on the study of only one institution and a limited number of participants. It would be useful to see if the results presented in this article can be extended to participants from other educational institutions (Vaganova, 2017).
During the research stages, questionnaires were given to teachers participating in supplementary education courses. A comparative analysis of the results of the questionnaire aimed at revealing the attitude of teachers towards the processes of inclusive education of children with disabilities showed an increase in positive responses (90%) on the nature of the process of inclusive education for children with disabilities. The work carried out influenced the change in the attitude of teachers towards the organization of inclusive education.
To check the effectiveness of the work done with teachers to study the readiness for the formation of an inclusive educational environment, we proposed to fill in the "Self-assessment questionnaire of teachers' readiness for the formation of an inclusive educational environment". Comparative results of the study of the motivational and personal component of teachers' readiness for the formation of an inclusive educational environment are presented in Table 5.

Table 5
Comparative results of the study of teachers' readiness for the formation of an inclusive educational environment

Group / Levels	Stages of the experiment					
	The ascertaining stage		The control stage			
	teachers of the control and experimental group		experimental group		control group	
	quantity	%	quantity	%	quantity	%
optimal	2	8	3	12	1	4
sufficient	3	12	16	64	7	28
available	15	60	4	16	12	48
critical	5	20	2	8	5	20

The data presented in Table 5 show that the results of measurements at the ascertaining stage of the experiment in the control and experimental groups coincide. The data obtained at the control stage of the experiment showed that the results of measurements in the control group were lower than in the experimental group. So in the control group, the results of the levels of the motivational and personal component of teachers' readiness were distributed as follows: 20% - critical, 48% - acceptable, 28% - sufficient, 4% - optimal. In the experimental group, the following results were obtained: 20% - critical, 60% - acceptable, 12% - sufficient, 8% - optimal. In the experimental group, the level of readiness increased in comparison with the control group (Vaganova, 2017).
Thus, the development of the content of additional education educational programs for the teaching staff for the organization of educational services for students with disabilities makes it possible to increase the effectiveness of the teacher's knowledge by working with children with disabilities. In addition to all this, the efficiency of certain methods of the teacher's activity is increased, the need for training of teachers for the formation of an inclusive educational environment in higher education is confirmed.

Conclusions

The theoretical and applied research devoted to the substantiation of the possibility of training teachers in additional vocational education for the formation of an inclusive educational environment in educational institutions allowed us to formulate the following conclusions: the system of indicators and criteria for the effectiveness of training professorial staff through the courses of additional education for the education of children with disabilities. An assessment of the effectiveness of the work carried out with teachers to study the readiness for the formation of an inclusive educational environment was held, the students completed the "Self-assessment questionnaire of teachers 'readiness for the formation of an inclusive educational environment". Comparative results of the study of the motivational and personal component of teachers' readiness for inclusive education educational environment showed that most are ready for retraining of professional activities. Thus, the positive results obtained during our study allow us to conclude that the developed supplementary education program is an effective tool for improving the quality of educators' education for working with disabled children.

In the course of the study, the criteria for the readiness of teachers to form an inclusive educational environment in educational organizations are defined, they are the criterion of the motivational and personal component (the ability to receive and help different children, regardless of the characteristics of psychophysical development, a deep awareness of the social importance of working with children with disabilities in the conditions of general education organizations, the desire to form a tolerant attitude of society to children of this category and i), the criterion of the cognitive component (the presence of complete, solid and systematic professional knowledge that allows psychological and pedagogical support of children with various variants of deviant development and to carry out correctional and developing work using modern special technologies and methods) and the criterion of the socio-legal component (possession the foundations of the legal system and legislation, a constant desire for professional and pedagogical improvement).

The following are the pedagogical conditions of the process of training teachers: the development of program and methodological support of the educational process, the modularity of the process of teaching teachers in conditions of additional vocational education, the linearly concentric method of positioning the material; intensification of the learning process, a differentiated approach to teaching.

With a view to improving, the hypothesis was confirmed that the professional training of teachers in supplementary education to model an inclusive educational environment in general education organizations will be effective if:

- The essence of the inclusive educational environment in educational organizations is described;
- The process of training teachers in additional professional education is organized on the basis of the revealed essence of the inclusive educational environment;
- substantive and methodical aspects are presented in the author's modular program of training teachers in additional professional education to create an inclusive educational environment in educational organizations;
- the criteria, indicators and levels of the professional readiness of teachers of educational organizations to form an inclusive educational environment have been defined and formulated;
- a diagnostic tool was developed to determine the levels of professional readiness of teachers to form an inclusive educational environment in educational institutions;
- the organizational and pedagogical conditions (program and methodical support of the educational process, the modularity of the process of teaching teachers in the conditions of additional professional education, the linear-concentric method of material location, the intensification of the learning process, the differentiated approach in teaching), the training of teachers for the formation of an inclusive educational environment in educational institutions.

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Review of relationship between motor movement and physical fitness with physiological variables Revisión de la relación entre movimiento motor y condición física con variables fisiológicas.

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Abstract
Physical fitness is one of the basic needs of human life. Physical fitness means being able to do things daily without feeling tired. The purpose of this study was to investigate the relationship between motor fitness and physical fitness of karate athletes with their physiological characteristics. This research was a kind of relationship and using descriptive and inferential statistics has been attempted to investigate the relationship between motor movement and physical fitness or physiological resting heart rate, heart rate after exercise (Harvard step) and vo2max karate. Data analysis was performed using Pearson statistical method at a significant level of $p < 0.05$ and using SPSS software version 22. The end result of the research is the proof of this hypothesis, one of the success codes in Karate, is better preparedness and more favorable in motor movement and physical fitness readings and physiological variables.
Resumen
La aptitud física es una de las necesidades básicas de la vida humana. La aptitud física significa poder hacer cosas diariamente sin sentirse cansado. El propósito de este estudio fue investigar la relación entre la condición física del motor y la condición física de los atletas de karate con sus características fisiológicas. Esta investigación fue un tipo de relación y, mediante el uso de estadísticas descriptivas e inferenciales, se intentó investigar la relación entre el movimiento motor y la aptitud física o la frecuencia cardíaca fisiológica en reposo, la frecuencia cardíaca después del ejercicio (paso de Harvard) y el karate vo2max. El análisis de los datos se realizó utilizando el método estadístico Pearson a un nivel significativo de $p < 0.05$ y utilizando el software SPSS versión 22. El resultado final de la investigación es la prueba de esta hipótesis, uno de los códigos de éxito en Karate, es una mejor preparación y más favorable. En movimiento motor y lecturas de aptitud física y variables fisiológicas.
Keyword: Karate, Physiological, Physical fitness, Motor fitness
Palabra clave: Karate, Fisiológico, Condición física, Aptitud motora

Introduction

Physical fitness is one of the basic needs of human life. Physical fitness means the ability to do daily affairs without feeling tired. Preparation is a good condition that allows a person to easily perform daily activities, reduces the risk of physical inactivity due to lack of mobility, and allows for participation in various activities and physical exercises. Better adaptation to the environment requires the balance of physical fitness and physical composition of individuals, and if people do not have favorable conditions in terms of their physical condition and body composition, they are usually angular, pessimistic and isolated, and in other words, they will not have the appropriate psychological balance [1]. Physical fitness is a collection of intrinsic and acquired features that determine physical activity ability. Physical fitness factors include muscular endurance, cardio respiratory endurance, strength, speed, flexibility, agility, reaction time and body coordination. On the other hand, exercise and practice should include psychological and social dimensions that are essential in order to improve the performance and fitness of the athlete [2]. The results of the articles have shown that participation in sports programs, smoking and alcohol reduces depression and psychosomatic symptoms in adolescents and increases their physical fitness. Every person needs a minimum amount of physical fitness for health, this is at least achievable for everyone and is possible with physical activity [3]. Sports activities that are commonly used are different types: martial arts, gymnastics, football, volleyball, climbing, and other sports, each of which has a special significance in health and the promotion of physical fitness. One of these is the popular sport among children, teenagers and karate youth. This beautiful and diverse sport is performed using various rhythmic movements and performing complex and combined skills [4]. The optimal and optimal performance of sports skills is due to the complex interaction of physiological, anthropometric, psychological and bioengineering factors. The prerequisite for the achievement of athletic achievements is physical fitness, such as specified anthropometric and physiological characteristics [5]. Understanding the anthropometric and physiological characteristics of each sport is one of the important factors that determines the performance of athletes. Knowing these features is important when comparing athletes with oneself and others, in identifying weaknesses and fixing them, and in the correct design of training programs. It has been seen in many studies that athletes have special physiological and anthropometric properties in each sport. According to the above questions, what is the effect of motor movement and physical fitness of karate athletes on their physiological characteristics? The main purpose of the present research is to answer this question.

Literature Review

LEVIN et al. (1999) investigated the Russian Longitudinal Monitoring Survey in Russia. They surveyed 2101 teenagers aged 14 to 18 to assess physical activity such as cycling, hiking, and tougher activities such as karate, gymnastics, and the rate of underage work for teenagers, such as watching TV in the week. Their research found that most Russian youths enrolled in RLMS earn enough physical activity per week, but may attempt to increase moderate to severe regular physical activity [6].

Bertini et al. (2003) have studied the variations in the body composition of karate athletes.

They monitored body composition variations in nine elite karateists during a 3-year period (T1, T2, T3). Arm circumference (AC) and six skinfolds were measured. Arm muscle circumference (AMC) and area (AMA) were then calculated. Fat mass (FM) was calculated using the Durnin- Womersley, Sloan-Weir (S-W). Result of their research the S-W equation did not seem to reflect the modifications in the amount of FM as evidenced by the total sum of the six skinfolds [7].

Fong et al (2013) to survey, Health through martial arts training: Physical fitness and reaction time in adolescent Taekwondo practitioners. They did survey in their research about five physical fitness tests (a sit-and-reach test, leg split test, skinfold measurement, one-minute curl-up test, and ruler-drop reaction time test) between 10 and 14 and 20 age-matched. Result of their research: The results thus suggest that although TKD training may improve reaction times in adolescents, it may have little effect on flexibility, muscular endurance, and body composition (percentage of fat). TKD may be a suitable exercise for improving simple reaction time, but it may not be suitable for improving general physical fitness in adolescents [8].

Adveeva and Tulyakova (2018) did survey about, Indicated factors of physical development, physical readiness, functional condition and efficiency of female students in the process of adaptation to training. In this research, it was examined female students at the beginning of the first and second year of training (n = 342, age 18-20 years). The investigation was conducted on 10 indicators of physical development, 9 indicators of physical preparedness and 13 indicators of functional status and performance. Conclusions of this research: Indicated factors of female students adaptation to learning is to be considered the strength of the hand (factor of physical development), long jump from the place (factor of physical preparedness), the Genci test (factor of the functional state), the coefficient of circulation efficiency and the endurance factor [9].

Collins and Staples (2017) did survey about, The role of physical activity in improving physical fitness in children with intellectual and developmental disabilities. The results of paired sampled *t*-tests showed participation in 15-h PA program can significantly increase aerobic capacity and muscular strength and endurance in children with IDD. Conclusions and implications**:** This study is aimed at understanding the role of PA in helping children with IDD to develop the fitness capacities essential to participation in a wide variety of activities [10].

Castillo et al (2016) did survey about, Physical fitness and physiological characteristics of soccer referees. The results showed no significant differences between FR and AR, or between NR and PR groups. However, > 35 yr were significantly slower ($P \leq 0.01$) than the ≤ 35 yr in the 20 m sprint, 30 m sprint and the MATF. Moreover, the > 35 yr covered significantly ($P \leq 0.01$) less distance in the YYIR1 than the ≤ 35 yr group and HR_{max} was significantly ($P \leq 0.05$) lower in the > 35 yr group. MATF was strongly related to the 20 m ($r = 0.762$) and 30 m ($r = 0.757$) sprints. Our findings suggest the necessity of implementing specific training programs focused on maintaining change of direction ability, acceleration and aerobic capacity in referees older than 35 years [11].

Monyeki and Kemper (2007) did survey about, Positive Relationship between Physical Fitness and Physical Activity in Children. The included observational studies met the criteria used in the selection covering physical fitness and physical activity in children between the age from 5 to 14 years old. The observed results therefore warrant further investigation on this relationship over a period of time from different cultural contexts [12].
Parnow et al. (2005) have studied the physical, physiological and anthropometric composition profiles of the elite futsal players and the relationship between some of the measured characteristics. The results of their research showed that, with increasing body fat percentage, aerobic performance decreases, while the increase in body fat does not affect the anaerobic power. Also, the compositing profile of the subjects showed that the players had average height and weight [13].
Mirzaei et al. (2012) investigated the relationship between the physiological and functional characteristics of adolescents and young people from the Kayak Women national sailing team in. The results of their research showed that in addition to large body dimensions, the anaerobic system has a significant contribution to the performance and performance of the teens and youths of the Kayak Women [14].
Chaabène et al. (2015) investigated the physiological responses to specific karate activities in their research. Their results showed that kumite activity required more metabolism than kata [15].

Research Hypothesis

- It seems that one of the keys to success in karate is better and more favorable preparation of physical and physical variables and physiological variables.

Research Methodology

The present study investigates the relationship between physical fitness and fitness with physiological (resting heart rate, heart rate after activity, Harvard stepping stroke, and VO2max) in karate. The statistical population of this research includes a number of karate who have at least one world championship record in their work. The statistical sample of this study consisted of 10 karate puppets in various carat weight grades with an average age of 16 to 21 years, an average height of 177 cm, an average weight of 60 kg, all karate targeted and voluntary with approximately Equal conditions were included in this research. In this first research, after having coordinated with the Russian Karate Federation from the elite courage karate, they selected 10 karate at different volumes and participated in the test, the test conditions for all karate were as much as possible identical.

Research Variables

Motor movement and physical fitness variables included: SEMO (general agility), reaction, long jump, two 49, two 45 m speed, static balance, jump, height and sitting. Physiological variables included resting heart rate, heart rate after exercise (Harvard step) and VO2max. To measure these variables, several measurement methods were used [16 ،17، 18 ، 19].

Research Tool

1- 50-meter strip for measuring distance in double tests, jump length (muscle strength of the legs), jump height.
2- A stopwatch to measure time in general agility tests, standing on a foot (balance), 45 m (speed), 49 m (agility), long and sitting (muscular endurance), resting heart rate, heart rate after exercise Harvard step).
3- Modular ruler to measure fingers reaction.
4- Sand bag for 49 meter (general agility) test.
5- Metronome to measure and coordinate the Harvard step.

Research Methodology

This research has been a kind of relationship and using descriptive and inferential statistics, we have tried to investigate the relationship between physical fitness and physiological readiness of resting heart rate, heart rate after exercise (Harvard step) and vo2max in karate. Data analysis was performed using Pearson statistical method at a significant level of $p < 0.05$ and using SPSS software version 22.

Research Findings

The description and relationship of collected data were among the goals of this research that the summary is presented in Tables 1 and 2. In table (1), the mean and standard deviation of physical, motor movement, physical and physiological fitness variables are shown.

Table 1: Descriptive statistics of motor movement, physical and physiological fitness of World Champion Karate

Descriptive Statistics

	Mean	Std. Deviation	N
SEMO General Agility	13.4178	.73523	9
Reaction	8.5000	2.28522	10
Long Jump	2.4110	.21116	10
Run 4X9	9.0310	.63616	10
Run 45 meters speed	5.8830	.43932	10
Balance	19.4760	16.86395	10
High jump	48.6000	10.87505	10
Sit-ups	62.0000	5.09902	8
Resting heart rate	59.6000	3.97772	10
Heart rate after exercise (Harvard step)	1.5000E2	20.59126	10
Maximum Oxygen Consumption	3.1300	.76891	10

In table (2), the relationship between the mean of fitness and physical fitness readings with the physiologic karate of the champions of the world is observed.

Table 2: Inferential statistics of the relationship between the characteristics of motor movement, physical and physiological fitness of World Championship Karate

Variables		Reaction	Long Jump	Run 4X9	Run 45 meters speed	Balance	High Jump	Sit-ups	Resting heart rate	Heart rate after exercise	Maximum Oxygen Consumption
SEMO General agility	Pearson Correlation	.076	-.882	.856	.052	-.732	-.800	-.578	.063	.085	.374
	Sig. (1-tailed)	.423	.001*	.002*	.447	.012*	.005*	.087	.436	.414	.161
	N	9	9	9	9	9	9	7	9	9	9
Reaction	Pearson Correlation		-.177	.080	.404	-.212	-.130	.219	-.122	-.227	.446
	Sig. (1-tailed)		.312	.413	.123	.279	.361	.301	.368	.264	.098
	N		10	10	10	10	10	8	10	10	10
Long Jump	Pearson Correlation			-.668	.153	.541	.631	.285	-.084	-.011	-.477
	Sig. (1-tailed)			.017*	.337	.053*	.025*	.247	.409	.488	.082
	N			10	10	10	10	8	10	10	10
Run 4X9	Pearson Correlation				-.124	-.375	-.592	-.555	.481	.274	.126
	Sig. (1-tailed)				.366	.143	.036*	.076	.079	.222	.365
	N				10	10	10	8	10	10	10
Run 45 meters speed	Pearson Correlation					-.323	-.260	-.215	-.269	-.662*	.543
	Sig. (1-tailed)					.181	.234	.304	.226	.019*	.052
	N					10	10	8	10	10	10
Balance	Pearson Correlation						.869	.653	.222	-.116	-.120
	Sig. (1-tailed)						.001*	.040*	.269	.375	.371
	N						10	8	10	10	10
High Jump	Pearson Correlation							.685	.058	-.210	-.165
	Sig. (1-tailed)							.030*	.437	.280	.325
	N							8	10	10	10
Sit-ups	Pearson Correlation								-.472	-.207	.264
	Sig. (1-tailed)								.119	.311	.264
	N								8	8	8
Resting heart rate	Pearson Correlation									.098	-.214
	Sig. (1-tailed)									.394	.277
	N									10	10
Heart rate after exercise	Pearson Correlation										-.759
	Sig. (1-tailed)										.005*
	N										10

In analyzing the research data, as shown in the inferential statistics table, the data were calculated using Pearson statistical method at a significant level of 0.05 p and using SPSS software version 22, variables whose relationship between them it is meaningful to be marked with a star and an underline.

The research results showed that the hypothesis is zero and the research hypothesis is accepted. Some physical and physical fitness variables or some physiological variables of karate have been observed.

- Between the variables at 45 meters speed with the variable VO2max karate relationship with the significant level (0.52), the correlation coefficient (r = 0.543) is observed.
- There was a negative correlation between the two variable speeds of 45 m with heart rate (Harvard step) Karate with a significant level (0.19) and correlation coefficient (r = 0.662).
- There is a positive relationship between the run 4x9 variable with the Karate Rest Heart rate variable and the correlation coefficient is lower than the mean.

Also, there was a negative relationship between physiological variables with each other, such as heart rate after activity (Harvard step) with VO2max variance, with a significant level (0.005) and correlation coefficient (r = 0.759). It should be noted that there is a significant relationship between the variables of motor and physical fitness with each other. In some examples, it is referred to with more correlation coefficients.

- Between SEMO (general agility) and karate length jump variables, there was a negative relationship with significant level (0.001) and correlation coefficient (0.882) is observed.
- Between the SEMO variables (general agility) with a running variable of run 49 elite karate, there is a positive correlation with the significant level (0.002) and high correlation coefficient (0.856) is observed.
- Between the SEMO variables (general agility) with elite karate height jump elevation variable has a negative relationship or a significant level (0.005) and a high correlation coefficient (-0.800) is observed.
- Between SEMO variable (general agility) with the static equilibrium of elite karate had a negative correlation with significant level (0.12) and high correlation coefficient (0.732) is observed.
- Between the static equilibrium variable or the jump height elite karate height with positive relationship with significant level (0.001) and high correlation coefficient (0.869) is observed.

Conclusion

This research is in consistent with readiness variables such as abdominal muscle endurance and endurance, or Giampietro et al. research [11], of course, in some studies, the research protocol is not identical. The present study is not consistent with research [7], that adolescent athletes have a superior predominance in speed and agility compared to non-athletic ones in muscular strength (longitudinal or vertical jumps). This research is not consistent with Ghahramantabrizi and many studies due to the results of speed, agility and explosive power variables due to non-alignment with other variables. This research is inaccurate with the research by Parnow et al. [6] in some protocols. Some physical and physical fitness factors such as SEMO (general agility), response, jump length, running 4x9 m, running 45 m, static balance, jump, height, and sitting can be effective and successful factors on karate performance. Each of the variables with a significant level and a higher correlation coefficient can show the superiority of a karate with another karate. Also, any karate that has better physical and physical fitness can be said to be more favorable with physiological parameters such as resting heart rate, heart rate after activity (Harvard step) and VO2max, and a significant level and correlation coefficient. Therefore, the end result of the research proof of this hypothesis is that one of the success codes in karate is better and more favorable preparation of physical and physical variables and physiological variables.

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Investigation of Non-Formal Education Activities Conducted by Public Institutions and NGOs

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Abstract
The purpose of this study is to determine the social effect of education activities held by Ministries and affiliated institutions/organizations, universities, municipalities, confederations, unions, foundations and associations and to establish whether the education activities are different by the type of education, institution, number of students and year. Data related to the Non-formal Education Activities between the years 2014 and 2016 have been based in the research. Frequency tables, regression, Anova, Median tests, Panel data, Kruskal Wallis and Jonckheere-Terpstra tests have been conducted within the scope of the analysis. In conclusion, it can be uttered that the non-formal education activities provided by the different institutions and organizations differ by the variables articulated in the research and there is a positive relation between some variables. Today when information is rapidly produced and disseminated, it can be stated that education programs can be improved both quantitatively and qualitatively as a result of the establishment of the connection between business life and education through the educational activities to be held for the new needs that arise regarding the increasing importance of life-long learning.
Keywords: ministry , education , activity , institution,university

1. Introduction

The effects of social, cultural, educational and economic changes and developments that take place in one country in a globalizing world are spreading to other countries in a short time. In this case, the issue of the education of the individuals who can adapt to these changes and developments is on the agenda. In order for the individuals to be able to adapt to these changing and developing conditions, they should know, grasp and learn these changes and developments. Due to the fact that these changes and developments are continuous and the duration of life is extended, it isn't sufficient to provide these learnings only during compulsory education periods and in the curriculum.

After the recognition of the importance of life-long learning today, non-formal education activities have been incorporated in life-long learning programs. Life-long learning contains all formal and informal education fields of learning such as basic education, continuous education and non-formal education (Dinevski & Dinevski, 2004:228). It is a concept increasing and strengthening the knowledge, skills and values obtained by people during lifetime, emphasizing that learning can be realized at any age and place and stating that learning isn't classified with education, time and socioeconomic level (told by Evin-Gencel, 2013: 239-240). Life-long learning allows for horizontal and vertical transitions and it takes not only the public schools but also the students, teachers, families, private organizations and NGOs as parties (Yıldız, 2009:105). The prominent characteristics of life-long learning are as follows; providing learning opportunities by considering the supply and demand, putting the learner at the center, setting the learning motivation against voluntary and self-motivation (Toprak and Erdoğan, 2012:78), career flexibility, increasing skills, personal satisfaction and employability (Yıldız, 2009:105). It is stated that the effect of science and technology on life-long learning will increase both through the 24-hour broadcast of TV channels and continuous flow of information and this will stir the interest of many people in science in order to reach the real information (Cobern, 2015:1).

Non-formal education activities - initiated with the such education programs as professional skills and those enhancing the harmonization of migrants aiming to teach the adults who have never attended a school or left it how to read and write, to those who have completed basic or advanced education in order to improve their intellectual developments, to provide citizenship consciousness with or without giving a certificate following the education, (Bülbül, 1987:6) - have such significant functions as providing personal development, social justice, economic benefit, raising qualified employees, increasing efficiency and creating employment (Murat, 2009:330).

Education is everyone's right. Life-long learning offers an upward mobility opportunity to individuals by assuming a role equalizing socio-economic disparities that exist at the beginning of life and increases productivity. Economic development of the society is directly proportional to the productivity of individuals (Şimşek, 2011:67). The importance of life-long learning has enhanced after the increasing unemployment all over the world. The rate of participating in life-long learning was 9.5% in EU, 1.8% in Turkey in 2006 and 9% in EU and 3.2% in Turkey in 2012 (Life-long Learning Strategy Paper and Action Plan, 2014: 12-13).

The inconsistency between education and the labor market in Turkey is striking, the quality problems experienced in the education of the individuals demanded by the workforce and the lack of interest of the graduates by the private sector shortly result in unemployment. While the number of institutions offering education services in vocational education in Turkey is increasing, it is stated that the issue of quality is neglected (Yıldız, 2009:110).

The concept of life-long learning emerges as a concept of employment rather than being a cultural issue in the European Union (Yıldız, 2009:103). In a longitudinal study conducted in Belgium, it has been concluded that education is more important than the social returns of life-long learning, personal yields, position of labor market and other personal characteristics. However, it has been noted that the social contribution of lifelong learning keeps its importance for those who do not have a high education level and there is a need for in-depth qualitative work in this regard (Knipprath & De Rick, 2015:63-64). Miser (2002) has stated that higher social – rather than personal – yields of education will legitimize the sense of "beneficiary pays", it will bring the payer the sense of expecting something in return from the appropriate price and this can increase the social conflicts (p.58). In order to live peacefully in this globalizing world where the distances have become trivial and communication and interaction can be easily ensured through internet, such social gains as respect for differences, tolerance, cooperation and nondiscrimination are utterly important. For this reason, it is necessary to pay attention to the social gains as much as personal gains in life-long learning. UNESCO has appointed two independent commissions to prepare the report on the future of education. The Faure report, which received the names of the chairmen of these commissions, and two years later the Delors report, which had a very different political and socioeconomic content, were prepared. Both reports are based on people's equality as global citizens, the full development of human potential and the ability of people to change the world. These reports remind us life-long learning that aims to change society better on the basis of equality and justice principles (Elfert, 2015:91, 96).

It is also noteworthy that non-formal education activities have been carried out by education departments established within the body of public institutions after 1980 in our country. Non-formal education activities continue to be carried out inside and outside the formal educational activities by public institutions, universities, trade unions, professional chambers, municipalities, NGOs, voluntary organizations and the private sector. In 1984, municipalities started to play an active role in non-formal education due to the fact that Metropolitan municipalities were established in an increasing number the emphasis was laid on non-formal education activities in the sub-units affiliated to the Education and Culture Departments in these municipalities (Non-formal Education Report in Turkey, 2013:23 reported by Duman, 2000). The proportion of private non-formal education institutions within the non-formal education activities is increasing steadily. While the rate of private non-formal education was 17.5% in the whole country during the period 1986-87, it increased to 70.1% in 2006-07 (Murat, 2009:338). The rate of the population aged 18 and over who participate in formal and non-formal education in Turkey was 22.7% in 2016. The highest participation belongs to 18-24 age group with a rate of 48.9%. While the participation rate of males was 26.6%, this rate was 18.9% in females. The highest participation was in higher education graduates with the rate of 49.5%. While the participation in non-formal education activities was 15.4 in 2012, this rate increased to 16.8 in 2016 (TURKSTAT, 2017).

2. Method

The purpose of this study is to determine the social effect of education activities held by Ministries and affiliated institutions/organizations, universities, municipalities, confederations, unions, foundations and associations. Data belonging to Research on Non-formal Education Activities for 2014-2016 were based on the research. Data obtained were analyzed with Eviews and SPSS 18 package program. Panel data analysis has been utilized due to the existence of multiple institutions and years. Frequency tables, regression, Anova, Median test, Kruskal Wallis and Jonckheere-Terpstra tests have been conducted within the scope of the analysis.

Research question:

This research asserts that education activities organized by different institutions differ by the type of education, institution, number of students and year. Relevant hypotheses are as follows.

Hypotheses:

H1: Education variables don't differ by the type of institution.
H2: Education variables don't differ by the year.
H3: Education variables don't differ by the fields of education.
H4: Educational institution variables don't differ by year.
H5: The number of courses, trainers and those completing the courses are independent.
H6: The number of courses, seminars and guided education and the number of courses and private lessons are independent.
H7: The number of institutional educations and those completing them are independent.
H8: The number of trainers and the number of courses, seminars and guided education are independent.

1. Results

Table 1. Frequency Tables

	COURSE	COMPLETERS	TRAINERS	COURSES	SEMINARS	GUIDED
Mean	11491.72	884558.8	30502.72	594622.8	249615.3	40320.67
Median	4709.500	393861.0	15534.00	228906.0	104194.0	13336.00
Maximum	38234.00	4650878.	150757.0	3171108.	1171287.	308483.0
Minimum	487.0000	59292.00	1751.000	13698.00	28571.00	169.0000
Std. Dev.	13225.04	1191260.	41570.99	829340.4	331484.7	77577.08
Skewness	1.101354	2.046687	1.928982	1.884106	1.898974	2.637781
Kurtosis	2.808285	6.749327	5.605380	6.159363	5.362596	9.226151
Jarque-Bera	3.666506	23.10987	16.25393	18.13574	15.00470	49.94738
Probability	0.159893	0.000010	0.000295	0.000115	0.000552	0.000000
Sum	206851.0	15922058	549049.0	10703211	4493075.	725772.0
Sum Sq. Dev.	2.97E+09	2.41E+13	2.94E+10	1.17E+13	1.87E+12	1.02E+11
Observations	18	18	18	18	18	18

H1: Education variables don't differ by the type of institution.

According to the analysis, it has been determined that the type of institution is an effective factor on all education variables. The variables of the number of courses, those completing them, the number of trainers, courses and private lessons, seminars and on-the-job guided basic training differ by the type of institution.

Table 2. Anova test according to the type of institution

Variables		Sum of Squares	df	Mean Square	F	Sig.
Number of courses	Between Groups	2931349412.278	5	586269882.456	167.584	.000
	Within Groups	41980371.333	12	3498364.278		
	Total	2973329783.611	17			
Number of completers	Between Groups	17923371577192.400	5	3584674315438.490	6.937	.003
	Within Groups	6201339112166.670	12	516778259347.222		
	Total	24124710689359.100	17			
Number of trainers	Between Groups	26335234258.944	5	5267046851.789	20.769	.000
	Within Groups	3043270368.667	12	253605864.056		
	Total	29378504627.611	17			
Courses and private lessons	Between Groups	8571211382991.830	5	1714242276598.370	6.590	.004
	Within Groups	3121481381120.670	12	260123448426.722		
	Total	11692692764112.500	17			
Seminars	Between Groups	1442047914180.940	5	288409582836.189	8.125	.001
	Within Groups	425947378562.667	12	35495614880.222		
	Total	1867995292743.610	17			
On-the-job guided basic training	Between Groups	75622079256.000	5	15124415851.200	6.801	.003
	Within Groups	26687390544.000	12	2223949212.000		
	Total	102309469800.000	17			

H2: Education variables don't differ by the year.
According to the analysis, it has been determined that the variable of year isn't an effective factor on the variable of education. Education variables don't differ by the year.

Table 3. Median test according to the year

Variables	N	Median	Chi-square	df	Asymp. Sig.
Number of courses	18	4709.50	1.333	2	.513
Number of completers	18	393861.00	.000	2	1.000
Number of trainers	18	15534.00	.000	2	1.000
Courses and private lessons	18	228906.00	1.333	2	.513
Seminars	18	104194.00	1.333	2	.513
On-the-job guided basic training	18	13336.00	1.333	2	.513

H3: Education variables don't differ by the fields of education.
According to the analysis, it has been determined that the field of education is an effective factor on all variables of education. The variables of number of completers, number of trainers, Ministry and affiliated institutions, Universities, Municipality, Confederation or union, Foundation, Association, Courses and private lessons, Seminars and On-the-job guided basic education differ by the field of education.

Table 4. Kruskal Wallis test according to the fields of education

Variables	Chi-square	df	Asymp. Sig.
Number of completers	**19.862**	**8**	**.011**
Number of trainers	**21.683**	**8**	**.006**
Ministry and affiliated institution	20.127	8	.010
University	22.656	8	.004
Municipality	24.720	8	.002
Confederation or union	19.055	7	.008
Foundation	17.217	8	.028
Association	23.498	8	.003
Courses and private lessons	17.661	8	.024
Seminars	23.079	8	.003
On-the-job guided basic education	17.767	8	.023

H4: Educational institution variables don't differ by year.
According to the analysis, it has been determined that the variable of year doesn't create a difference on the educational institutions.

Table 5. Jonckheere-Terpstra test according to year

Variables	Number of Levels in VAR00002	N	Observed J-T Statistic	Mean J-T Statistic	Std. Deviation of J-T Statistic	Std. J-T Statistic	Asymp. Sig. (2-tailed)
Number of completers	3	27	149.000	121.500	22.500	1.222	.222
Number of trainers	3	27	143.000	121.500	22.500	.956	.339
Ministry and affiliated institution	3	27	96.000	121.500	22.500	-1.133	.257
University	3	27	120.000	121.500	22.500	-.067	.947
Municipality	3	27	135.000	121.500	22.500	.600	.549
Confederation or union	3	24	116.500	96.000	18.872	1.086	.277
Foundation	3	27	162.000	121.500	22.500	1.800	.072
Association	3	27	104.500	121.500	22.492	-.756	.450
Courses and private lessons	3	27	156.000	121.500	22.500	1.533	.125
Seminars	3	27	131.000	121.500	22.500	.422	**.673**
On-the-job guided basic education	3	27	111.000	121.500	22.500	-.467	**.641**

H5: The number of courses, trainers and those completing the courses are independent.
According to the analysis, a relation has been established between the number of courses and trainers and the number of completers.

- When the number of courses increases by one unit, the number of completers increases by 76 units.
- When the number of trainers increases by one unit, the number of completers increases by 27 units.

Table 6. Regression analysis 1

INDEPENDENT VAR.	DEPENDENT VAR.	COEFFICIENT	STD. ERROR	T-STATISTIC	PROB.
NUMBER OF COURSES	NUMBER OF COMPLETERS	76.46	8.72	8.76	0.000
NUMBER OF TRAINERS	NUMBER OF COMPLETERS	27.89	1.71	16.24	0.000

H6: The number of courses, seminars and guided education and the number of courses and private lessons are independent.
According to the analysis, a relation has been established between the number of courses, seminars, guided education and the number of private lessons.

- When the number of courses increases by one unit, the number of courses and private lessons increases by 51 units.
- When the number of seminars increases by one unit, the number of courses and private lessons increases by 2 units.
- When the number of guided educations increases by one unit, the number of courses and private lessons increases by 10 units.

Table 7. Regression analysis 2

INDEPENDENT VAR.	DEPENDENT VAR.	COEFFICIENT	STD. ERROR	T-STATISTIC	PROB.
NUMBER OF COURSES	NUMBER OF COURSES AND PRIVATE LESSONS	51.85	6.35	8.16	0.000
NUMBER OF SEMINARS	NUMBER OF COURSES AND PRIVATE LESSONS	2.18	0.27	7.99	0.000
NUMBER OF GUIDED EDUCATION	NUMBER OF COURSES AND PRIVATE LESSONS	10.75	1.12	9.55	0.000

H7: The number of institutional educations and those completing them are independent.
According to the analysis, a relation has been established between the number of institutional educations and the number of completers.

- When the number of Ministry courses increases by one unit, the number of completers increases by 93 units.
- When the number of University courses increases by one unit, the number of completers increases by 941 units.
- When the number of Municipality courses increases by one unit, the number of completers increases by 140 units.
- When the number of Union courses increases by one unit, the number of completers increases by 2700 units.
- When the number of Foundation courses increases by one unit, the number of completers increases by 455 units.
- When the number of Association courses increases by one unit, the number of completers increases by 2983 units.

Table 8. Regression analysis 3

INDEPENDENT VAR.	DEPENDENT VAR.	COEFFICIENT	STD. ERROR	T-STATISTIC	PROB.
MINISTRY COURSES	NUMBER OF COMPLETERS	93.46	18.31	5.1	0.000
UNIVERSITY COURSES	NUMBER OF COMPLETERS	941.65	176.92	5.32	0.000
MUNICIPALITY COURSES	NUMBER OF COMPLETERS	140.18	45.1	3.1	0.000
UNION COURSES	NUMBER OF COMPLETERS	2,700.23	1030.78	2.61	0.001
FOUNDATION COURSES	NUMBER OF COMPLETERS	455.32	93.44	4.87	0.000
ASSOCIATION COURSES	NUMBER OF COMPLETERS	2983.202	1009.17	2.95	0.006

H8: The number of trainers and the number of courses, seminars and guided education are independent. According to the analysis, a relation has been established between the number trainers and the number of courses, seminars and guided education.

- When the number of trainers increases by one unit, the number of courses increases by 18 units.
- When the number of trainers increases by one unit, the number of seminars increases by 9 units.
- When the number of trainers increases by one unit, the number of guided educations increases by 1 unit.

Table 9. Regression analysis 4

INDEPENDENT VAR.	DEPENDENT VAR.	COEFFICIENT	STD. ERROR	T-STATISTIC	PROB.
NUMBER OF TRAINERS	NUMBER OF COURSES	18.1	2.43	7.41	0.000
NUMBER OF TRAINERS	NUMBER OF SEMINARS	9.96	1.000	9.88	0.000
NUMBER OF TRAINERS	NUMBER OF GUIDED EDUCATIONS	1.23	0.26	4.62	0.000

2. Discussion

- The variables of the number of courses, number of completers, the number of trainers, courses and private lessons, seminars and on-the-job guided basic training differ by the type of institution.
- Education variables don't differ by the year.
- The variables of number of completers, number of trainers, Ministry and affiliated institutions, Universities, Municipality, Confederation or union, Foundation, Association, Courses and private lessons, Seminars and On-the-job guided basic education differ by the field of education.
- It has been determined that the variable of year doesn't create a difference on the educational institutions.
- When the number of courses increases by one unit, the number of completers increases by 76 units.
- When the number of trainers increases by one unit, the number of completers increases by 27 units.
- When the number of courses increases by one unit, the number of courses and private lessons increases by 51 units.
- When the number of seminars increases by one unit, the number of courses and private lessons increases by 2 units.
- When the number of guided educations increases by one unit, the number of courses and private lessons increases by 10 units.
- When the number of ministry courses increases by one unit, the number of completers increases by 93 units.
- When the number of university courses increases by one unit, the number of completers increases by 941 units.

- When the number of municipality courses increases by one unit, the number of completers increases by 140 units.
- When the number of union courses increases by one unit, the number of completers increases by 2700 units.
- When the number of foundation courses increases by one unit, the number of completers increases by 455 units.
- When the number of association courses increases by one unit, the number of completers increases by 2983 units.
- When the number of trainers increases by one unit, the number of courses increases by 18 units.
- When the number of trainers increases by one unit, the number of seminars increases by 9 units.
- When the number of trainers increases by one unit, the number of guided educations increases by 1 unit.

Humanitarian learning theorists have attached great importance to the individual's interests and needs and focused more on individual functions of education. Individual functions of education are citizenship education, vocational preparation, intellectual and individual development (Şimşek, 2011:56-57). Humanitarian learning theoreticians point out that the individual can learn the most needed subject and the individual should be able to make their own decisions and their sense of responsibility and personal independence should be improved (Güven, Gökmen and Hancı, 2008:21). In the changing world, the individual is required to acquire a variety of knowledge and skills such as communication, technology use, healthy living, problem solving, group work, etc., which can help them best fulfill the roles of citizen, employee, spouse and parent and facilitate their adaptation to changing living conditions. Regarding the research data, it is observed that the number of completers increases by 2983 units when the number of courses offered by the associations that give more emphasis on training programs directed to individuals' personal development and development of their vocational knowledge and skills. In addition, participation in courses organized by associations is based entirely on volunteerism and is achieved by the individual's own decision.

Adults have a relatively limited time to allocate to the training, so they want to use it in a useful way and therefore, they attend training from which they think they will benefit. They want to choose their own institutions where training will be provided, programs, topics and learning methods. They reject the training programs being contrary to their own values and beliefs (Lowe, 1985:21). Participation in training institutions not taking these elements into consideration and courses offered is limited or more problems are experienced as to sustaining the training program even if participation is realized due to obligation and sufficient efficiency isn't achieved from the training program sustained. As a matter of fact, it is seen in the research data that the number of people who complete the courses organized by the institutions is less.

Today, the European Union sees lifelong learning as a means of preventing unemployment, increasing entrepreneurship and inventions and modernizing education systems (Volles, 2016:360). With the development of technology, new business lines are emerging and new skills are required to be learned (Volles, 2016:358). In this regard, on-the-job guided training activities are gaining importance. The learner has the control in on-the-job learning, there is no such formal curriculum and the experiences of learner are emphasized. Thus, the individual's self-motivation is supported and the life in workplace becomes more meaningful (Karaca, 2009:139, 141). In a study conducted on the lifelong learning tendencies of university students, it has been determined that there is a significantly positive correlation between lifelong learning tendencies of students and their self-efficacy perceptions (Karaduman and Tarhan, 2017:370). Bandura states that people won't make an effort and change their behaviors as long as they do not really want to learn and change anything and they don't believe that they can do it (Burger, 2006:543).

Özbek (2001) has stated that non-formal education is a process that makes the experiences of individuals meaningful (p.45). Trainings aimed at improving the professional knowledge and skills of individuals increase their employability by giving them the opportunity to apply what they learn. In vocational education, the harmony between the individual and the work to be done is extremely important. The change of current jobs with technological and economic developments and the emergence of new business lines gives vocational education a dynamic feature and necessitates lifelong learning (Sezgin, 2009:192). There is a greater demand for trainings organized by unions, with the provision of documentation and employment opportunities. It is observed concerning the research data that the number of those completing the courses increases by 2700 units when the number of union courses increases by one unit. In Austria, which has been recognized as successful in the field of unemployment and exports and whose success is based on the vocational education system, it is absolutely necessary for the participation of the chambers in the determination of the economic and educational policies and the chambers are considered not only as consultee institutions but also as the organs that determine strategies, make plans and decisions (Ok and Dayıoğlu, 2012: 123-124).

The importance of lifelong learning in higher education has been emphasized in Bologna process (Soran, Akkoyunlu & Kavak, 2006:202; Diker-Coşkun & Demirel, 2012:111; Evin-Gencel, 2013:240). At Leuven Ministers Conference organized in 2009, lifelong learning, mobility of students and academics and social dimension were set as priority areas among the targets for the period 2010-2020 (Erdoğan, 2010: 10). Universities that undertake the leadership role in the development of the society and shape the social structure of the society are the institutions that have the basis of scientific thought where the knowledge is produced and the changes and developments that are taking place in the world are followed up rapidly. For this reason, they have a certain respect in society. Individuals believe in and trust in information from the highly respected source in society (Kağıtçıbaşı, 2006:184). When the number of courses organized by universities increases by one unit, the number of completers increases by 941 units. Dinevski & Dinevski (2004) point out that the most important contributions of universities to lifelong learning as well as their existing activities are e-learning and distance learning. As required by the university's label and organizational structure, research-based work of existing academic staff, setting and adopting high standards of quality and ensuring stability and continuity in education are other strengths (p.231).

3. Conclusion

In conclusion, it can be uttered that the non-formal education activities provided by the different institutions and organizations differ by the variables articulated in the research and there is a positive relation between some variables.

Today, as information is rapidly generated, spread and it loses its currency in a short time, the importance of lifelong learning is increasing day by day. The need for the trainings to be arranged directed to the emerging new needs in a continuously changing and developing world is very high. The purpose of life-long learning is to establish the connection between education and business life ranking among the important fields of need in Turkey, to improve the training programs not only quantitatively but also qualitatively and to ground on the quality in education.

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Acknowledge
This study was presented as oral in the 2 st International Congress on Woman and Child Health and Training on 05-06 November 2017.

The Process of Teaching the Technical University Students of Chemical Specialties to a Foreign Language From the Perspective of Synergetics

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Abstract
The paper examines the synergistic approach in the process of teaching a foreign language to the students of the technical university. We present methodology and experience of the use of role plays, as effective means of forming a valued attitude toward a foreign language learning. Scientifically reasonable recommendations are given on the choice of role plays for the students of chemical-technological specialties, including planning of role-playing scenarios, distribution of roles between the participants of games, their organization and realization. We also consider project work in the process of learning a foreign language, which makes the learning process multilateral, where each student has the opportunity to prove himself as an individual and full participant. The article focuses on the fact that the use of role-playing games and project technologies has a positive effect on the formation of a value attitude towards a foreign language. The article provides a brief description of the basic textbooks "Chemistry in Medicine" and "Chemistry in Nanosphere" for vocational-oriented teaching of bachelors of chemical specialties in a foreign language in the structure of the informational and didactic base, which are based on a synergistic approach to teaching students of a technical university to a foreign language.
Keywords: synergistic approach, foreign professional communication, project technology, role - playing game, methodology.

1.1 Introduction
At present, the requirements for professional, general cultural and especially foreign language training of future specialists are constantly increasing, therefore it is necessary to develop scientifically based approaches and methods for teaching. The education system is evolving, so it has the self-organizational capability. Synergy studies the processes of any complex open systems (Haken, G.,1985). It does not offer specific patterns for solving questions, but it helps to highlight the general idea and ask questions. The application of the laws of synergy to the process of education gives a chance to take it out of equilibrium, since at present the process of education is very static. In addition, education often does not keep up with modern requirements, especially recently, when the flow of information in many areas of knowledge is growing rapidly in some cases, for instance in high technologies or science-based technologies. This affects many areas of life, in particular the rapid surge in computer technology and especially Internet technology has caused significant changes in the transfer of information. These factors must be taken into account when forming the concept and the provisions ensuring the development of educational technologies.
Synergy is able to give recommendations on the management of the educational process. According to V.G. Vinenko, the time has come to use synergy in pedagogy, since it interprets the processes of education in a new way and reveals their non-linear nature (Vinenko, V.G., 1997). In our case, this is the formation of the value attitude of technical university students to the study of a foreign language. For an adequate understanding of the essence of the process of mastering the language and the optimal organization of the corresponding process, it is advisable to study it from the standpoint of synergy. We mean the study of such factors as the role of the personality of the teacher and student, their freedom to choose the behavior trajectory, the search for attractors and the control parameters of the process.
The process of learning a foreign language is considered from the point of view of synergy as the individual self-development management. The need of students for self-development in the process of learning a foreign language is the basis of their cognitive activity. The teacher evaluates the correctness or incorrectness of the performing of educational tasks, organizes the learning process and transmits information to the students.

1.2 Research Questions or Hypotheses

Teaching university students a foreign language involves not only the process of accumulating certain knowledge, but also an awareness of the need to acquire new knowledge. In this regard, the synergistic approach guiding the process of learning a foreign language contributes to the formation of students' value attitude to a foreign language. A foreign language is a source of obtaining foreign scientific, technical, cultural and socio-economic information, as well as a tool for intercultural and foreign language communication with foreign scientists and specialists, with cultural workers, as a means of using global Internet resources in relevant subject areas (Nesterenko, V.M., Ionesov, V.I., 2013).

Nowadays, a communicative approach to learning a foreign language is widespread in the university education, which, according to E.I. Passov, "involves the organization of the process of learning speech as a communication process model" (Passov, E.I., 1985). In other words, the learning process is close to the process of business foreign language communication and is aimed at the practical use of a foreign language in professional activities.

1.3 Method

We have developed and tested communicative exercises in teaching students a foreign language in the learning process. Of the many exercises role-playing and project technology were chosen as the most effective. Role-playing, being a communicative exercise, harmoniously fits into a foreign language lesson. Situations modeled in a role-playing game, brings speech activity in the classroom to real communication, which corresponds to the basic principle of the communicative method. To confirm the advisability of role-playing game, we can cite the statement of G.A. Kitaygorodskaya: "The psychological principle of" I am a mask "contributes to a wide disclosure of all personality traits, all students are freed from the fear of mistakes, and the emotional tone of the learning process increases" (Kitaygorodskaya, G.A., 1982). The pedagogical experience has shown that the “mask” is able to liberate a particular person in terms of speech, but to make the exercise successful, it is necessary to choose roles familiar to students. Since students are preparing to become specialists in the field of chemical technology, the selection of lexical material was conducted not only taking into account their age features, but also their professional activities. We conducted role-playing games in which students were asked to play situations where they performed the roles of experts, chemists, engineers, laboratory assistants etc. Since these roles are psychologically familiar to students, and the learned lexical material made it possible to create a situation close to real communication, the exercises were accepted by them with great interest and were successful. Role-playing games were conducted on three topics: Chemistry in Medicine, Chemistry of Today, The Outstanding Chemists. Informational and didactic materials for conducting role-playing games were taken from the author's basic training manual "Chemistry in Medicine" (Banartseva, A.V., Vlasova, I.V., 2016). In developing this textbook, we relied on the work of colleagues in the department who use creative technologies in their teaching practice (Rozhnova, E.A., Simakova, S.M., 2013). The manual contains completely new didactic tools, each unit in it is a product of the interdisciplinary creative work of authors-teachers, requiring from the teacher not only fluency in a foreign language, but also certain knowledge of special chemical-technological and biomedical subjects. The manual is based on authentic texts and is devoted not only to the history of pharmacology, but also to the latest achievements in creating new medicines, less toxic, with a minimum of side effects, as well as problems of modern pharmacology and their solution.

All exercises in the manual are based on the texts. These are not only well-known foreign language training exercises, which are reduced to filling in the gaps, rearranging, multiple choice, removing the odd word, but also tasks that require a certain amount of knowledge from a student’s future activities: comparative tables, analysis of various production technologies, and more.

The module also includes some game tasks, crossword puzzles and tests so that students can get away from serious exercises and have a rest - everyone knows that the game helps to make the learning process more attractive.

The material and its distribution in the course of study motivates the student to a new, more active mode of activity, and the use of role-playing in the classroom promotes the manifestation of creative possibilities and creates the prerequisites for successfully mastering increased amounts of information.

In a role-playing game there are a lot of positive aspects, but this exercise requires a special organization, where it is necessary to take into account the following methodological aspects.

First, it needs to be well prepared in terms of both content and form. It is very important that students are convinced of the need to fulfill their "role" well. It is also important for the success of the game that the game is accepted by the whole group, and for this you need to create a friendly and creative atmosphere. The freer the student feels in a role-playing game, the more initiative he will communicate.

The success of this exercise largely depends on the teacher, since in order to achieve excellent results, he himself must believe in the effectiveness of the exercise and motivate the students. The role of the teacher in the process of preparing the game is constantly changing.

At the initial stage of the game, the teacher, as a model, can take on a role, but not the main one, so that the game does not become a traditional form of work under his leadership. As a psychologist, the teacher should approach the division into groups and the distribution of roles. If there is no leader in the group or students cannot independently choose roles, then in this case the teacher assumes the role of the leader. In the course of the game, he manages communication: he approaches students who need help, makes adjustments to the work.

It is very important when performing such an exercise a differentiated approach. Not all students have the same level of knowledge and ability to work independently and in order for them not to be "outside the game" it is necessary for them to prepare role-playing cards with lexical or grammatical material. When the

role-playing game becomes a habitual exercise for students, the role of the teacher will change. He becomes more of an observer than a moderator. This is inevitably due to the fact that the focus shifts from the active work of the teacher to the active and independent work of students. Working in a student-student mode allows you to control the assimilation of lexical and grammatical material, the ability to ask and correctly respond to the questions posed, and having the entertaining nature of the role-playing game, it can be used as a relaxation, to then move on to more relaxed activities. In order to improve the efficiency of business games, they monitor and evaluate speech and non-speech behavior of the participants in a role-playing game, that is, they use socially labeled verbal and non-verbal means of communication adequately for a given communicative situation using video recording for later viewing, discussion and analysis under the guidance of a teacher.

The synergistic effect of role-playing games is manifested in the strong activation and motivation of the process of forming students' readiness for foreign language professional communication (Vlasova, I.V., 2015).

In another author's text-book, "Chemistry in Nanosphere", we use extensively applied design technologies in our work with students (Banartseva, A.V., Vlasova, I.V., 2018). Project work makes the learning process multilateral, namely, each student has the opportunity to express themselves as an independent and full participant in the educational process. Consequently, the project methodology can be applied in mixed groups, with students of different levels of language training.

The project independence offered by students, both when searching for information, including foreign language, and when processing it, presenting and discussing when there is an opportunity to see the results of their work, and then present them to the audience, causes a keen interest of students, a sense of satisfaction, expanding knowledge in one or more subject areas, convinces of the practical, real value of mastering a foreign language (Vlasova, I.V., 2013).

During the presentation, the rest of the group takes notes. When the presentation is finished, members of other groups ask questions, analyze, give their comments and suggestions, using English as a means of communication. There may be a situation where no one wants to express their opinions. In this case, the teacher himself begins the discussion, but his main goal is to involve students in the discussion. After the general presentation, students and the teacher together discuss the work on the project: what was interesting and what was not very good, talk about difficulties and wishes for the future.

1.4 Results

Analysis of practical experience in developing projects leads to the conclusion that its use integrates students into various environments: social, linguistic, etc., gives everyone the opportunity to improve communicative competence in all types of speech activity, and also intensively use English as a means of communication. Students are quickly involved in research activities, because are aimed at obtaining a real result, and also have the opportunity to use modern information technologies, and most importantly, work with information in the target language (Banartseva, A.V., 2013).

Undoubtedly, work on a project is a creative process (Labzina P.G., 2013). Students independently search and select the necessary information of interest to them. The project method is good because it involves the joint goal-setting of students and the teacher, gives students the right to choose, develops thinking and reflection. Students become active participants, and the teacher guides their activities and helps them. Students are required to focus their attention both on the language form of the utterance and on its content. In addition to all the above advantages, the project work gives students the opportunity to show their own imagination, creativity, activity and independence, regardless of their level of proficiency in the language. Project activity involves reflexive activity, because it is also aimed at an independent search for new solutions and information. The project method also teaches the selection and analysis of information. Students present the project in the form of computer presentations.

1.5 Conclusions

So, the experience of using role-playing games and project technologies in which the language material is being studied shows that they have a positive effect on the formation of a value attitude to a foreign language. If we consider the role-playing game and the method of projects from the standpoint of synergetics, we can conclude that the process of learning foreign languages using active methods is a self-governing process, controlled from the inside by laws and regularities (Lamzin, S.A., 2002).

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A Retrospective Analysis Of The Reforms Of The Content Of General Secondary Education: How They Contribute To The Consolidation Of Public Consciousness

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Abstract

The purpose of this article is to identify the appropriate directions for the development of the education system in the context of opposition to the ideas of globalization and the preservation of the national interests of our countries based on an analysis of the experience of reforming the education systems of Russia and Kazakhstan over the past three decades. The following tasks are solved: to analyze the experience of developing state educational standards; evaluate the results of international educational research; to substantiate the role of the school in the development of the state and the role of the state in the development of education in the context of opposition to the ideas of globalization and the preservation of the national interests of our countries. The following methods were used: content analysis, statistical analysis, hermeneutic approach, method of historical and cultural research.

Reforming the education system has led to fundamental changes in both the field itself and the public consciousness of our citizens. As a result, a part of the population approves of reforms, and another part does not accept them, referring to the fact that the former education system was one of the best in the world. The standards of general education and then the standards of pedagogical education were largely modernized. This led to changes in their content. As a result, various educational systems emerged and the terms “competence” and “competence approach” were consolidated, which became the main components of the content of education, both general and professional pedagogical. The school itself is changing and the role of the teacher in it. However, up to present time society does not have an answer to the main question – what positive results did our entry into the world educational space give us. The authors propose to comprehensively analyze the carried out modernization in the field, draw conclusions and, if necessary, make corrections to the essence and content of the ongoing reforms in the system of both general secondary and higher pedagogical education.

Key words: educational content, standards, pedagogical education, modernization, analysis, competence, public consciousness.

Introduction

For nearly three decades, the educational and pedagogical science systems of our two countries have been in the process of permanent modernization. In Russia - more dramatically and more vigorously; in Kazakhstan - more balanced and consistent. The reform vectors are generally unidirectional. The implementation reflects the specifics of the cultural code of nations and the peculiarities of the public consciousness of the country. In turn, reforms contribute to the development of public consciousness, spiritual and moral culture, the formation of the national identity of the people of our countries. Often this contribution is small and invisible. But often – weighty and significant.

It is all the more important to look at the results of the work done both from an ideological and from a purely pragmatic point of view. Recall. Estimate. Think about what to do next. It is not about stopping – development is unstoppable. We are talking about the need for reflection, without which it is easy to lose the main directions of reform, and then get bogged down in solving opportunistically important, but existentially few significant issues, really stopping the development. Before us is a huge field of activity. Indeed, over the past years there have been almost no attempts at a comprehensive analysis of the ongoing

reforms. It seems that this circumstance is of little concern to anyone. Anyway, in Russia. Meanwhile, we should not forget, or rather, we should always remember that all our arguments for this or that "future", for certain innovations, to some extent are in the past. In what has already happened, occurred, was realized. Only by understanding what and how it has been done, can it be possible to plan directions for the future. To draw lessons, to warn of mistakes, not to bring matters to situations in which it becomes embarrassing to descendants. Not to be unfounded, we consider only two examples.
First. By historical standards, instantly (since 1996 in Russia and 2004 in Kazakhstan) we managed to go from a single textbook on each academic subject to their variability (many dozens) and back. Back – because such diversity is already indecent. Moreover, as it turned out, all these variations had practically no positive effect on the quality of education. We talked about this carefully, since no special studies on this topic have been conducted. All decisions rest on expert judgment. And the expert – the substance is as follows: yesterday for the variability; today – for a single tutorial. The most important thing is that the public consciousness every time convinced itself of the correctness of the movement in this particular direction.
The second example is standards. The first standards were developed, justified and implemented as content standards (or content standards). The content was constructed so that, on its basis, without losing the main, essential, it would be possible to create variable textbooks, which in turn created the basis for the development of teaching methods and could be a teacher's methodological culture. Second generation standards were also conceived as content standards. Enough to get acquainted with their concept. But as a result of numerous "integrations" of changes in legislation, the school came to a real absence of mandatory content, its replacement with "competence". There are already a lot of collisions generated by such modernization. It is enough to recall the story with exemplary programs and the so-called "detailed list of content", for which the legal niche has not yet been found, and the list itself does not hold water. This is an order of magnitude worse than at one time criticized by all the uniform curricula in subjects of the Soviet era, from which the education system tried to get rid of under the slogans of variability, decentralization, personal approach, autonomization of educational institutions, etc.
And about how much effort, money, time was spent uncomfortable and remember. But the main thing, with reference to the topic under discussion, is that over the past years a whole generation of teachers and scholars has been formed who simply were not allowed to work professionally. They have lost their taste for creativity, systemic vision, and in science there is also an elementary methodological and methodological component.
Purpose. Based on the analysis of the experience of reforming the education systems of Russia and Kazakhstan over the past three decades identify the appropriate directions for the development of the education system in the face of opposing globalization ideas and preserving the national interests of our countries.

Tasks

1. To analyze the experience of developing state educational standards.
2. Evaluate the results of international comparative educational research.
3. To substantiate the role of the school in the development of the state and the role of the state in the development of education in the context of opposition to the ideas of globalization and the preservation of the national interests of our countries.

Methods and materials

The article attempts to briefly outline the facts from the history of education, a critical analysis of which would be very useful today. On the example of Russia, the main component of both general and pedagogical education is the content of education. Famous programs of the State Academic Council (GUS) (1), "project method", "The four components of the social", the experience of I.L. Lerner, V.V. Kraevsky, culturological approach of A.F. Malyshevsky, "competence approach", "Unified state examination" ("Unified national testing" - in Kazakhstan). Within a century, these were the most significant attempts to drastically change the content of general secondary education in the mass school. What unites them all? First, they all received the full support of the leadership of the country's education. Second, they all suffered an obvious failure.
For the analysis, various forms of observation were used, the results of which, of course, depend on the personality of the observer, his life position, value orientations and attitudes. Observations, as simple when

facts and events are viewed from the side, and participating, in which researchers are included in a certain social environment, adapted to it and analyze events from the inside (the authors of the article are the developers of educational standards for Russia and Kazakhstan). Used ethnomethodology, based on an understanding of the results of social transformations, description and observation of social phenomena and events in the context of the mentality of a state. In addition, used content analysis, statistical analysis, hermeneutic approach, the method of historical and cultural research.

Results and discussion

Now we will try to briefly describe those facts from the history of education, a critical analysis of which would be very useful today.

Using the example of Russia let us turn to the main component of both general and pedagogical education – the content of education. Let us highlight for discussion the famous programs of the state Scientific council (SSC) (1), the “project method”, the “Four components of the social”, the experience of I.L. Lerner, V.V. Kraevsky, cultural approach of A.F. Malyshevsky, "competence approach", "Unified state exam" (“Unified national testing” in Kazakhstan). Within a century, these were the most significant attempts to drastically change the content of general education in the mass school. What unites them all? First, they all received the full support of the leadership of the country's education. Second, they all suffered an obvious failure.

Indeed, the level of power support was high. About SSC programs, for example, A.V. Lunacharsky said that they would be of world historical significance, would be a real revolution in education. In the process of realizing this and other ideas, numerous suggestions of scientists, teachers, schools, parents, etc. were involved. The cultural approach was actively supported by the Ministry of education through methodological letters, numerous seminars and trainings, and the basic curriculum was even approved by the board of the Ministry in 1998. Similar was the support of other projects. However, the implementation of ideas turned out to be minimal.

Meanwhile, the world was becoming more diverse, multipolar, multicultural, multinational, while in many countries globalization processes were taking place. But they were becoming more and more actively opposed by the ideas of the national state. Accordingly, a variety of educational systems grew and grows. However, this diversity reveals one structural component, which not only does not follow the processes of diversification, but, on the contrary, shows an obvious tendency towards unification of constantly growing isomorphism – this is the content of education in the mass school. We remember how in the mid-80s of the last century, when our common country then began to take part in international comparative studies (IEA, PISA, PIRLS, TIMMS), at the same time a lot of time was spent on the coordination of the checked content. Now such coordination is in the past.

By the beginning of the XXI century, it could be stated that the content of education from country to country was structured in 14-18 subjects. The differences are explained by the different number of foreign languages studied and the presence or absence of religious subjects. Subjects common to all countries include language and literature, mathematics, natural sciences, history, geography, art, physical culture, technology, a foreign language. Closer to the senior level – physics, chemistry, biology, social studies, etc. The high school has become profile-oriented, but its content differs little from that adopted in our countries. The same trend was observed at the level of individual academic subjects. According to our estimates, at least 70-75% of the content was identical. The greatest differences were in those subjects that reflected the national, state and natural specifics of a particular country.

The current situation allowed us to conduct a special study and classify models of the content of general education in Russia, Kazakhstan and in the world, to see development trends for the future (2-5).

Did people in Russia learn lessons of the past? Unfortunately, no. The situation with empty standards and “advances” of what is commonly called the competence approach proves this.

For analysis we take the draft Program of the All-Russian conference to discuss the results of projects for the modernization of teacher education (6); the Manifesto "Humanistic pedagogy of XXI century" (7) and an international report on trends in the transformation of school education entitled “Universal competences and new literacy: what to learn today for success tomorrow” (8). Among their authors – almost all key figures in the field of education over the long years of its reform. These are authoritative experts, who prepared and are preparing strategic decisions for Russian education. And then implement them.

In the draft program of the All-Russian conference (6), a topic for discussion appeared - the "Teacher of general secondary education" training profile, i.e. not a teacher of mathematics, physics, chemistry, literature, etc. This means that either the abolition or a drastic reduction in subject preparation for primary school teachers is being discussed and prepared as far as possible, since the main subject of preparation becomes "basic general education". Not math, native language or biology, but something that defies meaningful characterization. Who will explain how to teach "basic general education"? It should be understood that this is the actual breakdown of the entire existing system of teacher training. Actually, it has already begun. The decline of school subject training, ascertained by all, is only the beginning, i.e. we ourselves began to destroy what the centuries had built. But do we know why we are doing this – is a big question.
We all know well that at first the term "competence" appeared and became fixed in the standards of general education, and then in the standards of pedagogical education. A competence approach is named among the methodological foundations of the standard. Today, this fashionable term can no longer be avoided. After all, the formation of competences (or competencies) has always belonged to the target part of both standards and programs. Competence (competency) is the ability to mobilize all available knowledge and experience to solve a specific task, i.e. it's about ability or hidden opportunity. It will manifest itself at each person in its own way. In the meantime while not manifested – it is impossible to talk about its assessment. Therefore, the competence can not be isolated from the specific conditions of its formation and implementation. But what did we start doing? We began to invent competences and at the same time classify them. The term "invent" is used intentionally, since they are all artificial. Thus, objective, interdisciplinary, trans-subject, key, general cultural, cognitive, communicative, physical, socio-political, aesthetic, creative competences, etc., came into being, and we have lost their count. They are structured by our efforts, turned into algorithmic methods of activity. Now, instead of the well-known knowledge of the fundamentals of science, specially mapped and systematized, capable of really contributing to the formation of a picture of the world, we are offered completely different content. As a result, it is the competences (competencies) that become the main component of the educational content of both professional pedagogical and general education. We begin to teach competencies, but we are being taught competencies.
However, the current subject structure of training at school and university does not correspond to such content. Therefore, it is doomed to destruction. The content that we used to call it in school and university standards is already disappearing. And the old form and its attributes (academic subject, KSE, classroom system, understanding of learning as a procedural side of education, teacher as a carrier of a teaching function, didactics as a theory of learning) become useless, as they inhibit the process of education reform. In the new learning environment, the student has to remember, learn and act in accordance with the "valuable instructions". In such a system, the question "why" is not relevant, i.e. there will be no cognition, there is no aspiration and meditation habits are not formed.
In connection with the above, we believe that cyborgs will multiply at unprecedented speed (9). It is already happening because of the need for "a new teacher for a new school". Enough to turn on the TV or go to the Internet. Unfortunately, there is still no answer to the simple and obvious question: "What kind of future school do we see?". We ascertain that neither the authorities, nor the society, nor the teachers themselves tried to estimate the image of the school of the future, "under which" we want to forge personnel. We did not hesitate to follow Western values and ideas. So, for example, according to the ministry, no more than 10% of university graduates go to work in school, i.e. like in Finland. If you hit the top 10% - the road to school is open.
The Manifesto on humanistic pedagogy of the XXI century deals with the image of the school of the future. The authors declare: "We decided to offer teachers, parents, all citizens interested in the development of education - an alternative image of the future school, to broaden ideas about where it can go. We are teachers, managers, scientists and experts who share the views of humanistic pedagogy – the pedagogy of dignity". The Manifesto raises many questions. There are many ideologies, policies, correct and false attitudes and problem statements, and also a lot of what we have already "passed" many years ago. For example, "The new task of the school is to teach to learn all my life", "Unity in diversity", "Responsibility in freedom", "Want to live – learn to learn", "Study with passion", "School is the center of open education

and center of the local community", "A culture of cooperation and dignity", "Openness of the school and the involvement of parents as partners", "School is a life research laboratory", etc.
As for the future of the school, everything is much more interesting. Quotes: "We are one step away from the era when mass and vocational education will be built on the principle of individual trajectories, personal programs ...", "We are one step away from the era when "lifelong learning" becomes a reality, when education will accompany a person everywhere, from birth to the very last days". "We are on the verge of explosive growth of "non-system" providers working with the help of new technologies – remotely, applying additional reality, creating game universes, i.e. online education". Add here the proposed ideas of the school as a techno park, an incubator, as well as new roles for the teacher. Still a teacher. In the future, the word "teacher" should disappear from circulation - the teacher-moderator, tutor, organizer of project work, game teacher, subject specialist. It is indicated that in reality the teacher uses all these roles in different situations and in different measures, while the school goes beyond its boundaries.
The above is not the notion of the authors, and not at all an alternative image. This is a statement of what is happening. The findings, which testify to one thing – the school as a social institution, to the existence of which in a certain form and existing according to certain laws we are used to, does not just change – it will actually disappear. Together with it, what is usually called formal education disappears. For example, individual curricula and schedules have appeared, the choice of subjects for study, levels of their development, external studies, the possibility of not attending school, classes "on the Internet", the ability to choose their own educational content, the transfer of the right to form a curriculum and an obligatory part of the basic educational program to education organizations, etc. And this happened at the level of education, which until now is universal and compulsory.
However, the most serious thing is that along with the school, the most important institution of socialization of the individual also disappears. The most important for the state and for society. Therefore, it is not too late to think about whether we are doing everything correctly, following the guidelines that are gradually being introduced into our society and its educational system from the countries of the West? Are we losing the fundamental foundations of the education that we created during the century?
We all recognize that school and education should be developed in such a way as to become a tool for realizing the personal potential of each trainer. At the same time, none of us denies that the most important task of the school and education is reproduction, maintenance and strengthening of the accumulated culture, without which further development is impossible. However, it is enough to give unlimited space to the free development of abilities and inclinations of each individual, to declare them supreme value with the creation of maximum conditions for this, then the school itself (education) will become the center of social and cultural instability, individualism and even dissidence. Hence, one step to undermine the basic foundations of the existing order in the country. At the same time, it is clear that adherence to the reproductive paradigm leads to stagnation, hegemony of one position, totalitarianism, mixed with the slogan of maintaining and strengthening social stability. These points are key to the education system, or education as a system.
M. Heidegger (10) and B. Russell (11) spoke remarkably about these extremes. The first of them reminded that when speaking of freedom and trying to put it into the basis of a person's world order, one should be aware of the fact that what is lost is what the person himself is for, and not what is above it. He said that humanism in the highest sense is a humanism thinking person from being close to being, it is humanism in which it is not the person who is at the forefront but the historical being of the person with his history in the truth of being: "Everywhere, a person pushed out of the history of being revolves around himself as a talking animal (animal rational). Today, a huge number of "talking animals" that we see at all levels, an avalanche-like growth of their unprofessionalism, are a consequence of the understanding of freedom and the value of the human person that our society has been implanted from outside for more than a decade.
B. Russell (11) noted in this connection that every society is subject to two opposite dangers: on the one hand, the danger of ossification due to too much discipline and respect for tradition, on the other - the danger of decomposition or submission to foreign conquest due to the growth of individualism and personal independence, make cooperation impossible. That is why we all need to very carefully and subtly pass between these extremes, since only here is a narrow evolutionary corridor to our future.
Decision makers need to constantly remember the social sense and the consequences of the actions that are taken in the education system. Qualifications and responsibility towards society and our future should be

constant companions of the desire for reform and their dynamism. Otherwise, we will once again surprise the whole world with "to the ground...".

Separately, we would like to say about such a powerful factor in the formation of public awareness and professional culture of the educational community, as the lessons of the Unified state exam (USE). In Russia, this innovation really divided civil society into two irreconcilable camps. We will try to summarize the main.

1. The USE does not contribute to improving the quality of training of students in general.

2. The USE has already made a serious “contribution” to the destruction of the content of general and vocational education because:

- subordinated the whole educational process, first in high school, and then in primary school, to the coaching for the USE and GSE tasks, destroying the systematic and systematic study of materials in school;

- due to the forms used, it did not contribute to the development and manifestation of the elements of thinking, argumentation, critical thinking, etc.;

- divided in the minds (and in the behavior) of pupils school subjects into at least three groups: main, auxiliary, “settling”;

- accordingly contributed to the redistribution of school time in favor of the Russian language and mathematics without achieving any progress in their development. It is enough to say that the study of the systematic course of the Russian language in the USSR ended up at the basic school, while the students were prepared much better than at present;

- largely discredited in the eyes of society and teachers the very idea of standards in general, when the stated objectives and main content of the standards began to be expressed in the language of competencies and competence-based approach, whereas the verification tasks are almost fully maintained in the category of knowledge and skills (KSE) . Now it is impossible to determine whether graduates meet the requirements, i.e. standards or not. For this reason, it is impossible to rely on the quality assessment of knowledge, based on the results of the GSE.

Unfortunately, this has been taking place in Kazakhstan for many years. Without a doubt, the introduction of a unified national testing (UNT) in the country led to the degradation of both students and teachers themselves. As a result, there are almost no “thinking” students in colleges and universities. Accordingly, the quality of training has significantly decreased. That is why many graduates of colleges and universities cannot find a job in the received specialty, and the employed do not have sufficient knowledge, do not have the relevant skills.

It is known that in the most general form there are two ideas about secondary education. In the report (12) of the final conference of the project of the Council of Europe “Secondary education for Europe (1997)” D.Cullen described them as “royal path”, academic, fundamental, systemic, leading to higher education, and “the other way” - vocational, leading into the world of work. The Soviet, and then the Russian public school chose the “royal path” with a polytechnic orientation, while even taking into account all the costs and difficulties along this path, they became the most effective mass secondary school in the world.

In other educational systems, especially in the Anglo-American tradition, the mass school did not follow the "royal path." The result - it was stated that only a quarter of those entering the US army can read at the ninth grade level, and in general, 23 million people in the country have become functionally illiterate. Today, these people and others like them work in the White House and in the US State Department. At the same time, conditions are created for a very small and narrow layer of citizens under which they receive a full-fledged “royal” education. And they will manage the rest. Who is among these citizens is not difficult to guess.

Findings. Of course, we must not allow this to happen in our countries. Therefore, we first need to determine the role of the state itself. Unfortunately, so far the state is “leaving” general education, as it once left the economy and gave everything to the mercy of the “market”. It is appropriate to recall that the education system is a real natural monopoly. It produces the main strategic resource of the nation – the education of its people. You can call it a product, a good – but not a service. Let us give a definition from the Law “On natural monopolies”: “Natural monopoly is a state of the commodity (and educational - author) market, in which the satisfaction of demand in this market is more effective in the absence of competition due to technological features of production, and the goods produced by natural monopoly entities replaced in the consumption of other goods, and therefore the demand for this product market for goods produced by the subject of natural monopolies, to a lesser extent depends on the price change for this good, than the demand for other types of goods". Thus, in natural monopolies, the role of the state is paramount, since we are talking about the national security of the country. We believe that the state should have the same attitude towards the entire education system. It is impossible to give it to the "mercy" of various actors and organizations that position themselves as education reformers, but are not responsible for such reforms.

In connection with the reform of our industry according to the Western model, society has many questions, to which our government has no answers yet, but it continues to consistently and persistently promote ideas "alien" to us into the education system. However, they are obliged to think and give answers to the main questions – where are we directed, where are we going and where will we come?

Above, we looked at a small part of the issues that, not directly, but with the "butterfly effect" influence the formation of the public consciousness and professional culture of the teaching staff. Therefore, it is possible and necessary to do everything possible to consolidate our cultures, promote a cult of knowledge in society, etc. Undoubtedly, our states need a "national humanitarian platform," but its formation is a long process. Longer and more difficult than the rejection of the state ideology. After all, the state educates us by the very fact of its rational and social existence. It has no right to withdraw from the most important problem, a well-thought decision of which already affects not only our society, but also all future citizens of both Kazakhstan and Russia.

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Ability Development Of Text Content

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Abstract
An attempt was made to reveal new aspects of the reading literacy development of a student, in the process of mastering the educational content in the form of text. The content-criterion basis for the text ability assimilation has been developed. Observable indicators have been identified for each criterion component (based on the identified characteristics), indicating of the levels achievement (motivational, cognitive, creatively oriented and creative), giving the opportunity to rank students according to the ability development level to assimilate the educational content. The ability development level of the students' educational content assimilation is a cumulative evidence of its components formation, in accordance with the criterion components (potential-motivational, cognitive-activity and abstract-reflexive), identified with the indicators. Four ability development levels to master the students' educational content were characterized by the conducted experimental work (motivational, cognitive, creative-oriented and creative).
Keywords: mastering the educational content, text, student, concept, preconception, criterion, ways and stages of formation, levels, model.

Introduction
In modern conditions, the issue of a student's development ability [Artemyeva, 1997; Pentin, Kovaleva, Davidova, Smirnova, 2018; Zuckerman, Govaleva, Baranova, 2018, etc.], in the context of developing his reading literacy is the most relevant in the modern paradigm of education. In this regard, we consider the most relevant, in our opinion, the methodological aspects of the ability to assimilate the educational content (EC) textually in the context of the problem under consideration. The concept "ability" is understood as a multi-component and multi-level education - the individual psychological characteristics of an individual, which enables her to master an activity relatively quickly and easily and to achieve great success in it. We will consider the content-criterion basis for the ability assessment to assimilate the ED.

1. Materials And Methods Of Research
We have used the following methods in the considered context: examination and analysis of the psychological, pedagogical and methodical literature on the problem of research, teaching programs, secondary school textbooks on mathematics; generalization of pedagogical experience of teachers of maths; supervision of the learning process, conduction of pedagogical measuring (questionnaires, interviews, analysis of the products of schoolchildren's activities) and statistical treatment of the results.
The monitoring of individual dynamics and learners' progress based on the results of evaluation conducted in the classroom, which served the basis for creation of their individual educational path, has been carried out during the research.
Requisites making up the methodological foundation of the research are given below:

- activity approach (V.I. Zagvyazinskij (Zagvyazinskij, 2001); A.V. Hutorskoj (Hutorskoj, 2001); L.A. Krasnova (Krasnova, 2014); V.S. Lednev (Lednev, 2002); M.A. Skatkin (Skatkin, 1986); S.D. Smirnov (Smirnov, 1985) etc.);
- optimization of educational process (O.N. Mashchenko (Mashchenko, 2018); M.A. Nagoeva (Nagoeva, 2018); M.B. Visitaeva (Visitaeva, 2007); A.G. Mordkovich (Mordkovich, 2009) etc.);
- issues of development of pupils ' abilities (T.I. Artemyeva (Artemyeva, 1997); Z.M. Gabitova, F.M. Suleymanova (Gabitova, Suleymanova, 2017); R.Y. Sternberg (Sternberg 1994), I.S. Yakimanskaya (Yakimanskaya, 1996); M.B. Visitaeva (Visitaeva, 2015) etc.);
- methodological provisions determining the development of modern school education system in the prism of International monitoring studies (PIRLS, TIMSS, PISA); in the direction of humanization and humanitarization, including mathematical education, personality-oriented learning mathematics (A.Yu. Pentin, G.S. Kovaleva, E.I. Davidova, E.S. Smirnova (Pentin, Kovaleva, Davidova, Smirnova, 2018); G.A. Zuckerman, G.S. Govaleva, V.Yu. Baranova (Zuckerman, Govaleva, Baranova, 2018); I.S. Safuanov, S.L. Atanasyan (Safuanov, Atanasyan, 2014); I.S. Yakimanskaya (Yakimanskaya, 1996) etc.).

2. Results Of The Research

2.1. The ability development to operate the ED.

In view of the relevance in modern conditions we should proceed to consider the question of the ability to assimilate educational material (text) by students. As known, in particular, according to the results of the monitoring International Studies PIRLS, TIMSS, PISA, etc. [Pentin, Kovaleva, Davidova, Smirnova, 2018; Safuanov, Atanasyan, 2014; Zuckerman, Govaleva, Baranova, 2018], the problem of semantic learning is relevant. Schoolchildren are required to understand the meaning of the formulations under study; the essence of phenomena described in them, to see their connection with other phenomena [Gabitova, Suleymanova, 2017; Nagoeva, 2018], to apply when studying the relevant subject, etc.

The theoretical framework in the PIRLS study [Zuckerman, Govaleva, Baranova, 2018] identifies four basic reader skills:

1. To find in the text information stated in an explicit form;
2. To make simple conclusions on its basis;
3. To integrate and interpret the ideas and information of text;
4. To assess the content and form of text.

For example, it is important to teach students the ability to vary a mathematical text. “By varying the mathematical text, we will relate its reformulation within one type of mathematical language and translation from one type to another. The reformulation of some mathematical text may consist in retelling it “close to the text”, in highlighting the essence of the text. A special type of reformulation is an equivalent reformulation, in which the mathematical content of the text is exactly conveyed in other words” [Mathematical education humanitarian potential realization methodical aspects, 2000, p. 90]. It is equally important for students to develop the ability to translate a text formed, for example, in a verbal language, into a symbolic or visual language, or vice versa. In the course of the experiment [Visitaeva, 2007], students are first offered tasks to create images of geometric shapes, and then to mentally operate them.

“Not all observations and ideas leave any significant imprint on the psyche. In this information flow, the most significant is what is meaningful and processed in the mind of a person” [Nagoeva, 2018, p. 26]. Smirnov S. D. continues this thought, the internal is a long-accumulated external, providing a wider context of the cognitive hypothesis than it can be ensured by actual influencing external (often random and unfiltered practice) [Smirnov, 1985], excessive motivation, the desire to find an answer can immediately become an obstacle to the abilities development. The ability development to operate with educational content is one of the directions to form the regulation of the behavior and activities of the student.

2.2. Criteria and ability levels to assimilate EC

Based on the study and analysis of the subject and the active component of the learning process (psychological, pedagogical, methodical literature on the research problem, generalization of the pedagogical experience of teachers in various subject areas, observation of the learning process, etc.) as the most important characteristics to determine the development level of the learning process of educational content by students we have distinguished the following: manifestation (intrinsic motivation in activity, organizational qualities (self-independence, initiative, and single-mindedness), variety of thinking, inclinations, interests, abilities); formalized perception of the material; tackle the formal condition's structure; integration and interpretation of the text idea; assessment of the content and form of the text; full argument; possession of algorithmic culture).

We should note, as shown by our experimental work conducted among students, each of these qualities. The hierarchy that we have revealed is present in varying degrees at all levels at the same time, being expressed in each of them in a particular specific form. The assimilation ability development level of the EC is a cumulative indicator of its components development, in accordance with the specified characteristics of the criterion, observation of the learning process and implemented experimental work, four levels of development of the EC assimilation process (motivational, cognitive, creative-oriented, creative) are described (see tab.).

Table. Criteria and the ability development levels to assimilate the EC

Levels	Criteria components		
	Motivational and communicative	*Cognitive activity*	*Abstract reflective*
	Indicators		
Motivational	- attempts to motivate the situation in the assimilation process - attempts to build arguments in the dialogue; - the possibility to show some organizational qualities (independence, initiative and self-mindedness) in standard situations associated with the process of mastering the EC - the possibility to show interest in the process of mastering the EC.	- actions to recognize, recognize and discriminate educational material without a specific sequence; - use learning content by students on the basis of specified conditions, guidelines, well-known rules and regulations; - students' understanding of the idea and the sequential connection of single elements of the mastering process the EC without their subsequent connection with each other (the simplest manifestations of formalized content perception on the topic)	- operate with visual-effective and visual-figurative thinking, the possibility to manifest abstract thinking in the mastering process of EC; - a student's attempt occasionally to explain the EC essence in a standard situation (well-reasoned situation); - an attempt to assess the content and form of the text; - fragmentary elements mastering of algorithmic culture.
Informative	- partial motivation in the mastering process of the EC; - the possibility to show organizational qualities (independence, initiative and single-mindedness) in the EC assimilation process; - the possibility to show organizational qualities (independence, initiative and single-mindedness) in standard situations related to the EC assimilation process; - show interest in the assimilation process of EC;	- use visual basis - real and ideal objects of study in the form of sketches, drawings, drafts, layouts, etc. in an unusual situation without an algorithmic prescription in the mastering process of the EC (tackle the formal structure of the situation); - tackle only separate fragments of the text without their subsequent connection with each other (the simplest manifestations Of Formalized content perception); - the possibility to interpret ideas and information of the text.	- fragmentary manifestation of the abstract thinking in the assimilation process of EC; - the possibility of student to see the reasoning pattern learned in the standard situation systematically; - independent actions in all cases according to the description and explanation of the text; - the possibility of the student to episodically explain the essence of the text in a standard situation (the well-reasoned situation); - the possibility to assess the content and form of the text; - the possibility to apply elements of algorithmic culture.

Creatively-oriented	- show motivation in the mastering process of the EC; - show organizational qualities (independence, initiative and self-mindedness) in the EC assimilation process; - show disposition in solving tasks; - show formed abilities in standard problem situations in the mastering process of EC; - building logical links in the mastering process of the EC.	- use visual basis - real and ideal objects of study in the form of sketches, drawings, drafts, layouts, etc. in an unusual situation in the mastering process of the EC (tackle the formal structure of the situation); - mastering and operating by students of the learned EC in standard (proposed or existing) situations (formalized content perception on the topic); - possibility to integrate and interpret ideas and information of the text.	- show abstract thinking in the mastering process of EC; - the ability of student to see the reasoning pattern learned in the standard situation systematically in the structural links and hierarchy of content elements; - self activity in all cases according to the description and explanation of the EC; - a conscious explanation of the EC essence (full-fledged argumentation); - the ability to assess the content and form of the text; - the ability to apply in all cases the elements of algorithmic culture.
Creative	- motivation in the process of assimilation of EC; - conscious alignment of argumentation in dialogue, etc.; - show organizational qualities (independence, initiative and self-mindedness) in an non-standard situation (proposed or created in the EC assimilation process; - detecting student needs - use the learned reasoning pattern systematically in structural links and hierarchy of content elements in a modified non-standard situation.	- actions on the application and transformation of educational material in the form of texts in unfamiliar, non-standard (proposed or created by student) situations to solve new tasks in the subject domain, actions including scheduling algorithms (tackle the formal structure of the condition in the subject domain); - conscious action in an unusual situation; self activity on the description and explanation of the EC (formalized content perception on the topic); - mastering to integrate and interpret ideas and information of the text.	- master abstract logical thinking; - - the ability of student to see the reasoning pattern learned in the non-standard situation systematically in the structural links and hierarchy of content elements; - self activity in all cases according to the description and explanation of the EC; - a conscious explanation in all cases of the essence of the objects of study, including educational material in the form of texts, etc. (full-fledged argument); - master an assessment of the content and form of the text; - algorithmic culture mastering

To determine the assimilation ability level of EC by schoolchildren, there may be a reflection implying a study of already implemented activities [Mashchenko, 2018] with the goal of fixing its results and increasing the effectiveness of this activity in the future. “According to the results of reflection, you can ... build its realistic structural basis, directly arising from the peculiarities of the previous activity” [Hutorskoj, 2001, p. 299].

It is logical that knowledge and information should be distinguished. “Scientific information is given through the content of educational material. When assimilating this information, the student passes it through his subject experience” [Yakimanskaya, 2000, p. 14]. The implementation of a student-centered learning system requires a change of vector in pedagogy: from learning a normatively constructed process in which “learning of already structured experience is based on reproducing cognitive activity” [Krasnova, 2014, p. 22], to teaching the individual activity of a schoolchild, its correction and pedagogical support. School subjects studied in school (mathematics, physics, chemistry, etc.) are a kind of projection of the relevant scientific fields, “in depth and volume they differ from the knowledge recorded in science itself, but correspond to them in content and the nature of the connections between their elements (definition fundamentals of sciences by structure) ” [Krasnova, 2014, p. 23], naturally rely, in particular, on the fundamental didactic principle of science, which consists in the fact that“ the content of education must 1) correspond to the level of modern science (when implementing availability); 2) include the content necessary to create in students an idea of private and general scientific methods of cognition; 3) show students the most important laws of the knowledge process " [Skatkin, 1986, p. 105].

In the conditions of the information surplus received from the World Wide Web, there is a problem to teach a student to vary, manage this information, take that positive part of it, which will serve him in solving problems encountered in learning activities, and in the future will help in choosing a profession and growth

in relevant professional activities [Visitaeva, 2015; Gabitova, Suleymanova, 2017; Mashchenko, 2018]. Despite the fact that specific knowledge is the key in obtaining new knowledge, it is necessary to develop a line of educational policy
that will serve to increase its intelligence, particular, the model of successful intelligence R.J. Sternberg [Sternberg, 1994] is particularly valuable for education, and emphasizing the fact that intelligence is an information processing activity.
On the way to overcome these problems, new textbooks are also needed, including content, which is the basis for the development of special abilities of the student, in general, the development of his personality. The presented content should contribute the level achievement at which students can solve not only ready-made tasks, but also compiled by themselves.

3. Discussion of Results
V.S. Lednev [Lednev, 2002] believes that the basic structure content of general education is the content of personal experience (orientation, quality (cognitive, creative, communicative, aesthetic and physical) in relation to the implementation of invariant activities (cognitive, transformative, value-oriented, communicative, aesthetic and physical).
The work with a text in the process of learning in school can take various forms:
- reading the text under the guidance of a teacher (a teacher organizes goal setting, work planning before text reading, the implementation of self-control actions and self-assessment);
- independent study of educational material according to the plan proposed by a teacher;
- independent reading of a text by highlighting the key-notes and incomprehensible places in it; drawing up support (plan, scheme, contact);
- posing questions for self-control and self-assessment, as well as for improvement, deepening knowledge, the emergence of new problems [Mathematical education humanitarian potential realization methodical aspects, 2000, p. 90].

Educational activities conducted under the guidance of a teacher should be transformed into an independent, conscious activity organized by student himself, i.e. in self-study. It is necessary to teach students to independent activities, in particular, the ability to work with educational text, with the growing force of their independent work (in the learning process, a hierarchy of teaching methods should be used: problematic, partially exploratory and research) [see for example Visitaeva, 2015; Gabitova, Suleymanova, 2017; Zagvjazinskij, 2001; Mathematical education humanitarian potential realization methodical aspects, 2000; Hutorskoj, 2001 etc.].
The authors should preface the interpretation of the used terminology in the developed content to the relevant requirements for the proposed course of study. In this regard we should note that EMC appeared containing a glossary at the end, for example, CMD "Psychology. Intelligence. Mathematics" by the authors E.G. Gelfman and et al. The line of textbooks in mathematics for primary and high school by A.G. Mordkovich [Mordkovich, 2009, and others] is based on the principle: firstly to form an idea of a mathematical fact (presuppose the interpretation or definition of the propaedeutic introduction of the concept) and then introduce the concept (definition) of it or formulate an interpretation.

Conclusion
The content-criterion basis for the ability development to assimilate EC as a text has been developed The ability development level to assimilate EC of students is considered as a cumulative evidence of its components formation and in accordance with the components of the criterion (potential-motivational, cognitive-activity and abstract-reflexive).
For each component of the criterion, we revealed observable indicators indicating the achievement of one of the levels (motivational, cognitive, creative-oriented and creative), which make it possible to rank students by ability development levels to master the EC in the text form.

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Designing A Confortable Educational Environment

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Abstract
The problem of preserving the physical health of teachers in educational institutions is considered in the context of prevention of professional "burnout" and conflict. **Research methodology.** As part of the study of the content and essence of a comfortable educational environment, we were interested in the works, which determine the understanding of the nature of human interaction and reflect the interdependence and style of communication of people who are in direct contact with each other. **Research results.** The most important factor of the external and internal order, determining the content, direction and intensity of labor activity, has always been a special atmosphere in the team, for which various terms were used in scientific and public discourse: "microclimate", "moral and psychological microclimate", "sociological microclimate", "comfortable educational environment". **Discussion.** The design belongs to the category of innovative and creative activities, as at first it implies a deliberate transformation of reality, the need for which arises every time when there is the awareness of the need to transition to a predictive model of the upbrining or the educational system, and the main point of such "educational change" in the fact that man himself was able to learn and change during his whole life, to apply knowledge in solving professional problems. **Conclusion.** The concept of "comfortable educational environment" is used to denote a special atmosphere in the team, which determines the content, direction and intensity of work and manifests itself in such group effects as the mood and opinion of the team, individual well-being, assessment of living and working conditions of the individual in the team and considered as a result of joint activities of people, their interpersonal interaction.
Keywords: Teacher, child, parents, comfortable educational environment.

Introduction

Social and economic changes in the country, the reform of the education system as a whole, the emergence of an increasing number of children from dysfunctional or incomplete families, the increase in employment of parents, the popularity of civil marriages without obligations, the tendency to recognize material well-being in the family, the replacement of verbal communication in the family with information technology one – all this increases the requirements for a comfortable educational environment of nursery organizations. Social order for the implementation of such requirements can be fulfilled only by those preschool educational organizations that effectively and efficiently operate in accordance with the FSES of preschool education [1 – 12].

The relevance of the research in this regard, firstly, correlates with the problem of *preserving the physical health of teachers* in educational institutions, which is considered in the context of prevention of professional "burnout" and conflict. Secondly, modern society places *high demands on the teacher*, which caused the need to identify effective ways of personal development and self-correction. Favorable comfortable educational environment in the teaching staff is one of the conditions of the teacher's susceptibility to the new, its needs and opportunities for continuous professional and personal growth. The relevance of the stated problem is evidenced by the fact that the Federal State Educational Standard of Preschool Education is one of the

main conditions for the successful development of the child's personality, corresponding to the specifics of preschool age, is *optimally organized pedagogical interaction*, including through the design of educational and educational processes in PEE [14 – 18].
In the context of the research problem, the fact of recognition of *the crisis of the traditional model of childhood* (D.I. Feldstein) is actualized, when in the conditions of prevalence of single-child families, small number of cohabitation of multi-generational families, replacement of constant contact with adults by chaotic flow of information from TV and the Internet, there is primitivization of consciousness of children, growth of cynicism and aggression, increased level of anxiety.
However, the research indicates the predominance of organizational culture of clan type in the teams of PEE, which adversely affects the interaction of teachers with each other and with parents, prevents pupils to be the most effective in educational and gaming activities, and employees – in the professional one.
The social order of the society, which determines the requirement of *teachers' readiness for innovation*, use and introduction of advanced technologies in teaching practice, is of great importance in terms of substantiation of the relevance of the problem. In this regard, it is a favorable comfortable educational environment in the teaching staff – one of the most important conditions for the successful implementation of innovative systems of training and education, the formation of teachers' readiness to implement new in teaching practice. However, modern indicators of the level of innovation (namely technological innovation, rather than fashionable renaming of classical methods and techniques) are presented in the range from 0.7 to 0.9 percent, and the highest level, according to researchers, in teaching teams with a favorable, comfortable educational environment.
A major role is also played by the trend towards rapprochement of countries and peoples, the intensification of migration processes and setting, in this regard, before education (including pre-school) the complex task of preparing for life and work in a multicultural environment, for dialogue and intercultural interaction [19 – 25].
Thus, *a comfortable educational environment* today acts as *the most important multifunctional indicator* of the purposeful activity of the PEE team to solve social and pedagogical problems, the optimal implementation of personal and group opportunities, the level of involvement of each teacher in the innovative processes of subjective development of the child and the level of effectiveness of pedagogical interaction on the axes "teacher-child", "teacher-parent", as well as the degree of direct pedagogical influence on the comfort of communication between children, between children and their parents.

Research methodology
Due to the integrative nature of the problem under study, we can talk about the development of its individual aspects in pedagogy, psychology, sociology, management, valeology, management theory, etc. So, there are studies devoted to the consideration of professionally important qualities of the teacher, important for improving the efficiency of educational activities in an educational institution; analysis of innovative approaches to the organization of the pedagogical process in the framework of the problem of personal development; the study of emotional and volitional self-regulation of the individual and the relationship of self-organization, self-control and self-correction in the formation of a comfortable pedagogical environment. In study of aspects of social communication such foreign scientists were engaged as P. Berger, J. Habermas, A. Schütz [3, 9], as well as domestic experts, including N.D. Arutyunova, M.M. Bakhtin, I.A. Zimnyaya, G.G. Pocheptsov, F.I. Sharkov, and others; the works of S.G. Vershlovsky, V.V. Gorshkova, S.V. Kosheleva, V.Yu. Krichevsky, E.P. Tonkonoy etc. are devoted to the psychology of development of personality.
The works of N.M. Anisimov, V.P. Bespalko, V.V. Guzeeva, S.L. Polyakova, A.S. Prutchenkova, G.K. Selevko, V.A. Slastenin etc. are dedicated to research on the problem of search of new pedagogical technologies
As part of the study of the content and essence of a comfortable educational environment, we were interested in the works, which determine the understanding of the nature of human interaction and reflect the interdependence and style of communication of people who are in direct contact with each other.
With all the great theoretical and practical significance of the research, it should be noted that the issues of targeted pedagogical design of a comfortable educational environment in the PEE are not presented in the

scientific content, there is no special comprehensive study of the problem in this direction, in connection with which there are **contradictions** between:

- innovative trends in the development of preschool education system, the requirement for the transition of kindergartens from the state of functioning to the state of development and traditional approaches to understanding such transformation, including the underestimation of personal participation and potential;
- the growth of changes in economic, legal and socio-cultural changes in society and the lack of mechanisms to support and regulate a comfortable pedagogical environment and developing pedagogical interaction in the PEE;
- recognition of the importance of preschool education in the context of subject-oriented educational paradigm and underestimation of axiological, valeological, communicative, psychosomatic and pedagogical components of a comfortable educational environment in the PEE.

Research results

The most important factor of the external and internal order, determining the content, direction and intensity of labor activity, has always been a special atmosphere in the team, for which various terms were used in scientific and public discourse: “microclimate”, “moral and psychological microclimate”, “sociological microclimate”, “comfortable educational environment”, etc. The most widely used concept of “comfortable educational environment”, manifested in such group effects as the mood and opinion of the team, individual well-being, and assessment of living and working conditions of the individual in the team and considered as a whole as a result of joint activities of people, their interpersonal interaction. In connection with the study of the specifics of the manifestation of “comfort” of the educational environment in the scientific discourse, the concepts of “group consciousness”, “state of collective consciousness”, “emotional and psychological attitude”, and “expression of organizational culture” are also used.
Based on the understanding of a comfortable educational environment as “the qualitative side of interpersonal relations, manifested in the form of a set of conditions that contribute to or hinder productive activities and the comprehensive development of the individual in the team”, the study suggests that we are talking about a comfortable environment in the team, characterized, on the one hand, the awareness of each own “I” in the microsocium (labor collective), the level of common interests of the team members, manifested in the behavior of people, motivation for work, in arbitrary and involuntary reactions to organizational changes; and on the other hand – the system of existing interpersonal relations between employees, determining their “social and psychological well-being”, “subjective well-being of each”. This is also reflected in the theory of organizational culture of E. Shine and the theory of “human relations” of E. Mayo, containing provisions on the paramount importance of a comfortable educational environment of relations between employees. It is not by chance that many authors consider the concepts of “organizational culture” and “comfortable educational environment” as synonymous. The opinion of K. Leongard is also interesting that the prevailing mood of a group of people determines *the extent of involvement of each individual in the activities of the group*, as well as the nature of its orientation, its effectiveness, and, consequently, a comfortable educational environment is the factor through which any activity of the team is refracted and mediated.
Thus, in the course of the study of the essence and content of the concept of “comfortable educational environment” in the domestic and foreign scientific discourse, it can be stated, first of all, that a comfortable environment is not the sum of group states, but the result of the efforts of the whole team, and therefore, within the framework of the study, a comfortable educational environment *is considered as an integrative concept* that correlates with the common content and goals of people’s activities, the results of their joint activities and interpersonal interaction; with emotional well-being; with organizational culture and a system of value orientations adopted by each member of the team.
As a form of manifestation of a comfortable educational environment the following ones are considered:

- attitude (to the work performed, innovations, team and norms of behavior in it);
- leadership style and the style of relations between employees;
- emotional and psychological phenomena and states inside team life: interpersonal likes and dislikes, the phenomena of imitation, infecting the moods, the phenomena of authority, popularity, conformity, etc.;

- job satisfaction. The latter is correlated not only with external factors (wages, career opportunities, working conditions and content), but also with internal factors – achievability, visible (and noticed) results of activity, satisfaction with the existing relationships between employees, focus on conscious participation in the common cause.

The most important components of *a comfortable educational environment* are the satisfaction of belonging to the team; trust; a high degree of emotional involvement in the common cause and conscious motivation for personal and professional development; sufficient awareness of the team members about its tasks and the state of affairs in their implementation; recognition of the right of the team members to make important decisions for the group; mutual assistance; taking responsibility for the state of affairs in the team as a whole.

In this regard, it can be stated that a comfortable educational environment, combining the interaction of a variety of social, group and personal factors, not only acts as *a generalized, integral characteristic of all manifestations of the life of the PEE collective*, but also determines the effectiveness of its work in a purposeful pedagogical design.

Discussion

Design (from lat. projectus – "thrown forward"), belongs to the category of innovative and creative activities, as at first it implies a deliberate transformation of reality, the need for which arises every time when there is the awareness of the need to transition to a predictive model, the upbrining or the educational system, and the main point of such "educational change" in the fact that man himself is able to learn and change for life, to apply knowledge in solving professional problems.

Many researchers, including N.V. Kuzmina and her followers considered design and construction as particular components of pedagogical activity, along with conceptual, organizational, and gnostic components. However, it should be recognized that the design ideas were approved in the domestic pedagogy much earlier, in particular, within the framework of the pedagogical theory of Makarenko, who was a supporter of the purposeful pedagogical process, based on the goal-setting and forecasting results.

Of great importance for the development of theory and practice of design were the ideas of scientific organization of labor (A.K. Gastev), the ideas of the importance of cause-and-effect relations in solving pedagogical problems (V.S. Sukhomlinsky), the theory of pedagogical design of G.P. Schedrovitsky, who argued that the design is always aimed at changes, the development of pedagogical practice, and in this regard, identified two types of polar strategies: environmental adaptation, or adaptation to social conditions, and the transformation of the environment in accordance with their own values, beliefs, goals.

At the present stage, the problem of pedagogical design is developed: first, in the context of the search for pedagogical systems for the implementation of a new educational paradigm; second, as part of the mechanism to improve the efficiency of personal development in the context of personality-oriented approach; third, in connection with the issues of technologization of the educational process. The results of pedagogical design, according to V.P. Bespalko, are: 1) pedagogical (educational or upbringing) system; 2) education management system; 3) the system of methodological support; 4) the model of the educational process.

In this regard, in the context of the study *design is understood as an activity designed to promote* 1) the transformation or creation of systems, processes, relationships in the form of their models in order to optimize and develop reality, solving various socio-pedagogical problems; 2) the development of personal and professional qualities of each member of the team. At the same time, the essence of design is not only in the implementation of pedagogical innovations, but also in the deep reflective nature of the implementation of each stage of activity as a functional system.

The use of pedagogical design as a technology provides for 1) the presence of a problem that requires its study and search for solutions, 2) the construction of a model of gradual transformation of existing and the creation of new objects (phenomena) of pedagogical nature in order to systematically and effectively achieve the goals of training and education of the individual and the team, 3) the implementation of feedback (control and self-control, evaluation and self-evaluation), in general, the monitoring system of the pedagogical process.

In the context of the educational space of preschool educational organizations in the design of a comfortable educational environment *teacher, parent and child-preschooler included as subjects*, and therefore the greatest relevance is the problem of their interaction, considered most often in the plane of pedagogical communication. The confusion of concepts is caused primarily by the fact that communication is understood as a complex multidimensional process of establishing and developing contacts between people in the form of communication, or exchange of information, interaction, or exchange of actions, social perception, or perception and understanding of the partner. And many researchers, as a rule, estimate pedagogical communication as a form of interaction of teachers and other subjects of pedagogical process on the solution of educational and learning tasks.

The specificity of the system of relationships in preschool educational organization is the closeness of contacts, the long-term stay of the child in kindergarten, as well as close contacts of the child not only with teachers, but also with a team of educating adults (PEE staff, specialists, teachers of additional education). In addition, it is necessary to consider the issues of social and psychological health of preschool children and in the aspect of parent-child relationships, immeasurably important in the formation of the child's personality.

In connection with the noted, in the context of the study, it was important to consider not just the interaction, but the *pedagogical* interaction, which led to the possibility of mutual influence in the direction of the subject parameters of all its participants not only in the cognitive, but also in the emotional and volitional sphere, while "the development of the child's personality is largely determined by the communication of the preschool child with the kindergarten teacher, the style of communication with children, as well as the parent, and most importantly – their value orientations are reflected in the value orientations of children" and "kindergarten teacher is organically included in a small, intimate circle of communication of preschooler".

In the process of pedagogical interaction, the main personal phenomena are born and developed: personalization, event community, reference, subjectivity, personal meanings, self-awareness, and models of the child's life. These indicators are the basis of socialization or formation of the individual and can not occur otherwise than in the process of pedagogical interaction, in connection with which the main tactics of communication is *cooperation, empathy and joint activities*.

This approach is also in demand in cooperation with parents, in connection with which the concept of "triad interaction", or interaction in the "teacher – child – parents" system, which allows becoming more open to the educational process, making parents its equal participants; ensuring continuity between the kindergarten and the family. However, today there is inertia and misunderstanding of the meaning of educational changes by teachers, the relationship between them and various demographic, economic, socio-cultural trends in all spheres of public life. It is even more difficult for the parents' community to understand this process, and parents either resist innovations, believing that it harms the health and development of children, or, on the contrary, force events, trying to prepare the child for school. This leads to a precedent when, on the one hand, teachers and parents want to be subjects of the educational process, and on the other – plan their interaction from the standpoint of the traditional approach: "the teacher teaches how parents need to behave correctly with children, and parents listen and... act as their parents did, ie, come from their life experience", and "the efficiency of such interaction of teachers and parents is zero".

That is why within the framework of pedagogical design of "triad interaction" as the most important component of the formation of a comfortable educational environment in the PEE, the following criteria become the most important: stable value orientations of the teacher, awareness of teachers about the peculiarities of family education, the need for interaction with parents, involvement in joint activities, emotional manifestations in interaction, analysis and evaluation of the quality of interaction.

Conclusions

The concept of "comfortable educational environment" is used to denote a special atmosphere in the team, which determines the content, direction and intensity of work and manifests itself in such group effects as the mood and opinion of the team, individual well-being, assessment of living and working conditions of the individual in the team and considered as a result of joint activities of people, their interpersonal interaction.

The analysis of the essence and components of a comfortable educational environment in the PEE allows it to be considered as an integrative complex of qualities and characteristics that relate to the common content and goals of people's activities, the results of their joint activities and interpersonal interaction; with emotional well-being; with the organizational culture and the system of value orientations adopted by each member of the team.

The most important characteristics of the *comfort* of the educational environment are the satisfaction of belonging to the team; trust; a high degree of emotional involvement in the common cause and conscious motivation for personal and professional development; sufficient awareness of team members about its tasks and the state of affairs in their implementation; recognition of the members of the team the right to make important decisions for the group; mutual assistance; taking responsibility for the state of affairs in the team as a whole. In this regard, the task of pedagogical design of a comfortable educational environment in the PEE, which is understood as an activity designed to promote the transformation or creation of systems, processes, relations in the form of their general model in order to solve social and pedagogical problems, is actualized.

Taking into account the specifics of the system of relationships in preschool organization (tightness of contacts, long-term stay of the child in a preschool educational institution, close contacts of the child with teachers) among the most important aspects of the pedagogical design of a comfortable educational environment in the PEE is the optimization of "triad interaction" between teachers, parents and children, providing a personality-oriented approach to each child, the possibility of mutual influence in line with the subject parameters of all its participants not only in the cognitive, but also in the emotional-volitional sphere, the formation of value orientations, models of the child's life. This is especially important in the context of the objective process of globalization, when the weakening of the family in the system of transmission of universal values from generation to generation is obvious, and can be achieved within the framework of pedagogical interaction, the main tactics of which is cooperation, empathy and joint activity.

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The Quality Criteria of Training of Specialists in the Context of the Competence Approach

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Abstract

The changes taking place in Russia revealed a serious shortage of specialists with knowledge and experience in decision-making in market economy conditions, and caused an increase in the need for such specialists. The solution to this problem is possible in the organization of continuous economic education in the system of vocational education. **Research methodology.** As a methodological support for the formation of continuous economic education according to the results of the study educational-methodical complex of formation of economic competencies at different educational levels used in the practice of vocational training, taking into account the profile of training, which contributes to the inclusion of the individual in the real economic activity, was developed. **Research results.** In economic training of professional personnel, it is advisable to use traditional methods and technologies of training along with innovative learning technologies, which will allow the integration of pedagogical science and practice of continuous economic education, taking into account the continuity of levels and sublevels of professional education. The presence of a variety of options for learning technologies will provide the teacher with the implementation of the goals and objectives of the educational program in the pedagogical process. **Discussion.** The level of economic competence of students was determined by three criteria: cognitive-educational, motivational-personal and activity-creative. Each of the criteria is revealed through a system of empirical indicators that reflect the degree of formation of a single component. **Conclusion.** Continuous economic education is an obligatory part of continuous professional education and in the conditions of economy of market type it is focused on formation of the competitive expert, demanded in the labor market, having necessary economic competences which are formed in the course of economic training and economic education.

Keywords: The program of the experiment, the criteria and indicators of economic competence, the level of economic competence.

Introduction

Post-industrial society is the beginning of the transition to a new type of civilized development, which is associated not only with the technological revolution, but also the modernization and restructuring of the vocational education system. The influence of such factors as globalization of education, the transition to an innovative system of training, the transformation of vocational education, the creation of a system of continuing education, makes it possible to consider economic education as a component of global education of the individual in the system of vocational education. The socio-economic situation in the Russian society has revealed processes that prove that the dynamics of economic changes exceeds the dynamics of the individual's ability to adapt to them. The acquired knowledge and economic competencies formed during the training period are limited, and the acquired norms and values do not become guidelines in changing world and are themselves subject to reassessment. The changes taking place in Russia revealed a serious shortage of specialists with knowledge and experience in decision-making in market economy conditions, and caused an increase in the need for such specialists. Many failures of economic reforms carried out in Russia are associated with the lack of preparation of the majority of the population for the transition to the market, ignorance of basic economic concepts and the laws of social life [1 – 12].

The developing society needs fully educated, enterprising people who can make their own decisions in a situation of choice, are capable of cooperation, are characterized by mobility, dynamism, constructiveness, have a sense of responsibility for the fate of the country, its further prosperity. An integral part of modern education is its economic component, represented by economic knowledge and skills of economic thinking, formed in the consciousness of a person throughout his life and allowing responding adequately to the world, contributing to the development of active citizenship, helping to correctly assess a particular economic situation and properly navigate it [13 – 19].

The effectiveness of the formation of economic competencies of students at different educational levels is determined with a number of factors that were taken into account when creating a model of the formation of economic competencies at different educational levels and the concept of continuous economic education, which served as the regulatory and organizational basis for experimental work:

- for students receiving higher professional education on the basis of the branch of St. Petersburg State University of Engineering and Economics in Tver (hereinafter – ENGECON);
- for students receiving secondary professional education on the basis of Tver Chemical Technology College" (hereinafter – TCTC);
- for students receiving primary vocational education on the basis of Professional Lyceum № 39 (hereinafter – PL-39).

Research methodology

The independent variables of the experiment were the concept, forms, methods and technologies of vocational training and their scientific, methodological and pedagogical support**.**

Dependent variables of the experiment were parameters and indicators of economic competencies of students.

As **additional variables**: psychological and pedagogical features of students, scientific and theoretical, methodical and practical readiness of managers and teachers of educational institutions to implementation of educational activity on formation of economic competences of students were taken.

The experiment in each educational institution was conducted in three stages.

The first stage: *motivational and value*. Its content included: development of experimental work on scientific, methodological and pedagogical support for the formation of economic competencies of students; determination of factors and conditions affecting the effectiveness of this process; description of criteria and indicators of economic competencies of students; testing of diagnostic materials (questionnaires, tests, observation schemes, evaluation and self-assessment scales, etc.); development of the target complex program of scientific-methodical and pedagogical support of formation of economic competences of students in the course of professional training; carrying out theoretical and practical instructional and methodical seminars for heads and teachers. At this stage, the main emphasis is on the development of students' *key economic competencies*.

The second stage is *cognitive activity*. At this stage, the following work was done: a comprehensive target program for the formation of economic competencies of students was implemented; scientific, methodological and pedagogical support for its implementation was carried out; the effectiveness of economic training of students was monitored; the correction of the research methods used was carried out; the results of the experiment on pedagogical councils, scientific and methodological seminars were summarized; the reasons of deviation from the predicted result are studied and necessary measures are taken to bring the system of educational work in accordance with the experimental model. At this stage, the main efforts were focused on improving students' *key economic competencies* and the development of *professional economic competencies*.

The third stage is *reflexive-transforming*. The content of the work at this stage was: evaluation of the effectiveness of our theoretical model, concept and target complex program; study and analysis of the effectiveness of the formation of economic competencies of students in the control and experimental groups; adjustment of the content, forms, methods and means of scientific, methodological and pedagogical support of the formation of economic competencies of students; the introduction of elements of the model and concept in the educational process of other educational institutions.; forecasting the possibility of broadcasting the results of experimental work in other educational institutions; speeches at scientific conferences; conducting master classes for employees of universities, colleges and lyceums and obtaining expert opinions on the scientific and methodological significance of the results of the experiment; preparation of scientific publications and monographs summarizing the results of experimental work. At this stage, *key and professional economic competences* were finally formed and *additional economic competences* were developed [18 – 25].

The process of formation of economic competencies of students is the transition from low to high level. It is quite long (students can not master the full range of economic competencies at the same time), stage-by-stage and level. Step-by-step characteristics of economic competencies of students reflect its procedural side, and level ones – structural and hierarchical.

Summing up the intermediate results of all stages, we came to the conclusion that the economic competence of students as a result, the criterion of professionally directed educational work is fixed in a certain organizational structure, which comes in the form of **levels** of manifestation of economic competence and has a level characteristics.

In the formation of economic competencies of students we identified levels: low, medium and high. The basis of each level is the degree of formation of economic competencies (key, professional and additional) in the form of individual and personal development of the student.

The level of economic competence of students (LEC) was determined by **three criteria**: cognitive-educational, motivational-personal and activity-creative. At the same time, we understand the system of criteria as A.K. Markova, V.P. Sergeeva, etc., like an ideal model with which the real phenomenon is compared and the degree of their compliance is established. Our proposed criteria can be attributed to the objective, because with their help we establish how much a graduate of a professional educational institution, as a specialist, corresponds to economic imperatives.

Each of the criteria is revealed through a system of empirical indicators that reflect the degree of formation of a single component. The analysis of the studied literature and the results of pedagogical practice of formation of economic competencies of students of professional educational institutions showed that these indicators must meet the requirements: specificity, diagnostics, ease of fixation, accessibility for understanding and application.

On the basis of the studied and analyzed scientific-pedagogical and special literature, as well as research data conducted at the theoretical stage of our work, we identified seven necessary and sufficient indicators for each criterion. In selecting indicators, we proceeded from the need to take into account at least two important conditions: the informativeness of the indicator and the possibility of its quantitative and qualitative interpretation.

Thus, as **indicators** of the above criteria, i.e. the measurers of the latter are the following:

Cognitive-educational:

- knowledge of economic terms and concepts, ability to explain their meaning;
- expression of interest in the economic problems of our time;
- ability to plan expenses;
- the application of knowledge to the characteristics of the economic problems;
- ability to analyze correctly and establish cause-and-effect relationships of economic problems;
- ability to identify patterns of market mechanisms;
- application of economic knowledge to solve stereotypical and non-standard problems.

Motivational-personal:

- compliance with the regime of economy in the educational institution and at home (thrift);
- planning and regulation of their behavior in economic situations (independence);
- calculation of the volume of work and the expenditures of its implementation (rationality);
- quality of the assigned work performance (diligence);

- efficiency of work performance and solution of problem economic situations (entrepreneurship);
- the need for economic activity as a prerequisite for sustainable development of society and production;
- understanding the need to develop economic competence.

Activity-creative:

- ability to analyze economic situations and find ways to improve their efficiency;
- ability to transfer knowledge into practice;
- need for external leadership in economic activities;
- ability to prioritize to achieve results in economic activities;
- the manifestation of independence in setting goals, the choice of ways to achieve the goal;
- ability to model economic activities;
- preference for innovative and/or short-term projects.

Thus, to assess the results of the experimental work, three criteria were identified with the characteristics of indicators for each criterion and level, as well as taking into account *the key, professional and additional economic competencies* at different stages, which will allow a comparative analysis of the economic competencies of the experimental and control groups.

Research results

The total value of the LEC was calculated by the method developed by us and ranged from “0” to “10”.

To conduct a diagnostic survey of students of experimental and control groups, a questionnaire was developed, which includes 100 special and informative questions of open, closed and semi-open types (table 1).

Table 1

Diagnostic survey respondents
(the beginning of the motivational-value stage of the experiment)

Respondents	**Total surveyed**	**Young men**	**Girls**
Quantity (pers.)	565	206	359
Quantity (%)	100	36,5	63,5

The method of processing questionnaires was a formalized (in number and percentage) assessment of the number of options chosen by students to answer the proposed questions, as well as in the calculation of the number of options selected in each of the groups (by training courses and gender and age). Processing of the survey results was carried out for each group separately, as well as for each educational institution for all groups.

The generalized results of the questionnaire showed that the level of formation of economic competences of students (according to the motivational-value criterion) varies slightly in the surveyed groups. In girls it is slightly higher than in boys – 6.8 points in the group of girls and 6.7 points – in the group of boys. The overall level of all respondents (565 people) was 6.75 points, i.e. it is average.

The conducted research allowed drawing the following conclusions:

- an important component of economic competencies are economic knowledge and economic values of future specialists;
- students are concerned not only with global economic problems, but also with their personal interaction with society and the market. However, the economic consciousness of students can be assessed as domestic;
- the level of formation of economic knowledge and values of students of both experimental and control groups is low. This can be explained by the fact that in professional educational institutions the work on the formation of economic competencies is episodic; there are no practical types of professionally oriented economic activities.
- differences in the level of economic competencies in the sex groups are less significant than in the groups of training courses. Girls had a more emotional approach to economic problems and a more

optimistic and responsible attitude towards society than boys had a more realistic one. Groups of graduates have a more mature and realistic view of the economic situation in the region and more confidence in the self-assessment of their activities. This can be explained by the growth of professional and personal confidence of students in the period of practical training;

- the study revealed low activity of students in matters requiring self-formulation of reasons, examples and proposals. This may indicate the absence of an active economic position and the formation of reflexive, prognostic and analytical skills;
- the initial level of economic competence of the participants of the experiment (without the allocation of groups by gender and training courses) was close, with a clear predominance among them representatives of the group with medium and low LEC.

On the basis of written and oral responses of students, monitoring of the educational process, conversations with students and teachers of educational institutions, it was concluded about the insufficient level of economic competence of graduates. The main barriers to effective economic training of specialists were also clarified: diagnostic, scientific and methodological, cognitive, psychological, axiological and cultural, as well as the lack of training of officials and teachers to manage the process of formation of economic competencies of students. The empirical data and conclusions obtained during the motivational-value stage of the experiment were the basis of the cognitive-activity stage.

At *the initial (preparatory)* phase of the cognitive-activity stage of the experiment, the activities of temporary creative groups, scientific-theoretical and training seminars, scientific and methodological councils, pedagogical councils were organized in order to create a positive attitude of pedagogical collectives and social partners to the experiment, to improve the economic and scientific-methodical competence of heads of departments of educational institutions and teachers. The most important element of the experimental work of this phase was the organization of scientific and methodological activities of the subject and cyclic commissions (SCC) of the economization of the educational content of the work. At the same time, by economization we understand the value-oriented impact of Economics as a complex, integrative science on the components of the educational process (goals, content, methods of training and education, organization and management of training and education), which are determined by the professional educational program and the requirements of the FSES HVE (SVE, IVE) in a particular specialty. In general, it was held:

1. The analysis of the content of curricula, the priorities of formation of economic competences (knowledge and skills) were established; ways to optimize the relationship between the subject and cyclic commissions, curators and bodies of self-management were identified.
2. Levels, ways and necessary pedagogical means of economization and professionalization of the content of educational work were defined.
3. The method of determining the real level of economic knowledge, skills in the context of educational work is developed.

Strategic invariant goals of each stage of formation of economic competences of students of higher education institution and college were allocated (table 2).

Table 2
Strategic goals of economization of the content of vocational education of college and university students

Stages of formation of students' economic competences	**Strategic goal**
Motivational-value (1 – 2 year)	Assimilation of the theoretical core of basic knowledge and skills that make up the cognitive basis of students' economic competencies
Cognitive-activity (2 – 3 year)	Arming with generalized methods of economic activity as an instrumental basis of economic competence of specialists
Reflexive-transformative (3 – 4 year)	Managed self-learning based on basic knowledge and skills

Evaluative **(4 year, just before graduation)**	Diagnosis and evaluation of the real level of economic knowledge, abilities and skills

The main phase of the cognitive-activity and reflexive-transforming stages of the experiment was the most difficult stage of our work, because it was necessary to reduce all the elements of the theoretical and diagnostic research into a single, holistic and consistent system, to implement the theoretical model of the formation of economic competencies of graduates.

Four **areas** of work were envisaged during the stages:

1. *Scientific and methodological support.* The content of this direction includes diagnostic work, analysis, generalization of empirical information about the process of formation of economic competencies of students in the educational process of professional educational institutions; dynamics of changes, identification of difficulties that hinder the effectiveness of economic training of students; ensuring the readiness of heads of departments, teachers and social partners to manage the process of formation of economic competencies of graduates; development of educational and methodological support.

2. *Theoretical economic training.* Within the framework of this direction, the content of vocational education was economized. At the same time, the presentation of educational material was carried out consistently for the subsequent formation of key, professional and additional economic competencies in accordance with the stages of the experiment.

3. *Practical economic training.* Within the framework of this direction, it was planned to create economic tasks for practice taking into account the specifics of the specialty, as well as more active use of simulation methods of training, including the workshop "Training firm". This direction became the main one in the process of formation of key and professional economic competences.

4. *Research work, including educational and research work of students* and considered by us as the most effective in the formation of the cognitive component of the economic competencies of graduates, in which students gain experience in creative solutions to the problems of the economy, society and the market. This type of activity had the greatest impact on the formation of students' *additional economic competencies*.

After studying the developments of I.D. Zverev, we found that the economization of the content of educational work in the framework of academic disciplines can be multi-subject, one-subject and mixed.

The purpose of our study is most consistent with the mixed model, which allowed allocating the line of integration of academic disciplines for different specialties, thus to enter into the content of professionally directed work on academic disciplines strategic economic objectives. During the cognitive activity stage in the experimental groups a new simulation method of training in the form of a workshop "Training Firm" was introduced. At this stage, the choice of simulation methods of training and pedagogical conditions of their application in the process of training at each educational level was made, as well as the content and technology of the new method "Training Firm" were determined. However, we used one-subject model, when introduced it in the plan of work of the economic groups and enterprises. In the control groups during the cognitive activity stage classes were conducted according to the usual calendar and thematic plans.

Diagnostics within the monitoring of economic competences of students in the educational process of professional educational institutions was carried out in several stages: preliminary (input diagnostics), initial (current pedagogical control), main (boundary control), final (final diagnostics).

1. *Input diagnostics.* At this stage, the level of economic representations of first-year students was studied. The study was conducted in the form of a questionnaire and psychological testing, which revealed: the degree of understanding of economic categories; attitude to economic problems of regional and global levels; the degree and motivation of economic activity; the presence of economic values, interests; socio-psychological characteristics of the personality of future students.

2. *Current pedagogical control.* Each cycle Commission in accordance with the modular training programs carried out quality control of development of economic knowledge and skills of students. On the basis of the information received, work planning was carried out in the group and with individual students, ensuring the effectiveness of the development of economic competencies. An important place was given to the development of tasks for independent educational and research work.

3. *Border control.* The diagnostics of the level of formation of economic competencies (low, medium, high) of students in accordance with the stages of training in an educational institution was carried out. A

more detailed study of students' economic priorities, attitudes to economic activity, and difficulties in the process of economic training of specialists was conducted; the optimality of the created conditions for the formation of students' economic competencies was studied, etc.

4. Final stage. The diagnostic study was conducted among students of graduate groups, heads of industrial practice, representatives of basic enterprises, teachers. At this stage, graduates comprehend the main professional and economic positions and goals. They solved not only educational, but also purely professional tasks during practical training. It was revealed what changes occurred in the sphere of economic and professional value orientations, interests, needs of students; how do students and independent experts assess the level of readiness of graduates for independent professional and economic activity. When comparing the results of the initial and final stage, the dynamics of the formation of economic competencies of students during the entire period of training was observed and it was established what changes should be made to the program of economic training of students. The data obtained made it possible to judge the effectiveness and efficiency of the theoretical model and the concept of scientific, methodological and pedagogical support for the formation of economic competencies of specialists, as well as the experiment itself. The results of diagnostic studies served as the basis for the development of recommendations for the improvement of professionally directed educational work and economic training of students.

Discussion

The method of determining the real level of economic knowledge and skills included three steps: 1 step – economic knowledge, 2 step – economic abilities, 3 step – economic skills. Each step combined tasks on the main topics, aspects, problems of the economy of increasing complexity. Each task is evaluated separately, and then the sum of points for all jobs for the step is calculated, and then the total ratings for each of the 3 steps, a total score was calculated for the execution of all tasks of the developed methodology.

For each stage and level of educational institution, and at some stages and for each group of tasks, their own evaluation criteria were developed, due to the characteristics of the discipline, specialty, training course.

The first group of tasks consisted of tests, which were used to assess the level of theoretical economic knowledge of students. Case-easurers performed as the primary diagnostic tool of economic competence of students. Developing them, we relied on methodical developments of I.P. Pastukhova. Case-measurers – a set of situational models, including problem tasks, offering the student to understand the real economic situation, the description of which not only reflects any life, production or social problem, but also actualizes a certain set of economic and professional knowledge necessary to solve this problem.

In order to identify the level of economic competence of students in addition to assessing and analyzing the cognitive component (level of knowledge and skills) was undertaken as a diagnosis of emotional-value economic relations (motivational-personal component) and economic behavior, the actions of students in various economic situations (activity-creative component). All these components reflect the cognitive, affective and activity spheres of the individual. Each of the selected criteria was evaluated in quantitative indicators that determine the economic competence of students on a 10-point scale. The measured criteria took into account the results of students' progress (the quality of theoretical knowledge) in the modules of the studied disciplines (1 module - general humanitarian and socio-economic disciplines; 2 module – general professional disciplines, 3 module – special disciplines (professional modules), the results of professional (practical training), students' participation in research activities, etc. The assessment was carried out by subject teachers, practice leaders, by self-assessment of the students themselves. Each criterion was evaluated separately (tables 3 - 5).

To systematize the scores of each student, we used a summary table of assessment of the formation of indicators for each of the criteria: cognitive-educational, motivational-personal and activity-creative (table 6).

Table 3

Cognitive-educational criterion of economic competence of students (C)

№	Indicator	Diagnostic and evaluation methods

C1	knowledge of economic terms and concepts, ability to explain their meaning	**Testing**
C2	manifestation of interest in the economic problems of our time	**Testing**
C3	ability to plan expenses	**Testing** **Case-measures**
C4	the application of knowledge to the characteristics of the economic problems	**Testing** **Case-measures**
C5	ability to analyze correctly and establish cause-and-effect relationships of economic problems	**Testing** **Questionnaire** **Case-measures**
C6	ability to identify patterns of functioning of market mechanisms	**Testing** **Case-measures**
C7	application of economic knowledge to solve stereotypical and non-standard problems	**Testing** **Questionnaire** **Case-measures** **Expert evaluation**

Table 4

Motivational and personal criterion of economic competences of students (M)

№	**Indicator**	**Diagnostic and evaluation methods**
M1	compliance with the regime of economy in the educational institution and at home (thrift)	**Testing** **Questionnaire** **Observation**
M2	planning and regulation of their behavior in economic situations (independence)	**Testing** **Questionnaire** **Case-measures**
M3	calculation of the volume of work and the expenditures of its implementation (rationality)	**Testing** **Questionnaire** **Case-measures**
M4	quality of the assigned work performance (diligence)	**Questionnaire** **Observation**
M5	efficiency of performance of work and the solution of problem economic situations (enterprise)	**Testing** **Questionnaire** **Case-measures**
M6	the need for economic activity as a prerequisite for sustainable development of society and production	**Testing** **Questionnaire**
M7	understanding the need to develop economic competence	**Testing** **Questionnaire**

Table 5

Activity-creative crierion of economic competence of students (A)

№	**Indicator**	**Diagnostic and evaluation methods**
A1	ability to analyze economic situations and find ways to improve their efficiency	**Testing** **Questionnaire** **Case-measures** **Expert evaluation**
A2	ability to transfer knowledge into practice	**Testing** **Case-measures**

A3	the need for external leadership in economic activities	**Testing** **Questionnaire** **Observation**
A4	ability to prioritize to achieve results in economic activity	**Testing** **Case-measures** **Expert evaluation**
A5	the manifestation of independence in setting goals, the choice of ways to achieve the goal	**Testing** **Case-measures** **Expert evaluation** **Results of training and research activities**
A6	ability to model economic activities	**Case-measures** **Expert evaluation** **Results of training and research activities**
A7	preference for innovative and/or short-term projects	**Case-measures** **Expert evaluation** **Results of training and research activities**

Table 6

Summary table of estimates of indicators formation of economic competences

№	Name of student	Scores on indicators							The level of completeness

For each parameter, the overall indicator was determined:

$$C = C1 + C2 + \dots C7; \quad M = M1 + M2 + \dots M7; \quad A = A1 + A2 + \dots A7.$$

We did not aim to track changes in each of the indicators. We were interested in the overall result of the effectiveness of the formation of economic competencies of students. The integrative index (LEC) was calculated by the formula:

$$LEC = \frac{C + M + A}{3}$$

The total score of the overall result varies from 0 to 10.

Taking into account the fact that the level of economic competence is often medium and less high, we set irregular intervals when grouping the scores at the levels of economic competences, based on the method of A.A. Kyveryalga. According to this method, the low level is determined by a 25% deviation from the average score range. Then the assessment from the range from R (min) to 0.25 R (max) allows stating the low level of economic competence of students, and the highest level is evidenced by the estimates exceeding 75% of the maximum possible. Based on the above methodology, the levels of economic competence were determined by the following intervals (table 7). Determination of the level of economic competence of students was carried out by comparing their total score (according to table 7) with the presented scale.

This diagnostic method of determining the level of professional training of students was used at each stage of our experiment.

Table 7

Level intervals of economic competences of students

№	Integrative measure intervals (points)	Level of economic competence

1	10 – 8	High
2	7 – 4	Medium
3	3 – 0	Low

The use of point estimates for each of the indicators allowed determining the coefficient of efficiency of formation of economic competencies of students in the educational process. This coefficient is determined by the formula

$$Ce = \frac{\text{actual number of points}}{\text{maximum possible number of points}}$$

Having adapted the technique of V.P. Bespalko [1], we determined the degree of efficiency of formation of economic competencies of students in the educational process in the following way (table 8):

Table 8

The degree of efficiency of the formation process of economic competences of students

The value of coefficient of efficiency (Ce)	The degree of efficiency of formation of economic competence of students
$0,8 \le C \le 1,0$	high
$0,6 \le C < 0,8$	medium
less than 0,6	low

Thus, to obtain the necessary empirical data, we used a system of generally accepted methods of qualitative analysis of oral and written answers, tests, interviews, observations, expert evaluation, testing, case-measures, statistical methods of processing results, in particular, the calculation of percentages and arithmetic means.

Conclusion

As a result of Russia's transition to a market economy, there is an urgent need for economic training of specialists who successfully work in the new socio-economic conditions. The solution to this problem is possible in the organization of continuous economic education in the system of vocational education.

Continuous economic education is a mandatory part of continuing professional education and in the conditions of market economy is focused on the formation of competitive, demanded in the labor market specialist with the necessary economic competencies, which are formed in the process of economic training and economic education.

The purpose of the experiment, conducted on the basis of educational institutions of HVE, SVE and IVE, was to achieve a stable positive dynamics of formation of economic competencies of students at the level of existing economic, normative-legal, scientific-technical, production requirements through the implementation of the target program, created on the basis of the model of formation of economic competencies and the concept of continuous economic education. For this purpose, the criteria and indicators of the formation of economic competencies of students were developed; various methods of diagnostics of economic competences of students at various stages of training are adapted and mastered; the initial level of economic competences of graduates of experimental and control groups is revealed; the target complex program as a basis of scientific and methodical and pedagogical maintenance of formation of economic competences of students is developed according to theoretical model and the concept; in the course of program implementation the achievement of students of experimental groups is higher than that of students in the control groups, the level of economic competencies is provided.

The developed level (low, medium, high) criteria and indicators of formation of economic competences of students allowed establishing compliance of the graduate of professional educational institution with economic imperatives.

Prospects for further research problems are associated with the consideration of this issue in terms of the methodology of adaptation and socialization of graduates in rapidly changing socio-economic conditions.

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The Level Structure of Economic Competence in Continuous Specialist Training

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Abstract

As a result of Russia's transition to a market economy, there is an urgent need for economic training of specialists who successfully work in the new socio-economic conditions. The solution to this problem is possible with the organization of continuous economic education, which is an obligatory part of continuous professional education and in the conditions of market-type economy focused on the formation of a competitive, in-demand in the labor market specialist with the necessary economic competencies that are formed in the process of economic training and economic education. **Research methodology.** The effectiveness of economic education of students is considered on the basis of the features of the process of vocational training, taking into account a set of factors that allow considering economic education as a component of global education of the individual. **Research results.** Based on the well-known principles of continuing education (basic education, multilevel, diversification, complementarity of basic and postgraduate education, variability, continuity, integration of educational structures, and flexibility of organizational forms), the principle of economic competence is revealed, based on the requirements of the market economy for the training of competitive professionals. **Discussion.** The principle of economic competence establishes the relationship between knowledge as information and knowledge as an activity necessary for the formation in the process of professional education of a competitive person with a certain level of economic competence. **Conclusion.** Continuous economic education is a mandatory part of continuing professional education and in the conditions of market economy is focused on the formation of competitive, demanded in the labor market specialist with the necessary economic competencies, which are formed in the process of economic training and economic education.

Keywords: Continuing economic education, the principle of economic competence, the structure and content of economic competence of students, levels of professional education, training profile.

Introduction

In the conditions of instability of the socio-economic situation in society, the lack of economic development forecast, it is difficult to form a profile structure of training. Violation of traditional ties of educational institutions with employers, weak influence of professional communities on the development of the educational system, underdevelopment of the labor market is complicated with bringing the content of education in line with the needs of the economy and social sphere, the organization of practical training of students, employment of graduates [1-11].

The challenges facing education in the twenty-first century and its many forms affect all human life. Continuing education that meets the needs of the modern level of development of society implies the need to learn throughout life.

Continuing education is a principle of personality formation; it is not a set of separate educational institutions, but a set of interrelated, interdependent educational units, changes in one of which inevitably affect the others.
The structural organization of the system of continuous professional education is a complex of educational institutions that provide organizational and substantive unity, continuity and interconnection of all levels of professional education, jointly solving the problems of education, training and development of each person, taking into account the current and future social needs, satisfying his desire for self-education and self-development throughout life [12-18].
With the development of market relations, the volume of educational needs is expanding and their structure changes, which brings to the fore the solution of such problems as bringing the number of professional educational institutions and their types into line with regional needs, as well as establishing the content of education that is adequate to the needs of society and the interests of students; development and implementation of innovative learning technologies that will ensure maximum realization of the needs of the individual, will take into account its individual characteristics.
In the context of the country's transition to a market economy, there is an urgent need for a system of training that could quickly and adequately respond to the changing market conditions. In this regard, the idea of the need to strengthen the emphasis towards fundamental education, which has a longer survival time, is more conservative and which, if properly formed, allows moving "from education for life to education through life". Lifelong education is considered as the only opportunity to be in demand in any socio-economic conditions [19-25].

Research methodology
The effectiveness of economic education of students we consider taking into account the peculiarities of the process of vocational training. It is important to take into account a set of factors that affect these processes:
- energetic connection of the national education system to the processes of globalization, in particular, to the Bologna process;
- methodological restructuring of the education system, transition to innovative education and training;
- better reflection of the content of global education, its ideas, values and meanings at all stages of general and vocational education;
- further development of new information technologies, creation of a unified educational environment integrated with the world wide web in the Russian education system;
- transformation of vocational education institutions into business-type organizations closely related to the economic, social and cultural development of the region, country and the world; increasing on this basis its contribution to the development of the knowledge economy;
- the establishment of a system of continuous education, covering the entire active life of a person; an increase, on this basis, of the contribution of education to the development of the knowledge society.

The influence of these factors gives us the opportunity to consider *economic education* as a component of the global education of the individual.
The idea of continuous education in the conditions of scientific and technological progress and changing conditions of social life of society in relation to *economic education* provides for the constant replenishment and development of economic knowledge, making a person confident in any situation of reality and contributing to its development as a subject of activity throughout life.
The reasons and circumstances of the active appeal of the national pedagogical science and practice to *the problems of economic education* of students, in our opinion, can be determined as follows:
- in modern socio-economic conditions of market relations, there is an urgent need for the development of the economy, its transfer to a higher level;
- without economic knowledge of the participants of economic processes, it is impossible to establish economic relations, scientific and technological progress and the flourishing of social infrastructure;
- modern production needs the diligent experts who are able to rationalize and make their work creative, understanding and appreciating not only social sense of labor activity, but also its moral importance.

Economic education is considered as a part of the whole process of professional education throughout life.

In today's market relations skills to establish business contacts, to conduct conversations on business topics, briefly and clearly express their thoughts and interests, to use in his speech economic terms, to formulate concepts, etc. are important.

Economic education is a specially organized educational process, as a result of which the future specialist develops economic knowledge, competencies and skills, learns the ways of economic activity, forms economic thinking, manifested in the development of adequate ideas about the essence of economic phenomena and their relationship, reasoned judgments on economic issues, gaining experience in the analysis of specific economic situations.

Continuing economic education is a part of continuing education that contributes to the formation of a market-type competitive specialist in the economy, which is in demand in the labor market, and is aimed at the formation of economic competencies in the profiles of training (economic and non-economic) at different educational levels in accordance with the models of graduate and teacher and implemented through economic training and economic education.

In the process of *economic training* as a purposeful process of bilateral activities of the teacher and the student on the transfer and assimilation of economic knowledge the formation of economic competencies (key, professional and additional) on the profiles of training (economic and non-economic) and at different educational levels in accordance with the models of graduate and teacher is carried out.

In determining the characteristics of economic education of students, we took into account the fact that without economic education it is impossible to maintain the achieved level of economic development, its further improvement. This problem is solved in the process of education, the task of which is to introduce people to the norms and values of the economy, the formation of economic thinking and style of activity.

Economic upbringing as a systematic and purposeful impact on the student in accordance with the development of his mental processes (emotional and volitional) is carried out in order to: the formation of economic thinking of modern man (family, production, the whole country); development of business qualities of economically educated person corresponding to the nature of the market (thrift, entrepreneurship, prudence, etc.); accumulation of knowledge in the field of economy, housekeeping, taxation.

The main purpose of economic upbringing is the development of economic thinking. In order to achieve this purpose, it is necessary to solve a number of tasks in the educational process:

- consistent formation of students' economic consciousness;
- the formation of the reasonable needs, abilities to commensurate with their financial resources, develop employment orientation in the search for the most complete satisfaction of their needs;
- arming with skills of economic analysis, formation of habits of thrift and economy, education of culture of mental and physical labor, mastering the basics of scientific organization of labor;
- the education of the intolerant relation to the irresponsibility, lack of organization in work, to dependency, mismanagement, profligacy, carelessness, etc.

These tasks involve the formation of students' relevant economic knowledge, abilities, skills (educational aspect), relationships and orientation of the individual, his qualities (upbringing aspect), which are necessary in the personal, professional, socially useful work. Thus, the economic preparation of students is their preparation for life and work.

The continuity of economic education of students is that this socio-pedagogical process is continuously moving from one stage of education to another, and each of them retains the basic properties: continuity and universality, the links between the various elements of this system are not broken i.e., the integrity of education is preserved.

At the same time, the continuity of economic education provides for its separation by stages, levels, the need for the allocation of which is determined by differences in the psychological and age development of the individual. It can be assumed that the continuity of economic education determines the form, structure of pedagogically built system of education of highly intellectual personality, and continuity and universality - its content.

The development of continuous economic education in professional educational institutions will contribute to the development of the system of education of highly intellectual personality in the following promising areas of economic education:

- increasing the knowledge intensity of economic knowledge obtained in educational institutions;

- expansion of the content field of subjects through interdisciplinary integration and inclusion of economic issues;
- development of modern educational technologies of activity-value paradigm;
- involvement of social partners of educational institutions (graduates, industrial and financial institutions, etc.).

The practical solution of each designated direction of improvement of continuous economic education of students requires from each member of the teaching staff creative approach to the development of best practices and its application in practice in order to optimize the pedagogical feasibility of training the intellectual elite of the Russian society in educational institutions.

Thus, *continuous economic education* should develop into a system of support for continuous self-development of a person in the new socio-economic conditions, only in this case a person becomes a subject of life and professional activity, which will allow him to be realized as a participant of transforming social interaction. In this case, his self-asserting subjectivity is also formed; his professional position becomes innovative or the position of the creator; in the process of self-development there is the design and development of his value orientations and the establishment of professional and human dignity and self-esteem.

Research results

Based on the well-known principles of continuing education (basic education, multilevel, diversification, complementarity of basic and postgraduate education, variability, continuity, integration of educational structures, flexibility of organizational forms), M. G. Sergeeva highlighted *the principle of economic competence*, based on the requirements of the market economy to preparing competitive professionals.

Analysis of the literature allowed determining *competency* as the integral personal and professional quality of the person who completed the education to a certain degree, reflected in the willingness and ability on the basis to a successful, productive and efficient activities, taking into account its social significance and social risks that can be associated with it; that allows effective interaction with the outside world with the appropriate competencies. *Competencies* are an open system of knowledge, abilities, skills, which are acquired in the educational process and adjusted during the practical activities. The expediency of the introduction of the concept of "professional competency" is determined by the breadth of its content, integrative characteristic that combines such commonly used concepts as "professionalism", "qualification", "professional abilities", etc. In our study, we define *professional competency* as an integral personal formation that combines the value understanding of social reality, categorical specific professional knowledge acting as a guide to action, subjective ability to self-determination, personal ability to implement professional technologies in the main spheres of human activity.

The analysis of the state educational standards (SES) of three generations revealed:

- features of the first generation of SES (mandatory minimum content of basic educational programs; the maximum amount of training load of students; requirements for the level of training of graduates);
- features of the second generation of SES (taking into account the tariff and qualification characteristics of the Ministry of Labor of Russia in the formation of requirements for graduates; coordination of requirements for graduates and the content of education with the Federal Executive authorities; simultaneous development of SES for all levels of education; development of standards for "integrated" areas of training of certified specialists in the field of technology);
- distinctive features of the Federal State Educational Standards (FSES) of the third generation from the previous SES (limited regulation; independence of the educational program; modular organization of programs; competence as an educational result; focus on the needs of the labor market). The FSES provides a clear definition of the concept of "Competence – the ability to apply knowledge, skills and personal qualities for successful activities in a particular area". The logic of this concept in relation to the sphere of vocational education is that the student on the chosen profile of the specialty receives a certain necessary amount of basic (theoretical) knowledge; a set of methodologies and techniques for the application of this knowledge in practice; certain experience of such application (in the course of training, production and other practices, laboratory and independent etc.), and all these parameters should be evaluated equally. Competencies are divided into professional

(specialization in certain areas of activity) and universal (necessary for an educated person, regardless of the profile of training).

Our study showed that the implementation of the third generation standards takes into account the competence approach and is based on:

- *the changes occurring in the labour market* (shifting the demand for new skills and changes in work organization; decline in demand for unskilled manual labor; the proliferation of automated control systems of production processes; the decline of mass production; the increase of individual responsibility of employees for quality of work; increase the level of interaction between employees in the team; the blurring of the boundaries between the professions);
- *new requirements for specialist training* (labor activity is formed around processes, not operations; non-technical aspects of labor become essential –planning, coordination and communication, decision-making; adaptability as a leading indicator of the quality of specialist training);
- *the mechanism of interaction between the labor market and the market of educational services* at different levels (federal and regional) of management, which involves the implementation of state policy in the field of vocational education and training; providing the developing labor market with the necessary volume of specialists of the required profiles and qualifications, taking into account the main trends in the strategic; rapid adaptation of vocational training institutions and retraining of personnel to changes in the labor market, increasing human resources, professional mobility and competitiveness of employees;
- *competence model of a graduate* of a professional educational institution, congruent developed structure of economic competence and containing seven blocks of competencies: educational, personal, intellectual, professional, communicative, information and economic. The block of economic competences is allocated by us in connection with the need to train a specialist who has a certain level of economic knowledge and is able to make adequate decisions in various socio-economic situations, regardless of the profile of the specialty.

Discussion

The principle of economic competence establishes the relationship between knowledge as information and knowledge as an activity necessary for the formation in the process of professional education of a competitive person with a certain level of economic competence. In determining the economic competence of a graduate of a professional educational institution, we focused on the concepts of "competency", "competence", "professional competency", which define the terminological field of research and allow characterizing the concept of "economic competence of a graduate of a professional educational institution".

Economic competency is considered as an integral qualitative and professional characteristic of the individual, including economic competence, forming economically significant qualities of the individual (competitiveness, initiative, mobility, entrepreneurship, independence in decision-making, critical thinking) and reflecting the willingness and ability to carry out effectively professional activities in various spheres and segments of the economy by building their professional careers, based on their individual values and projecting them in accordance with the development strategy of society, moral foundations and rules.

At the same time, *economic competence* is an open system of knowledge, abilities, skills, experience of practical economic activity and personal responsibility, which is activated and replenished in the process of professional activity as the real economic problems that a graduate of a professional educational institution faces.

The analysis of classifications of competences on various bases (the context of the solved tasks: general cultural and professional; level of distribution of competences: corporate, managerial, professional; level of development: threshold, differentiating; essence and content: cognitive, personal, functional, social, etc.) allowed us to develop *the structure of economic competency* of students, including the following economic competences:

- *key* – basic economic knowledge necessary for adaptation to professional activity in market conditions;
- *professional* – the ability to apply economic knowledge in practice, the ability to assess new economic situations and take optimal economic decisions;

- *additional* – the ability of creative economic behavior, effective behavior in the labor market, continuous economic self-education, etc.

The basis for the allocation of this structure of economic competency was the selection of the content of the modules of the studied disciplines: general humanitarian and socio-economic disciplines – key competencies; general professional disciplines – professional competencies; special disciplines (professional modules) – additional competencies.

As a result of the study, the **levels** of continuous economic education in the system of vocational education (basic, professional, additional), which allow students after completion of training at a certain level to perform the necessary labor actions and occupy appropriate positions.

The aim of the basic level of economic education in the system of vocational education is the formation of knowledge and motives of competent consumer behavior in a market economy, the formation of differentiated initial knowledge of the economy with the ability to use them in everyday life.

The aim of the professional level of economic education in the system of vocational education is to prepare students for ordinary positions that require professional economic training (timers, technicians-normalizers, accountants, secretaries, etc.).

The aim of the additional level of economic education in the system of vocational education is to prepare graduates for direct practical economic activity in the context of creative approach: in the areas of marketing, advertising, trade; analysis of economic activities of enterprises; identifying growth reserves, making plans and forecasts; generating effective ideas in non-standard economic situations; teaching in the field of economic disciplines; research activities.

Conclusion

Thus, continuous economic education is an obligatory part of continuous professional education and in the conditions of economy of market type is focused on formation of the competitive, demanded in the labor market of the specialist possessing necessary economic competences which are formed in the course of economic training and economic education. The levels of continuous economic education (basic, professional, additional) developed by us in the system of professional education are congruent to economic competencies (key, professional, additional) and involve the transition from one stage of economic education to another, preserving the continuity, universality, integrity of professional education, taking into account the psychological and age development of the individual, providing graduates after completion of training at a certain level of continuous economic education to occupy appropriate positions.

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The Dynamics of Ethnopedagogics in Russia

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Abstract
The article deals with the dynamics of ethnopedagogics, which has entered a new stage of its development. At the stage of predicting the vector of development of this branch of pedagogical knowledge, the authors of the article carry out reflection of its dynamics. The objectivity of reflection and the author's assessment of the mentioned phenomenon is achieved by the following criteria: 1) the language of ethnopedagogics, the genesis and development of ethnopedagogical concepts and theories, 2)changes in the level and social functions of ethnopedagogics, the characteristics of the status growth, 3) the compliance of ethnopedagogics to the parameters and criteria of scientific progress, 4) the relationship of ethnopedagogics with other forms of spiritually-practical activities, 5) interscientific interaction and interdependence, 6) changing the essence, the meaning, the mechanism of ethnopedagogical research, the relationship between applied and basic research 7) predictive opportunities of ethnopedagogics.
Keywords: dynamics, ethnopedagogics, ethnopedagogical researches, reflection, evaluation, criteria, applied and fundamental research

1. Introduction

One of the actively developing areas of Russian pedagogical knowledge at the present stage is ethnopedagogics, which studies the "empirical experience of ethnic groups in the fields of education and upbringing of children" [1].
Officially recognized in the late 1980s-early 1990s, ethnopedagogics over thirty years of its existence has accumulated an impressive empirical and theoretical resource due to a large amount of researches, including dissertations, updated during the paradigm shift of the national educational policy of the Russian state. It is well known that political and socio-cultural transformations entail paradigm changes in science. The Renaissance jump of national cultures observed in the 1990th has found system characteristics and research character now. Dissertations have acquired theoretical completeness and depth, empirical observations and descriptiveness have given way to analysis. An active search of methodological bases of ethnopedagogics is conducted, evidence of which are the conference on ethno-pedagogical matters, such as the international conference "Methodology of ethnopedagogical research" of the "Kalmyk State University named after B.B. Gorodovikov" (Elista, October 31-November 2, 2017), conducted by the Chair of pedagogy under the leadership of A. B. Pankin.
It is obvious that ethnopedagogics has entered a new stage of its development. The expectations of the scientific community are high. At the stage of forecasting the future of this branch of pedagogical knowledge the reflection of its dynamics and driving forces is lawful.

2. Materials and methods

In interpretation of the concept "dynamism of ethnopedagogics" we adhere to interpretation of M.V. Markhiyeva: "development and change of substantial and formal characteristics of this branch of pedagogical knowledge in dependence on temporary and sociocultural conditions of reproduction of new scientific information" [2]. At the same time the development of ethnopedagogical knowledge represents difficult dialectic process of permanent increase of its substantial potential – tool, categorial, factual.
In this regard, the main methods of the research of dynamics of ethnopedagogics are the analysis, generalization, forecasting.
The starting moment in determination of dynamics of ethnopedagogics is assessment of the period in which this area of pedagogical knowledge is located. In a periodization of logic of development of scientific knowledge by T. Kong singled out: 1"normal science" and domination of any paradigm, 2) scientific revolution, 3) change of paradigms [3]. Accepting this periodization, we will refer the modern level of development of ethnopedagogics to the first period. "Normal development" of modern ethnopedagogics is accompanied by fundamental scientific achievements of G.N. Volkov admitted by pedagogical community as a basis for further research and practical activities. Ethnopedagogical researches of this period are

focused on collecting the facts, obtaining scientific results, designing of new technologies (projects, models), the solution of ethnopedagogical tasks by standard methods. " The problems of" normal " ethnopedagogical studies are characterized by vector correlation with 1) identification of the significant facts, 2) their theoretical justification. In this case compliance of the received scientific facts to an ethnocultural educational and educational paradigm is subject to assessment.
During this period of development of ethnopedagogics the traditions of ethnopedagogical research are formed from the total mass of scientific works (for example, the construction of the content structure: from the theoretical methodological substantiation of the research problem to the development of ethnopedagogical technology and its experimental approbation). The traditional character, banality of ethnopedagogical researches arises due to the fact that the activities of various scientists in the logic of the designated dominant paradigm is based on the same rules and standards of ethnopedagogical theory and practice.
Theses on ethnopedagogics of this period belong to the "normal" and correspond to the cumulative strategy of development of ethnopedagogical knowledge. Their peculiarity is the solution of the claimed ethno-pedagogical problem and proof of scientific qualification and status of the researcher.

3.Results
We will reveal the issues highlighted by us. Ethnopedagogics language is meant as means of coding of its basic information, thinking within this science, representation, the mechanism of creation of the ethnopedagogical theory. According to scientists (Yu.G. Volkov, V.P. Kokhanovsky, etc.), the development of science is directly related to the development of language tools, the development of a more accurate means of translating knowledge, their translation from the old language to the new one. Social and humanitarian sciences, including ethnopedagogics, have their own specific languages, largely artificial. The language of ethnopedagogics is created and functions at the expense of terminological treatment of natural language definitions, borrowing of foreign language concepts, language formalization.
A more detailed characteristic of the language of ethnopedagogics includes a specific conceptual apparatus of ethnopedagogic theory, empirics, description, proof (logical, factual, and experimental). This characteristics is beyond the scope of our article and is addressed to researchers of this issue. Here we note that the language of ethnopedagogics shows a tendency of its complication towards the development of scientific theory.
Let us return to the dynamics of ethnopedagogics and the question of changing its level and social significance, the characteristics of its status growth. Change of level of ethnopedagogics is visually reflected by the monographs of the last years focused on methodology, a technique, development of theoretical aspects of ethnopedagogics: Sh. M.-Kh. Arsaliev "Methodology of modern pedagogy" [6], M.Kh. Mal'sagova, V.V. Lezina "Ethnopedagogical study: methodology and methods of implementation" [7], T.S Shaukhalov, V.V. Lezina "Prospects for the use of technological approach to design and research activities in ethno-pedagogy" [8] etc. It is obvious that ethnopedagogics has passed the empirical, initial level of its development and entered the theoretical stage.
The social value of this field of pedagogics is high: it is elevated to the level of the translator of ethnocultural traditions of education and training of the younger generation. It is distinctly traced in ethnopedagogical subject of theses in the specialty 13.00.01: E.A. Rubets. "Education of spirituality at the growing-up generation in the Russian national pedagogics", Pyatigorsk, 2012 [9]; N.N. Mikhnev. "National traditions as means of the military patriotic upbringing of youth (in conditions of the multicultural region)", Pyatigorsk, 2002 [10], etc. A statement of K.D. Ushinsky hasn't lost relevance concerning the fact that the line of nationality [11] is deeply peculiar to a human soul, and national education makes a basis of historical development [In the same place. Page 156].
Status growth of ethnopedagogics finds reflection in a large number of dissertation researches of ethnocultural educational customs and traditions, especially in dissertation councils at higher education institutions in national territorial subjects of the Russian Federation. The ethnopedagogics is embodied in education regionalization, national educational policy, i.e. has a tendency to expansion of a subject of a research.
The ethnopedagogics directly influences the content of disciplines of a national and regional component of Federal state educational standards of the primary, secondary general, secondary (full) general education

and indirectly – increase in the school hours allowed for studying of various aspects of the native language and national cultures.

The ethnopedagogics acquires the status of the synthesizing sphere of scientific knowledge since it operates philosophical, general scientific, concrete scientific concepts. The ethnopedagogics integrates scientific achievements of ethnology, sociology, cultural science, psychology in the general orientation on the end result.

Compliance of ethnopedagogics to scientific progress is commensurated with a dynamic chain of scientific progress of V.V. Ilyin: an increment of the language framework (the definitive status of concepts, terminologization) – search of definitions – introduction of idealizations – formation of concepts – theorization – broadcasting of scientific knowledge in universal culture [12]. Our subsequent analysis of development of ethnopedagogics within this article demonstrates that today the given scientific area passes a stage of intensive theorization. The last link – broadcast of knowledge in culture – isn't in ethnopedagogics to the final, but parallel, "accompanying" other links owing to the historical nature of ethnocultural educational customs and traditions.

Its technologization can serve as other parameter of compliance of ethnopedagogics to scientific progress. It is an indicator of modern scientific and technical progress and the general intellectual culture and is identified with style of "modern scientific and practical thinking" (Sh.M.-Kh. Arsaliyev). The union of ethnopedagogics and technologization has caused transformation of the first into production force, formation of "scientific character of technological type" (Yu.V. Gromyko).

Technologization of ethnopedagogics represents the methodological principle of the organization, management, carrying out ethnopedagogical activity; it is accompanied by logically ordered and reproduced, guaranteeing achievement of a goal system of actions, their algorithmic instruction, specification of procedures, specific tools, risk analysis, use of the information computer equipment, criteria, intermediate diagnostics, correction of results, a high-quality design product.

From the standpoint of technologization, ethnopedagogical activity should be considered as a process or sequence of pedagogical procedures, operations and techniques that together constitute an integral system, the implementation of which in educational practice leads to the achievement of guaranteed national and national-regional goals of education and training, contributes to the integral development of the personality of the student. Criteria of progressivity of technological ethnopedagogics are the optimality, efficiency, research intensity, instrumentality, intensity, productivity.

Another pulse and indicator of the dynamics of ethno-pedagogy is its relation to selected by M. Kh. Malsagova and marked earlier forms of spiritually-practical activities: ethnic culture, myth, national language, folklore, ethno-specific ritual rites, customs, religion, family, household norms, etiquette and behavioural stereotypes, art [13]. Note that these forms of spiritually-practical activities in their deepest essence and diversity of traditionally motivate the researcher to ethnopedagogical search.

Our further discussions about the impulses of the movement of ethno-pedagogy extend into its inter-scientific interaction and mutual influence. According to the methods of social manifestation ethnopedagogics correlates with different areas of the humanities, considering them as a material for their conclusions, generalizations and using them to explain universal phenomena. Ethnopedagogics is closely connected with the sciences that study human patterns of physical, social and mental development. It interacts with the sciences of the natural and humanitarian cycle on the issues of genetics, physiology, age-sexual characteristics (biology, physiology), individual-typical properties of a person (psychology), ethnos, ethnic identity (ethnology), mentality, national character (ethnopsychology), socialization, inculturation, cultural transmission (sociology), ethnography of childhood (ethnography), intercultural differences, individualism and collectivism, multiculturalism (cultural studies), ethnic conflicts (conflictology), national educational politics (political science), etc.

We will allocate forms of connection of ethnopedagogics with other sciences, having taken as a basis the similar classification developed in pedagogics by R.G. Gurova, F.F. Korolev, V.V. Krayevsky. The most frequent form is use by ethnopedagogics of theoretical provisions, concepts, the ideas, approaches, conclusions of other sciences. We will give the monograph by T.S. Shaukhalov as an example "The prospects of the use of technological approach to design and research activity in ethnopedagogics". Pyatigorsk, 2016) [14], Yu.V. Pechersky's thesis "Development of creative activity of younger school students by means of arts and crafts art (on material of the Republic of Dagestan)". Makhachkala, 2004 [15]).

An equally common form is operating by ethnopedagogics of methodological tools of humanitarian fields of knowledge, especially research methods. In scientific research on ethnopedagogics all arsenal of theoretical and empirical methods is applied. We will agree with N.S. Makarova that "in the conditions of integration of sciences research methods quickly become general scientific" [16]. Feature of ethnopedagogics is the integration of methods, characteristic to it, set by logic of a pedagogical research the sequence of their application.
Other form of connection of ethnopedagogics with other branches of knowledge is use of these sciences, results of their researches. As an example we present the use by ethnopedagogics of conclusions of ethnpsychology about ethnic identity, universality of structure of thinking, socialization, an inculturation, cultural transmission, ethnography of the childhood, the basic and modal personality, national character, mentality, ethnic identity, ethnic stereotypes, adaptation, acculturation, adaptation; anthropology conclusions about anthropogenesis, genetics, consciousness, consciousness, etc.
One more form of interaction of ethnopedagogics with other sciences is the complex researches which are currently being updated. They cover the problems similar in the essence and the purposes of studying and also a research where the same phenomenon is in focus of different sciences. At last, the complex ethnopedagogical research can be conducted by one or several collectives of scientists of various specialties coordinating joint efforts for achievement of a common goal.
At the same time there is the return tendency of development of their own methodological tools (ethnopedagogical approach, etc.) and its use by other sciences (anthropology, ethnosociology, cultural science, etc.). The ambivalence of this process is a reason for the analysis of methodological fundamentals of ethnopedagogics.
We will illustrate interference of ethnopedagogics and other sciences as follows. Above we wrote about an increment of the ethnopedagogical theory at the level of the functional party of its language. Here we will place emphasis on the symbiosis of ethnopedagogics with linguistics and emergence etnolingvodidactics, areal linguistics. Etnolingvodidactics studies linguistic and methodical bases of languages and cultures, forms methodical tools for bilinguals. The objects of linguo-regional studies are the etymology of separate concepts, loans, toponymic names. The areal linguistics deals with the study of languages, dialects.
The next issue that determines the dynamics of ethnopedagogics is the change in the essence, meaning, mechanism of ethnopedagogical research, the relationship between applied and fundamental researches.
Humanistic paradigm defined as a priority "I-concept" of the individual and actualized the problems of continuity of national pedagogical ideas of health-saving of the younger generation, ethno-cultural development of abilities, creative activity of the child. These problems are systematically solved from different methodological positions. Consistency is reflected in the proposed scientific concept, the content of ethno-pedagogical activity, its cumulative result.
Modern results of such activity are plural; they include ideas, regularities, concepts, technologies, strategies, programs, models, methods, introduced terms, established facts, methodical recommendations, manuals.
The question of changing the relationship between applied and fundamental ethnopedagogical research B. I. Pruzhinin [17], M. V. Rats [18] qualified as "central, strategic" in the context of modern scientific policy.
Applied researches in ethnopedagogics are directed to the solution of tasks the subject of which is national education and training. We agree with V.V. Krayevsky and E.V. Berezhnova in limitation of a subject of applied researches by practice [19]. This type of researches was the starting point in ethnopedagogics, fundamental works have followed further. Today they make an intermediate link between fundamental researches and developments, science and practice. Purpose of applied researches – the creation or specification of the proposed provisions, technologies (models, methods) to optimize the national-regional component of education or discipline in its context. An addressee of such researches is the pedagogical public, expert teachers. Applied scientific works are made out as the thesis, the monograph, articles, manuals, developments. The latter are published in a form of programs, instructional and methodological materials, textbooks and are recommended for use by educational management organizations, students.
Fundamental ethnopedagogical researches from a historical perspective analyze traditions and customs of national education and training, reveal laws and regularities, formulate concepts, form methodology. Their function consists in replenishment and consolidation of ethnopedagogical knowledge, formation of a

strong basis for applied works, definition of a vector of perspective researches. A product ethnopedagogical fundamental researches are the ideas, concepts, theories. These researches are conducted in theses, monographs, and scientific articles. The addressees of fundamental ethnopedagogical researches are scientists, teachers.
There are opposing views on the priority of applied or fundamental research in science. In the discussion on this subject, V. M. Polonsky holds the opinion about the dominant of fundamental research, as they are carried out, as a rule, by authoritative scientists, who have many years of experience. Researchers without extensive experience claim themselves in science mainly through applied research [20]. V. V. Krajevsky finds such an opinion erroneous, because fundamental and applied research and development differ not in their value and complexity, but in their purpose [21].
Opinions of both experts are presented to us very valuable. Ideally fundamental and applied ethnopedagogical researches are divorced to destination, but not on quality of performance. In practice applied ethnopedagogical researches, really, show essential quantitative overweight and low level of performance rather fundamental. However it should be noted also that the saved-up applied works make base for the subsequent theoretical calculations in ethnopedagogics. We believe that productive development of both directions of ethnopedagogical researches – fundamental and applied – at the focused attention to the first makes a required ratio of research works in ethnopedagogics today.

4. Discussion

Taking into consideration allocated by philosophy and history of science of external (reply to the requests of social life) and internal (driving force of development of science is in it) approaches to the solution of the matter, we summarize integrative, complementary character of such factors. We share G.I. Ruzavin's position according to which the harmony in scientific development is possible only when accounting existence of the public order and actually scientific priorities [4].
In this regard, the circle of the questions defining dynamics of ethnopedagogics includes internal and external impulses of its movement, i.e. immanent to this science regularities and the social conditions influencing its development. To the named questions after authors of the collection "Disciplines and Interaction of Sciences" (Under edition of B.M. Kedrov, B.G. Yudin. M.: Science, 1986, 280 p.) [5], arguing on regularities of development of sciences in general, we will carry:

– ethnopedagogical language, genesis and development of ethnopedagogical concepts and theories;
– change of level and social value of ethnopedagogics, characteristic of her status growth;
– compliance of ethnopedagogics to parameters and criteria of scientific progress;
– connection of ethnopedagogics with other forms of spiritual practical activities (ethnocultural, the myth, folklore, national language, customs, ethnospecific ritual ceremonialism, etiquette-behavioral stereotypes, religion, art, family - household norms);
– inter-scientific interaction and interference;
– change of an essence, sense, the mechanism of carrying out ethnopedagogical researches, the relationship between applied and fundamental researches.

5. Conclusions

The analysis of dynamics of ethnopedagogics made by us boldly outlines its predictive value. The ethnopedagogics moves forward to the number of perspective scientific areas since feeds modern educational process with the ideas of continuity of positive national experience of education and training, develops mechanisms of preservation and transfer to the subsequent generations of national values, identities, defines strategic priorities of educational policy in national territorial subjects of the Russian Federation, acts as the platform for innovative transformations.
Dynamics of ethnopedagogics has a progressive nature caused by: 1) the progress in development of language of this science, its concepts and theories, 2) growth of level, the status, social value of ethnopedagogics, 3) its compliance to parameters and criteria of scientific progress, 4) connection with other forms of spiritual practical activities, 5) interscientific interaction and interference, 6) change of a relationship between basic and applied ethnopedagogical researches towards the first, 7) its predictive opportunities.

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Theoretical Component of The Process of Switching Code From English Language in Popular Magazines, Social Platforms and Books

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Abstracts
In this paper, we are studying the theoretical foundation of code-switching process through the prism of the most popular linguistic approaches used in the works of modern scholars. Our approach to understanding the theoretical part of the process is based on the analysis of multiple examples, representing every aspect of the language theory mentioned in this work to understand why the interlocutors change codes and prefer one particular language to another. We have combined all the techniques the linguistic schools use in order to conduct a systematic analysis of the phenomenon and we are trying to find the most suitable one by exploring sociolinguistic and psychological approaches. We have chosen code-switching patterns from French language as it is gaining popularity in international magazines, mass media, social networks and literature, due to its elitaire character and the concept that it brings to the phrases or speech, which is "something fashionable", "something exquisite" or "something expensive".

Key Words: code-switching, sociolinguistic approach, psycholinguistic approach, bilinguals, prestigious, linguistic paradigm.

Introduction

The origins of the theory of code switching within various linguistic directions.

The problem of code switching is one of the most relevant topics in modern linguistics. The first studies appeared in the 1970s. W. Weinreich wrote that within the framework of the ideal linguistic paradigm, a person who speaks two or more languages must not consider switching to another language in the course of a communicative process. N.Frolova, relying on the theory of W. Weinreich, argues that in cases where a separate language personality or a group of people "usually uses language A and has the task of mastering the second language B, there is a number of possibilities for fulfilling this task" [Frolova, 1999]. Firstly, language A can be completely replaced by language B. As a result, in this case we are talking about a language shift. Secondly, languages A and B can be used alternately, depending on the requirements of the conditions of communication; in this case we are experiencing a switching (switching) from A to B and vice versa. Then, merging of languages A and B into a single language system may occur [Weinreich, 1963]. S. Poplak, who studied the syntactic aspects of code switching developed the theoretical foundations of this area of linguistics in the mid-1970s. Based on the work of the language scientists, we can give the following definition of the "code switching" phenomenon: the transition of a speaker in the process of speech communication from one language to another within certain communication conditions is called code switching. Since the 1970s the phenomenon of code switching is studied from three different positions: sociolinguistic, psycholinguistic and linguistic. We base our research mainly on psycholinguistic and sociolinguistic approaches.

Methods and Materials

Our research is based on the works of linguists, who have been studying the process of code-switching and its influence on the languages. As the principal material for the research we have used modern magazine articles, social media posts and books by famous international authors. In the course of the research, we have studied more than 100 examples and have chosen the most relevant ones to analyze and use as the examples of the linguistic processes described in the works of the scholars.

The main methods of work were the procedures of legitimistic analysis along with lexical and semantic analysis, in the course of which we relied on various language theories, as well as on the data from encyclopedic dictionaries and thesauri, a list of which is given in the bibliography. In addition, we used the method of semiotic analysis, the method of content analysis, discursive and cognitive analysis, culturological analysis of examples with code switching.

Results and Discussion

In the course of the study, we found that most often foreign language code-alterations into French are found in English-language journalistic publications of Australia and Great Britain, less often they are found in Asian periodicals. This may indicate that individuals for whom English is a native language are not against the spread of the vocabulary of the language at the expense of expressive means from the French language, while non-native speakers either do not have sufficient language competence to diversify the articles with lexemes from other languages. Recognition of a precedent text (text with a foreign language switch) in speech gives the reader the joy of understanding what the author had meant by the establishment of associative links. Speech creativity is characteristic of speech activity not only of the author, who uses foreign words in his speech, but also of the reader, who tries to understand what the author had had in mind. Some foreign language inclusions may be "prestigious" and "socially motivated".

1.1 The sociolinguistic approach to code switching answers the question why people switch from one language code to another in the course of a conversation.

Studies of the linguists L. Milroy and P. Miuskin [Milroy, 1995; Muysken; Singh, 1986], S. Alvarez-Kakkamo [Alvarez-Caccamo, 1998], K. Woolard [Woolard, 2005] were focused on the process of code switching in certain social and historical conditions. D. Ludi [Ludi, 1992] investigated the interaction between the language and social identity from economic and class points of view [Y. V. Balakina, A.V. Sosnin, 2015], and B. Rampton singled out the "mixing of languages / codes" as "a certain type of code switching which overcomes the boundaries of social classes, language communities and ethnic groups".

Within the framework of the sociolinguistic approach to code switching, a classification was developed by J. Blom and J. Gumpertz, within which contextual and metaphorical or conversational switching of code (situational and metaphorical / conversational switching) are distinguished [Yu. V. Balakina, A.V. Sosnin, 2015; Blom, 1986; Gumperz, 1982]. The first type is situational code switching.

Let's consider an example from the book "China rich girlfriend":

«Located on the fifth floor of a nondescript office building on Wyndham Street, the Locke Club was Hong Kong's most exclusive dining club—the holy of holies—and its members consisted of the ***crème de la crème*** of Hong Kong society and the international jet set [China Rich Girlfriend, K. Kwan]**.**

So, in this example we can see the author replacing a common English phrase "a VIP", which describes an elite dining place in Hong Kong, by a French phrase ***crème de la crème***. It is the example of a situational code-switching [Tutova, 2018]. Linguists believe that situational code-switching occurs when the languages change depending on the situation in which the interlocutors (in our case: English speaking authors) find themselves at a particular moment, while the topic of conversation does not change [Gumperz, 1982].

As proof of this thought, consider an example:

But beyond the showy architecture, you must visit ***les hortillonnages****, a series of floating gardens you can explore via small boats on the surrounding canals* [www.cntraveller.com].

In this example, the word "***les hortillonnages***" is an example of situational code switching and fits harmoniously into the general context of the description of the French atmosphere.

However, if a change in the topic of conversation appears, then such a phenomenon is called a metaphorical switching of the code. This type is based on language switching capabilities and on the intentions of the speaker to convey additional emotive connotations [Gumperz, 1982]. A metaphor, as a sign of a secondary nomination, serves for carrying cognitive information about the signs of the primary nomination and creates a secondary or additional idea of a particular subject [Verzhinskaya, 2017].

According to the authors, the metaphorical switching of the code enriches the communicative situation, since the speaker's attitude to it is based on several social positions. It reports the presence of multifactor social relations. Metaphorical code switching, as a rule, is spontaneous and unpredictable in the speech of speakers. For the purposes of this study, highlighting the metaphoric type of code switching is of fundamental importance.

In English-language journalistic texts, the use of code switching is usually motivated by the author's intention to update cultural symbols or attract associations accompanying conceptual education of other cultural backgrounds [Markelova, 2014]. Thus, most of the material studied can be attributed directly to

the metaphorical type of switching identified by Gumperz [Blom, Gumperz, Hymes, 1986]. Comparing the situational and metaphoric code switches, we can notice that the situational switch implies a change in the language situation to a greater degree, and the metaphorical remains unchanged, since this type of switching is more related to the speaker's inner motives. Let's consider an example:
*Their baguette, **le traditionnel**, was a must, as was their dense, not very sweet chocolate loaf* [Vogue USA August, 2016].
In this example, code switching acts as an application, complementing the subject and referencing to traditional French stereotypes. The logical meaning of the sentence without the selected application will not change, but will lose its special linguistic connotation, sending the reader's mind to the cozy French streets of the morning Paris, filled with the smells of freshly baked baguette.
According to the theory of O. Rodionova, the theory of Gumperz was often criticized by the linguists [Rodionova, 2015]. For example, K. Myers-Scotton notes the ambiguity of difference in the motivations which characterize "metaphorical code switching" [Myers-Scotton, 1993].

1.2. **The psycholinguistic approach** explains which aspects of the bilingual language ability allow the bilingual individuals to change codes. The study of the psycholinguistic aspect of code switching is of particular interest to linguists, since this phenomenon, before its formal expression in speech, passes a certain algorithm in the human mind. Most often, linguists turn to psycholinguistic models of bilingual speech in order to identify points of contact between the structural parameters which define it from a grammatical point of view [Markelova, 2014].
K. Myers-Scotton believes that in every multilingual community, any language is associated with certain social roles. She calls this theory - Rights and Obligations Set [Balakina, Sosnin, 2014]. The main idea of this theory is the "negotiation principle": during the dialogue, the choice of code occurs in such a way that it defines the sets of rights and obligations of interlocutors in the presented communicative situation [Balakina, Sosnin, 2014; Myers-Scotton, 1993].
Therefore, three principles are based on this principle:
<u>The rule of unmarked choice</u>: by choosing an unmarked code, the speaker confirms an already existing set of rights and obligations [Balakina, Sosnin, 2014]. As proof of this thought, let's consider an example:
*It's time to take the **après-gym** look one step further* [Elle Malaysia April, 2015]. An example of a foreign language switch can be considered as unmarked or arbitrary.
<u>The rule of the marked choice</u>: by choosing the marked code, the speaker sets a new set of rights and obligations.
*The key to his access was the cut, contour and craftsmanship of his clothes, but also his much-celebrated **joie de vivre*** [Harper's Bazaar Arabia March, 2015].
In this case, the author purposefully uses code switching to cause a certain cognitive reaction in the reader's mind. K. Myers-Scotton believes that this is done in order to make the reader focus on social motivation, which is in charge of the code-switching process, and thus emphasizes language competences, as well as reflects certain "rights and obligations" assigned to each language code.
<u>The rule of trial choice</u>: if the speaker does not know which code is unmarked, he turns to code switching in order to understand (depending on his pragmatic preferences regarding the set of rights and obligations) which code should be used further in the framework of communication [Balakina, Sosnin, 2014; Myers-Scotton, 1993]. As proof of this thought, let's consider an example:
***Au contraire** my mother dressed me in pale blue, allegedly to match my eyes and, later on, mustard, which matched nothing but was very big in the Seventies* [Vogue UK July, 2015].
In this example, the author uses the French adverbial phrase at the beginning of the sentence, as if trying to figure out which code would be more acceptable in this situation.
New words appear to name new subjects or express a different attitude to already known subjects and in some other way characterize them [Khaidarova, 2017].
Scientists, who were the pioneers of research on the psycholinguistic aspect of code switching, believed that there are two bilingual language systems that can be "activated" and "deactivated" independently [Gerard, Scarbourough, 1989]. In the course of the research it was found that some bilinguals read texts containing switchings in both languages, more slowly than monolingual texts. Linguists explained this phenomenon by the fact that the mental mechanism of switching requires more time to determine which

language system to "turn on" or "turn off" [Ostapenko, 2014]. The authors of subsequent studies put forward a theory about the joint storage of two language systems in a single mental space and their simultaneous activation at the time of verbal communication or reading a bilingual text [Grainger, 1993; Li Wei, 1998]. The theory mentioned above served as the basis for the creation of a psycholinguistic theory of triggering by M. Clyne [Clyne, 2003]. This theory considers the psycholinguistic motivated switching of codes due to the specific conditions of speech production along with the speaker's intentions [Ostapenko, 2014]. For this theory, the main thing is the mechanism that ensures the functioning of language systems in the speaker's brain: identical lexical units act as triggers in the process of language switching.
K. Myers-Scotton developed a special linguistic model based on the concept of the matrix language [Myers-Scotton, 1993]. All words related in one way or another to the specificity of culture reflect the historical experience of describing and naming the world around us in various ways, and all of them lead to the strengthening of such methods [Akhmedova, 2017]. According to this model, when switching of the code takes place, it is worth distinguishing the matrix language and the guest language. The matrix language is the main language of communication. A language with the elements, included in the matrix language is considered a guest language [Myers-Scotton, 1993]. In this example, we can observe English language being the matrix language of communication and French - the guest language:
Physical evidence alone aligns the two great ***monuments historiques*** *of France* [Vogue USA July, 2016].
The matrix language creates a morphosyntactic frame in which foreign language elements can be included, both as individual lexemes and as several related lexical-grammatical forms [Markelova, 2014].
In this example, we can observe not a single lexical switching, but the use of a phrase unit consisting of the indefinite pronoun "***quelques***", the preposition "***de***" and two nouns "***arpents***" and "***neige***".
Voltaire famously dismissed Canada as ***«quelques arpents de neige»*** *– several acres of snow – but then, he'd never visited* [Harper's Bazaar UK October, 2015]. This method is still quite controversial, since it initially used a quantitative criterion - most of the language units come from the matrix language, and the others - from the guest language [Markelova, 2014; Myers-Scotton, 1993; Myers-Scotton, 2002].
In the following example, the guest language units are French lexical units: a noun with auxiliary words.
Whether you're tanning by the shore or toasting with aperitifs ***à la piscine****, it's guaranteed to make a splash* [Vogue USA September, 2015].
K. Myers-Scotton also developed a model in terms of which we can divide all morphemes into three categories - the 4M model:
1informative morphemes that are activated at the conceptual level.
I was hoping to get a little ballet class out of this meeting, but as she twists and turns – ***arabesque****,* ***plié, tendu, attitude, développé*** *– I can nearly pretend to keep up* [Vogue USA July, 2016].
In this example, we see French lexemes, which represent ballet terms. Even a person, who is not acquainted with chorographical terminology will imagine a graceful ballerina due to the conceptual symbols;

2) early system morphemes, which are activated at a conceptual level and complement the semantics of morphemes, representing the concept [Markelova, 2014].

We invented the slow life – leisurely meals, ***rosé en terrasse****, comfortable homes, easy styles* [Glamour October USA, 2015].

In this example, the phrase consisting of two cognitive units - "pink champagne" and "on the terrace" acts as a code alteration, representing the meaning of a good, calm, luxurious holiday getaway;

3) late system morphemes, which are used to create more complex structures, such as phrases. They are activated at the level of morphological implementation [Isaeva, 2010].

The ***bouche dorée*** *is not for me* [Vogue USA March, 2016].

In this example, the phrase "bouche dorée" is used as an example of a late system morpheme.

Late system morphemes can be divided into late connecting and late outer morphemes [Isaeva, 2010].

The examples of late outer morphemes:

1. ***Quelle surprise!*** *Helen, Harrods' fashion director of womenswear, women's shoes, accessories, fine jewellery and childrenswear – aka practically everything – shops for a living* [Vogue UK October, 2015].
2. ***Mais Oui.*** *French women approach beauty with a pleasure principle* [Elle Canada October, 2015].

In these examples, foreign language code switches appear in separate sentences. Most often, they represent the exclamatory elements of modality, connotatively complementing the sentences.

An example of a late connective morpheme:
This is not only because it is where I am about to witness the unveiling of Dior's latest lipstick collection, Dior Addict, but also because the French Riviera is where you can witness a very special kind of fabulous Frenchwoman; a lady ***d'un certain âge*** *whom you'll find taking a leisurely promenade along the seafront in her gold sandals, animal-print capri pants and perfectly coiffed hair* [Vogue UK October, 2015].
Early systemic morphemes or directly elected ones go through the activation process at the level of the lemma along with morphemes representing the concept [Chirsheva, 2003]; that includes flexions, which are considered to be morphological doublets.
The structural roles of late system morphemes are defined in the process of speech later, when the lemma has already given instructions at the level of the formulator [Chirsheva, 2003; Myers-Scotton, 2000]. Late joint morphemes appear after the early ones. They are necessary for building links between morphemes within a syntagma, since with their help morphemes representing the concept are included in the phrase.
According to the theory of G. Chirsheva, "late external morphemes differ because when they are used, they focus on syntactic links outside the syntagma" [Chirsheva, 2003]. G. Chirsheva, relying on the theory of K. Myers-Scotton, explains that "the choice of the late morpheme in the phrase money is dependent on the presence of a negative adverb". If the lemma contains a complex lexeme that includes a late morpheme, it is the late morpheme that determines the time the lexeme entered the larger structure" [Chirsheva, 2003; Myers-Scotton, 2000]. K. Myers-Scotton presents us with a certain sequence of establishing the framework of the matrix language: Step 1: The speaker first chooses a lemma to transmit the message. At this stage, it is decided whether a single code or a code switch will be selected. Step 2: The beginning of the process of building of the framework of the matrix language, including informative morphemes, begins. Step 3. The lemmas send information to the formulator, which activates grammatical copying. Step 4. There is a single surface structure with phonological representations [K. Myers-Scotton, 1997; Chirsheva, N.N., 2003].
T. Markelova believes that "informative morphemes and early system morphemes are formed on a conceptual level, encoding all semantic and pragmatic information, which is further formed using internal system bundles within a word or a phrase and within external ones within a sentence" [Markelova , 2014].
Using the example of these models and theories, K. Myers-Scotton tries to combine grammatical and psycholinguistic approaches in order to explain the principles of code connection [Myers-Scotton, 2002]. T. Markelova adds that the main disadvantage of these models is that "K. Myers-Scotton uses the concepts of meaningful and systemic morphemes, which are differentiated miscellaneously in languages and in some cases cannot be differentiated at all"[Markelova, 2014; Muysken 2000]. Also, the universality of the use of the matrix language, which in some cases cannot be determined is still questioned by the scholars.
One of the main models of speech generation in psycholinguistics belongs to V. Levelt. He divides the process of speech-generation into four stages: 1) the stage of preparing a preverbal message, which becomes the basis for the direct processes of cognitive-linguistic formulation; in other words, this message is considered as a non-linguistic representation, consisting of concepts and their respective roles (agent, subject, recipient); 2) the processes of grammatical coding, which determine the syntactic structure of the future utterance; 3) phonological coding, or the creation of a phonological form of utterance; 4) pronunciation of the utterance [Levelt, 1989]. The grammatical and phonological coding takes place simultaneously with the process of extracting lexical units from the mental lexicon. This process consists of two components: the choice of a lemma and the extraction of a specific word form. During the extraction of the word form, the speaker determines its phonological segments and the metric frame. Metric frames are combined and form phonological words. Based on this understanding of phonological coordination, two conclusions can be made: 1) the phonological form of the word is not extracted by the speaker as a kind of complete unit, it is built from smaller units — phonemes; 2) syllables occur at a later stage. The syllabic structure of words is not extracted from the mental lexicon, but is determined when the extracted phonological segments are associated with the metric frame of the phonological word [Andreeva, 2006].
K. de Bot suggested that the lexicons of different languages and their characteristics are stored together, within a single language system where each element of this system is capable of indicating its affiliation to any language, thus forming two subsystems within one [De Bot, 1992]. So, K. de Bot offers a solution to one of the main issues of psycholinguistics regarding the place of storage of information about various languages, putting them into a single system of interconnected elements. Many linguists share De Bot's opinion on this issue. [Clyne, 2003, etc.].

T. Markelova believes that, according to K. de Bot, the adapted model of bilingual speech represents the following algorithm: at first, a bilingual refers to a unified conceptual system of two lexicons by means of a conceptualizer, whereas at the stage of grammatical coding, it uses different formulators that process multilingual lemmas in accordance with the coding rules of a language [Markelova, 2014]. In this case, speech gets either monolingually or bilingually (when code switching occurs) designed at the articulation stage, depending on the communicative intentions of the speaker [De Bot, 2000]. So, based on the theory of T. Markelova, we can understand that "the fundamental difference between the mechanisms of monolingual and bilingual speech, according to the model of K. De Bot, is the presence of several formulators, the number of which corresponds with the number of languages that the speaker is able to communicate in" [Markelova , 2014].
Scientists, in terms of the concept of "lemma", put forward the so-called lexical hypothesis about the primary meaning of the lexicon, which contains information about grammatical characteristics, words and the connection between them at the syntactic level. In the terms of this theory, code switching is always grammatically correct, since the lemmas are combined correctly according to the code [Markelova, 2014].
The representatives of the school of generativist linguistics explore a language modeled on the natural sciences as well as the patterns of code switching, guided by the principle of control, which embodies the theory that code switching between a controlling element and one that is subordinate to it is impossible. This principle operates at the level of deep structures [Di Sciullo et al., 1986]. It was repeatedly refined, but the new research did not confirm its universal nature. Cases of code switching where this principle was not observed even in the usual subordinate connection between the verb and the direct object were later revealed [Nortier, 1990]. For example: **«Recovering himself, Professor Oon put on his *blasé*, clinical tone»** [Rich People Problems, K. Kwan]. In this example, the adjective ***blasé*** acts as a foreign language inclusion, it subordinates to the grammatical norms of the English language and is used with the English preposition “**on**” and a pronoun “**his**”.
The word ***“blasé”*** is a substitute for the English word **“jaded”**. This switch of the code is probably done to make the description of the situation less serious and more frivolous. Thus, code switching can be regarded as a way to create contrast at the paradigmatic level and the language alterations themselves can be considered as expressive means and can participate in the creation of stylistic tools along with other language resources [Tutova, 2018]. Emotional and expressive possibilities of the word can already be stated directly in parts of speech. So, in the very nature of adjectives, the possibility of a subjective approach is revealed, since, being a part of speech reflecting the properties, qualities and attributes of objects, adjectives are characterized by a special feature of displaying not only objective qualities, but also those attributed to them [Gavrikova, 2017].
B. Spolsky admits that bilinguals change language for convenience. For example, if the addressee speaks only one of two languages that the speaker knows, then the latter, of course, should use this more familiar language to the addressee, although he can use another language or both alternately in communicating with bilingual interlocutors [Spolsky, 2009]. Bilingualism is a heterogeneous phenomenon. The degree of proficiency in each of the languages and attitudes towards them can greatly vary.

Conclusion
A bilingual does not commonly seek to follow the rules of any language. The choice of language in each situation is not always easy. It can be influenced by various interdependent factors. Two main factors are the interlocutor and which language is preferred by the bilingual individual. Studies on the switching of code and social identity led to a better understanding of the place of language in the formation and transmission of social traditions and foundations.
Code switching has a huge linguistic potential for creating new lexical units of the language due to the large number of social and pragmatic functions of this phenomenon.
We have discovered that the sociolinguistic approach to code switching is able to answer the question - why people switch from one code to another in a conversation. The psycholinguistic approach shows which aspects of language ability allow people to change codes.

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Structural Changes in the Global Economy Amid a Scientific and Technological Revolution

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Abstract

This article studies changes in the sectoral structure of the global economy that have taken place under the influence of scientific and technological progress. This study has identified main development trends in the key sectors of the world economy, as well as has formulated further growth areas in the digital economy.

One of the trends in modern economic development is structural changes in the global economy. These trends are primarily associated with the acceleration of scientific and technological progress. According to the founder of the World Economic Forum Klaus Schwab, "... the world is moving from the era of capitalism into the era of 'talentism'. Those countries that are ready for the fourth industrial revolution and are strengthening their political, economic and social systems at the same time will become winners in the competitive race for the future" [*The Global Competitiveness Report 2017-2018*]. One of the key factors that have been driving the structural changes over the past 20-30 years is the increasing economic role of innovations. The scientific and technological revolution has influenced the creation of a post-industrial structure.

The economic structure is a polyphonic definition which can be perceived in different ways based on what kind of ratio there is between the elements of an economic system. The sectoral structure, as broadly defined, involves an array of qualitatively homogeneous groups of economic units which share special aspects of production according to the concept of social division of labor and which are of special importance during expanded reproduction. In the context of globalization, the sectoral structure obviously adapts to foreign trade, feeling a very strong influence of external financial injections. Structural changes are also affected by the economic policy and are driven by the advances in science and technology.

Keywords: structural changes, scientific and technological progress, technological revolution, digital economy, high-tech industries, sectoral structure.

Introduction

According to some forecasts, the new industrial revolution, which consists in scaling up "breakthrough" technologies and changing the architecture of markets, is expected to culminate in the 2020s-2030s. Many studies suggest that advanced technologies will be developing quite rapidly and will have a systemic and widespread impact.

Materials and Methods of Research

In terms of macroeconomics, the sectoral changes in the long-term historical horizons initially consisted in a rapid growth of "primary industries", then "secondary industries", and in the last period – "tertiary industries" (Figure 1).

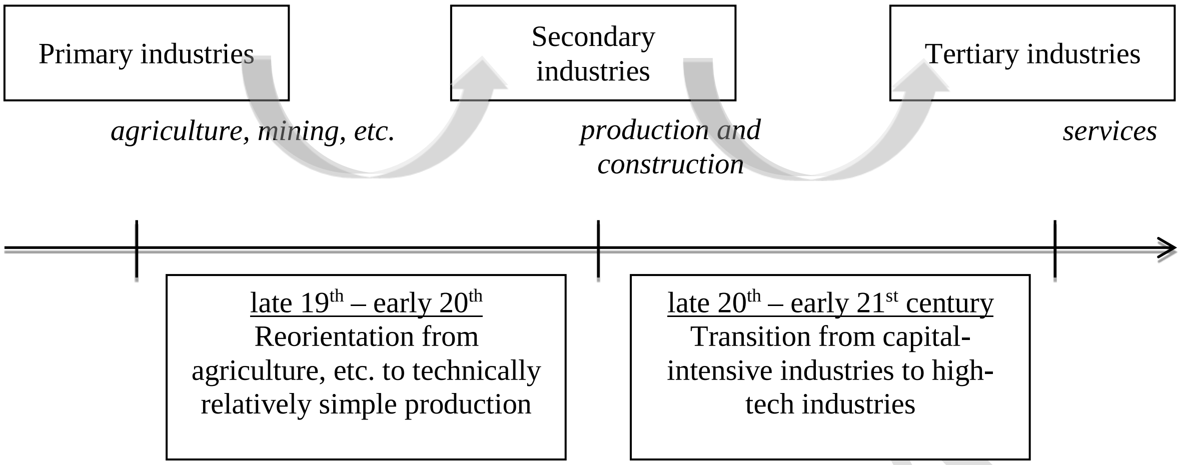

Figure 1 - Natural changes in the global economy's sectoral structure

Before the industrial revolutions of the 18-19th centuries, the global output was predominated by agricultural structure. In the second half of the 19th–first half of the 20th century in economically developed countries the leading role was played by an industrial structure. The end of the 20th-early 21th century was marked by an increase in the share of tertiary sector, i.e. the ratio between the sectors of the world economy in the course of its development has been constantly changing in favor of the tertiary sector in terms of its contribution to GDP and employment-wise. This trend continues to this day.
Over time, the significantly rising share of services (including commerce, transportation and telecom) in the economies of developed countries has spread to less developed countries. The structural changes in the global economy are primarily driven by rising productivity in material production industries thanks to scientific and technological revolutions.

Results of the Study
In terms of the maturity of tertiary sector, countries may be classified into three groups: countries with high, medium and low levels of development of the service sector. The first group includes developed countries, such as the USA (where services account for more than 80% of GDP), great Britain (about 80%), Japan (70-80%), Canada (about 70%), Germany, France, Italy, Benelux countries (more than 60%). In the newly industrialized countries of South-East Asia and Latin America, the service sector is pretty much underdeveloped, with a relatively high (average) degree of development in only one or two industries of the sector. The low level of tertiary sector maturity is typical for most developing countries.
In addition, there are a number of changes in the structure of global export of services: the share of international tourism services keeps rising and the share of transportation services is steadily declining. Such public services as health care, social security, science, education, culture, legal services, business services, such as financial, audit, accounting, insurance, consulting, advisory and recruiting activities, IT and advertising are becoming increasingly widespread.
Speaking in more detail on transportation services, it should be noted that thanks to the scientific and technological progress the transportation infrastructure has undergone significant changes, ensuring that it adequately meets the social requirements and transportation needs of the economies of industrialized countries. Going forward, in the countries with market economy we envision a sustainable development of scientific and technological progress in the field of transport, while the structure of railway networks will change, and the length of unprofitable railway lines and sections will decrease.
The scientific and technological progress taking place in the field of transportation makes it possible to significantly improve the quality of service and traffic safety, as well as to enhance the financial performance of this industry. The ongoing research and development of electric locomotives operating on several power systems is likely to be replaced by a research on the compatibility of satellite communication systems, field equipment and the equipment installed on locomotives.
The share of agriculture in the GDP of developed countries has declined steadily: from 7% in 1960s to 4% in the 1980s and 3% in the late 90s – early 2000s. At the same time, there has been an integration of

agriculture, production and commerce in agro-industrial complex. By including agriculture in the overall process of industrial production, the agro-industrial integration has made it possible to overcome the special nature of agricultural production (the impact of natural and climatic factors, the problematicity of a tentative forecast, planning the weight and volume of agricultural products). By creating an economic mechanism ensuring a stable supply of agricultural raw materials for the industry, the integration has strengthened the correlation between agricultural and industrial production [*Laptev S.V., Filina F.V., 2015*].
In highly developed countries, the share of agro-industrial complex is steadily increasing (in the US it accounts for about 75% of total foodstuffs). However, the share of agricultural production per se is decreasing. US agriculture generates about 2% of GDP and employs 2.5% of the total workforce, whereas the whole agro-industrial complex generates 18% of GDP and employs nearly 20% of the total workforce [*Abuzjarova M.I., 2018*].
The ratio between the sectors of agriculture itself (livestock breeding and crop production) is also being transformed due to the changes in industrialized countries, which that have prioritized livestock breeding over crop production. For instance, in the US livestock breeding accounts for almost 55%, in France – 53%, in Sweden and Finland – 75-80% of gross agricultural output. In Western Europe, about 80% of agricultural land is used for livestock breeding, while in the United States it is almost half. The situation is similar in China and other rapidly developing countries. In Europe, this trend is different in the Mediterranean countries, including Italy, where the industry represents 40-42% of agricultural production, which is mainly due to the lack of favorable natural conditions for livestock breeding. Livestock breeding is prevalent and is mostly extensive in the Middle East, Argentina and Uruguay [*Gaisina L.M., Bakhtizin R.N., Mikhaylovskaya I.M., Khairullina N.G., Belonozhko M.L., 2015*].
Over the past few decades, the agro-industrial complex of many countries has undergone “green”, “biotech” and “genetic” revolutions. Each of them is described in Table 1 below.

Table 1 - Revolutions in agro-industrial complex

Revolution	Definition
Green revolution	Mechanization and chemicalization of agricultural production focused on the use of specially cultivated high-yielding varieties of cereals and vegetables
Biotech revolution	Production mode, whereby no chemical fertilizers and pesticides are used
Genetic revolution	Production of foodstuffs with predetermined properties based on genetic engineering

The advances in science and technology have led to a gradual decrease in the share of primary sector (mining) and to an increase in the share of secondary sector (manufacturing), which, in turn, became a prerequisite for reducing the material intensity of production and the replacement of mineral raw materials with artificial ones. Within the manufacturing sector, there is a transition from labor-intensive industries (light and food industries) to capital-intensive ones (primarily engineering and metalworking, chemistry), and in developed countries – to science-intensive (biological, pharmaceutical, aerospace, electronic engineering, etc.).
In non-ferrous metallurgy the secondary raw materials (the result of re-melting of non-ferrous scrap) serve as a target for an increasing number of developed countries which, by accumulating all their actions aimed at increasing the degree of processing of primary raw materials and smelting of rare and strategically important metals, over time reduce the smelting of aluminum, copper, etc. both for environmental purposes and for saving energy commodities. The boom in new technologies has triggered a growing demand for rare-earth alloys (it is expected to grow to $ 14 billion by 2020). The major proven reserves of rare-earth metals are concentrated in China, Russia and the United States, with China being considered the leader in terms of production and consumption. The Russian government has approved a program aimed at expanding such production [*Grigorenko O.V., Klyuchnikov D.A., Gridchina A.V., Litvinenko I.L., Kolpak E.P., 2016*].
The chemical industry share growth, which is primarily driven by the advances in science and technology, has become one of the significant structural changes. In the last quarter of the last century, this industry underwent a transition from extensive to intensive type of development. The rise in research intensity,

which is taking place in chemical industry in general and some of its productions in particular, has make it a priority for highly developed countries, which specialize mostly in the production of the latest high-tech varieties of chemical products. In this industry, the US should be noted as the world's largest producer and exporter of chemical products (about 20% of world chemical products and 15% of its world exports), Western Europe, mainly Germany, Italy, France, the UK, the Netherlands, accounting for 23-24% of the global output and export of chemical products, and Japan (15% of the global output and export). As for the development of "dirty industries", such as mining and chemical industries, the production of mineral fertilizers, acids, alkalis, polymer materials, it is typical for less developed countries, where active industrialization is taking place [*Gadzaov A.F., Dzerzhinskaya M.R., 2018, Olkhovsky V.V., 2018*].
The share of timber, woodworking and pulp-paper industries in the world's manufacturing output has declined.
Central to technological progress is the machine-building complex, which comprises about 20 major industries and more than 100 specialized sub-industries, as evidenced by the fact that in most industrialized countries the R&D expenditures in machine-building account for more than half of their total R&D expenditures. Thanks to the accelerated development of science and technology, the modern engineering is noted for is high flexibility and fast switchability to the manufacturing of products of any series.
In recent decades, in the global machine-building complex's sectoral structure there has been a decline in the share of general engineering due to lower production of agricultural machinery and textile equipment. The production of agricultural machinery is consistently being outsourced to China, India and new industrial countries.
The share of transport engineering remains relatively stable, but within this industry the share of aircraft, shipbuilding and rolling stock production is declining due to lower demand for military aircrafts and oil tankers, as well as due to the outsourcing of rolling stock production to less developed countries, respectively. However, there is a slight growth in the car-making industry, which, in turn, is driven by the growth of living standards and the formation of the middle class, which shows demand for cars. Also, the automotive industry is progressively expanding, with the mass production being primarily concentrated in new industrial countries, especially China, India, South Korea, Malaysia, Brazil, Argentina.
The main role in the global mechanical engineering is now played by high-tech industries such as electronics and electrical engineering, rocket and space industry, instrument engineering, automotive industry. Classic electrical engineering, such as the production of equipment for power plants and power grids, is influenced not only by the modernization of old facilities, but also by the construction of new power plants. Household appliances are manufactured in a multi-batch mode, whereas turbines, generators and other large electrical devices are produced in small, single batches.
The rapid advances in science and technology, which results in constant updating of the product range, as well as the transformation of engineering product market into the "buyer's market", have led to the transition from the 20th century-typical universal factories to highly specialized enterprises.
Currently, electronic engineering produces the following items: computer and peripheral devices, hardware components of electronic networks, telecom equipment, audio and video equipment, instrumentation and control systems. The system of component production has changed: whereas before corporations sought to produce all the accessories for equipment on their own, today they are trying to subcontract it by outsourcing their production to Latin America and South-East Asia. The new industrial countries, primarily China, pay great attention to the regular upgrade of their facilities specialized in manufacturing high-quality electronic products [*Grigorenko O.V., Klyuchnikov D.A., Gridchina A.V., Litvinenko I.L., Kolpak E.P., 2016*].
The share of light industry in the sectoral structure of the world's manufacturing industry has decreased due to the rapid growth of engineering, chemistry and energy, as well as the market saturation with light industry goods in developed countries in addition to the reorientation of demand for services and high-tech products.
Thus, we should note two areas where the economy has undergone changes in the established proportions due to the above events:

1. Catalyzation of the change in the generations of products sold in the sector of new high-tech industries.
2. Reconstruction and modernization of the traditionally leading sectors of the economy.

The recent years' trend of increasing penetration of the Internet and digital technologies in the industry, which have traditionally been considered offline, suggests the formation of the digital economy.
This global trend is being observed in Russia. The increase in economic growth in Russia in the early 2000s was primarily driven by Russia becoming a more important player in the world markets of raw materials and energy [*Shcherbinina A.G., 2017*].
Currently, the potential of Russian economic growth driven by these factors is largely exhausted. The Russian economy is facing challenges related to the qualitative renewal of all aspects of socio-economic and socio-political life. These challenges are not only about the external "big challenges" of a global nature, but also about the internal processes. In order to turn these challenges into opportunities conducive to further development, Russia should decide whether it is making strategic transitions or not.
Many experts note that it is in the field of digital technology that Russia is keeping pace with the world's leading powers. One of the main incentives for development is, of course, the attention paid by the state to the issue of digital economy. In order to meet the challenges, as well as to mitigate the risks and threats to the stability of socio-economic development, Russia should abandon its raw material based growth model.
As for meeting the challenge of maintaining competitiveness and achieving high rates of productivity, it primarily depends on the scientific, technological and innovative policy pursued by industrialized countries and a number of new industrial powers. Such policy is based on the processes of digitalization, robotics, automation, intellectualization and platformization of the economy. Its goal is to develop and support the development and implementation of state-of-the-art technologies, the effectiveness of which is significantly higher than that of traditional ones.

Conclusion

According to some forecasts, the new industrial revolution, which consists in scaling up "breakthrough" technologies and changing the architecture of markets, is expected to culminate in the 2020s-2030s. Many studies suggest that state-of-the-art technologies will be developing quite rapidly and will have a systemic and widespread impact.
Therefore, the main task Russia will be facing up to 2035 is the fruitful involvement in the new technological revolution, as well as the implementation of a necessary structural shift in the economy and social sphere. The Russian Federation should switch to a development model based on high-tech production sectors built on scientific knowledge and innovative technologies. The task of switching the domestic economy to innovative ways, to a qualitatively different path of development consisting in the formation of a national innovation system, has been identified by Russian government as the top priority for its modern state policy. This most difficult task comes at a time when the developed countries are increasing their economic and technological power and when the technological achievements are playing an increasingly higher role (including in the field of nanotechnologies, which are key technologies in the 21th century).
Furthermore, despite its modernization activity and the systemic formation of its innovation policy, Russia is showing a hardly noticeable "technological" success amid the ongoing global transformations. However, thanks to a number of initiatives and projects supported by the state, the country still has some potential.
When choosing priority courses of accelerated development, an emphasis should be placed not only on the outstripping development of fundamentally new high-tech sectors and markets, but also on the profound technological modernization of traditional industries and productions. The centralization of these two areas may contribute to the frontal launch of a technological revolution in the medium term perspective.
Further development of the digital economy involves fundamental transformation, the expansion of existing industries, the modernization of architecture, as well as the organization of new highly profitable markets.

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Dimensions of Foreign Language Teacher Development. a Case of Plekhanov University

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Abstract
The article explores the 20 year experience of the Department of Foreign Languages of Plekhanov Russian University of Economics (Moscow, Russia) in designing and conducting annual upgrading qualifications program. The program was focused on raising awareness of the current and future trends in language teaching and learning with respect to the personality and motivation of in-service foreign language teachers in a non-linguistic economic university. The presented study aimed to find out which pathways of the upgrading qualifications program proved to be the most beneficial for foreign language university teachers over the given period and to recommend directions for the future professional development programmes. To reach the objectives of the study there was conducted an in-service teacher survey based on the empirical study. The researchers applied methods of analysis, synthesis, method of comparison, method of generalization and observation. The diagnostic method involved an ad hoc developed questionnaire which included both quantitative and qualitative questions. Another body of materials for analysis incorporated the content composition of the Programs of the nineteen upgrading qualifications programmes featuring plenary meetings, round-table discussions, presentations, workshops, master classes and training modules. The results of the study give reasonable grounds to conclude that overall approach proved to be adequate, appropriate and acknowledged by the participants.
Key words: Teacher professional development, motivation, life-long learning, L2 teacher.

Introduction
Teacher professional development (TPD) has always been in focus of responsible educators, practitioners, university managers, heads of the departments, university academic boards and state departments of education. Nowadays in response to changing environment and in line with the demands of the market the concept of TPD of foreign language / L2 teachers in Russia is undergoing change. The educators are switching to treating the TPD as lifelong learning process which tends to be based on increase in motivation of L2 teachers, who are actively involved in their continuous and systematic self-improvement. However, there exist several factors which might still impede their progress.
Most of the L2 faculty of Russian Universities were raised under socialism when collectivist values predominated, when the rate of power dimension [26] was extremely high and the word of the boss - in our case a teacher - was the law. The spirit of following the prescribed rules and obeying those who are higher in rank without much discussion, in practice, resulted in very little initiative, with the lack of personal responsibility and passiveness. Teachers could provide lessons for years following the beaten tracks, being absolutely assured that they will keep their job and a salary in any case. Not any more. The profession demands flexibility, readiness to adapt and improve. Today's Russian students are different, free of inhibitions of previous generations. We have to acknowledge that they are no longer a receiving device but equal partners in the educational process.
What is more, the main goal in teaching foreign languages used to be extracting information from professional texts, following grammar-translation method, or the ‘conscious-comparative method’ [47, p.32], but not to communicate. L2 teachers had to train students in reading and translating text. As a result, most soviet students in non-linguistic Universities could not speak English or any other foreign language, and among other subjects, English took its place at the end of the list just between the classes of physical training and civil defense. The recent shift to communicative methods required to revise such approaches.
Another crucial factor is technology. Now we are living in a new world, which is significantly different from what was familiar and comfortable to us until very recently. This new world has introduced computers, mobile telecommunication, genetic engineering, global market economy, general awareness of environmental problems, everyday challenge to patriarchy and much more. Today's world is

characterized by great speed of changes. The main thing is that we live in a new world in the information epoch, though we were born and brought up in industrial one. Mobile phone is not just a technical toy. This toy is changing our lives, our relationships in every way, ranging from daily personal interaction through video/audio/text applications to possibility of remote work, spanning to the fact that we can no longer control what kind of information and when a young person can get access to it. A new phenomenon also came into being: today we have young people who often understand something better than adults do. Never in the history of mankind there was such a thing, and now it is the norm.

Taking into account these factors the Department of Foreign Languages (DFL) of Plekhanov Russian University of Economics (PRUE) has been designing and conducting annual upgrading qualifications program (Winter School) for 20 years, the main focus being the in-service **L2 teachers, their personality and motivation in a non-linguistic economic university.** The present study aimed to find out which pathways of the upgrading qualifications program (Winter School) proved to be the most beneficial for L2 university teachers over the given period and to recommend directions for the future professional development programmes.

The aspects of teacher professional development (TPD) have been explored by many academics and practitioners, who named several important factors to be considered when designing a teacher upgrading programme: teacher knowledge base and required qualifications, existing and desirable teacher skills and competences, target learners, cultural setting [19, 23, 28, 32, 45, 46, 50]. Quite a considerable number of research publications focus on studies into efficiency, efficacy and design technicalities of teacher training aimed at teachers engaged in tertiary education in various countries [5, 19, 23, 27].

The issue of professional competence in its complexity has been drawing invariable attention of educators. The term itself was introduced in the late sixties to denote specific personal characteristics based on knowledge and skills which are crucial for successful performance at a workplace. This multifaceted issue was closely connected with the studies of motivation and was further subdivided into behavioral, functional and cognitive characteristics. The impressive body of literature on this subject gives comprehensive analysis of the developments and research in the area and highlights such teacher competences as pedagogical, being specialized in educational subjects, technological / ICT and multimedia use, social, socio-cultural, cross-cultural, emotional. [9, 20, 28, 32, 39, 50]. Many researchers and practitioners, such as Penny Ur [48], Sylvie Donna [11], Jim Scrivener [41], Jeremy Harmer [22] and Scott Thornbury [47] treat continuous language and pedagogical development as inseparable part of professional upgrading of a foreign language teacher and give practical teacher guidance.

Cross-cultural competence is a particular area, which is vital to be developed in a modern world. Economic and political developments in Russia have made it possible for a great number of Russian businessmen and managers to be actively involved in international business. It resulted in marked interest in business education and cross-cultural training. The needs of prospective global managers can be addressed by the existing body of publications and textbooks on the subject, to name but a few: Robert Gibson [18], Geert Hofstede [26], Bob Dignen and James Chamberlain [10], Adrian Pilbeam [38], Jeremy Comfort and Peter Franklin [8]. The L2 teachers have to be aware of intricacies in respect of cross-cultural differences and similarities and to be able to deal with misleading, confusing and ambiguous language, highly dependent on context and environment. The comparative socio-cultural research carried out by Russian academics, such as Irina L. Ekareva [14, 15], Svetlana G. Ter-Minasova [45, 46] presents a lot of accumulated data on different aspects of the English language usage.

PRUE being a RF state university is preparing its students both for vocational and academic careers. In keeping with the RF educational standards [16] and employers expectations the study programmes should cater not only for the present level of potential employees' qualification, but also ensure PRUE students' adaptability and flexibility to be involved in 'agile ways of working' [34] in online business environment. In addition, "social trends and enabling technologies create a need for increasingly personalized modes (in structure and content) for learners … with a surge in online learning" [43, p.98]. This means that L2 teachers alongside with the core departments faculty should provide relevant learning culture and learning experience through exploiting opportunities of interactive multimedia / IT technologies and benefiting from research and practical advice offered by academics and practitioners, such as David Teeler [44], Nicky Hockly et al. [24, 25], Barbara Means et al. [33], Lindsay Clanfield [7].

Another part of equation is a student. The teachers' activities being focused on students should take into account their general and specific characteristics. This vast area has been addressed in many publications, with some of them based on empirical studies and analysis of students values and typology to elicit ethnic identity of Russian students as in Vladimir T. Lisovskiy [30, 31] and Elena L. Bokut et al. [2], to focus on students' learning styles [12, 40] and to share personal teaching experience of millennials [15].

Materials and Methods

To reach the objectives of the study there was conducted an in-service L2 teacher survey based on the empirical study. The researchers applied methods of analysis, synthesis, method of comparison, method of generalization and observation. The diagnostic method involved an ad hoc developed questionnaire which included both quantitative and qualitative questions. The questionnaire consisted of two parts: structured and unstructured. The participants were offered closed-ended questions with multiple choice and open-ended questions for eliciting respondents' own answers. The questions focused on L2 teacher background, qualifications, personal inventory, reflections on the Winter School sessions and suggestions for the further training and upgrading pathways (see Figure 1).

Questionnaire for L2 PRUE teachers

1. How many years have you been teaching in total / How many years have you been teaching in Plekhanov Russian University of Economics? ______________________________________

2. How many Winter Schools Upgrading Qualifications Programs (WSUQP) of the Department of Foreign Languages did you attend?

All of them	Most	Several	One / two	None	? (your answer)

3. Did you take an active part in the WSUQP?

	Regularly	Several times	A couple of times	Never
Presented a paper				
Presented a short talk				
Conducted a master class				
Conducted a workshop				
Acted as moderator at a session / round table discussion				
Organized talks / paper presentations				
Was responsible for a series of sessions / a number of talks				
Other				

4. What was the most useful/ important for you?
____

5. Do you use in your teaching at PRUE the following technologies and techniques which were discussed and trained at WSUQP:

	In every class	Once a fortnight	Once a month	At the end of the module	At the end of the term
Multimedia audio/ video					
Interactive Whiteboard (IWB)					
Virtual educational environment					
Supervised presentations prepared with students					
Case analysis					
Role plays					
Other					

6. Have you taken an upgrading qualifications course outside PRUE? **- YES / NO .**
If YES please indicate how often.

Regularly	Several times	? (your answer)

7. How often did you go abroad to the English / French / German speaking country:

	Regularly	Several times	Never	? (your answer)
To study (without taking an exam)				
Supervise students' study trip				
To train for professional teacher examination				
To lecture / to conduct classes				
To present a paper at a conference				

8. Do you have an international teacher certificate / course certificate? - **YES (please specify**) / **NO**

____

9. What skills would you like to acquire at our next WSUQP?
What particular training would you like?
Are you happy with your present level of the foreign language (English/German/French)?
We welcome your suggestions for the next Winter School.

Figure 1. The Questionnaire offered to L2 PRUE teachers.

Another body of materials for analysis incorporated the content composition of the Programmes of the nineteen Winter Schools featuring plenary meetings, round-table discussions, presentations, workshops, master classes, training modules targeted at specific areas and skills. An example of one of the first Winter School programmes is given in Figure 2.

Plekhanov Russian Economic Academy (PRUE)
Department of Foreign Languages
Fourth School for Upgrading Qualifications of Foreign Language Teachers
Increasing students motivation through foreign language education at non-linguistic universities
Dates: 20 – 25 January 2003
Venue: PREA **PROGRAMME**
20 January

12.00- 12.10 12.10 -13.30 14.00- 15.30 15.30-16.00	Registration Plenary session Keynotes:	 Welcoming speech. Ways to increase motivation of non-linguistic university students through foreign languages studies: Foreign Languages Department Chair. - Social and economic environment as a factor in increasing student motivation when studying foreign languages: PREA Professor. - Analysis of the Russian market demand in specialists with foreign language skills: HR Gardens representative. - What motivates teaching staff: Visiting Professor MIRBIS. Short presentations of section moderators.
21 January 10.00-12.00	 Sections: English section 1 English section 2 French section	 **Presentations, Workshops and Discussions.** Moderators and presenters: PREA faculty. Pre-university training Basic course. PREA exams and certificates and international standards. How to raise student motivation. Self study as means of raising student motivation. Using videos to raise professional motivation of IBS students. Professional language study as engine for motivation.

	German section	Using projects in a French classroom.
		Psychological aspects in organizing student self study activities.
		Developing communication skills with German videos.
	Spanish section	Using country studies for raising student motivation in learning Spanish.
		Using authentic Spanish textbooks in country studies.
13.00 –15.00	English section 3	Introducing Internet and computer technologies (CDs and interactive programs) in L2 university education.
		Incorporating IT in Business English classes.
		Motivation as the basis for the module "English for Banking".
	ESP section	Student research conference as means of raising student motivation.
22-23 January 10.00-12.00	ESP section (in English, French, German, Spanish)	Round table discussions: Monitoring self study of senior courses students. Demonstrational lessons (in English) based on case study analysis.
24 January 10.00-12.00 13.00-15.00	Graduates section	Round table discussion: Increasing motivation for L2 studies at MBA, second higher education and upgrading qualifications programs. Closing Ceremony. Feedback from Moderators. Awarding the Certificates.

Figure 2. The Programme of the Fourth School for Upgrading Qualifications of Foreign Language Teachers, 2003.

Results and Discussion

The study of the upgrading qualifications program (Winter School) demonstrated that the Winter School concept was initially introduced in 2000 to explore the new Russian Federation educational standards on higher education and the requirements for the foreign language programs in a non-linguistic economic university. The goal was to design a system of coordinated and continuous TDP encompassing high school, pre-university training and university courses. In conjunction with the subject area the international experience in standardizing foreign languages education was also taken into account with the discussions and workshops exploring education quality management, methodology and assessment.

Another important strand was the demands of globalization and the implications of the Bologna declaration for the higher education system in Russia in general and in particular for the foreign language faculty in the non-linguistic economic university. The decision of the Russian Ministry of Education in 2003 [3, 49] on implementing the Bologna principles in order to provide competitive workforce for the international labour market and subsequent introduction of a two-tier structure of bachelor and master degree programmes in the higher education institutions proved the timeliness and appropriateness of these themes in the programs of the Winter Schools.

At the Winter School sessions the leading academics and educationalists presented not only advantages of the Bologna process but encouraged active engagement of the participants. They highlighted the important role of L2 teachers in creating appropriate learning environment, especially in Russia, where the overall level of foreign language knowledge was historically rather low among school-leavers, professionals and business people ('low proficiency' according to EF EPI country ratings, see also [13, 17]). In order to benefit from global opportunities both, for studies and business, the whole approach to learning and teaching had to be reconsidered. While the Winter Schools of 2000 – 2006 discussions centered more on how to match traditional Russian foreign language teaching methodologies, specialist diplomas and European practices in order to meet the requirements of the two-tier structure, the following Winter Schools also explored the early results.

In compliance with RF authorized educational policy the reduction of contact hours and further decrease in the total number of hours for foreign language programmes in the Russian non-linguistic universities rendered another challenge for L2 teachers. The Winter Schools offered a platform for discussion, methodology share and set objectives for further professional development, so that there could be found adequate solutions for teachers and learners. Such activities were based on already existing educative experience and on international approaches. First at the Winter Schools sessions, then at teacher training courses of varying lengths L2 teachers of the DFL went through the stages of 'experiential learning cycle' [1, p.11] when they experienced, interpreted, generalized and then tried to apply new strategies and techniques in their classes with students .
The survey revealed that participation levels in Winter School activities were quite high irrespective of the teaching records of individuals. According to the survey 31 out of 36 respondents have total teaching record of more than 11 years including 21 respondents with twice longer record. The teaching record in PRUE of 19 respondents is more than 11 years including nearly half of them working at least twice longer. The inevitable staff turnover is reflected in the figures corresponding to the total teaching record and the number of years in the DFL in PRUE. However, the rate of attendance of Winter Schools was high: 22 out of 36 respondents attended all or most of them, with another 11 faculty attending fewer (see Figure 3).
Q1. How many years have you been teaching in total / How many years have you been teaching in Plekhanov Russian University of Economics?

	Total teaching record			
Number of years	1- 5 years	6 – 10 years	11-20 years	More than 21 years
Number of teachers	3	2	**10**	**21**
	Teaching in PRUE			
Number of teachers	10	7	**10**	**9**

Q2. How many Winter Schools Upgrading Qualifications Programs (WSUQP) of the Department of Foreign Languages did you attend?

Quantity	All of them	Most	Several	Two	None	? (your answer)
Number of teachers	14	8	2	4		5 (from 3 to 8 WS)

Q3. Did you take an active part in the WSUQP?

	Regularly	Several times	A couple of times	Never
Presented a paper	17 (~ 50 %)	3	5	9
Presented a short talk	13 (~ 30 %)	1	4	9
Conducted a master class	11 (less than 30 %)	2	2	7
Conducted a workshop	8 (25 %)	2	1	5
Acted as moderator at a session / round table discussion	8 (25 %)		3	5
Organized talks / paper presentations	7 (~ 25 %)	1	1	5
Was responsible for a series of sessions / a number of talks	7 (~ 25 %)	2		5
Other Taking part in discussions	1 (all who attended)	1		

Figure 3. Attendance and participation levels.

What is more, many L2 faculty took active part in the upgrading qualifications programmes. The most popular form of participation was presenting a paper or a short talk (30 out of 36 respondents). The second most popular activity was conducting a master class or a workshop - half of the respondents (19 out of 36).

22 faculty (⅔) acted as moderators at sessions / round table discussions or organized talks / paper presentations and were responsible for a series of sessions / a number of talks (see Figure 3).
A considerable proportion of DFL faculty took it even further and studied to pass professional international exams, such as CEELT, CEBS, TKT, CELTA, TEFL, FTBE, ICM–LCCI, both on the PRUE premises and outside PRUE. 24 out of 36 respondents to the survey, nearly 75% attended upgrading qualification programs outside PRUE. By 2010 47 out of 70 staff of DFL were awarded such certificates and diplomas. The survey indicated that following the upgrading and learning pathway 24 respondents (2/3) were awarded international teacher certificates, 5 – professional certificates and diplomas in business subjects, such as management, marketing, advertising, international business correspondence etc. (see Figure 4).
The DFL upgrading qualifications program was complemented by encouraging staff to participate in teachers and students study programs abroad. According to the survey almost half - 17 respondents visited English / French / German speaking country to study (without taking an exam) and nearly 30% (12 people) supervise students' study trips. Among them 11 people took up training for professional teacher examination with international certification.
Less than 20 % (7) presented lectures or conducted classes abroad. 8 faculty presented their papers at the international conferences abroad (see Figure 4).
Some L2 teachers presented their research in the format of PhD (16 staff) not only within the educational or linguistic area but also in economics, marketing and finance.

Q6. Have you taken an upgrading qualifications course outside PRUE? - YES / NO .
If YES please indicate how often.

Regularly	Several times	? (your answer)
7	17	4 (in UK or as postgraduate students)

Q7. How often did you go abroad to the English / French / German speaking country:

	Total	Regularly	Several times	Never	? (your answer)
To study (without taking an exam)	**17**		11		6 people (1-2 times, online course)
Supervise students' study trip	**12**	2	5		5 people (once)
To train for professional teacher examination	**11**	1	1		2 people (twice) 7 people (once)
To lecture / to conduct classes	**7**	1	3		3 people (once)
To present a paper at a conference	**8**	5	3		

Q8. Do you have an international teacher certificate / course certificate? - YES (please specify) / NO

FTBE – 6 ; CEELT – 4; CEBS – 7; CAE – 2; CELTA – 1;TKT Modules 1, 2, 3 - 1; FCE - 1; TEFL – 1; ICM Certificate -1; ICM Diploma– 1; US Military Institute of Foreign languages Diploma -1; University of Oregona Certificates, USA – 2.

Figure 4. Upgrading qualifications outside PRUE and international certification.

At Winter Schools sessions some academics and researchers argued that teachers became more focused not on educational achievements of their students but on the volume of educational services, with the reduction in quality of education, and there was evidence that fewer bachelor degree students applied for graduate programs abroad and research component of university education suffered (see also [5, 12, 17, 29]. The issues of quality of education, student assessment and intended learning outcomes have been addressed systematically at Winter Schools being key themes in 2007, 2010 (see the Winter School Programme in Figure 5), 2015, 2016 Winter Schools. The activities of DFL as a structural part of a state university should meet the RF Educational standards [16] which reflect the needs of Russian economy and industrial development. Renowned Russian and foreign academics and educators, representatives of international business schools and business professionals took part in the round table discussions devoted to these issues.

Plekhanov Russian Economic Academy (PRUE)
Business Faculty
Department of Foreign Languages (Economic Departments)
XI School for Upgrading Qualifications of Foreign Language Teachers at Economic Universities
European and Russian standards – a new quality in teaching foreign languages at economic university

Dates: 18 – 23 January 2010
Venue: PREA

PROGRAMME

<u>18 January</u> 10.00- 10.30 10.30 -13.00	Registration Plenary session Keynotes:	Welcoming speech: PREA Vice-Rector. Overview of the 3-rd Generation Foreign Language Programmes: a member of National Methodological Board on foreign languages at RF Ministry of Education. European standards in foreign language studies. English profile (Common European Framework): RF office of Cambridge University Press representative; MIRBIS Professor
Module 1. Innovational technologies in English language teaching. Presentations, Workshops and Discussions.		
13.00- 16.00	**Digital resources in teaching L2:** Pearson Longman senior consultant in Moscow; a project leader on incorporating Pearson Longman digital resources. - Overview of recent developments 1. Interactive White Board – for or against? 2. Longman English Interactive – application for distance education 3. What is My English Lab? –Blended Learning opportunities and trial results of pilot projects in Moscow universities 4. Teacher Development Interactive online.	
Module 2. Business English: conference and presentation's skills		
13.00 – 15.00	Presenters and moderators: Higher School of Business at Moscow State University	
Module 3. Quality control: teaching, learning and assessment. BEC, IELTS, TKT		
13.30 – 16.30	The Teaching Knowledge Test - developing and assessing English for professional communication in ELT: Cambridge University Press consultants.	
<u>19 January</u> **Module 1. Innovational technologies in English language teaching:** Pearson Longman consultants. **Workshop** in a multimedia room.		
10.00-13.00	Interactive White Board (IWB) – description, settings, main software functions. Total English Digital – technical characteristics, general navigation, compatibility with IWB of different producers. Potential hazards for novices, solutions. Using audio and video with IWB.	
Module 2. Business English: **conference and presentation's skills**		
13.00-15.00	Presentations Skills: a business consultant, a lecturer Moscow Financial Academy.	
Module 3. Quality control: teaching, learning and assessment. BEC, IELTS, TKT		
10.00-12.00	Cambridge Business English Seminar. Teaching and Assessing Business English: ESOL consultant (Cambridge Examination Syndicate); Cambridge University Press senior consultant.	
<u>20 January</u> **Module 1. Innovational technologies in English language teaching:** Pearson Longman consultants.		
10.00-13.00	Interactive classroom management. Working with text messages. Creating and saving flipcharts. Flipchart design.	

	Using Internet resources in IWB classroom. Inserting audio and video from other resources. Using multimedia components from modern text books (CD-ROMS, DVD-ROMS) on the IWB.
14.00–16.00	Virtual educational environment of Macmillan English Campus as means for organizing students' self-study activities: Macmillan consultants
Module 2. Business English: **conference and presentation's skills**	
13.00-16.00	Teaching management skills: Macmillan consultants.
Module 3. Quality control: teaching, learning and assessment. BEC, IELTS, TKT	
13.00-14.30	Presenter and moderator: Head of the IELTS Test-Taking Centre
21 January **Module 1. Innovational technologies in English language teaching:** Pearson Longman consultants.	
10.00-13.00	Creating and exploiting library of resources. Creating your own resource base. Practical activity on creating flipcharts. Presentations of the participants.
Module 2. Business English: **conference and presentation's skills**	
10.00-16.00	Practical training session: a British training company Director.
Module 3. Quality control: teaching, learning and assessment. BEC, IELTS, TKT	
13.30-15.00	Presenter and moderator: Head of the IELTS Test-Taking Centre
22 January	
10.00-13.00	Closing Ceremony. Feedback from Modules. Awarding the Certificates.

Figure 5. The programme of the XI-th School for Upgrading Qualifications of Foreign Language Teachers, 2010.

The obvious goal to prepare students for their professional environment, providing them with the techniques of acquiring the foreign language of economics, finance, banking, marketing and management stipulated the necessity for L2 teacher knowledge and skills upgrade. Leading teaching staff from the Plekhanov core departments conducted a series of master classes, workshops and lectures on specialist issues at several Winter Schools to enrich the competence of the DFL faculty in business field and economic theory. The Winter School of 2006 "Language and Profession" was specifically devoted to this.

On the other hand, the L2 teachers' job is to help equip their students with the competences specified in the RF Educational Standard of 3rd Generation [16]. These competences among others include ability to develop one's own cultural and professional competences, ability to make organizational and managerial decisions and to forecast and anticipate their consequences, to acquire public speaking skills, to be an active participant in business and academic communications. The RF Educational Standard also establishes the significance of analytical activities including the search, analysis and evaluation of information for decision-making process; analysis of existing forms of organization and management in order to develop ways of improving them under the present conditions of constant change and uncertainty.

Practically every Winter School addressed competences from different perspectives and four of them were specifically devoted to the subject: 2007 Winter School "From language to professional competence", 2008 Winter School "Language competence as a component of professional excellence", 2009 Winter School "Language and cross-cultural competence as a competitive advantage of economic university graduate", 2016 Winter School "Language and professional competences of the faculty and students in the economic university".

The design of the Schools programs was based on understanding that even being awarded a teacher qualification and having some teaching experience no teacher can afford to rest on laurels. It is a well-known maxim that a teacher is able to go on teaching only if they are still developing themselves. The principle of lifelong learning is closely interlinked with the acute awareness of changes in external environment: economy, industry, technology and lifestyles. A responsible L2 teacher will be always on the lookout for these changes keeping in mind the student–centered approach. The outcomes of the university foreign language programmes should correspond to the needs of learners and graduates in respect of desired language competence for their prospective employment field. However, few would deny that there exists a gap between what labour market demands and what educational institutions offer (see also [5, p.10; 12, p.137; 29, p.169; 43]). In order to bridge it the competence in the educational subject and pedagogical

competence including knowledge of L2 methodology and classroom management will obviously be useful but not enough.
We live in the digital age with the abundance of various multimedia and IT resources. What is more, the students we teach are often referred to as digital natives [36]. It was logical that the technological / ICT competence and multimedia use were addressed at most of the Winter Schools from the very start of the program. The active involvement of DFL faculty in studying the IT opportunities for L2 classroom started in 2000 when first at the courses conducted by IT department of PRUE the L2 teachers began to familiarize themselves with the techniques and methodologies involved, acquiring the necessary skills. In 2003 (see the Programme in Figure 2) the consultants, practitioners and textbook authors presented the available at that time multimedia and IT components, and gradually the L2 teachers with the help of IT department of the Plekhanov University started to produce their own tailor-made materials. The first interactive online tests on checking vocabulary and for self-study activities of the students were developed already in 2002. Quite a breakthrough came about as a result of partner cooperation of 2004-2006 with Austrian colleagues from CEBS [6], who developed a Multilanguage training course on CD in Business language and provided a blended learning platform for the DFL faculty upgrading.
Interactive CDs with relevant content suitable for General and Business language practice were with time supplanted by interactive whiteboards and online courses (see the reference in 11th Winter School Programme to training modules on innovational technologies in L2 teaching, Figure 5). This, in turn led to capitalizing the benefits of digital educational resources and internet facilities, the principles of blended learning and flipped classroom, thus moving on to creating online learning environment.
However, no technology could produce desirable results without sound teaching methodology and high level of involvement and cooperation of both parties: teachers and students. The L2 teachers have been exploring how these instruments can boost the learning curve of their students who are already immersed in online activities and will have to demonstrate 'digital mindset' and 'digital skills' [34] to their prospective employers.
One more important theme of many Winter Schools, for example in 2004, 2007-2009, was the issue of cross-cultural communication where academics and senior teachers discussed how to deal with various barriers in communication. L2 teachers are paying due attention to their students developing necessary skills for self-reflection and self-analysis in order to acquire one of the key competences – "awareness and understanding of their own cultural icebergs" [8, p.13]. Some DFL faculty were engaged in designing a supplementary course to core and specialist courses with the core approach of aligning communicative skills and competence developing activities around the most crucial cross-cultural topics with the corresponding content and appropriate business language and shared their experience with the colleagues. These sessions also were enriched by the input of Russian academics and consultants.
The qualitative open-ended part of the survey asked the respondents to indicate what was the most useful for them at the upgrading qualification programmes of the DFL at PRUE (see Figure 1). The most popular answer given by more than half respondents was communication with colleagues, sharing practical classroom techniques and educational experience professional exchange. Other no less important strands were brushing up of the existing and raising awareness of new educational and pedagogical technologies, training on innovational IT / multimedia / IWB technologies and professional upgrading including teacher and students international examinations preparation. Presentations and workshops conducted by international academia were also thought to be rather useful as providing not only methodology skills practice, but also the foreign language practice. When asked in Q.9 (see Figure 1) whether the teachers were happy with their present level of the foreign language proficiency, considerable number of respondents indicated that the language needs constant 'recharge' and language acquisition never stops.
Another important insight was provided by the answers to the question whether the L2 teachers use the technologies and techniques introduced at the Winter Schools (see Figure 6). Most of the respondents (30 out of 36) regularly use multimedia resources and half of the respondents (17) regularly use virtual educational environment, while IWB is used not so often, by about 30% (13 people).
It is also interesting to note the switch of L2 teachers to communicative methods with projects, presentations, case study analyses and role-plays. Supervised presentations prepared with students, case study analysis, role plays are used by the most of the respondents as a means and method of teaching and learning, much less often as a method of formative assessment at the end of module or term (see Figure 6).

5. Do you use in your teaching at PRUE the following technologies and techniques which were discussed and trained at WSUQP:

	Total	In every class	Once a fortnight	Once a month	At the end of the module	At the end of the term
Multimedia audio/ video	**36**	23	7	4	1	1
Interactive Whiteboard (IWB)	**13**	2	2	5	3	1
Virtual educational environment	**27**	**13**	**4**	7	3	
Supervised presentations prepared with students	**all**	6	7	11	13	5
Case study analysis	**33**	7	21	4		1
Role plays	**34**	14	13	4	3	
Other Author developed methodology		1				

Figure 6. Usage of the technologies and techniques offered at the Winter Schools.

Conclusion

Basing on the undertaken research it is possible to conclude that the activities of DFL in encouraging L2 professional development proved to be adequate, appropriate and acknowledged by the participants. What is more, the answers to the final question of the questionnaire about the skills L2 teachers perceive as desired to acquire at the next WSUQP, the respondents indicated that they would gladly continue exploring pedagogical technologies, innovational distance and blended learning and multimedia / IT technologies and enhance their individual methodology. Some mentioned the necessity to discuss strategies in selection criteria of efficient digital online resources when designing student L2 courses and using innovational technologies for creating their own materials for L2 courses.

Among specific issues of higher importance in methodology terms the respondents named teaching multilevel student groups with various learning styles and abilities and developing case study methodology.

Alongside pedagogy and methodology issues, respondents are also keen on developing their academic career and increase their ranking level among the PRUE faculty. This involves boosting skills in carrying out research, writing a research paper and preparing it for the peer-reviewed high impact professional journals which in turn will result in increased confidence in delivering ESP / EAP courses at undergraduate and postgraduate levels.

The last but not the least important were named personal development issues – effective time-management, ability to endure stress, to set priorities and to delegate. Some respondents indicated that they feel under stress and fear emotional burnout.

All these issues can be the topics for elaboration in the sessions at the next upgrading qualifications programmes. The authors would recommend including the following:

- Raising awareness in the efficiency of innovative communicative methods tailored to fit into online learning environment to cater for individual student's learning curves;
- Arranging practical sessions and workshops for teachers aimed at developing their skills in teaching with computer-based online environment;
- Arranging workshops and consultations for teachers to equip them with knowledge and skills necessary for creating their own efficient digital online resources;
- Providing training module in academic writing;
- Providing training module in personal development and emotional behaviour training.

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Innovative Educational Environment as The Factor of Formation of Research Comptences of the Teacher

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Abstract

Introduction. The transformations taking place in the economic, political, social, cultural spheres of life in Russia define new requirements for the goals, values, functions of education in the direction of ensuring the development and self-realization of students' personality.

Research methodology. The focus of training and education on the growth of the student as a person, a carrier of certain individual characteristics and an active subject can benefit only if an effective strategy of pedagogical work is developed. The scientific foundation of such a strategy should be the basic principles of modern approaches implemented in the field of pedagogy and psychology: personality-oriented, humanistic, activity and competence.

Research results. Four areas of professional activity of the teacher in the innovative educational environment are highlighted: area of the analysis, synthesis and mastering innovative pedagogical experience; area of popularization and initial practical use of innovative pedagogical experience and advanced developments; area of improvement of professional skill and disclosure of creative potential of the teacher; area of innovative processes in education system.

Discussion. The essence of the research activity of the teacher is determined by the functions, which are based on the following factors: optimization of the educational process; specifically structured, controlled cognitive process; the processes of self-improvement, self-learning and self-education, self-realization; mastery of professional pedagogical activity of a new level.

Conclusion. Four levels of development of research competences of the teacher are highlighted: basic, empirical (locally-initiative), productive (tactical) and constructive (strategic).

Keywords: Research activity of the teacher; research competence of the teacher; technology of research activities improvement; problematization; module.

Introduction

The transformations taking place in various spheres of life in Russia (economic, political, social, and cultural) define new requirements for the goals, values, functions of education in the direction of ensuring the development and self-realization of the students' personality. A graduate of modern school must possess a complex of information and research skills, have critical and creative thinking. Similar requirements are put forward by the Council of Europe, identifing five groups of key competencies, including social, intercultural, written and oral communication, information research, and continuing education. The Federal Law "On education in the Russian Federation", the National doctrine of education, the Concept of modernization of Russian education for the period up to 2020, the State program of the Russian Federation "Development of education (2013-2020)", the Professional standard "Teacher" and other normative documents define new tasks for the teacher to improve the quality of the educational process that meets the ever-increasing requirements of society and the individual to the education system. The idea of education development, laid down in the regulations on education, is implemented by teachers in the framework of innovation, which purposefully affects changes in the content, methods and techniques of the educational process and is closely related to its research activities. Therefore, the research component

of the teacher's pedagogical activity, which affects the development of both the professional competence of the teacher and the new practice of education, actualizes the need for a higher level of development of research competencies of the teacher.
In our study, under *the research competence* of the teacher, we understand the dynamic professional and personal characteristics that have a complex structure, the components of which are aimed at the implementation of the functions of pedagogical research activities; have the properties of integrativity and integrity; focus on self-realization and self-development of teachers in teaching activities; aim at finding knowledge to solve educational problems of a particular educational institution in accordance with the goals of modern education.

Research methodology
The focus of training and education on the growth of the student as a person, a carrier of certain individual characteristics and an active subject can benefit only if an effective strategy of pedagogical work is developed. The scientific foundation of such a strategy should be the basic principles of modern approaches implemented in the field of pedagogy and psychology: personality-oriented, humanistic, activity and competence. In this regard, the tasks facing the school teacher are the formulation and implementation of an educational strategy that would contribute to the most successful self-determination of students in a variety of situations (not only educational); effective use of methods of mental, physical and moral self-improvement, control over their own emotions; the qualitative development of knowledge, skills and abilities associated with setting goals, thinking through the action plan, reflective analysis and evaluation of the process and the result, independent search and study of the necessary information, the degree of awareness and involvement in the system of universal values; the development of teamwork skills. A modern school teacher who can carry out flexible, based on an individual approach training and education, building the competencies necessary for the development of the state in an innovative direction, as well as to realize the creative potential of students and instill in them one of the most important skills — the skill of independent work, and he must be able to operate such means of building the educational process, which greatly exceed traditional means in different respects. The specificity of the professional activity of the school teacher is its multifunctional nature, the presence in its composition of several varieties of localized activities, combined at different stages of the educational process. This idea is reflected in the works of many authors. Like N.V. Kuzmina defines the following elements included in the structure of professional activity of the teacher: communicative, gnostic, organizational, constructive [20]. From the point of view of A.I. Shcherbakov, the organizational component combines four functions: developing, information, mobilization and orientation [6]. The author also pays special attention to the research function. Considering the activities of the school teacher in the framework of the approach that emphasizes the role of creativity and individual manifestations, V.A. Kan-Kalik believes that the work of the teacher consists of more than two hundred aspects [14]. According to V.P. Tarantey, any kind of professional activity of the teacher can be attributed to one of the six categories: educational, communicative, research, organizational, methodological, managerial or special [4]. Based on the humanitarian educational paradigm that contributes to the formation of subject-object relations between the teacher and the student, L. M. Mitina "divides" the professional activity of the teacher into three pairs of components: the goals and objectives of the pedagogical process, the means and methods of their solution, the study and evaluation of the actions of the employee [17]. From point of view of A.I. Zhuk and N.N. Koshel, the transformation of the target and value components of the educational system causes a fundamental change not only in the essence of the educational process, but also in the place that a school teacher takes in it. The authors point to the determinism of the structure of pedagogical work by various functions implemented by the teacher in the framework of cooperation "teacher-student", and identify four elements of this structure: pedagogical (including organizational and managerial components), research, methodological and technological-design [8]. In general, teachers and psychologists hold different views on the component composition of the professional activity of the teacher, but all authors agree that the research work is one of its main facets. In our opinion, it is the main, defining element of professional activity of the school teacher, "bridge" between theory and practice. The authors of the article consider the research activity of the teacher (hereinafter – RAT) as a type of activity focused on the improvement of the theoretical and practical aspects of education, involving the conduct of research by the teacher in order to detect and eliminate certain

difficulties and obtain new information about the means to achieve the desired results. The specificity of the RAT lies in the applied nature of the research (their focus on solving the problem that arises and progressing in the conditions of a particular educational institution); emphasis on improving the quality and effectiveness of the educational process [1]. Doing research and taking into account the problems of their educational institutions, the teacher has the opportunity to analyze the situation, to understand it in line with a certain scientific concept, to find the best or just an acceptable solution.

Research results

In various periods of the twenty-first century, RAT was associated with the maintenance of a variety of processes and functions specific to the professional activities of the school teacher. In connection with the constant updating of tasks determined with the development of education against the background of social and economic changes, the functions of the RAT have been clarified all the time. During the analysis of scientific literature [2, 5, 9, 13,16] we identified four areas of professional activity of the teacher, within which the RAT (as a component of pedagogical activity) occupies the most important place, is implemented and is evolving most actively: 1) area of analysis, synthesis and mastering of innovative pedagogical experience; 2) area of promotion and the initial practical use of innovative teaching practices and cutting-edge developments; 3) area of improvement of professional skills and creative potential of the teacher; 4) area of innovative processes in the education system. The analysis of the designated areas in professional practice of the school teacher allowed highlighting the following functional complexes correlated with the above-mentioned areas and representing the essence of RAT. The first set of functions (information, diagnostic, analytical, reflexive, optimization, compensatory) "is responsible" for the maximum implementation of training and education opportunities, identification of deep connections existing between the stages of the processes, between past and current states. At the same time, research should be considered as a pedagogical tool to help analyze and correct the problems that arise in the framework of other professional activities of the teacher, thus affecting the level of their success. The second set of functions (scientific and methodological, design, prognostic, managerial, constructive) is built on the first complex and is based on a specifically structured, controlled cognitive process, which consists in determining the problem, formulating and verifying hypotheses, developing and implementing the experiment, studying the data. In this context, research is a key unifying element for other types of professional activities of the teacher, being a superstructure to them, increasing their efficiency. The third complex includes the functions of self-improvement, self-learning and self-education, self-realization and disclosure of personal and professional potential. Many authors (T.G. Brazhe, N.V. Kuzmina, L.S. Podymova, etc.) emphasize that with the inclusion of a school teacher in the research activity there is a significant increase in his self-consciousness. M.M. Levina also notes the significant impact of such activities on the formation of pedagogical skills and the vector of personal development [7]. From the point of view of V.I. Mareev and G.P. Schedrovitsky, the activity associated with science classes contributes to the formation of a constructive Self-concept of the teacher [18]. The authors agree that the understanding of their personal and professional experience, its analysis and synthesis contribute to the pedagogical activity the element of creativity, give it a special subjective value. Within the research work, the school teacher reveals the main content of the urgent professional problem and determines the most promising ways to solve it in the course of retrospective or preliminary analysis aimed at forming a personal attitude to the problem situation and the desire to develop continuously within the chosen profession. The fourth set of functions is those directly related to the development of education. In the structure of professional activity of a modern teacher, the research component determines the evolution of both teaching work and educational practice in general. The requirements of society to the state system of education and upbringing are constantly growing, which stimulates school teachers to use new methods and technologies, to search for their optimal combination in the conditions of a particular lesson. In our opinion, the innovative activity of the teacher in the field of research should be aimed at identifying and analyzing not only the current demand in the field of education, but also the one that can be formed in the foreseeable future.

Discussion

The essence of the RAT in the modern socio-professional context is determined with the functions, which are based on the following factors [19]:

— optimization of educational process and successful solution of tactical tasks;

— specifically structured, controlled cognitive process, which consists in determining the problem, formulation and verification of hypotheses, development and implementation of the experiment, the study of the data;

— the processes of self-improvement, self-learning and self-education, self-realization, self-disclosure of personal and professional potential;

— mastering the professional pedagogical activity of a new level, aimed at building the educational process in accordance with a clear, science-based strategy.

From our point of view, the performance of these functions can be entrusted to a teacher with certain research competencies. The authors of pedagogical works have no common opinion on the interpretation of the concept of "competence". We believe that this is due to the complexity of its structure, which includes the characteristics of KAS (knowledge, abilities, and skills), methods of activity, as well as the description of certain properties of the psyche, allowing a person achieving acceptable results in the chosen field. To characterize the concept of "research competence of the teacher" (RCT) most accurately, we define the basic differences that exist between the two related concepts – "competence" and "competency". In accordance with the explanatory dictionary edited by D.N. Ushakov, competency represents "awareness, authority", and competence – "a circle of questions, the phenomena in which this person possesses authority, knowledge, experience; a circle of powers" [10]. According to A.V. Khutorsky and L.N. Khutorskaya, competency should be positioned as the presence of adequate competence, manifested, in particular, in the personal attitude of the employee to his activities in general and its subject [3]. The authors define competence as a combination of interdependent properties of a person (knowledge, abilities, skills, methods), applied to a number of processes and phenomena and necessary to use the latter as an external foundation of their effective activity. Competency is recommended to be interpreted as the degree of implementation of professional experience inherent in the individual, within the competence related to the chosen profession. At a certain stage, a high level of competency involves a symbiosis of different competencies: social (legal culture, civic literacy), intellectual (ability to analyze the situation, its critical understanding) and personal (ability to communicate and think through their own behavior, readiness for continuous learning until old age — life-long learning). The analysis allows interpreting competence as a combination of specific regulatory functions and properties, fixed and officially approved application standard, and competency — as a combination of features of his character and accumulated professional experience in the chosen field achieved and implemented by a person in practice. In this context, we consider RCT as complex characteristics of the professional-personal type, which determine the requirements for the implementation of the functions of RAT by the school teacher: information, diagnostic, reflexive, analytical, constructive, design, prognostic, constructive, personal, management and others. From our point of view, the main research function in the activity of a school teacher is a reflexive function. In addition to achieving pedagogical goals (the way out of an unfavorable situation with the least losses, temporary, psychological, etc., achieving the optimal educational result, improving the emotional state of students), it helps to perform a number of research tasks: to establish the cause of the problem, to argue the chosen way to solve it, to determine promising scenarios for improving the comfort of the educational process. The implementation of RAT is determined by the transition from reflection serving practical activities to specialization and objectification of this reflection, and then to its transformation "into a system of activities, called scientific research" [11]. RCT are developing characteristics of the professional-personal type with a complex structure, the elements of which are aimed at the implementation of the functions of the RAT; are holistic categories; stimulate teachers to professional self-improvement, to the constant search for new information to eliminate the difficulties encountered in a particular educational institution in the face of challenges posed by reality. The analysis of the RCT structure listed in the works of various researchers allowed our colleagues dividing the considered components into three groups of competencies [12]:

— associated with the value, target and motivational vectors, as well as with the personal properties of the teacher, making a significant contribution to the implementation of the RAT;

— based on theoretical knowledge required for high-quality research work within the chosen profession;

— determining the skills and abilities needed to implement the RAt. Thus, the component composition of RCT includes three interrelated groups. Let us name them as motivational-target, theoretical-content and organizational-activity;

— in accordance with the functions performed. Motivational-target group of RCT is a mandatory subjective condition for the implementation of the RAT, determines the personal attitude of the school teacher to the scientific component of their work, and depends on the characteristics of the psyche of the employee and his desire for self-improvement and disclosure of their own potential in the framework of research activities.

The theoretical and content group of RCT is the basis of all pedagogical competences, as it has a direct relation to the conceptual and terminological apparatus of the corresponding science. Knowledge of theory and methodology is another factor to assess the level of RCT. According to our data, this criterion takes into account the degree of knowledge of basic scientific and methodological concepts, familiarity with the logic and stages of pedagogical research, the idea of new theories and concepts actively used by practicing teachers and teachers-psychologists.

The organizational and activity group of RCT is related to the extent to which the teacher possesses a set of skills and abilities required for the effective construction of research activities and its subsequent implementation. The factors contributing to the implementation of the necessary requirements include the following [15]:

— goal-setting, within the framework of which the research goals are formulated, inseparable from the global educational goals, pedagogical and research tasks are set, the content and prospects of the new education system are analyzed;

— diagnostics needed to carry out the work on training and education, to establish scientific facts, to monitor the RAT and evaluate its results;

— communication that allows finding a common language with colleagues and students; building constructive and trusting relationships with children both in the classroom and during extracurricular activities, because communication, like any other activity, is an area of self-presentation and "self-creation" of the person. Thus, the ability to organize high-quality communication is a condition for adequate diagnosis of pedagogical work, ensures the purity of the experiment and, therefore, allows finding more effective ways to solve the problem;

— decision-making, consisting in the preference of one option from a number of possible. There are two possible scenarios: in the first case, the school teacher makes a choice between the existing options of behavior; in the second case, he "comes up" with a way out of the situation, using his own experience and creative resource. The peculiarity of the decision of the teacher is a complex activity of analytical nature, focused on the elimination of uncertainty of the situation.

Conclusion

We identified four levels of RCT development: basic, empirical (local-initiative), productive (tactical) and constructive (strategic). The basic level of mastering the competencies under consideration is manifested in the selective and persistent interest of the teacher in research work with the domination of external motivation. The empirical level of mastering the competencies of the RCT is represented by the presence of stable value orientations and attitudes in the field of research activities, awareness of the need to hone their skills. In addition to the above, the productive level of RCT mastering is characterized by a high level of design skills development. The constructive level of the RCT is associated with a conscious and expressed desire to engage in research activities; the ability to offer their own formulation of the problem; in-depth analysis of the process and effective aspects of their work; a high level of implementation of the prognostic and design potential.

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Psycho-Pedagogical Support of Educational-Preventive Activities of Deviant Behavior of Minors

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Abstract

The changes taking place today in our society have sharply identified the problem of helping adolescents with deviant behavior, developing comprehensive preventive measures, rehabilitation and socialization of this group of young people. **Research methodology.** Despite the increasing role of education in the education system, insufficient attention is paid to educational and preventive activities in modern educational practice. In some cases, preventive measures are mostly formal, dominated by administrative measures of influence on students, the dominance of which significantly complicates the education of socially adapted personality of the future professional. **Research results.** One of the main tasks of the state is the formation of a stable and healthy society. At the same time, the object of national and state interests is young people, because the fate of society and the state depends on the usual behavior, lifestyle, and personal qualities of modern youth. **Discussion.** Prevention is a very important and necessary aspect of social control. Social control over deviant behavior and, above all, over crime as its most acute form includes "struggle" through punishment (repression) and prevention. Currently, in most countries it is generally recognized that there is a "crisis of punishment", a crisis of criminal policy and criminal justice, a crisis of state and police control. **Conclusion.** Deviant manifestations are not unique and new, but their research becomes particularly relevant at the present time, in the critical period of development of our society. In modern society, the interaction of the individual, family and society is carried out in the conditions of qualitative transformation of social relations, which cause not only positive but also negative changes in various spheres of social life.

Keywords: Prevention, deviation, psychological and pedagogical support, educational and preventive activities.

Introduction

Socio-economic changes in Russia in recent decades have affected all spheres of life. Along with positive changes that stimulate the development of many spheres of human life, such negative trends as social stratification, unemployment, reduced demand for spiritual values, great interest in material goods and financial well-being have increased in society, which led to increased socio-psychological disorientation of young people and rejuvenation of crime. This trend today is also determined with the vagueness of ideological principles, the lack of a clear system of socially approved behavior, the exposure of young people to the negative influence of the media and criminal gangs. In this regard, the organization of effective educational and preventive work with children and adolescents, protection of their rights, preparation of teachers, parents and leaders for this activity becomes very important.

The particular importance in the prevention of offenses belongs to the pedagogical and psychological knowledge, based on the study of the nature and causes of deviant behavior, forms and methods of education. The fundamental work of domestic teachers, such as: N.K. Krupskaya, A.S. Makarenko, L.N. Tolstoy, K.D. Ushinsky, etc. are devoted to theoretical, methodological and methodical aspects of children's education.

Research methodology

Issues of social education in Russia were actively developed during the formation of Soviet power in the 20-30s, which was determined with the social situation of children at the time (orphanhood, homelessness) and the growth of offenses among young people. In the works of P.P. Blonsky, L.S. Vygotsky, S.T. Shatsky and others the theoretical foundations of social education were revealed. The researchers O.S. Gazman, H.I. Liymets, L.I. Novikova, and others consider the problems of education of the child in different societies, emphasizing the leading role of educational institutions as the main institution of social education of children.

In recent decades, research aspects of prevention of deviant behavior of students, issues of legal training and education, personality diagnosis made a significant contribution to the development of psychological and socio-pedagogical aspects of educational and preventive activities.

Most specialists in the field of pedagogy, sociology, psychology assign a major role in the prevention of deviations – preventive work among minors. This is because during adolescence the human personality, its character, beliefs, inclinations and values are formed. Minors older adolescents usually study either in high school or professional educational organization, therefore, the work efficiency of the teaching staff on the prevention of deviant behavior of students largely determines the results of the prevention of juvenile delinquency in society.

However, despite the increasing role of education in the education system, educational and preventive activities in modern educational practice is not given enough attention. In some cases, preventive measures are mostly formal, dominated by administrative measures of influence on students, the dominance of which significantly complicates the education of socially adapted personality of the future professional. The priority of preventive practice development in the fight against offenses, proclaimed at the level of state policy, is far from effective implementation in the activities of professional educational institutions.

Analysis of scientific literature and the needs of real educational practice shows that with the undoubted diversity of research in the field of psychology, pedagogy, medicine, law on crime prevention, their undeniable theoretical and practical significance, the use of research results of highly specialized scientific knowledge in the practice of real educational institutions is very difficult, so the problem of prevention of deviant behavior of young people is open to theoretical understanding and experimental testing.

Research results

One of the main tasks of the state is the formation of a stable and healthy society. At the same time, the object of national and state interests is young people, because the fate of society and the state depends on the usual behavior, lifestyle, and personal qualities of modern youth. The changes taking place today in our society have sharply identified the problem of helping adolescents with deviant behavior, developing comprehensive preventive measures, rehabilitation and socialization of this group of young people. In pedagogical, social, psychological and other special literature the deviant behavior of the person is designated by the term "deviation" (from the Latin word deviantio – deviation). Deviation is one of the sides of the phenomenon of variability, which is typical for man and the world around him. Variability in the social sphere is the interaction of man with the environment and is expressed in his behavior, which can be normal and deviant. It is not possible to draw a clear boundary between them and the concept of "norm" serves as a starting point for understanding the essence of deviations. Social norms as a set of requirements and expectations imposed by the social community to its members in order to regulate activities and relations create for this society and at this time the normative-approved field of action, orienting the behavior of the individual. In the modern conditions of the reformed society, the problem of interpretation and application of norms is rather complicated, as the regulation of these norms is in accordance with the prevailing system of values, interests and needs. According to political scientists and sociologists, the criterion determining the concept of "social norm" is the impact of social phenomena, and if this impact is destructive, posing a real threat to the physical and social survival of a person, then this is the border separating the norm from deviation. In the literature on pedagogy, sociology, psychology, deviant (abnormal) behavior is defined by various terms – deviant, destructive, abnormal, asocial, immoral, antisocial, delinquent, etc. At the same time, there is a blurring of boundaries in determining its various types, and, as a consequence – a certain confusion of concepts. Not without reason, Ya.I. Gilinsky noticed that thousands of volumes devoted to problems of deviations are written, "...but it still isn't absolutely clear

what it is". Agreeing with the opinion of some authors (M.A. Galaguzova, Yu.N. Galaguzova, G.N. Shtinova, etc.) in our study we accept that deviant (abnormal) behavior has a broad meaning and includes all possible kinds of deviations from the norm – deviation: deviant, delinquent and criminal behavior [1].
We consider deviant behavior as the most common type of deviant behavior of a mentally healthy person, leading to its social maladjustment due to a steady violation of social and moral norms and values adopted in this society. In our study, we understand delinquent behavior (from the Latin "delinquens" – misdemeanor, fault) as a kind of deviant behavior that contradicts the legal norms of society. It includes any act or omission prohibited by law (other than criminal). The person exhibiting the wrongful, illegal behavior is called a delinquent person (delinquent). Criminal behavior is understood by us as a type of deviant behavior characterized by a violation of the Criminal Code. Criminal behavior is usually preceded by various manifestations of deviant and delinquent behavior. Thus, our study showed that deviations are characterized by various behavioral deviations and, despite some differences, most researchers consider the main criterion of deviations to be a violation of accepted norms and rules of behavior in society, considering this phenomenon on the axis "adaptation (socialization – disadaptation (desocialization)" [2]. Deviations in behavior contradict various norms accepted in society, namely: moral and social norms, norms of law (except criminal) and norms of criminal legislation.

Discussion

Prevention is a very important and necessary aspect of social control. Social control over deviant behavior and, above all, over crime as its most acute form includes "struggle" through punishment (repression) and prevention. At present, in most countries, generally recognized are the views of the "crisis of punishment" (T.Mathiesen N. Christie и and others), the crisis of criminal policy and criminal justice, the crisis of state and police control.
Today there is a global trend of transition from punishment to prevention. The need to prevent deviant behavior is evidenced by domestic and foreign experience. It is clear that it will not be possible to prevent completely the occurrence of crimes. However, partial, limited foresight of the emergence of certain forms of crime is possible and necessary.
In this regard, the problems of prevention and fight against offenses and crime in the youth environment are actualized in the Russian society. At the same time, preventive work should be considered as a means of preventing socially negative phenomena: juvenile delinquency, social maladjustment of adolescents, aggressive behavior, deviations, misuse of psychoactive substances by adolescents, etc.
The scientific knowledge that underlies the study of the nature of deviant behavior of minors, the necessary systemic practical measures to prevent antisocial behavior of adolescents, integrated methodological support of this process is of particular importance.
The majority of specialists in the field of pedagogy, psychology, criminology assign the main role to the prevention of deviations, as in adolescence the person's personality, character, beliefs, inclinations and value orientations are formed. According to experts, there are several reasons for increasing the age-related deviance of young people:

- increased energy potential;
- uncertainty due to the transition stage of socialization;
- low social status;
- the existence of a sense of social inequality;
- difficulties of self-assertion in the world of adults, etc.

The activity of deviation is also determined by ignorance of legal and social norms of behavior. Therefore, the prevention of juvenile delinquency is not only an important part of the overall system of crime prevention in general, but its importance and essence are an integral part of the education and upbringing of the younger generation.
Minors – a demographic, socio-psychological, civic group of the population characterized by intensive social, psychological, physiological development, determined by age and the nature of social relations in the determining role of socio-pedagogical factors. This age (from 14 to 18 years), as a rule, falls on the years of study either in high school or in the educational organization of secondary vocational education (lyceum, college, vocational school). As the analysis shows, the effectiveness of the teaching staff for the prevention of offenses of students largely determines the results of the prevention of juvenile delinquency in society.

That is why it is necessary to provide a scientifically organized, holistic, systematic educational process for the prevention of deviant behavior among young people in the educational organization.
One of the sides of this process is the partnership, because it is necessary to comply with the requirements of the current legislation on the prevention of offenses, the organization of interaction with the commissions for minors and the protection of their rights, departments for minors of the internal affairs bodies and other subjects of prevention.
Another equally important aspect is the scientific and methodological support of this process taking into account the causes and characteristics of various deviations. A significant role among the causes of various deviations in the behavior of adolescents belongs to their socio-psychological, psychological, pedagogical and psychobiological features, knowledge of which is required for the systematic organization of preventive activities in educational institutions.
The analysis of preventive work in educational institutions of secondary vocational education shows that in this work there is often formalism, dominated by the administrative and punitive nature of preventive measures, rather than individual corrective work, still in many cases educational institutions are trying to get rid of "difficult" children. Low professional competence of personnel in the prevention of deviations and deviant behavior, poor coordination with the family and law enforcement agencies determine the low efficiency of preventive work.
The contradiction between the need for practice in the prevention of offenses of students and the imperfection of the system of preventive activities of professional educational organizations led to the problem of research: how to improve the socio-pedagogical activities for the prevention of deviant behavior and offenses of students.
The scientific significance of solving the problem lies in the development of theoretical provisions and practical recommendations for the organization of prevention of deviant behavior, ensuring the reduction of its level and the prevention of youth offenses.

Conclusion

Deviant manifestations are not unique and new, but their research becomes particularly relevant at the present time, in the critical period of development of our society. In modern society, the interaction of the individual, family and society is carried out in the conditions of qualitative transformation of social relations, which cause not only positive but also negative changes in various spheres of social life. Various difficulties encountered in the process of adaptation of representatives of various social groups to the market economy give rise to deformation of interpersonal relationships, the separation of generations, the loss of traditions. Increasing on a mass scale various forms of social pathology (drug addiction, prostitution, alcoholism, etc.), criminalization of the social environment, a sharp weakening of the normative-moral regulation of social relations – these and other negative trends in the development of modern society pose an extremely important task for the pedagogical and psychological sciences to study the nature, patterns of deviant behavior and its subjects – deviant personality (deviant) and asocial associations (criminal groups, organizations, etc.). Socio-economic changes in Russia in recent decades have affected all spheres of life. Along with positive changes that stimulate the development of many spheres of human life, such negative trends as social stratification, unemployment, reduced demand for spiritual values, great interest in material goods and financial well-being increased in society, which led to increased socio-psychological disorientation of young people and rejuvenation of crime. According to statistics, about every eighteenth crime is committed by minors or with their participation. This trend today is also determined with the vagueness of ideological principles, the lack of a clear system of socially approved behavior, the exposure of young people to the negative influence of the media and criminal gangs. In this regard, the organization of effective educational and preventive work with children and adolescents, protection of their rights, preparation of teachers, parents and leaders for this activity becomes very important. The need for preventive measures is evidenced by domestic and foreign experience. It is clear that it will not be possible to prevent completely the occurrence of offenses, but a partial, limited prediction of the emergence of certain forms of crime is possible and necessary. Moreover, any negative behavior should become a special object of education, and for this it should be studied as an independent phenomenon that accompanies and promotes crime.

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The Concept of an Individual Educational Trajectory Development

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Abstract

Lifelong learning for personal and professional development, change of occupation, acquisition of a wide range of skills in accordance with the supply and demand for highly qualified personnel is crucial. The continuity of education should ensure the possibility of multidimensional movement of the individual in the educational space and the creation of optimal conditions for such movement. **Research methodology.** The system of continuing education in Russia is currently one of the priorities of the state development policy. The essence of the choice of individual educational trajectory (IET) is the decision-making based on the system of individual values and personal meanings, general orientation in the world of education and work, the allocation of important life's immediate and distant prospects as stages and ways to achieve the goal, knowledge of their strengths and weaknesses, personal characteristics. **Research results.** The choice of IET is realized on the subject field, which includes a variety of in-depth and enriched content of education, types and forms of subject material, rational methods of educational activity, and forms of control of educational results, forms of independent work, as well as levels and ways of getting education. **Discussion.** In the development of IET, an important place is given to pedagogical support, the essence of which is not only in the preventive teaching of the student to plan his own life path and individual educational trajectory, to solve problem situations, but also in the permanent readiness of the adult to respond adequately to the physical and emotional discomfort of the student and/or the people around him, to his request for interaction. **Conclusion**. With the use of individual educational trajectories, the education system becomes flexible, variable, and responsive to the changing needs of society and meets the educational needs of each individual.

Keywords: Qualification structure of professional staff, lifelong learning, choice of individual educational trajectory.

Introduction

The basis for the development of "The Concept of individual educational trajectory development - education through life" is the features of the modern stage (continuity, stability, swiftness and informativeness) and the known trends of world development:

– accelerating the pace of development of society and, as a consequence, the need to prepare people for life in a rapidly changing environment;

– the transition to a post-industrial, information society, a significant expansion of the scale of intercultural interaction, which involves the formation of such features as communication skills and tolerance;

– the emergence and growth of global problems that can be solved only as a result of cooperation within the international community, which requires the formation of modern thinking in the younger generation;

– democratization of society, expansion of opportunities for political and social choice, which makes it necessary to increase the level of readiness of citizens to such a choice;

– the dynamic development of the economy, the growth of competition, the reduction of unskilled and low-skilled labor, deep structural changes in employment, determining the constant need to improve professional skills and retraining of workers, the growth of their professional mobility;

– the growing importance of human capital, which in developed countries is 70-80% of the national wealth, which leads to intensive, advanced development of education, both youth and adults.

These changes affect the qualification structure of professional staff, requiring them to professional mobility and excellence, the need to update constantly their knowledge. Therefore, *lifelong learning* for personal and professional development, change of occupation, acquisition of a wide range of skills in accordance with the supply and demand for highly qualified personnel is crucial. This applies to the objectives, access, content, type and duration of programs; scope of activities; forms of organization of the educational process; methods, techniques and personnel involved in teaching; the ability of educational institutions to respond quickly to the emergence of new needs, to anticipate them, to create flexible and responsive to changes structures, to change the criteria of access to education to take into account the experience of working life.

In modern pedagogical science continuous education is considered, firstly, as a system of views on educational practice, proclaiming the educational activity of man as an integral and natural component of his way of life at any age, providing for the need to complete the educational ladder with new steps designed for all periods of adult life. The main goal of lifelong learning is to enrich the creative potential of the individual. Secondly, as a holistic process, ensuring the ongoing development of creative potential of personality and all-round enrichment of its spiritual world, consisting of a series of towering steps of the specially organized school, giving the person the favorable change in social status.

The continuity of education should ensure the possibility of multidimensional movement of the individual in the educational space and the creation of optimal conditions for such movement. These conditions are designed to help a person to go confidently and navigate in the professional field. The system-forming factor of continuous education is integrity, i.e. not mechanical increment of elements, but deep integration of all subsystems and processes of education.

Research methodology

The system of continuing education in Russia is currently one of the priorities of the state development policy. The program documents "National doctrine of education in the Russian Federation for the period up to 2025", the National educational initiative "Our new school", the Federal Law of 29.12.2012 № 273-FZ "On education in the Russian Federation" emphasize the need to move to the competence-based paradigm of education, to increased attention to work with gifted and motivated children. Achieving these goals is directly related to the individualization of the educational process.

As perspective models of individualization the models which proved themselves in the world and domestic experience are offered as the organization of training of pupils of the III stage on the basis of individual curricula and educational programs; individual educational routes in educational networks; the accumulative credit-rating system based on technology of modular training; distance learning on the basis of computer technologies.

Individual educational trajectory (IET) can be considered as:

- one of the ways of implementation of individualization in the context of the new paradigm that applies primarily to the activity of the learner as the subject of his own education. At the heart of this concept – the student's own role and responsibility in the implementation of cognitive activity, that reveals his personal potential;
- individual way of realization of personal potential of each student;
- the purposeful process of designing the educational program, in which the student acts as the subject of choice, design and implementation of their educational path with the pedagogical support of the teacher;
- continuous conditional line, moving through which the person carries out in the educational space in accordance with the levels of training (educational qualifications) and taking into account the continuity of previously acquired knowledge.

At the same time, the system of continuing education should provide three main *conditions*:

- continuity of educational standards and programs at various levels of general and vocational education;

- possibility of temporary termination and renewal of training, change of its form, choice of individual educational trajectory, advanced training, retraining, etc. in order to maintain both a high level of general education and professional competitiveness, meeting the needs of the labor market;

- the absence of dead-end educational programs, educational institutions, directions and types of education that do not give the opportunity to continue both general and vocational training.

"The Concept of individual educational trajectory development - education through life" should be based on the following *principles:*

basic education - educational starting basis for the successful continuation of the movement of the individual in the educational space;

multi-level - the presence of many levels and stages of education allows the individual to meet their needs and realize the opportunities that will provide a more rational filling of professional niches in the labor market;

diversification - involves the expansion of the activities of the education system and the acquisition of new, not peculiar to its earlier forms and functions, which will increase social demand for a higher level of professional education and the need to meet the needs of a much more diverse population; develop a wide range of alternative programs and training systems;

economic competence - as a mandatory component of training, because every person today involuntarily included in economic relations, being either an active participant (who creates a business and earns business), or passive (just being a consumer of goods and services offered in the market);

additionality (complementarity) of basic and postgraduate education - provides the individual with the necessary conditions for improving professional skills in the educational space;

maneuverability and continuity of educational programs – allows the individual to reorient professionally at a particular stage of life;

integration of educational structures - corresponds to the processes of restructuring of educational systems and allows to create multi-profile, multi-level and multi-stage educational institutions on the basis of social partnership;

flexibility of organizational forms - reflects the need to provide not only a wide variety of forms of education, and their flexibility and variability in order to create the necessary conditions for the movement of the individual in the educational space.

The essence of the choice of individual educational trajectory is the decision-making based on the system of individual values and personal meanings, the general orientation in the world of education and work, the allocation of important life short and long-term prospects as stages and ways to achieve the goal, knowledge of their strengths and weaknesses, personal characteristics. The choice of individual educational trajectory is determined by a set of *factors*:

- features, interests and needs of the student and his parents to achieve the desired educational result;
- the teaching staff professionalism;
- opportunities of professional educational institutions to meet the educational needs of students;
- material and technical facilities of educational institution.

Research results

The choice of individual educational trajectory is realized on the subject field, which includes a variety of in-depth and enriched content of education, types and forms of subject material, rational methods of educational activity, and forms of control of educational results, forms of independent work, as well as levels and ways of getting education.

The basis of the choice and construction of individual educational trajectory are the following *characteristics of the individual*:

- a tendency to a certain kind of activity: technical creativity and innovation in engineering and technology (creative-innovative personality), scientific creativity (innovation, creative personality), public-social activities (public innovative personality), students with strong abilities of a leader (organizational and innovative personality);

- the need for professional self-determination – the formation of professional intentions, training and education, professionalization and professional adaptation, skill, partial or full implementation in professional activities;

- readiness for professional self-determination – motivation, encouraging and driving personality to the goal and contributing to its development.

The development of educational trajectories of the individual is influenced by external and internal factors. *External factors* include: - access to education – there are three types of barriers that prevent the alignment of educational opportunities (institutional, socio-cultural, economic, motivational and informational); - the creation of an educational environment (institutional, cultural, economic), which will provide conditions for educational activities comparable to the European ones. *Internal factors* include: goal-setting of the processes of design, organization and implementation by the individual (with possible pedagogical support) of his/her individual educational activity; motivation for the realization and self-realization of the inherent personal potential.

As *criteria* for assessing the quality of building an individual educational trajectory can be: subjectivity in its construction, the logic of its construction and the breadth of this trajectory.

Discussion

The *mechanism* of individual educational trajectory of students involves the following *stages*.

The *goal-setting* stage involves competent goal setting and diagnostics of basic personal qualities (value, motivational, normative, positional, organizational, information, control and evaluation) necessary for the "launch" of the educational trajectory and characterizing the two subjects – the teacher and the student.

The technological stage provides for the creation of an individual educational program as a means of implementing the educational trajectory in accordance with the developed methodology.

The effectiveness of the development of individual educational trajectory is determined by a number of *pedagogical conditions*:

- awareness of the students with the need and importance of building an individual educational trajectory as one of the ways of self-determination, self-realization and verification of the correct choice of content, form, mode, level of education;
- implementation by the participants of the educational process of purposeful activity on the formation of sustainable interest in the process of designing individual educational trajectory;
- implementation of psychological and pedagogical support of students and information support of the process of IET development;
- inclusion of students in the creation of an individual educational route (as subjects of choice of the way of getting education and as customers of education);
- organization of reflection as the basis of IET correction.

In the IET development an important place is given to pedagogical support, the essence of which is not only in the preventive teaching of the student to plan his own life path and individual educational trajectory, to solve problem situations, but also in the permanent readiness of the adult to respond adequately to the physical and emotional discomfort of the student and/or the people around him, to his request for interaction.

The *directions of pedagogical support* of development and implementation of IET are:

- *analytical and design*, including the analysis of individual characteristics and educational needs of students, the dynamics of their development;

- *consulting,* which involved individual and micro group advice to students;

- *coordinating* work of teachers of educational institution and institutions of additional education, psychologist, social workers and designed to promote the construction of constructive positive relationships of all subjects of open educational space, social support of students;

- *organizational*, affecting issues of the educational process organization.

Implementation of IET involves the use of different *types* of support: content-information, modular-matrix and administrative-technological.

In order to expand the range of educational services and opportunities for pedagogical support of students' IET it is advisable to use the resources of other educational organizations. One of the ways to achieve this goal is to organize a system of network interaction.

In the last decade in different regions of the country different models of educational networks began to appear: "simple partnership" (Krasnoyarsk region), "community of registered schools" (Penza region), "trajectory-network organization of education in rural areas" (Altai region), "modular organization of education in the area", various educational associations, "network University", regional and interregional innovation networks, etc.

Conclusion

The main advantages of building an individual educational trajectory of the individual in the conditions of continuous education are:

– *for the individual* - the ability to carry out individual choice of content, level, ways of obtaining and effective completion of education at each level that meets the intellectual, social and economic needs of the individual;
– *for the society* - the opportunity to get a specialist with the required qualification parameters in different periods of training that protects the rights of consumers who pay the cost of training of employees that they need;
– *for teachers* - in the possibility of the most complete realization of their scientific and pedagogical potential, as this system gives greater autonomy in determining the content, technologies of training and protects the right of teachers to work with students prepared for training at this level and interested in obtaining selected educational services.

Thus, with the use of individual educational trajectories, the education system becomes flexible, variable, and responsive to the changing needs of society and meets the educational needs of each individual.

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Psychometrics of the Russian Version of the SACS Instrument (S. E. Hobfoll's Strategic Approach to Coping Scale)

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The study was carried out with the financial support of Russian Foundation for Basic Research, project No. 17-06-00804 “Conscious Self-Regulation and Coping Behavior in the Conditions of Students' Adjustment to a New Socio-Cultural Environment: General Patterns and Cultural Differences.”

Short title: Psychometrics of the SACS

Abstract

The purpose of this paper was to assess psychometric parameters of S. E. Hobfoll's Strategic Approach to Coping Scale (SACS). The key hypothesis was that the psychometrics, the external and internal validity of the Russian version of the SACS are sufficient for its use on a multicultural sample of young people studying at Russian higher education institutions. The internal consistency of the Russian version of the subscales was evaluated through the Cronbach's Alpha coefficient. It was found that the internal consistency of the Russian version of the SACS subscales is insufficient and requires further adjustment. Amendments were made to the Russian version of the instrument: the gender-sensitive norms were calculated using the interquartile range. An exploratory factor analysis was carried out through the minimal residual method in order to check the inventory's constuct validity. The obtained factor structure of the instrument is found to be inconsistent with its original (author's) model, requiring adjustment of the inventory. The test of the construct validity of the SACS through the correlation analysis produced expected results. According to S. E. Hobfoll's approach (Hobfoll, 1994), the need to address the individual and social context of coping makes it possible to compare the obtained results by gender, social and other attributes. The correlation between coping strategies and personal and regulatory predictors was determined by Pearson's linear correlation coefficient. Overall, the assessment of psychometrics of the SACS found the subscales of the Russian version of the instrument to have acceptable internal consistency, confirmed the construct validity, specified the test norms, which suggests that the inventory is applicable in psychological research.

Keywords: SACS, coping strategies, conscious self-regulation, students, psychometrics.

Introduction

The present-day life of young people is characterized by hardship and stress, which need to be coped with in order to maintain good academic and occupational performance, to preserve mental health under difficult conditions. “More intense learning process, more challenging curricula, higher responsibility of students for their academic results increase their mental stress. This is particularly true for students from the the Commonwealth of Independent States (CIS) and other foreign countries, or from Russian regions with their specific national traditions or an ethnic way of life. Hence, the problem of studying the coping behavior when dealing with hardship and in the conditions of overcoming the acculturation stress becomes relevant.” (Banshchikova & Sokolovskii, 2017, p. 115.)

The term "coping" refers to strategies of overcoming a variety of stressful situations. Coping is defined as a cognitive and behavioral way to overcome stress. This concept was proposed by R. Lazarus and S. Folkman and was originally used within the transactional model of stress (Folkman & Lazarus, 1988).

Coping strategies are an important factor in the restoration of mental well-being, this is why psychological science and practice have a particular focus on this area.
A theoretical analysis of literature revealed that there are relatively few coping mechanisms compared to the number of papers about measuring them. At the same time, it should be noted that Russian psychology has not enough proper tools for measuring coping behavior and its individual resources. Hence it is critical to adapt and validate existing well-established international instruments.
Russian scholars carried out psychometric assessments of parameters of several instruments of assessing coping behavior. Such goals were addressed by L. I. Vasserman, S. D. Tabulina, A. V. Chuikova (Vasserman, Tabulina & Chuikova, 2015), N. E. Vodopyanova, E. S. Starchenkova (Vodopyanova & Starchenkova, 2003), E.I. Rasskazova, T. O. Gordeeva, E. N. Osin (Rasskazova, Gordeeva, Osin, 2013). N. E. Vodopyanova and E. S. Starchenkova's study of 2003 that involved a sample of respondents of socio-humanitarian degree fields is the most relevant for this paper. The need to re-assess psychometric parameters of the SACS is determined by its relevance in the conditions of Russian multiculturalism, the possibility of considering the individual and social context of coping, to carry out a comparative analysis of coping strategies by gender (according to the author's concept).
The purpose of this paper is to assess the psychometric parameters of the SACS.
The key assumption was that the psychometrics, the external and internal validity of the Russian version of the SACS are sufficient for its use on a multicultural sample of young people studying at Russian higher education institutions.
Of equal importance for this study was the assumption that the Scale has acceptable construct validity, i.e. 1) it is capable of measuring coping behavior strategies; 2) the choice of prosocial active strategies depends on the maturity of conscious self-regulation and personal dispositions.
In accordance with the main and the additional hypotheses, the method and logic of the study and its four steps were formulated. The external validity test was carried out in the first step of testing the internal consistency of the SACS subscales using Cronbach's Alpha coefficient. The internal validity was assessed during the second step, and as a result, the test norms were adjusted to be gender-sensitive. The construct validity was tested within steps three and four when the correlation was determined between the subscales and the personal and regulatory predictors.
The study revealed that the inventory has acceptable construct validity, its Russian version of the SACS has acceptable internal consistency, and the subscales of the inventory need adjusting. This allows to apply the S. Hobfoll's instrument to mixed samples of respondents to assess strategies of coping with stressful situations.

Literature Review
The research of coping strategies has its history. Individuals' response to stressful situations, including stress associated with diagnosing a disease, was first addressed by S. Folkman and R. S. Lazarus (Folkman & Lazarus, 1988). Since cognitive and behavioral ways to cope with stress were first studied, a number of new areas of research have emerged. Modern views on coping are accumulated in the work by E. A. Skinner and M. J. Zimmer-Gembeck (Skinner & Zimmer-Gembeck, 2016) that focused on understanding of the neurophysiological foundations of coping. The authors closely examined the coping strategies of children and adolescent, revealed the impact of natural and social factors on the development of coping behavior, analyzed the role of coping in the resilience of individuals.
A number of publications focus on the socio-demographic drivers of coping strategies choice (Al-Smadi et al., 2017, Alzoubi, Al-Smadi, Gougazeh, 2017). By now, the differences in preferred coping strategies between different gender, age, and social groups have been determined. Data has been collected on the ability to coping in children with different attachment styles (Zimmer-Gembeck M. J. et al., 2017). According to K. L. Modecki, M. J. Zimmer-Gembeck, N. Guerra (Modecki & Zimmer-Gembeck & Guerra, 2017), apart from emotional regulation and decision making, coping is also important for solving young people's externalized behavioral problems.
In the extensive literature on coping strategies, the views are gaining popularity that draw links between coping issues and more general mechanisms of self-regulation (E. A. Skinner, J. Pitzer, J. S. Steele et al.) (Skinner & Pitzer & Steele, 2016; Skinner & Zimmer-Gembeck, 2016). These correlations were confirmed in

a series of studies by Russian scholars (T. N. Banshchikova, M. L Sokolovskii M.L., D. A. Leontyev, L.A. Aleksandrova et al.) (Aleksandrova, Leontyev, 2016; Banshchikova, M. L Sokolovskii, 2017).

T. L. Kryukova validated a new approach that is to analyze coping behavior as the behavior of the subject determined by structural, dynamic, environmental and regulatory factors. According to Kryukova, the disposition factor of coping behavior represents the correlation of individual psychological attributes, personality style traits that are actor's ones, that is, they determine the personal choice of active behavior when experiencing adversity. Multilevel dispositions attributes (from neuroticism and anxiety to self-conception) can be predictors of the choice of specific coping styles (Kryukova, Kuftyak, 2007). For example, according to Kryukova, attributes based on reflection and well-developed self-awareness are much more actively interact with the productive coping style.

The obtained data make it possible to re-conceptualize the origins, structure, and systematization of coping strategies and put them in the broader context of general regulatory mechanisms.

For this research, of interest are the approaches and findings that look at the role of students' coping behaviors during adjustment to the learning process (Skinner & Pitzer & Steele, 2016; Gonçalves & M. S. Lemos, & Canário, 2018). The Multidimensional Measure of Coping (MMC) instrument, designed by Skinner E. et al. (Skinner & Zimmer-Gembeck, 2016), allows isolating adaptive and maladaptive coping styles.

It can be observed that the scholarly papers on the theoretical mechanisms of coping behavior are substantially fewer compared to the publications on measuring it.

Recently, Coping Strategies Indicator (CSI) technique developed by J. H. Amirkhan has been used quite often to identify strategies of seeking social support, avoiding or resolving problems (Amirkhan, 1990). A group of Arab researchers, F. A. Alzoubi et al., validated the Amirkhan's Coping Strategies Indicator (CSI) instrument in a research that involved a sample of Syrians of various ages in a refugee camp (Amirkhan, 1990). In addition to the mentioned researchers, cross-cultural and gender-specific attributes of coping behaviors are pointed out by Karaca A. et al., which was the reason the scholars faced the need to develop a cultural-specific questionnaire for female clients of Turkish medical centers (Karaca et al., 2018)

The problem of the validity of assessment instruments for coping strategies is relevant as in-depth and reliable assessment instrument of coping strategies can form the foundation for remedial action to reduce stress, the risks of suicide, to determine conditions and resources for maintaining mental health in the context of psychosocial, social, or environmental problems. For example, O. Clipa's paper demonstrates the applicability of the inventory's findings to reducing teacher stress on the example of the occupational practice of Romanian teachers (Clipa, 2017). C.-F. Lo demonstrates how to organize work to reduce the risk of suicide using the assessment results (Lo, 2017). Outside of remedial action, but in the context of conscious social support, coping behavior strategies are a substantial resource for the preservation of mental health (Togas, Mavrogiorgi, & Alexias, 2018).

In present-day Russian psychological science, there are no universally accepted tools for measuring coping behavior. This necessitated adaptation and validation of existing well-established international methods. The following instruments of assessing coping strategies are common in psychology:

- Ways of Coping Questionnaire (WCQ) (Folkman & Lazarus, 1988). This questionnaire was designed by Richard Lazarus and Susan Folkman in 1988 to identify coping mechanisms, ways to overcome difficulties in a variety mental spheres. The questionnaire is believed to be the first standardized method of measuring coping. The Russian version of the questionnaire was published in 2004, it was somewhat shortened (from 66 to 50 items) adapted and validated for Russian people by T. L. Kryukova and E. V. Kuftyak (Kryukova & Kuftyak, 2007). L. I. Vasserman re-standardized and validated the instrument at St. Petersburg V. M. Bekhterev Psychoneurological Research Institute in a study involving a sample of 1,600 respondents (Vasserman, 2015).

- E. Heim's questionnaire of coping behavior (Heim, 1988). The questionnaire allows to identify the coping type typical for the respondent, to analyze the coping mechanism involved, to assess the adaptivity of the preferred strategies, to generally describe the respondent's coping behavior. This questionnaire, like the one above, was adapted at St. Petersburg V. M. Bekhterev Psychoneurological Research Institute. The authors of the Russian version of the technique (L. I. Vasserman) point out that it is irrelevant with patients with psychosis, who have disturbed judgment of reality (Vasserman, 2015). The questionnaire includes 26 situation-specific variants of coping that reflect cognitive, emotional and behavioral coping mechanisms.

Types of coping behavior were divided by E. Heim into three main groups by adaptivity: adaptive, relatively adaptive and non-adaptive behaviors;

- Stress management inventory (COPE). The authors are C. S. Carver, M. F. Scheier and J. K. Weintraub (Carver, Scheier, & Weintraub, 1989). The instrument is designed to measure both situational coping strategies and the underlying dispositional styles. It was tested in a number of publications that demonstrated its reliability, validity, and factor structure. At the same time, the inventory is based on R. Lazarus' theory and on the author's model of self-regulation of behavior. The full version of the COPE inventory is comprised of 60 items and assesses 15 factors. The shortened version is comprised of 14 two-item scales. This modified version is widely used in practice. There are two independently developed Russian-language versions of the instrument. The structural, convergent and discriminant validity of the inventory was determined, gender and age differences in the use of the coping strategies were identified (Rasskazova, Gordeeva, & Osin, 2013);

- S. Hobfoll's Strategic Approach To Coping Scale (SACS) is designed to identify preferred strategies to overcome hardship (Hobfoll, 1994). S. Hobfoll suggested a multiaxial model of coping behavior comprising of two main axes (prosocial — antisocial, active — passive), and the additional axis (direct — indirect). The method's underlying model is based on the author's positions regarding the social consequences of coping behavior, gender and cultural differences in behavior strategies. This suggests a more more case-specific approach to differences in coping strategies. This inventory was translated into Russian and adapted by N. E. Vodopyanova and E.S. Starchenkova (Vodopyanova & Starchenkova, 2003). This instrument is relevant to the purposes of this research as it helps identify gender and cultural differences in behavior strategies and identify social consequences of coping behavior.

While giving credit to the authors of the Russian version of the inventory, it is worth noting that several its items motivated us to continue working with this version of the Strategic Approach To Coping Scale. It was necessary to clarify the internal consistency of subscales of the Russian version of the inventory and test norms to reflect specific attributes of the sample (N=321) with gender, social and cultural differences.

Materials and methods

The study of the psychometrics included several steps.

Step 1 was a pilot check of the internal consistency of the subscales of S. Hobfoll's Strategic Approach to Coping Scale, SACS) (Hobfoll, 1994). Reliability is a psychometric property of any measuring instrument. It is defined as the stability and consistency of the instrument's and its individual subscales' results. Psychometrics offers a variety of methods to measure reliability. We used the Cronbach's Alpha coefficient to assess the internal consistency of the SACS subscales. E. Cho mentioned that Cronbach's Alpha coefficient is widely used for validation of tests and it should be used, of course, in combination with other modern methods of assessing validity (Cho, 2016). Students answered the questions of the instrument's version adapted by N. E. Vodopyanova and E. S. Starchenkova (Vodopyanova & Starchenkova 2003). The questionnaire is comprised of 54 statements that describe 9 patterns of coping behavior: assertive action, social joining, seeking social support, cautious action, instinctive action, avoidance, manipulative (indirect) action, antisocial action, and aggressive action. The obtained data was processed and analyzed through the Cronbach's Alpha coefficient (assessment of homogeneity of the instrument's scales).

The goal of step two was to adjust the test norms to the gender of respondents. Amendments were made to the Russian version of the instrument: the gender-sensitive norms were calculated using the interquartile range (the values from Q1 to Q3, low values below Q1, high values greater than Q3 were taken as the norm values, where Q1 and Q3 are the quartiles 1 and 3).

The third step was to check the method's factor validity through the exploratory factor analysis by the minimum residual method (MINRES) followed by Varimax normalized rotation. Taking into account the multiscale multiple-valued structure of the instrument, the goal of the exploratory factor analysis was also to verify the alignment of the empirical structure of the instrument to its theoretical model, to find for extraneous variables that affect the factor structure.

Step 4 of the validation of the SACS was to determine the correlation between the scales of the instrument and the regulatory and personal predictors that determine its construct validity (converged and discriminant). According to S. E. Hobfoll's approach, the need to address the individual and social context of coping makes it possible to compare the obtained results by gender, social and other attributes (Hobfoll, 1994). According to the Russian scholars' approach (Kryukova, Morosanova, and others), coping with stress is conditioned by personal dispositions. It is believed that the research subjects that have a mature need for conscious planning and detailed elaboration of the programs of their activities, are pronouncedly solution-orientated in the conditions of risk and uncertainty, should use active prosocial coping strategies. In addition, it was assumed that such personal attributes as conscientiousness, responsibility, orderliness, willingness to observe the common code of conduct, will contribute to the use prosocial coping and counteract the antisocial behavior strategies.

To assess regulatory properties, the respondents were presented to V. I. Morosanova's multiscale Self-Regulation Style inventory (Morosanova, Bondarenko, 2015). This instrument revealed the level of conscious self-regulation and the regulatory profile of its style characteristics (planning, modeling, programming, evaluation of results), and specific attributes of regulatory and personal properties — flexibility, independence. The integral characteristic of self-regulation reflects actual capabilities of the individual to consciously initiate and manage voluntary activity.

Personality traits of the research subjects were examined through the NEO-PI-R (Big Five Model of Personality) test developed by (Costa & McCrae, 1992) and adapted by A. B. Khromov (Khromov, 2000). The five-factor test is comprised of 75 pairs or opposite stimulus statements characterizing behavior. The stimulus material has a five-point evaluation scale (–2; –1; 0; 1; 2) to assess each of the five factors: extraversion versus introversion; attachment versus independence, psychoticism versus impulse control; emotional neuroticism versus emotional stability, expressiveness versus pragmatism.

The correlation between coping strategies and personal and regulatory predictors was determined by Pearson's linear correlation coefficient. Pearson correlation coefficient (Pearson r) indicates the correlation between two variables that were measured on metric scales on the same sample. It allows determining how proportional the variability of the two variables is.

All the steps involved students of North-Caucasus Federal University (N=321): 223 male and 98 female students. The structure of the sample was determined by the key hypothesis of the study — the psychometrics, the external and internal validity of the Russian version of the SACS are sufficient for its use on a multicultural sample of young people studying at Russian higher education institutions. The multiculturalism of the sample was determined by students' nationalities. The sample included Russian students (N=108), foreign students from the CIS (N=118), other foreign students (N=95) studying in humanitarian and technical degree fields. Table 1 shows a more detailed structure of the sample by nationality of the research subjects.

Russia	108	Morocco	3	Armenia	1
Uzbekistan	77	Zimbabwe	3	Benin	1
Tajikistan	29	Nigeria	2	Egypt	1
South Africa	25	Gabon	2	Kazakhstan	1
Angola	23	Botswana	1	Cameroon	1
Iraq	16	Ghana	1	Palestine	1
Azerbaijan	5	Kenya	1	Congo	1
Kyrgyzstan	4	Malawi	1	Swaziland	1
Turkmenistan	4	Mozambique	1	Ukraine	1
Côte d'Ivoire	3	Tunisia	1	Did not specify nationality	2

Table 1. Number of respondents by nationality

Results

Step one was to evaluate the internal consistency of the SACS subscales. For none of the subscales the consistency was found excellent or good (0.9 ≤ α; 0.8 ≤ α < 0.9). The consistency of the following scales was evaluated as acceptable (0.7 ≤ α < 0.8): Social joining (0.76) and Seeking social support (0.78). Questionable consistency (0.6 ≤ α < 0.7) was demonstrated by the following subscales: Cautious action (0.68), Avoidance (0.64), Indirect action (0.64), Antisocial action (0.63), Aggressive action (0.68). Poor consistency (0.5 ≤ α < 0.6) is found in the Assertive action subscale (0.58), and unacceptable consistency (α < 0.5) in the Instinctive action subscale (0.47).

The obtained Cronbach's Alpha coefficient values correspond to the indicators of the Russian version (N. E. Vodopyanova, E. S. Starchenkova).
The calculated gender-sensitive test norms using the interquartile range are presented in Tables 2 and 3.

	Original			Norms by interquartile range		
	Intensity of coping models					
	Low	Medium	High	Low	Medium	High
Assertive action	6–17	18–22	23–30	6–17	18–23	24–30
Social Joining	6–21	22–25	26–30	6–18	**19–26**	27–30
Seeking social support	6–20	21–24	25–30	6–18	**19–26**	27–30
Cautious action	6–17	18–23	24–30	6–17	17–24	25–30
Instinctive action	6–17	16–19	20–30	6–17	**16–21**	22–30
Avoidance	6–13	14–17	18–30	6–13	**15–20**	21–30
Indirect action	6–16	18–23	24–30	6–16	**16–22**	23–30
Antisocial action	6–14	15–19	20–30	6–14	**14–20**	21–30
Aggressive action	6–13	14–18	19–30	6–13	14–21	22–30
Diversity of coping strategies	No	No	No	66–161	162–192	193–246

Table 2. Norms for the studied sample of students

	Norms for the *male* sample by the interquartile range			Norms for the *female* sample by the interquartile range		
	Intensity of coping models					
	Low	Medium	High	Low	Medium	High
Assertive action	6–17	18–22	23–30	6–17	18–23	24–30
Social Joining	6–20	21–26	27–30	6–17	**18–26**	27–30
Seeking social support	6–20	21–26	27–30	6–17	**18–26**	27–30
Cautious action	6–16	**18–24**	25–30	6–16	17–24	25–30
Instinctive action	6–17	**18–21**	22–30	6–15	**16–21**	22–30
Avoidance	6–14	**15–20**	21–30	6–14	**15–20**	21–30
Indirect action	6–14	**15–22**	23–30	6–15	**16–21**	22–30
Antisocial action	6–12	**13–19**	20–30	6–13	14–20	21–30
Aggressive action	6–13	**14–22**	23–30	6–13	14–20	21–30
Diversity of coping strategies	66–165	166–189	190–246	66–159	160–193	194–246

Table 3. Norms for the samples of male and female students

The calculated test norms adjusted by the interquartile range of the sample to be gender-specific showed that the most changed was the intensity of the following coping models: for the sample of male students, Social joining (18–26) and Seeking social support (18–26); for the sample of female students, Cautious action (18–24), Antisocial action (13–19), and Aggressive action (14–22). Outside of the gender aspect, the norms were changed in the following subscales: Instinctive action (male: 16–21; female: 18–21), Avoidance (15 – 20), Indirect action (male: 16–21; female: 15–22).
The factor analysis by the minimum residual method (MINRES) followed by the rotation of the factor structure through the Varimax normalized method revealed five interpretable factors with the total percentage of the explainable variance of about 32%.
The structure of the first factor included the Seeking social support and Social joining subscales (Table 4). In the author's version, these subscales constitute the prosocial model of coping behavior.

Instrument's questions	Factor loadings by factor				
	1	2	3	4	5
Check with friends or family about what they would do if they were you	**0.69**	0.08	0.12	0.12	–0.01
You believe that communication with other people will enrich your life experience	**0.66**	–0.04	–0.06	0.24	0.07
You do not hesitate to turn to others for help or support as necessary.	**0.65**	0.09	0.04	–0.02	–0.10
Try to help others when solving your shared problems	**0.63**	–0.02	0.05	0.21	0.08
You believe that the support of other people helps you a lot when dealing with difficult situations	**0.62**	–0.04	0.14	0.13	0.01
You join together with others to deal with the situation together	**0.61**	0.17	0.07	0.04	–0.05
You believe that in crisis, it is preferable to act together with other people	**0.60**	0.04	0.08	0.07	0.18
In hard times, emotional support of others that are close to you is very important	**0.58**	–0.10	0.19	0.13	0.12
You believe you can feel better if you talk to others to get out your frustrations	**0.56**	0.02	0.17	0.03	0.00
You believe that joint effort is more beneficial in any situation (for any goals)	**0.55**	0.09	0.03	0.13	0.17
You always look very hard at your options (better safe than sorry).	**0.53**	0.08	0.22	0.27	–0,09
You are confident that in difficult situations you will always find understanding and compassion from friends and family	**0.50**	0.00	0.01	0.13	0.12

Table 4. The instrument's questions included in Factor 1

Factor 2 was comprised of the questions of the Manipulative action and Antisocial action subscales (Table 5). This factor combines the subscales of indirect and antisocial behavior strategies. Non-Russian psychology of coping found that men cope with stress actively, in some cases in an antisocial way, while women are passive (passive-aggressive). It can be assumed that for the sample of students, the most common strategy of coping with stress is the antisocially-indirect strategy.

Instrument's questions	Factor loadings by factor				
	1	2	3	4	5
Sometimes your only choice is to be a little manipulative and work around people (serve your own needs regardless of interests of other people)	0.02	**0.57**	0.14	0.26	0.02
Putting others in an awkward and dependent position is at times very beneficial	-0.17	**0.56**	0.16	–0.06	0.08
You look for other's weaknesses and use them to your advantage.	–0.13	**0.55**	0.16	0.02	0.12
In certain situations, you look out for your own best interests even if it means hurting others that are involved	–0.08	**0.55**	0.11	0.11	0.10
To achieve the cherished goals, is it worth being a little disingenuous.	0.05	**0.55**	0.18	0.01	0.06
You believe that it is beneficial to assert your dominance and superiority to strengthen your own authority	0.11	**0.46**	0.11	0.17	0.10
To achieve your goals, you often "play along" or adjust to other people (to pretend a little)	0.13	**0.42**	0.36	0.02	–0.10
You believe that trickery can sometimes do more than direct action	0.13	**0.42**	0.07	0.23	0.13

You believe that sometimes you need to act quickly and assertively to catch others off balance	0.31	**0.39**	–0.01	0.09	0.05

Table 5. The instrument's questions included in Factor 2

Factor 3 included the questions of the Avoidance subscale, which, according to the author's original model, corresponds to the passive coping strategy (Table 6).

Instrument's questions	Factor loadings by factor				
	1	2	3	4	5
Normally, you hold back hoping that the problem resolves itself	–0.02	0.20	**0.50**	–0.03	0.10
If possible, you avoid assertive action that is associated with high tension and responsibility	0.14	0.23	**0.48**	0.07	0.12
You avoid wasting your energy on dealing with the problem that is likely to go away on its own.	0.02	0.25	**0.46**	0.20	0.07
In conflicts, you prefer to focus on other important and urgent things to do, letting others to deal with the problem or hoping that over time, the situation will resolve itself.	0.09	0.22	**0.40**	0.13	–0.06
Oftentimes, you lose because you do not trust your intuition	0.03	0.13	**0.39**	–0.03	0.27

Table 6. The instrument's questions included in Factor 3

Factor 4 was comprised of the questions of the Cautious action and Assertive action subscales. According to the author's original model, these subscales represent the opposite poles of the active — passive axis (Table 7). This factor was marked as Control in this study, because it represents the willingness of an individual in a difficult situation to control their own state and behavior, as well as the action taken by other people.

Instrument's questions	Factor loadings by factor				
	1	2	3	4	5
In a conflict situation, you convince yourself and others that the problem “is not worth a cent”	0.15	0.15	0.17	**0.49**	–0.06
Acting on first impulse is always worse than good judgment	0.14	0.03	0.18	**0.45**	0.11
Try to be in control, but let others think you are not	0.33	0.12	0.10	**0.44**	0.07
You don't give up in any hardship	0.41	0.09	–0.22	**0.41**	0.08
Let others think they are in control while staying a hard nut to crack, you don't let anyone manipulate you.	0.26	0.22	0.01	**0.40**	0.06
You believe that the saying "slow and sure wins the race" works well for any situation	0.16	0.03	0.38	**0.40**	0.09
You can easily and smoothly guard yourself from other people's unfairness, say “no”, if necessary, when facing psychological abuse	0.38	0.08	–0.15	**0.39**	0.18
You take anything with a grain of salt, because you believe that pitfalls might be anywhere	0.24	0.25	0.06	**0.36**	0.04
In difficult situations you take time to prepare and do something to help you calm down and, only then, start problem solving	0.42	–0.03	0.32	**0.34**	–0.04

Table 7. The instrument's questions included in Factor 4

Factor 5 included the questions of the Aggressive action subscale and two questions of the Assertive action subscale (Table 8), which is in line with the author's original model and is defined as “antisocial activity”.

Instrument's questions	Factor loadings by factor				
	1	2	3	4	5

Rudeness and foolishness of other people often infuriate you (put you out of temper)	0.04	0.18	0.05	0.15	**0.63**
You may be aggressive in significant situations and conflicts	0.04	0.23	0.04	–0.06	**0.47**
You feel embarrassed when someone praises or compliments you	0.01	–0.07	0.28	0.10	**0.39**
You believe it is better to assertively and quickly strike back at those who disagree with your opinion than to “drag your heels”	0.06	0.30	–0.01	0.27	**0.39**
You can be called a short-tempered person	0.30	0.36	0.03	–0.19	**0.36**
When dealing with hard problems, you lose your control and can "mess things up”	0.07	0.35	0.17	–0.06	**0.31**
It can be difficult for you to say no to others' demands or requests	0.23	–0.04	0.11	0.21	**0.29**

Table 8. The instrument's questions included in Factor 5

The correlation between coping strategies and personal and regulatory predictors, determined by Pearson's linear correlation coefficient is shown in Tables 9 and 10.

	Assertive action	Social Joining	Seeking social support	Cautious action	Instinctive action	Avoidance	Manipulative action	Antisocial action	Aggressive action
Planning	**0.38**	**0.42**	**0.40**	**0.37**	0.14	0.09	0.16	–0.05	–0.01
Modeling	–0.01	0.08	0.11	–0.02	–0,09	0.00	0.00	–0.10	–0,09
Programming	0.26	**0.33**	**0.38**	0.28	0.08	–0.02	0.02	–0.19	–0.12
Evaluation of results	–0.06	0.01	0.06	–0.01	0.05	–0.13	–0.06	–0.20	–0.16
Flexibility	**0.47**	**0.52**	**0.50**	**0.32**	0.17	0.06	0.14	–0.02	–0.04
Independence	0.16	–0,09	–0.02	–0.01	–0.01	–0.15	0.03	–0.01	0.00
General level of self-regulation	**0.45**	**0.47**	**0.54**	**0.38**	0.18	0.00	0.14	–0.15	–0.12
Russian students									
Planning	**0.34**	0.19	0.28	**0.46**	0.22	0.10	**0.46**	0.17	–0.06
Modeling	0.28	0.08	0.07	-0.17	–0.20	**–0.35**	0.00	–0.08	–0.11
Programming	0.24	–0.03	0.03	0.18	–0.01	**–0.32**	–0.02	–0.25	**–0.38**
Evaluation of results	**0.39**	0.14	0.11	0.21	–0.04	–0.30	0.10	–0.18	–0.29
Flexibility	**0.36**	**0.43**	**0.37**	0.09	0.08	–0.29	–0.01	–0.28	–0.07
Independence	0.25	–0.08	–0.20	0.01	0.11	0.17	0.30	0.26	0.13
General level of self-regulation	**0.54**	0.20	0.21	0.28	0.08	-0.23	0.24	–0.02	–0.20

Table 9. The correlation coefficients between indicators of self-regulation and coping strategies for the samples of Russian and foreign students (significant correlations for p≤0.05 are highlighted in bold)

Personality traits	Assertive action	Social Joining	Seeking social support	Cautious action	Instinctive action	Avoidance	Indirect action	Antisocial action	Aggressive action
Russian students									
Extraversion	,242*	,361**				-,230*			
Attachment style		,412**	,261*					-,227*	
Control	,250*	,319**				-,361**			
Emotionality	-,433**								
Playfulness		,440**	,288**						
Foreign students									
Attachment style	,220**	,156*							
Control	,269**	,160*							
Playfulness	,201**	,157*							

Table 10. The correlation coefficients between coping strategies and indicators of self-regulation for the samples of Russian and foreign students

Note: * p≤0,05, ** p≤0,01.

Discussion

The study did not convincingly evidence the hypothesis that the psychometrics, the external and internal validity of the Russian version of the Hobfoll's SACS instrument are sufficient for its use on a multicultural sample of students studying at Russian higher education institutions.

The pilot check of the internal consistency of SACS subscales using the Cronbach's Alpha coefficient showed incomplete conformity of the factor structure with the existing structure of the inventory subscales. The instrument has a potential for further development, both conceptual and technical, through additional questions in the inventory subscales. In other words, the conceptual model is relatively consistent with our obtained data. We dare to suggest that the Russian version of the inventory does not fully conform with the original English version. To overcome these difficulties, we faced the need to reformulate the subscales with low and unacceptable consistency and to calculate norms based on the specific characteristics of the sample under study.

The calculations of the gender-sensitive test norms using the interquartile range produced different norms. We believe they are more appropriate than the existing norms (Vodopyanova & Starchenkova, 2003). N. E. Vodopyanova calculated norms on a sample of people who have communication-related occupations, while this research involved potential professionals in both humanitarian and engineering degree fields. We dare to assume that the sample was mostly female, while this research involved more gender diversity (69.5% — male, 30.5% — female). Thus, the representativeness of the sample makes the presented norms more appropriate for the measurement of coping strategies.

The factor validity check of the inventory suggests that the obtained factor structure of the instrument is inconsistent with its original model. According to the concept of S. E. Hobfoll, the individual's coping behavior models in problematic situations can be described through at least three axes (Hobfoll, 1994): prosocial versus antisocial strategy, active versus passive, direct versus indirect (manipulative) behavior. In our case, only two factors fully correspond to the author's concept — prosocial and passive coping patterns. In other words, the discrepancy of the obtained factor structure with the author's model may indicate the inconsistency of the Russian version with the original (author's) one or may be caused by the age and social and cultural attributes of the studied sample. To overcome these inconsistencies, individual items of the inventory need to be reformulated.

The study confirmed the assumption that the instrument has acceptable construct validity, i.e. 1) it is capable of measuring coping behavior strategies; 2) the choice of prosocial active strategies depends on the maturity of positions of conscious self-regulation and personal dispositions.
The test of the construct validity of the SACS through the correlation analysis produced expected results. For foreign students, the correlation was found between active prosocial strategies (assertive action, social joining, seeking social support) with the general level of self-regulation and its indicators: planning, programming, flexibility. A mature need for conscious planning, thinking over action and behavior in order to achieve goals, detailed elaboration of the programs of action, their adjustment to new circumstances; a proper response to a rapidly changing situation and goal-orientation when dealing with risk enable foreign students to actively cope with hardship and stress and maintain academic and career success. We were surprised by the correlation between the passive Cautious action strategy and the Flexibility scale of conscious self-regulation ($r=0.320$, $p\leq0.05$) and the general level of conscious self-regulation ($r=0.380$, $p\leq0.05$). Overall, the expected correlation patterns were found between active prosocial coping and indicators of conscious self-regulation and with the personality traits attachment ($r=0,220$, $p\leq0,01$), control ($r=0.269$, $p\leq0.01$), and playfulness ($r=0.201$, $p\leq0.01$).
The need to be with others, help them, empathize and enjoy success (attachment); conscientiousness, the sense of responsibility, orderliness (control) help foreign students to cope with distress in the country with different values and do's and don'ts. At the same time, such personality traits as curiosity, an easy-going attitude to different sides of life in the foreign country (playfulness) also help to adapt to different social and cultural conditions. The obtained results are in line with Hobfoll's theory that individual efforts to cope with stress (in our case, during adaptation to new social and cultural conditions) often require the focus on the individual and social context (Hobfoll, 1994).
In Russian students, the correlation between self-regulation / personality traits and the scales of coping strategies is more ambivalent. To display active prosocial strategies, the Russian students, apart from conscious planning, regulatory flexibility and manure individual system of conscious self-regulation of voluntary action, need the stability of subjective criteria of evaluation of results ($r=0.39$, $p\leq0.01$), reasonable evaluation of themselves and results they achieve. Poor modeling processes, unwillingness to capture changes in the situation, inability and unwillingness to think over the sequence of their steps determine the use of the passive strategy for coping with stress, which is avoidance. However, manipulative action is consciously planned (planning $r=0,460$, $p\leq0,05$).
The direct correlation was found between active prosocial strategies and extravertion ($r=0.361$, $p\leq0.01$), attachment ($r=0.412$, $p\leq0.01$), control ($r=0.319$, $p\leq0.01$), playfulness ($r=0.440$, $p\leq0.01$); and the inverse correlation with emotionality ($r=-0.433$, $p\leq0.01$). Such students avoid disagreements, dislike competition, prefer to cooperate rather than compete. They adhere to ethical principles, observe the common code of conduct. High levels of conscientiousness and sense of responsibility are usually combined with good self-control.
The obtained psychometric evaluation results of the SACS instrument are of interest for researchers. According to our assumptions, the instrument has acceptable construct validity. At the same time, the factor structure of the Russian version only demonstrated a relative consistency with the original model, requiring further adjustment of the Russian version and its further psychometric assessment.

Conclusions

The internal consistency of the Russian version of the SACS subscales is insufficient and the instrument requires further adjustment. When using the instrument, the low consistency of Assertive action and Instinctive action subscales should be taken into consideration.
Test norms were established with due regard to the cultural and gender characteristics of the sample. The representativeness of the sample makes the obtained norms more appropriate for the measurement of coping strategies.
The factor validity check of the inventory suggests that the obtained factor structure of the instrument is inconsistent with the author's model. In other words, the discrepancy of the obtained factor structure with the author's model may indicate the inconsistency of the Russian version with the original (author's) one or may be caused by the age and social and cultural characteristics of the studied sample. To overcome these inconsistencies, individual items of the inventory need to be reformulated.

The Russian version of the methodology has acceptable construct validity. The test is applicable to measuring coping behavior strategies and conforms with the author's theoretical model. Coping strategies predictably correlate with the maturity of conscious self-regulation (planning, programming, flexibility, evaluation of results) and socially significant personal dispositions (to be with others, help them, empathize and enjoy success, be conscientious, responsible, and orderly).
Overall, the assessment of the SACS psychometrics found the subscales of the Russian version of the instrument to have acceptable internal consistency, confirmed the construct validity, specified the test norms, which suggests that the technique is applicable in psychological research. Further research can focus on the adjustment of subscales of the Russian version of S.E. Hobfoll's instrument.

Acknowledgements
The research team expresses gratitude to Varvara Morosanova, Correspondent Member of the Russian Academy of Education, Chief of the Laboratory of Psychology of Self-Regulation (Psychological Institute, the Russian Academy of Education), Doctor of Psychological Sciences, Professor (Moscow) for the help and valuable advice and the publication mentioned in this paper. We are grateful to Olga Polchenko, Psychologist of the Training & Research Center for Psychological Support of Personal and Professional Development of the Institute of Education and Social Sciences of North-Caucasus Federal University for assistance in surveying foreign and Russian students.

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Reception of Anthroposophical Ideas in Russian Culture in the Context of Religious and Philosophical Syncreticism

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Abstract
The article deals with religious and philosophic syncretism in Russian culture in the late 19th and the beginning of the 20th century. The research shows that the distribution of anthroposophic ideas in Russian culture is directly connected with the change in worldview attitudes, the revaluation of values and the change of the cultural paradigm as a whole. The authors emphasize that syncretism in the culture of the watershed period involves an effort to unite the scientific, philosophical and religious traditions of the East and West into a single system. The main reason for increased attention to the mystical teachings is the general dissatisfaction with the classical rationalistic teachings that fail to reveal the mystery of a person's spiritual development in the gnoseological and practical terms. It is noted that mystical ideas deeply rooted in philosophy and arts, forming the basis of some social, psychological and pedagogical concepts. The worldview issues dealing with the spiritual evolution of humankind turn out to be highly relevant in terms of culture. The article concludes that anthroposophical teaching is based on the syncretic methodology focused on the synthesis of various fields of knowledge. The paper emphasizes that Rudolf Steiner's ideas had ambiguous influence on Russian culture. However, this contact led to the emergence of new ideas connected with the search for the substantiation of a person's spiritual life. At the same time, the Russian philosophy of all-unity developed anthroposophical ideas that did not reply on Steiner's teaching. The authors propose to use the specific term – "anthropo-sofia" for denoting the anthroposophical ideas in the Russian philosophy of all-unity. The nature of this type of religious and philosophical synthesis is considered on the example of such concepts as God-manhood, Sophia, Symphonic personality and Sobornost'.
Keywords: anthroposophy, theosophy, occultism, religious syncretism, methodological syncretism, scientific knowledge and faith

Novelty
The article claims and substantiates that the anthroposophical doctrine is based on a syncretic methodology that implies the synthesis of various fields of knowledge. The paper points out that R. Steiner's ideas had ambiguous influence on Russian culture, but this contact led to the emergence of new original ideas dealing with the search for the rationale for the spiritual life of a person. At the same time, Russian philosophy of all-unity developed anthroposophical ideas that did not rely on the teaching of R. Steiner. The authors suggest using a special term "*anthropo-sofia*".

Scientific value
The paper explores the influence of the Western anthroposophical school on the cultural tradition of Russia. The authors attempted to make a comparative analysis of Western anthroposophical and Eastern thought within the framework of philosophical, cultural, and religious anthropology.

Relevance
The need to study the cultural phenomenon of "anthroposophy" is due to the fact that the motives for its distribution and influence in the Russian cultural tradition manifest themselves far less clearly than in the West. Moreover, it can be stated that the uniqueness of the Russian path of philosophical development also influences the principles of the anthroposophical vision of the man.

1. Introduction
Among the characteristic features of the Russian religious and philosophical culture of the late 19th - early 20th centuries, one can single out a focus on the integration of various philosophical and theoretical traditions, both Eastern and Western. The most original philosophical systems were developed in the form

of universal metaphysical doctrines, which are quite atypical for the “postclassical” cultural and philosophical situation that evolved at the turn of the 19th - 20th centuries.

The wide distribution of syncretic teachings in Russian culture during this period was due to several key factors. Firstly, this is a critical social and political situation that meant Russia's cultural death and birth at the same time, since it allowed many talented thinkers to look beyond the limits of the “ordinary”, “familiar” of the everyday reality, thus expanding the boundaries of their creativity[14] (Shakhmatova, 2009). Secondly, the obviously impending cultural crisis, which gave rise to apocalyptic forebodings, forced the most prominent minds to look for new ways of spiritual transformation and salvation of humanity. Finally, in the late 19th century the tendency characteristic of the European cultural thought became global. This movement involved critical rethinking of religious values and disillusionment with classical metaphysics of rationalism persistently advocating the monistic principles that went against the emerging ideological paradigm.

Thus, syncretism takes root in the Russian mentality at the dawn of the 20th century and becomes a serious methodological and theoretical basis for a new spiritual quest connected with, on the one hand, people’s knowing their essence, and on the other hand, the desire to overcome the crisis of rationalism that followed the discoveries of the modern science. At the same time, the origins of syncretism teachings, both in Russian and in Western culture, can be found in the Neo-Platonism doctrine, which formulated the basic principles of mystical rationalism and syncretic methodology[15] (Nosachev, 2015). This explains the possibility of intersecting and accepting certain key ideas of the mystical traditions of Western occult thought by representatives of Russian culture. Therefore, it can be assumed that methodological syncretism in Russian philosophy and culture acts as a specific way to overcome classical metaphysics and is based on spiritual experience, which in the end prevents metaphysics from degenerating to the level of primitive synthesis.

The presence of a syncretic foundation in various religious and philosophical movements of the late 19th - early 20th centuries is determined by the search for holistic knowledge, bridging the gap, created by classical science between the subjective world of the man and the surrounding reality. In particular, such attempts were made within the framework of neo-occultism, which in its most general form “represents a broad, synthetic (and often syncretic) philosophical system, a worldview that seeks to understand the supernatural and the unknown, penetrating the hidden secrets of wisdom, aimed at understanding the unity of man and the universe"[16] (Carlson, 1922). Theosophy and anthroposophy in their modern version that are associated with the names of E.P. Blavatsky (1831-1891) and R. Steiner (1861-1925), respectively, are the most influential movements of this kind.

In his critical analysis of this cultural phenomenon, N.A. Berdyaev (1874-1948) noted: “Theosophy is religious syncretism. Such movements usually arise in an era of religious crises and quests. The fragments of ancient knowledge and occult traditions are intertwined with modern consciousness, with modern naturalism and rationalism..."[17] (Berdyaev, 1994). At the same time, he emphasizes the special role of the occult sciences in the context of the spiritual crisis of society, admitting that “theosophy and anthroposophy

[14]For creative people, the period of crisis is first of all a spiritual rebirth, which means “an attempt to start the history of the universe from scratch. The search for synthesis, so characteristic of the turn of the century, performed the same task: artists needed the archaic syncretism of the primitive epoch to reassemble the scattered, having reached the Unified – the starting point of the universal evolution. The search for synthesis, undertaken by the Silver Age, was yet another Utopia, the illusory dream of the era of the re-creation of the world by means of art (Shakhmatova, 2009). The Myth-making of the Silver age. Tomsk State University Journal, 322, 83).

[15] In his work on occultism, P.G. Nosachev analyzes the phenomenon of "Western esotericism" and refers to the work of Wouter Hanegraaf, who sees "the beginning of Western esotericism in the syncretism of Neo-Platonism, Hermeticism, Astrology and Kabbalah of the Renaissance ..." (See: Hanegraaff, W. (2006) “Esotericism", Dictionary of Gnosis and Western Esotericism, Leiden: Brill. Pp. 336-340; Nosachev, P. (2015). Occultism and Romanticism as two forms of "secularized esotericism" of the 19th - early 20th centuries. State, Religion, and Church in Russia and Abroad, 4(33), 204.

[16] See: Carlson, M. (1922). "No Religion Higher Than Truth": The Russian Theosophical Movement (1875 - 1922). Princeton, p. 10.

[17] Berdyaev, N.A. (1994). The philosophy of the free spirit. Moscow: Respublika, p. 194.

meet the demands of the modern man" who seeks to overcome internal conflict and remove the contradictions between science and religion, knowledge and faith[18] (Berdyaev, 1994). This was one of the tasks that the creators and adherents of theosophy and anthroposophy set for themselves. What is more, this was one of the reasons for acceptance and distribution of these beliefs in Russia.
At the same time, considering anthroposophy (as well as theosophy), one can mention two significant points:

- the concept itself and, in fact, the subject and problematic specifics of anthroposophy have a longer history than the works of Steiner and his followers;
- in Russian religious and philosophical thought, ideas and motifs of the same kind were developed independently of the influence of the Steiner's version of anthroposophy, but on the basis of similar stimuli and concepts.

2. Research Methods

It is fundamentally important to understand and evaluate this issue from the perspective of the philosophical and cultural tradition. To analyze the phenomenon of anthroposophy in Russian philosophy and culture, we used complex methods of historical and philosophical reconstruction and contextual analysis.
A genetic and diachronic method applied in this work enabled us to assess the influence of anthroposophical ideas on the Russian cultural tradition and to consider this cultural phenomenon in the context of a certain historic period. This made it possible to reveal the specifics of the Western influence on the evolution of philosophical ideas in Russia.
In this study, we used comparative analysis to identify the specifics and distinguishing features of the Western and Eastern anthroposophical teachings.
This study also includes methods and approaches that allow investigating anthroposophic views from a particular historical perspective using the example of the Russian philosophy of the Silver Age. The philosophical and cultural analysis allowed us to examine the very mechanism of the formation of anthroposophical ideas and to reveal their significance for Russian culture as a whole.

3. Discussion

3.1. Anthroposophy as a cultural phenomenon: the concept, essence and role

The two most characteristic signs of modern cultural consciousness can be defined, firstly, as the focus on the "human problem" and, secondly, as an obsessive idea that the main spheres of social and cultural existence are in crisis. One of the possible points of intersection of these two motifs is a specific phenomenon of theoretical and philosophical thinking – anthroposophy. The surge in popularity of this movement occurred in the first quarter of the 20th century and is now observed in Western and Russian culture. At the same time, anthroposophical motifs in the Russian cultural tradition are expressed far less visibly than in the West. Moreover, it can be argued that the uniqueness of the Russian way of philosophical development leaves its mark on the principles of the anthroposophical vision of the man.
In Greek, the word "anthroposophy" means "human wisdom" (antropos – a person, Sophia – wisdom). Like many other concepts used in modern science and philosophy, it has a long history and, as a result, ambiguous semantics. Its original meaning is stated in the treatise "Of the Magic of the Ancients" (1575) created by an unknown author of the 16th century writing under the name "Angel of the Arbatel". In the final part of the treatise, which is an introduction to mystical knowledge and magical arts, two forms of good knowledge are named: "Theosophy" and "Anthroposophy, given to the man". The latter is defined as "knowledge of natural things" and "wisdom in all human affairs"[19]. However, W. Hanegraaff considers English alchemist Thomas Vaughan (Thomas Vaughan, 1622–1666)[20] to be the author of the term (Hanegraaff, 2006). However, if Arbatel's treatise is not a falsification, then it is the first one of this kind.

[18] See: Berdyaev N.A. (1930). The debate on anthroposophy (Answer to N. Turgeneva). Way, 25, 107.
[19]See: Arbatel of Magick: Or the Spiritual Wisdom of the Ancients. Available at https://archive.org/stream/arbatelofmagick/arbatelofmagick_djvu.txt (Accessed November 10, 2018).
[20] See: Hanegraaff, W.J. (2006). Dictionary of Gnosis and Western Esotericism. Leiden; Boston: Brill. P. 82.

Compared with the concept of theosophy, which initially had a philosophical meaning (in the period of late antiquity) and then was practically identified with theology (for example, in "Corpus Areopagiticum"), anthroposophy as a term was immediately linked with occult esoteric knowledge. However, it was used not only by its representatives (R. Fludd, K. Eckartshausen, etc.), but also by a number of philosophers and scientists of the 18th-19th centuries (J.G. Fichte, F. Schelling, I.P. Troxler, F. Brentano, R. Zimmerman). Schelling sees anthroposophy as an alternative to "subjective anthropology" or philosophical psychology; moreover, he believes that adherence to "exact psychology and anthropology" is intrinsically opposed to philosophical thinking[21] (Shelling, 1989). For Fichte, this is in fact a synonym for his system of the philosophy of "oneself" (Ichkeit) (Fichte, 2016). However, in both these cases the use of the term "anthroposophy" is contextual rather than regular.

The semantics of the word "anthroposophy" most clearly manifests itself in its comparison with the term "anthropology" which is also directly connected with humanitarian studies of the person. The root "logos" is traditionally associated with rational and discursive knowledge. Sophia has a significantly different meaning, introducing the concept of knowledge as wisdom, knowledge of the whole and the super-rational. Thus, the anthroposophical understanding of a person is oriented towards some kind of holistic comprehension of the subject. By analogy with the structurally similar terms "theosophy", "historiosophy", and "christosophy", it can be concluded that this tradition is opposed by the currently dominant scientific and positive paradigm. Taking into consideration the close connection of anthroposophy with various mystic and occult movements, it will be fair to include it in this group of cognitive practices. Due to this connection, anthroposophy in dictionaries and reference books is defined as "a kind of theosophy"[22].

Thus, we can speak about two different meanings of the term "anthroposophy". The first, broader meaning can be used to denote the concept of the unity of the micro- and macrocosm with the super-entity of the divine origin. This understanding is characteristic of various European teachings related to theological (Meister Eckhart) and non-confessional mysticism (J. Tauler, J. Böhme, E. Swedenborg, etc.). In a narrow sense, anthroposophy is a doctrine founded in 1909–1912 by Rudolf Steiner which became widely known in Europe, USA and Russia. In modern times, anthroposophy is most often associated with the school of Steiner and his followers, which grew as a branch of the theosophical movement of E.P. Blavatsky.

The connection of Steiner's anthroposophical doctrine with various branches of the world thought oriented toward the knowledge of man in the world in its all-unity can be stated with his own quotation:

For anthroposophy enables some kind of spiritual experience in which one can live in thought without losing the world in thought. It points out that meditation includes such an inner experience, when, without losing the world of external sensations in thinking, one reaches the spiritual world. Instead of penetrating into the "I", in which they feel the world of external feelings drowning, they penetrate into the spiritual world, where they feel the stronger "I". Besides, anthroposophy shows that one can experience one's destiny without losing one's "I". So you can experience yourself as acting within your destiny. Anthroposophy points out that such a non-egoistic observation means following a person's destiny, when one learns to love not only one's own existence, but also the world[23]. (Steiner, 2013).

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[21] See: Schelling, F.W.J. The first lecture in Munich. Schelling F.W.J. Collection of works: In 2 Volumes. Vol. 2. p. 384.

[22] "Anthroposophy (from ἀνθρωπος - man and σοφiα - wisdom) is the science of the spirit, that perceives itself as an individual way of knowledge, but identifying knowledge not with the subjective as such, but with the primary principle of world achievement, so that the knowledge of the world turns out to be absolutely identical to self-knowledge. Although the emergence of anthroposophy falls on the first decade of the 20th century, its roots should be traced in the philosophical works of its creator Steiner, written in the 1880s and 1890s and devoted to the development of a worldview aiming "to justify the knowledge of the sphere of the spirit before obtaining spiritual experience" (Steiner R. (1894). Die Philosophie der Freiheit. V., 1921, p. 8). See: Anthroposophy. Philosophical Dictionary. (2001). (Ed). I.T. Frolov. Moscow: Respublika, pp. 38-39.

[23] Steiner, R. (2013). Anthroposophical leading thoughts. In Steiner R. Anthroposophical leading thoughts. The path of knowledge of Anthroposophy. Mystery of Michael. Moscow: Anthroposofia Publishing House, p. 22.

On the other hand, the modern version of anthroposophy complies with the general tendency of neo-occultism of adapting to the conditions when the "scientific spirit" dominates in culture. In this regard, it often acts as a branch of "non-traditional psychology", "parapsychological science" or as a type of "complex" or "developing" pedagogical technology.

However, anthroposophy distinguishes itself even among occult movements due to the scale of syncretism which is reflected both in cultural-genetic and methodological planes. In the first case, this means a desire to synthesize various ideas and concepts that were once components of a more or less unified religious and cultural complex (this is true for the elements of "Western" science and philosophy and "Eastern" mystical wisdom). In the second case, we are talking about combining methods and techniques characteristic of various branches of cognitive practices (religion, philosophy, science, art, and personal experience). The thesis written by J. Cain presents a more detailed outlook on its influence on Russian culture, especially in the field of art (2016).

Regarding Steiner's anthroposophy, the second point manifests itself in the use of the ideas and principles of natural science and humanities (first of all, psychology) in combination with the elements of fundamentally different gnosiological paradigms. Steiner's views are based on natural philosophic ideas of J.W. Goethe, biological evolutionism of Ch.S. Darwin and E. Haeckel, elements of Hinduism and Buddhism (first of all, the doctrine of karma and samsara), neoplatonism and gnosticism (the doctrine of aeons and archons), the mysticism of "Corpus Areopagiticum" (the eternal divine light, the names of archons), and the main components of theosophical views. The same trend is observed in humanitarian methods, such as correctional pedagogy, psychotherapy, eurythmy, etc. Thus, Steiner's anthroposophy is one of the examples of syncretic neo-occultism.

These are the characteristic features of anthroposophy in the contemporary cultural context. While the anthropocentric aspect has already been explored, its connection with modern crisis processes is still to be analyzed. We can agree with the position of N.A. Berdyaev, who believed that the spread of anthroposophy and the related movements was "a symptom of the crisis of official knowledge that should be based not on an abstract philosophical, but on a specific mythologem"[24] (Berdyaev, 1989). He admitted that anthroposophy and theosophy in general meet "some very deep needs of modern man, deeply dissatisfied with official science, official philosophy and official religion", because his soul "at a certain stage of development craves wise knowledge"[25] (Berdyaev, 1989). It can be assumed that this situation is largely similar to the current one. The latter, in the apt words of French researchers J. Bergier, L. Pauwels can be described as "the morning of the magicians"[26] (Bergier, Pauwels, 1994).

At the same time, there has been no agreement on the meaning of anthroposophy for the Russian thought. According to N.A. Berdyaev, "the theosophical movement itself cannot be called a typically Russian, essential for our religious thought"[27] (Berdyaev, 1989). However, he admitted the possibility of its "growth" in the context of the spiritual quest for Russian culture.

4. Results

Summing up the basic semantic connotations of the term "anthroposophy", we could single out the following aspects.

1. First of all, anthroposophy is genetically related to the mystical tradition of knowledge. The center of anthroposophical knowledge is a specific holistic and semantic image of a person, regarded as the unity of micro- and macrocosm.
2. Despite the long history of the anthroposophical tradition, its perception nowadays is determined by the movements characteristic of the turn of the 19th-20th centuries (with a focus on R. Steiner's anthroposophy).
3. The most important aspect is that anthroposophical knowledge has a clear tendency to synthesize a variety of philosophical, religious-mystical and, in part, scientific doctrines. This is characteristic of the

[24] Berdyaev, N.A. (1989). Theosophy and anthroposophy in Russia. In Berdyaev N.A. Types of religious thought in Russia. Paris: YMKA-PRESS, p. 2.

[25] Ibid.

[26] Bergier, J., Pauwels, L. (1994). The morning of the magicians. Kiev: Sofia, Ltd.

[27] Berdyaev, N.A. (1989). Theosophy and anthroposophy in Russia. Paris: YMKA-PRESS, p. 1.

occult movement of that period as a whole and is expressed primarily in the desire to unite the Western and Eastern traditions of occultism.

4. In this study, we introduce a special term – "anthropo-sofia", which is fundamentally different from the Western occult anthroposophical interpretation and emphasizes the specifics of the systemic presentation of a person in Russian religious philosophy and culture.
5. The rejection of the evolutionism inherent to European thought as the paradigm basis of anthropology is a specific feature of anthroposophical views in Russian culture. There is a connection between evolutionary and syncretic anthropology with the scientific and rationalistic picture of the world.
6. Syncretism in the cultural paradigm of both Western and Eastern philosophical and religious thought occurs during the crisis time and aims to synthesize diverse elements of knowledge and faith, which should result in the emergence of integral knowledge acting as the basis of spiritual and material unity in a man.

5. Influence of anthroposophical ideas on the Russian religious and philosophical tradition and culture of the Silver Age

One can distinguish two directions in the interaction of Russian religious and philosophical thought with the anthroposophical movement. This is, firstly, direct borrowing of attitudes and basic ideas, as a rule, in a popularized form, in the form of a fashionable hobby. This directly refers to the teaching of R. Steiner, which became widespread among the artistic circle associated with various modernist art movements. Andrei Bely was the recognized leader of the “Russian Steinerianism” (A.N. Bugayev, 1880-1934), although in his interpretation anthroposophy quickly acquired features that were not characteristic of its original form. The Russian Anthroposophical Society was founded in 1913 and existed until 1922, when it was banned by the Soviet authorities along with other organizations incompatible with the communist ideology. In the 1990s this community was re-established and still operates. At various times, the followers of anthroposophy in Russia were Maximilian and Margarita Voloshin, E.I. Dmitrieva (Cherubina de Gabriak), M. Chekhov, L. Kobylinsky (Ellis), Yu.K. Shutsky and others. In modern times, “Russian anthroposophy” is represented by the works of S.O. Prokofiev and K.A. Svasyan.
Secondly, we would like to point out to anthroposophical motifs in the original religious and philosophical thought of Russia. However, in this case it is necessary to rely not on modern anthroposophy, but on a long tradition, coming from the Neo-Platonists and the Gnostics, the mystics of the late Middle Ages and the Renaissance such as J. Böhme, F.K. Baader, and Saint-Martin. In this case one should focus on the influential school of the Sophian All-Unity, which originated in the philosophical doctrine of V.S. Solovyov (1853 - 1900).
Here we can see a huge gap between the anthroposophical position of the representatives of the philosophy of all-unity and the modern versions of anthroposophy. This can be explained by the fact that the tradition of all-unity retains a fundamental connection with the Christian paradigm of religious thought, even though it is constantly criticized by Orthodox theology. Western teo- and anthroposophy, on the contrary, is opposed to Eastern cosmo-centrism, which is in its essence alien to Christian worldview. The work of Berdyaev, cited above, identifies this contradiction, and its central ideas seem to be quite reasonable.
In this paper, to denote anthroposophical motifs in their interpretation by the philosophers of all-unity, we will use a special term “anthropo-sofia”. This is done to emphasize the specifics of the systemic representation of a person in the sophiological school of all-unity and to distinguish it from the occult-anthroposophical culture of the West. In addition, the anthropo-sophian parameters of philosophical discourse allow us to analyze the problem of the man in the widest context of its theoretical formulation and development, in the unity of the ontological, epistemological and social aspects of the all-unity. The anthropological character of this type of religious-philosophical synthesis is presented in such cardinal concepts and images as God-manhood, Sophia, Symphonic personality, and Conciliar Mankind.
The interest of the philosophers of all-unity in anthroposophical ideas can be explained by the following reasons. One of them is the potential of the Sophia concept as an instrument of philosophical knowledge and system creation. For example, the study of N.K. Bonetskaya, dedicated to the intersection of Russian sophiology and anthroposophy, emphasizes the complex nature of the relationship between the Russian cultural tradition and the Western occult movement: "The results of the meeting of Russian sophiological thought, originating from Solovyov, with anthroposophy is fairly difficult to evaluate: the picture is varied

and complex, and the perspective is not complete. The development of Russian sophiology initially seemed to proceeded towards anthroposophy"[28] (Bonetskaya, 1995). The common point of contact between them is the theme of Sophia, which allows to build a hierarchy of universal Unity. The symbolism of Sofia enables a special approach to the holistic consideration of a person, also defining the ontological structure of the world.

The second reason is the close connection of Sophia with the idea of incarnation, which makes it possible to realize the inclination to discover and unfold the unity of the ideally divine foundations of the universe with the present being of the world and that man that is characteristic of the metaphysics of all-unity. Due to this, Sofia itself acquires a dual character as a symbol of the individual and the universal, the living and the ideal, the physical and the spiritual. The gnostic meaning of Sophia-Wisdom is also important, as it allows opposing the project of Sophian knowledge to the Logo-centrism of the European philosophical tradition. And finally, sophianity gives the image of a person as an abstract-collective being; the conceptual analysis of this image allows us to take the general systemic discourse to the level of social cognition, where the metaphysical schemes of unity start operating. Proceeding from this, one can reveal the special historical meaning of Sofia: it acts both as a means and anticipation of the goal of the world historical process as the formation of the positive God-manhood. Thus, anthropo-sophian symbolism allows us to express the apocalyptic perception of a person in general and socio-historical perspective in particular.

It should be noted that the main subject of analysis in this work is the limiting foundations of anthropo-sofia, but not their interpretation in certain systems of all-unity. By setting the primary ontological characteristics of anthropo-sofia, one can accept the following starting points:

The existence of man is devoted to two missions: holding and moving. Whether it is an individual or a society, or existence as such (this reality, dasein), there are two tasks for them: reproduction (maintenance, preservation) and growth (self-transcendence, transcending). <...> At the same time, in the ontological sense, that is, in relation to the structure of being, the task of reproduction is obviously static ... The growth problem is the task of *existential* growth, of ontological dynamics ... [29] (Khoruzhy, 1994).

This fundamental bi-unity of ontological dimensions of a person is conveyed by the sociological constructions of all-unity. Here, Sophia is defined as a unity and mutual transition between the created and uncreated, the immanent and transcendental: "Sophia is the basis of the world, its ideal entelechy, it does not exist somewhere outside the world, but it is its basic essence ... The world is not beyond Sophia, and Sophia is not beyond the world, and at the same time the world is not Sophia, although it is characterized by sophianity manifesting itself in time"[30] (Bulgakov, 1994). In other words, sophianity is the unity of the maintenance-growth or the ontological foundation of the world and its movement. The same quality of duality refers to the anthropic aspect of Sophia: "What is called the soul, what we call our Self or our personality, is an open circle and full life circle with its own content, essence or meaning of its being, and only the carrier or imitation (hypostasis) of something else, the higher"[31] (Solovyov, 1913).

Thus, in terms of ontological statics, Sofia formulates the principle of the unity of macro- and micro levels of the cosmos, becoming an intermediate or a binding link of the organic system. Ontological dynamics is further revealed through the development of sophianity already in more "human terms", which determine the non-substantiality of personal being, which is only a possibility of integrity, a specific-personal all-union. Abstract ontology in this case has certain specifics. On the one hand, it comes close to the ancient and Eastern cosmo-centric models of thinking. On the other hand, it is not self-sufficient, being a necessary condition for identifying the anthropic aspects of the integrity of the worldview. The hierarchical structure of the world itself is the conditions for the "self-transcendence" of man. Sophia plays here the role of justifying humanity, seeking to overcome its created nature. Since Sophia is associated with the Divine

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[28] Bonetskaya, N.K. (1995). Russian sophiology and anthroposophy. Problems of Philosophy, 7, 86-87.

[29] Khoruzhy, S.S. (1994). The problem of personality in Orthodoxy: the mysticism of Hesychasm and the metaphysics of All-unity. In Khoruzhy S.S. After the break: Ways of Russian philosophy. St. Petersburg: Aletheia, p. 263.

[30] Bulgakov, S.N. (1994). Non-downing Light. Contemplations and speculations. Moscow: Respublika, p. 195.

[31] Solovyov, V.S. (1913). Collection of Works: In 10 Volumes. Vol. 9. St. Petersburg., p. 20.

Absolute as an expression of His plan of the perfect world, this aspect of sophianity contradicts Christian (at any rate, Orthodox) understanding of human nature.

Here, at first glance, one can see a substantial similarity with the anthroposophy of the Steiner model, namely, the derivation of human essence from the diverse hierarchical and evolutionary aeons of the single cosmic process. However, the realization of Sophia's multiaspect meaningful potential by disclosing its paradoxicality eliminates this likeness: Sophia is not evolutionary, but mystical in its ability to unite the non-unitable. Berdyaev expresses a similar idea: "Man is not a product of evolution, not a child of nature and the processes occurring in it. The man is "the child of God." <...> One hierarchy cannot evolutionarily transform into another hierarchy. <...> A person can directly face God, and no cosmic evolution separates them"[32] (Berdyaev, 1944).

Thus, there is a rejection of evolutionism inherent in European thought as the paradigm basis of anthropology. Evolutionism is also inherent in the Steiner's anthroposophy, it is only expressed in other terms, in the language of cosmocentric Hinduism. Nevertheless, its very essence is preserved: "The theosophical consciousness is monistic, monophysical, it recognizes only one nature — the faceless divine cosmos. Man is a product of cosmic evolution, a tool of cosmic evolution. He is created and uncreated in the cosmic process. <...> Man is only a temporary synthesis of cosmic forces"[33] (Berdyaev, 1994).

The syncretic and evolutionary picture of the essence and existence of man in occult anthroposophy in its logic is no different from the traditional way of anthropogenesis in the scientific-rationalistic paradigm. Indeed, it also represents the man as a product of the action of socio-historic laws and an instrument for the positive embodiment of the expected development goal; he also turns out to be "divisible" into "social," "group", "individual" components like the concentric bodies of anthroposophy that rise from the "physical" body to the "impersonal self" in the row of the absolute cosmo-structure.

At the same time, the inconsistency of the sophian symbolism of man in his potential unity with the "world in God" makes it possible to shift the intentions of the anthropo-sophian all-unity into the sphere of gnoseology, revealing a new side of comprehending the human. If the sophian ontology is the experience of synthesizing the individual and the universal in a holistic organic image, then gnoseology appears to be the project of the unity of rational and super-rational experience in which the objectivity of the world perception is not opposed to the intensity of life and meaning.

The anthropo-sophian project of gnostic synthesis is based on the certainly that it is possible to reach complete knowledge based on fundamental intuition. This strategy implies avoiding the extremes of the methodological spectrum, that is, refusal to reduce diverse cognitive practices to one dominant and absolutized principle. Whether it is empiricism, rationalism or mysticism with the internal focus on their own fundamental principles, the image of Sophia in this regard is most appropriate. The way it is perceived by the Russian tradition of all-unity is so characteristic that one can easily regard sophiology in general as the specific discovery of Russia's philosophical mind. Of course, this is unfair in relation to the tradition of sophiological gnoseology, which has been developing since the days of ancient Neo-Platonism. In all movements close to it, the sophian concept of knowledge serves as a tool for discovering the gnoseological intentions of metaphysical unity.

Specifics of the gnoseological perspective on sophianity is due to the fact it is opposed to Logos. However, this opposition paradoxically turns out to be external, since the inner meaning of the Gnostic searches indicates rather their comparability, although the idea of the authenticity of mystical-sophian wisdom and the secondary nature of logical-discursive thinking has always been preserved and consciously highlighted. A similar idea was expressed by V.S. Solovyov: "If in the absolute we distinguish it as such, that is, as the unconditional being, then we will find its content, essence or idea, the direct expression of the first in Logos, and the second in Sofia, which, thus, is a manifested and implemented idea. ... The Logos, being different from Sophia, is internally connected with it"[34] (Soloviev, 1989).

The sophian knowledge gives the necessary opportunity to turn the all-unity project from gnoseology to the man. This is a kind of ascent from the abstract-theosophical, cosmological and ontological levels of

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[32] Berdyaev, N.A. (1994). The philosophy of the free spirit. Moscow: Respublika, p. 178.

[33] Ibid. p. 179.

[34] Soloviev, V.S. (1989). Reading on God-manhood. Soloviev V.S. Collection of works: In 2 Volumes. Vol. 2. Moscow, p.108.

synthesis to the development of a specific-holistic image of the man. But he himself is not the only goal: the main task is to emphasize the universal meaning of humanity, to give it the universal, integral significance. This is required by the original tradition of Christianity, the restoration and rethinking of which is, in general, the goal of the school of all-unity.

It is actually the position that sharply criticizes modernist anthroposophy and theosophy: “Theosophical meaning must be synthesized with naturalism, evolutionism, virtually with the materialism of modern science. Steiner originated from Haeckel and honors him as his teacher. <...> It is amazing that theosophy is connected with the most vulgar philosophical movements and ignores more complex and deeper philosophy”[35] (Berdyaev, 1994). Due to this, anthroposophy cannot be considered anthropocentric in the originally Christian sense: “For the anthroposophical consciousness that formed its name from a person's name, only one of the world's aeons which will be overcome bears the sign of man. <...> This is the denial of the work on the Christian liberation of the human spirit and return to the old semi-pagan, semi-Christian Gnosticism. A person drowns and disappears, the human image becomes clouded in infinite cosmic hierarchies and evolutions, in an infinite change of aeons”[36] (Berdyaev, 1994).

It is quite possible to draw such a conclusion from this motif:

Healthy thinking seeks to know the universe, the mechanisms of which it fails to get control of, and therefore it tries to comprehend the meaning of unknowable things; the so-called pathological thinking, on the contrary, can easily provide a lot of interpretations and emotional responses, with which it is always ready to lavishly equip the reality that is sometimes not vibrant enough[37] (Levi-Stross, 2001).

Thus, anthroposophical occult gnosis is the response to the crisis of previously seemingly authoritative and unshakable forms of knowledge. This attempt to isolate oneself from the harsh reality, hiding behind the fictions of the “levels of physicality” and mentality, the karmic laws of evolution, from the truth, saying: “There is no detachment. Life is one. The emergence of the variety is only an illusion. Whatever divisions we set among the phenomena of the world – these walls are the unity to itself”[38] (Bely, 1994). These words of Andrei Bely, one of Steiner's adherents, express a worldview that is different from imagining the world as a hierarchy of aeons and infinity of mutual transitions of states, each of them being internally closed.

However, the founder of modern anthroposophy himself expressed similar thoughts:

The next area is the one in which the universal life of the earthly world is flowing like a thought-being, like a fluid element of the "land of the spirits". As long as the world is observed in physical incarnation, life is bound to separate living creatures. In the land of the spirits, it is free from this and flows, like the blood of life, through the whole country. There, it is a living being, saturating everything, and during the earthly life the man sees only a reflection of this. It is expressed in every form of worship that a person performs for the Wholeness, Unity and Harmony of the world. The religious life of people derives from this reflection. It becomes clear to the human being that the meaning of being is not in the transitory, not in the specific. He looks at this transitory as a “symbol”, as a reflection of the eternal, harmonious Unity. He looks at this Unity with reverence and prayer[39] (Steiner, 2010).

However, this statement mostly presents the ideas of late-antique Gnosticism, where the ultimate goal was not to establish the man as a truly universal being, but to free the chosen individual (“pneumatics”) from the chains of physicality and return the “fallen world” to the perfect harmony of the original Pleroma[40] (Jonas, 1998).

The intersections of the anthroposophical and anthropo-sophian pictures of the world and the man, in our opinion, are determined not so much by the similarity of theoretical and methodological motifs, but by borrowing images and ideas from the same sources. Regarding anthroposophical sphere, one of such sources was the religious and philosophical doctrine of Jacob Böhme (1575 - 1624), which he himself called Theosophy. His ideas were used in Russia since the end of the 17th century and had some resonance: their

[35] Berdyaev, N.A. (1994). The philosophy of the free spirit. Moscow: Respublika, p. 176.
[36] Ibid. p. 179.
[37] Levi-Strauss, C. (2001). Structural anthropology. M .: EKSMO-Press, p. 161.
[38] Bely A. (1994) Apocalypse in Russian Poetry. Symbolism as a Worldview. Moscow: Respublika, p. 408.
[39] Steiner, R. (2010). Theosophy. An introduction to the supersensible knowledge of the world and destination. St. Petersburg, p. 380.
[40] Jonas, H. (1998). The Gnostic Religion. St. Petersburg: Lan. pp. 5- 7, 58-63.

first adherer Q. Kuhlmann was burned in Moscow by a tsar's decree as a heretic, but handwritten books with translations of Böhme's prayer poems were read by people (in some such papers the author was called "Saint Byom").

Böhme's anthroposophy is built on the principle of universal similarity, which acts as the basis for his model of the hierarchy of hypostasis and manifestations of the all-unity. This principle is applied to both the realm of spiritual beings and carnal beings: "Look: what a being is in God, the same it is in people and in angels; and what the Divine body is like, so is the angelic and human body. With the only difference that the angel and the man are creatures, not a whole being, but only the son of the whole being whom gave birth to him: therefore it is justly subordinate to the whole being, because it is the son of its body" [41] (Böhme, 1990). The same principle can be traced for a single being and the wholeness: "Now see: how the angel is molded in his body image and with all body parts, so is the whole kingdom; in its wholeness it is like one angel"[42] (Böhme, 1990). These statements are obviously linked with such concepts of the Russian philosophy of all-unity as the "conciliar humanity" or the "symphonic personality".

Another aspect revealing the idea of all-unity in Böhme's works is the principle of the inseparable mutual presence of the spiritual and the physical, which is rooted in the very source of being: "... There is all power in God the Father, and He is the source of all forces in his depth: in Him there is light and darkness, air and water, heat and cold, hard and soft, thick and liquid, sound and jingle, sweet and sour, bitter and tart, and others which I cannot make a list of; however, I judge about this with my body, for originally, from Adam, it was created from all the forces of God and in His image"[43] (Böhme, 1990). Here one should also note the principle of the eternal co-presence of the opposites, originating from the primary opposition of God and Nothing (Ungrund, the Abyss). Due to this, his theosophical picture of the all-united being is dynamic, procedural and dialectical, which once was so highly appreciated by Hegel.

However, the chaos of universal confrontation dominates only "at the forefront of life," beyond which there is the all-inclusive and all-reconciling God-Abyss or the Abyss of God. Böhme's God, unlike the Unity of Neo-Platonists, is capable of thinking of Himself; moreover, only He understands Himself. However, self-knowledge is obtained indirectly – through self-revelation in the Trinity, in which God gives Himself to the man for contemplation. When this contemplation is transformed into a mystical self-contemplation, the man reveals God for himself[44] (Eckhart, 2016).

Summing up some aspects of Jacob Böhme's mystical teaching allowed us to show that practically all teachings of this global syncretic tradition served as major sources of Russian philosophy of all-unity, both directly and indirectly, through the gradual interpretation of ideas, categories and images in the historical and philosophical process. On the other hand, some cultural phenomena of their time (in particular, Steiner's anthroposophy), which are also linked with the concept of all-unity, more visibly show the parallelism of some motifs originating from the common sources. It can also be pointed out that the Russian philosophy of all-unity not only inherits the anthropocentric intentions of European philosophical culture, but also introduces them into the context of earlier models of all-unity, in which sophiological problematics was originally developed. At the same time, anthropo-sophian gnoseology emphasizes only confidence in the inner unity of world existence, but also points to the sole bearer of value – the man. The anthropocentric nature of gnosis is revealed in its ethical connotation. This determines the emotional, personal, and semantic focus of its most abstract aspects. As a result, the choice is made in favor of Sophia, which is the carrier of the principle of the realization of unity, including the unity of gnosis and ethos.

The ontological and epistemological development of the anthropo-sophian aspects of all-unity would not be complete without taking into account the socio-historical aspect of Sophia. For sophiology theorists themselves, this aspect often acted as the main stimulus of the sociological knowledge of the man. The anthropo-sophian perception of sociality is defined by Solovyov within the concept of Sophia as a symbol

[41] Böhme, J. (1990) Aurora, or The Morning Rise. Moscow: Politizdat, p. 69.

[42] Ibid.

[43] Ibid, pp. 85-86.

[44] In these statements there is a clear trace of the teachings of Meister Eckhart on the "dark nature of God", which is inaccessible to the man without looking into the mystery of his own soul: "The eye with which I look at God is the same eye with which God looks at me". This famous formula of Eckhart's gnoseology, in turn, goes back to the mysticism of Corpus Areopagiticum (Eckhart, 2016).

of the universal humanity and all-human personality. Similar concepts can be found in all prominent systems of Sofia all-unity. With all the differences, they follow the main principle of the interpenetration of the collective and the individual that forms a holistic image of a person as the manifestation of anthropo-sofia. This justifies the belief that "awareness cannot be impersonal, or individual, because it is more than personal – it is conciliar"[45] (Trubetskoy, 1994). Personality itself is a unity of diverse incarnations of the all-unity in a holistic and individual form: "The spiritual unity we are considering is not a simple, absolute unity of the subject, but it is rather the totality, the essence, acting only in the coordinated unity of many individual consciousnesses"[46] (Frank, 1991). This is not only a sophian representation of personality, but also a holistic image of the universal humanity as a community and universal personality.

All in all, anthropo-sophian logic and dialectics of human comprehension are realized in the principle of conciliarity. This principle serves as an instrument of understanding human problems, the target perspective, and the meaning of historical existence. Here anthropo-sophian motifs unite in the concept of God-manhood. This reveals the meaning of the man as a being, capable of purposeful and conscious overcoming of his limitations and becoming the ontological and semantic center of the universe. However, sophian basis of this framework indicates the ambiguity and super-rationality of the process of humanization of the universe itself.

As a result, this gives not just another metaphysical solution to the "human problem", but also raises the question of the very possibility for a person to take their destiny in their own hands, to re-organize themselves with their own forces, using all the potential of religious and scientific, mystical and rational knowledge. Creating himself, the man at the same time transforms the world:

Philosophical and occult systems are one of the ways of ordering the world, the search for unifying principles that underlie apparently incommensurable phenomena. They reflect the desire to go under or rise above empirical or material reality and to deal with intangible entities such as mind, soul, or spirit. Some modern occult systems use the terminology of science and try to prove that their doctrines are scientific, but in fact they are directed towards higher knowledge that is fundamentally beyond rational[47] (Rosenthal,1997).

6. Conclusions

Summing up, we would like to note that the concept of Sophia is the intersection point for the Western anthroposophy and Russian philosophical quest; this notion represents the key element of the synthesis, which allows to reconcile various religious and philosophical positions. N. Berdyaev writes about the possibility of such reconciliation, though with substantial provisions in favor of the Christian interpretation: "Thus, anthroposophy in a deeper, Böhme's sense of the word should be nothing more than the revelation of Sophia, Divine Wisdom in the man, her immanent revelation in the man. We must reunite with the traditions of theosophy and anthroposophy of J. Böhme, truly Christian theosophy and anthroposophy"[48] (Berdyaev, 1989). Philosophical and religious syncretism, demanded in society at a certain turning point of its development, involves the combination of various elements of knowledge and faith, the search for a single spiritual foundation of human knowledge.

In conclusion, let us again turn to the definition of the term "anthroposophy". Taking into account the essential motifs revealed by us of this thought movement, it can be said that Russian thinkers perceive *anthropo-sofia* as nothing but "wisdom about man" or "human wisdom". The image of Sophia-Divine wisdom is the symbol of this, and its ascent from universal abstractions to the particular integrity of human becoming indicates that the man is the goal of all divine wisdom, knowledge and meaning. Perhaps Socrates' "know thyself" was and will remain the task of humanity to the extent the humanity identifies

[45] Trubetskoy, S.N (1994). On the nature of human consciousness. In Collection of Works. Moscow: Mysl', p. 16

[46] Frank, S.L. (1991). Spiritual Foundations of the Society. In Foreign Russian Thought. Moscow: Lenizdat, p. 290

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itself with its culture. However, the experience of development and self-knowledge of many cultural-historical types (including Russian) shows that the path to solving the riddle of humanity leads to an endless labyrinth of cultural-philosophical archetypes. In this regard, the study of anthroposophical influence on the cultural tradition of Russia can reveal many more interesting and significant facts, connecting together Western and Eastern thought without opposing them, but building a common evolution of the spiritual picture of the world.

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Psychological referents of subjectness of law students

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Abstract
The article deepens and expands the theoretical understanding of the psychological structure of legal activities and socio-psychological characteristics of its subjects, the specificity of subjectivity formation in the process of professional training in higher education, disclosure of psychological and pedagogical basis of educational space creation of the future lawyers, developing educational technology of professional education.
We carried out a psychological diagnosis of the level of formation of subjective attributes and professional subjectness of law students (N = 1200). Valid psychodiagnostic methods "Types of personality orientation" (V. Smekal & M. Kucera), "Capacity for self-management" (N.M. Paysakhov), "Determination of the need for activity" (E. P. Ilyin), "Impact of higher education on the formation of a professional" (L. B. Schneider) were used.
According to certain indicators low, average and high levels of subjectness were identified. The dynamics of the formation of indicators of professional subjectness of the students of the I-V years of study was comprehensively and fully analyzed.
Keywords: subjectness; legislative activity; personality orientation; professional development.

Introduction
The needs of the society for professional legal education, laid down the standards of vocational training in state, actualize the need for the formation of future lawyers as subjects of legislative activity.
The current status of the lawyers' training system is characterized by a number of contradictions, the main of which is the contradiction between the legal framework of society and the legal consciousness of citizens, priorities of social necessity and personal interest; institutional and non-institutional forms of education; educational standards and requirements of professional activity concerning its subject; learning objectives and teaching tasks; the tasks of forming a holistic professional subjectness of a lawyer in the process of his training in a higher educational institution and the traditional way of the provision of education ; the differentiation of teaching of all academic disciplines and the need for their integration with regard to ultimate goals of learning; the primacy of the operational component of the professional training of lawyers and all its other components; the abstract nature of the subject of educational activity and the real subject of future professional activity.
These contradictions point to the necessity of creating a system of professional legal education from the standpoint of legal practice aimed at solving professional problems on the basis of understanding human nature and his behavior in the process of reproduction and creating the legal reality of social life, which requires the development of a socio-cultural educational situation for the formation of a future specialist as the subject of legal activity, capable of creative solution of the system of professional tasks, the implementation of norms of professional culture and its formation, the development of their own profession and state development in general.
In this regard, it is necessary to determine the psychological and pedagogical basis of the development of educational space of future lawyers, to direct the process of professional training on the subject's self-alteration, to determine the psychological mechanisms of human subjecthogenesis at the stage of studying at the university.
The aim of the article is to present the results of the analysis of empirical referents of subjectness of law students.

Materials and Methods

The empirical study of the level of formation of professional subjectness of law students based on the principles of the instrumental (functional) approach (L. S. Vygotsky) and genetic-modeling approach (G. S. Kostiuk, S. D. Maksymenko), such as:

- the principle of consistency, which is considered as the unity of theory, experiment and practice;

- the principle of representation of object of research with the aim of ensuring the possibility of the spread of experimental results on large samples;

- the principle of validity – the degree of validity to correlate experimental procedures as with the basic theoretical concepts, the subject of study, and with experimental data obtained by other researchers, that allows considering the obtained experimental results and conclusions;

- the invariant result principle of an experimental study of the psyche that causes a relatively stable relationship between experimental exposure and response (reaction) of the object of study, sets the fundamental reproducibility of the research findings;

- the principle of isomorphism, which makes the existence of a correlation between the appearance of the subject-practical and internal mental activity and allows obtaining objective information about the internal, subjective factors – properties of the psyche of the subject, along with objective study of the external factors.

In experimental research, we were guided by the provisions of G. H. Jaworski:

-training of any expert for professional activity provided by the mastery of all structural components of this activity at the level of theory and practice;

- the quality of specialists' training for professional activity is determined by the degree of awareness of their structure and content components of this activity, readiness for the fast and flexible use and transformation depending on the content of the situation and its goal;

- the structure of educational activities, performing a regulatory function, only the meaning that the learning outcome of the subject is filled with the significant content (Duval, 1973).

During the empirical study, a psychological diagnosis of the level of formation of subjective attributes and the professional subjectness of law students has been carried out (N = 1200). The chosen set of techniques allowed implementing a complete analysis of the formation of indicators of professional subjectness and its dynamics for the students of the I-V years of study and to confirm the hypothesis about the need to create the appropriate educational space for students in higher education to become a specialist in a particular field of legal practice as a holistic subject of legal activity.

Valid psychodiagnostic methods were used, such as:

1. Questionnaire "Types of personality orientation" (V. Smekal and M. Kucera),
2. Test method "Capacity for self-management" (N.M. Paysakhov),
3. The graphic test "Determination of the need for activity" (E. P. Ilyin),
4. The questionnaire "Impact of higher education on the formation of a professional" (L. B. Schneider).

Results

According to certain ***indicators of subjectness***, low, average and high levels of subjectness have been identified. The description of levels is presented below. ***Indicators of a high level of subjectness*** of future lawyers are: orientation to the task and interaction, the desire to cooperate, the acquisition of new skills and abilities, the desire to know, the presence of their own professional position, orientation to the results of legal activity, the ability to quickly update information, too fast and accurate tracking of logical connections and regularities, the presence of verbalized conscious strategies for actualization, the need and aspiration for creative activity, speed, originality Opportunity and variability in solving creative tasks, the nomination of original hypotheses, the existence of a system of goals, planning the means for their achievement, the ability to self-regulation, situational analysis, forecasting, decision-making and responsibility for them, self-control, high degree of awareness and differentiation of self-esteem, expressed active professional identity, aspiration for self-realization in professional sphere, formation of individual style of activity, unconscious competence, competitiveness, high reflexivity, sociability, tolerance, stress and conflict resistance.

Indicators of an average level of subjectness of future lawyers are: the focus on fulfillment of professional tasks and on a person, the domination of their own professional position, the desire to improve their own

competence, personal superiority and prestige, the domination of their own interests, the ability to determine the laws, hypotheses, the existence of goals, identifying their means of achievement, ability to self-control, adequate self-esteem, expressed passive vocational identity, awareness of professional activity, the average reflexivity, focus on a compromise, the desire to avoid conflict, resistance to stress.
Indicators of a low level of subjectness of future lawyers are: self-orientation, predominance of motives of their own abundance, the desire to satisfy primarily their own claims, egocentric position, the ability to determine the general, the lack of self-regulation, self-control, the lack of formative image of the profession, the lack of anticipational ideas about their own professional activity, low self-esteem, conscious incompetence, low reflexivity, lack of communicative abilities, expressed affliction, lack of stress resistance.
In the course of an empirical study on the questionnaire "Types of personality orientation" (V. Smekal and M. Kucera) we determined the orientation of law students of different years of study: personal (on oneself), business (on the task) and group (on interaction) (see. Table 1).

Table 1
The orientation of law students of different study years (year/ %)

Student orientation	**I year (n=280)**	**II year (n=226)**	**III year (n=224)**	**IV year (n=245)**	**V year (n=210)**
Personal	52	51	48	51	51
Business	3	7	14	17	20
Group	45	42	38	32	29

From the obtained data, it is evident that first-year students have a predominantly personal (52%) and group (45%) orientation. The same trend is observed for senior students: personal orientation - 51% - II year of study, 48% - III year of study, 51% - IV and V year of study; group - 42% - II year of study, 38% - III year of study, 32% - IV and 29% - V year of study; Business orientation is characteristic only to a small number of students, namely: 3% - the first year of study, 7% - the second year of study, 14% - the third year of study, 17% - IV year of study and 20% - V year of study.
This indicates that the vast majority of students are motivated to achieve their own welfare, have desire for personal primacy, prestige. Such people are most often occupied by themselves, with their feelings and experiences, and show a low response rate to the needs of people around them. In the work they see first the opportunity to satisfy their needs.
In a significant number of junior students, deeds are determined by the need for communication, the desire to maintain good relationships with colleagues in work / study.
The motives, generated by the activity itself, the passion for the activity process, the unselfish desire for knowledge, the acquisition of new skills and skills from students are almost not developed.
Using the test method "Capacity for self-management" (N.M. Paysakhov), the structural components of the ability to self-control of law students of different years of study have been studied and analyzed (Table 2).

Table 2
Indicators of the ability to self-management of law students depending on the stage of educational and professional activity (in points)

Indicators	**I year (n=280)**	**II year (n=226)**	**III year (n=224)**	**IV year (n=245)**	**V year (n=210)**
Analysis of contradictions	1.2	2.5	3.4	4.3	4.8
Prognostication	0.8	1.4	2.0	2.3	2.1
Goal-setting	2.1	2.3	5.1	4.5	5.5
Planning	2.5	2.6	3.1	4.2	5.6
Criteria for assessing quality	2.6	3.2	4.1	4.3	5.6
Decision making	0.6	1.2	2.8	2.8	3.1
Self-control	1.3	1.5	3.0	3.8	4.6

Correction	0.3	0.6	1.4	2.2	2.3
General ability to self-management	1.43	1.91	3.11	3.55	4.2

Based on the results, it is evident that first-year students have low rates of almost all the structural components of the ability to self-management. With each subsequent stage of educational and professional activities, moderate development of these components is observed. The ability to target, plan, evaluate, self-control and analysis of contradictions is formed most actively in law students when they study in a higher educational institution, while these data for V year study students are in the middle of the corridor. The general ability to self-control is low for first-year students, below the average for second year students, average for students from the third and fourth year, and above the average for fifth year students.

The graphic test "Determination of the need for activity" (E. P. Ilyin) was used by us to determine the level of the internal energy potential of a person for the manifestation of its activity. The results are presented in Table. 3

Table. 3

The need for the activity of law students depending on the stage of educational and professional activity (%)

Activity need	I year (n=280)	II year (n=226)	III year (n=224)	IV year (n=245)	V year (n=210)
High	22	32	36	31	28
Average	59	53	50	53	56
Low	19	15	14	16	16

Consequently, students of the first year have an average level of activity (59%), 22% of respondents have a high level of activity, and the lowest indicator is 19%. By the third year, a moderate increase in the need for activity is observed (II year: high - 32%, average - 53%, low - 15%, III year: high - 36%, average - 50%, low - 14%). In the senior courses, a reverse trend is indicated - a decrease in the percentage of high need for activity and increase in average and low (IV year: high - 31%, average - 53%, low - 28%).

To determine the role of higher education in shaping the subjectness of law students, we conducted a questionnaire using the L.B. Schneider questionnaire "Impact of higher education on the formation of a professional", modified by us in accordance with the objectives of the study.

The students of the fifth year (N= 210 people) took part in the survey. The results of the questionnaire are presented below.

To the question: "Did your university studies affect your self-perceptions? What has changed? "75% of respondents noted changes in their abilities, 50% - attitude to society, 31% of students indicated changes in appearance, 25% believed that their future changed, 19% noticed changes in relations with friends and relatives, 15% changed attitudes to their past and in 10% of respondents changed their perceptions of themselves as a woman (husband).

To the question: "Have your internal beliefs, principles, values of life, consciousness changed during your studies at a higher educational institution?" 59% of students gave a positive answer, 41% - negative, and 59% acknowledged that one of the factors of these changes was education.

To the question: "Has your perception of yourself as a professional changed? How was it? "68% answered "yes," and noted such changes as gaining professional knowledge and skills with the future area of professional activity (lawyer, prosecutor's office, notary office, etc.), 9% answered" no ", 23% could not give answers.

To the question: "How did your university education affect your self-esteem?" 59% of students believe that their self-esteem has increased, 35% suppose it remains at the same level and 7% report a reduction of self-esteem.

To the question: "Have you got a sense of confidence and competence?" 40% answered "yes", 60% - "no".

To the question: "What influenced you personally in the process of studying at a higher educational institution (your feelings, feelings, ideas about yourself and about life)?" students marked lectures (28%), seminars and practical classes (35%), informal communication with a teacher (7%), communication with

representatives of the professional community (36%), practice, organized in higher education (41%) .
To the question: "Do you agree with the statement that higher education should not only give the person a system of objective scientific knowledge, but also help the person to realize himself, his life self-determination?" All respondents answered in the affirmative.
To the question: "Has university education influenced on the formation of a professional" I "-concept?" 57% of students gave a positive response, 7% answered "no", 31% could not decide on the answer.
To the question: "What features should a lawyer have as a subject of activity?" The the following answers were identified: competence (71%), knowledge of legislation (69%), ability to cooperate with people (32%), communication skills (28%), to be attentive and observant (13%), decision-making skills (9%), (4%), 29% of respondents could not answer.
To the question: "Which of these features are typical for you?" Students noted knowledge of legislation (51%), ability to cooperate with people (29%), communication skills (24%).
The question about future professional activity identifies that52% choose the answer "leader", 28% want to be professionals and 20% - doers, implementers.
Among the goals that students seek to achieve in their future professional activities are: starting their own business (38%), holding executive positions (32%), gaining prestige in the professional sphere (29%), receiving prosperity (24%), defending the norms of law (9%), 28% could not answer the question.
So, most law students believe that higher education has influenced their self-image. The greatest impact the education has had on the ability and attitude to society.
Changes in their beliefs and values students usually do not observe. However, they note the role of higher education in changing self-esteem and increasing their confidence and competence. They recognize the influence of higher education on the "I" -concept. Among the special forms of the organization of education, which lead to significant changes, they indicate practical exercises and practices organized during the training in a higher educational institution. The outlook of students is limited to a high level of theoretical knowledge (knowledge of legislation) and communicative competence. The student`s aim of future professional activity is to obtain material prosperity and gain leadership positions, but the real purpose of legal activity is to uphold justice and protect the law - relevant only for a small number of respondents, which indicates a low level of professional subjectness.
In order to reveal the statistical reliability of the dynamics of personal and professional qualities of law students of various training courses, a correlation analysis with subsequent qualitative interpretation and a meaningful generalization of the results have been carried out. Correlation relations between the indices of students III, II-III, III-IV IV-V I IV years of studies were determined by calculating the correlation coefficient of r-Pearson (for our sample, a criterion of 0.33-0.68 is statistically reliable). The results are given in Table. 4.

Table 4

Statistical analysis of the obtained data

Indicator	**r-Pearson**				
	I-II	**II-III**	**III-IV**	**IV-V**	**I-V**
Actualization of information	**0.516; p≤0.05**	**0.419; p≤0.05**	-0.119; p≥0.05	**0.482; p≤0.05**	**0.619; p≤0.01**
Self-esteem	0.164; p≥0.05	0.189; p≥0.05	0.242; p≥0.05	0.229; p≥0.05	**0.341; p≤0.05**
Creativity	0.191; p≥0.05	0.126; p≥0.05	-0239; p≥005	0184; p≥005	0168; p≥005
Communicative interactivity	0241; p≥005	0264; p≥005	0283; p≥005	0291; p≥005	**0328; p≤005**
Professional goal setting	0281; p≥005	**0311; p≤005**	**0292; p≤005**	**0308; p≤005**	**0456; p≤005**
Reflexivity	0.104; p≥0.05	0.126; p≥0.05	0.128; p≥0.05	0.132; p≥0.05	0.248; p≥0.05
Activity motivation	**0.306; p≤0.05**	0.294; p≥0.05	0.281; p≥0.05	0.231; p≥0.05	0.263; p≥0.05

Communicative tolerance	0.206; $p \geq 0.05$	**-0.398; $p \leq 0.05$**	0.102; $p \geq 0.05$	-0.294; $p \geq 0.05$	**-0.394; $p \leq 0.05$**
Communicative control	0.283; $p \geq 0.05$	0.264; $p \geq 0.05$	0.236; $p \geq 0.05$	0.249; $p \geq 0.05$	**0.321; $p \leq 0.05$**
Conflict resistance	0.216; $p \geq 0.05$	0.241; $p \geq 0.05$	0.116; $p \geq 0.05$	**-0.318; $p \leq 0.05$**	**-0.448; $p \leq 0.05$**
Stress resistance	0.243 $p \geq 0.05$	0.251; $p \geq 0.05$	-0.314; $p \geq 0.05$	**-0.306; $p \leq 0.05$**	**-0.462; $p \leq 0.05$**
Personal competitiveness	0,261; $p \geq 0,05$	**0,428; $p \leq 0,05$**	**0,365; $p \leq 0,05$**	**0,482; $p \leq 0,05$**	**0,621; $p \leq 0,01$**
The image of "I"	0.243; $p \geq 0.05$	0.263; $p \geq 0.05$	0.137; $p \geq 0.05$	0.284; $p \geq 0.05$	0.291; $p \geq 0.05$
Orientation	0.145; $p \geq 0.05$	0.167; $p \geq 0.05$	0.234; $p \geq 0.05$	0.193; $p \geq 0.05$	0.187; $p \geq 0.05$
Ability to self-management	0.208; $p \geq 0.05$	**0.402; $p \leq 0.05$**	**0.386; $p \leq 0.05$**	**0.391; $p \leq 0.05$**	**0.471; $p \leq 0.05$**
Activity need	0.213; $p \geq 0.05$	0.251; $p \geq 0.05$	0.148; $p \geq 0.05$	-0.242; $p \geq 0.05$	**-0.352; $p \leq 0.05$**

So, based on the results of statistical processing of the obtained data, a statistically reliable direct correlation between the stage of educational and professional activity (expressed in comparing the results of students of I and V years of studies) can be stated and such indicators as: update ($r = 0619$; $p \leq 0.01$); self-assessment ($r = 0.341$; $p \leq 0.05$) professional goal-setting ($r = 0.456$; $p \leq 0.05$) personal competitiveness ($r = 0.621$; $p \leq 0,01$) self-management ability ($r = 0.471$; $p \leq 0.05$) and an inverse correlation with the indicators: communicative tolerance ($r = -0.394$, $p \leq 0.05$) to conflicts ($r = -0.448$, $p \leq 0.05$) stress resistance ($r = -0.462$; $p \leq 0.05$) and the need for activity ($r = -0.352$; $p \leq 0.05$).

There were no statistically significant changes in the indicators of creativity, communicative interactivity, reflexivity, activity motivation, communicative control, the image of "I" and orientation, that is, in the process of studying at a higher educational establishment, these qualities are not formed and developed.

Based on the empirical data on socio-psychological characteristics of the subject of legal activity and on the basis of the model of the subject of professional activity, we have researched 13 empirical indicators, the basis for determining the level of compatibility of future lawyers.

During the research it was revealed that the attributes of subjectness have a certain dynamics depending on the stage of educational and professional activity. Quantitative analysis of the obtained data became the basis of their qualitative interpretation in terms of the degree of expression of the main empirical referents of the subjectness in the process of vocational training in higher education. A qualitative analysis of the general percentage distribution shows that in the process of educational and professional activity of future lawyers, there is a gradual growth of three indicators of adequacy (at the level of the trend): actualization, self-esteem, competence (Table 5).

Table 5

Dynamics of indicators of subjectness of future lawyers depending on the stage of educational-professional activity (points)

Indicators of subjectness	Stage of educational-professional activity				
	I year	**II year**	**III year**	**IV year**	**V year**
Orientation	2.6	2.6	4.6	5.3	6.2
Actualization	1.8	2.0	3.0	7.1	2.8
Creativity	2.23	2.58	2.68	2.48	2.45
Goal-setting	2.1	2.3	5.1	4.5	5.5
Self-esteem	2.9	3.0	4.2	5.0	7.3
Professional identity	1.3	1.5	3.0	3.8	4.6
Competence	0.8	1.6	3.0	4.3	7.1
Competitiveness	0.3	1.5	2.0	2.0	2.6

Reflectivity	2.0	2.2	2.8	2.6	2.8
Communicability	2.6	2.8	3.0	2.8	2.8
Tolerance	2.3	2.32	2.,0	2.14	2.1
Stress resistance	2.64	3.08	3.04	2.61	2.43
Conflict resistance	2.71	2.83	3.06	3.08	2.69
Average result for all indicators	1.82	2.33	3.19	3.67	3.95

It was revealed that the future lawyers at the stage of educational and professional activities are characterized by: a high level of the formation of actualization in the fourth year of training, self-esteem and competence - in the fifth year of study at a higher educational institution; an average level - according to indications of direction (IV, V years of study), the goal setting (III, V years of study) low level - according to indications of focus (I, II years of study), actualizations (I-III years of study), creativity (IV years of study), goal setting (I , II years of study), self-assessment (I, II years of study), proficiency (I-III years of study), competencies (I-III years of study), competitiveness (IV years of study), reflexivity (IV years of study), interpersonal skills (IV years of study), tolerance (IV years of study), stress and conflict resistance (IV years of study).
Individual manifestations of subjectness indicators allowed to determine the levels of subjectness of future lawyers: high, medium and low (see Table 6).

Table 6

Dynamics of changes in the level of subjectness of future lawyers depending on the stage of educational and professional activity (%)

Subjectness level	Stages of educational and professional activity				
	I year	II year	III year	IV year	V year
High	5	7	12	17	24
Average	17	29	26	48	50
Low	78	64	62	35	26

It was found out that future lawyers at the stage of educational and professional activity have such characteristic as a high level of subjectness - 5% of freshmen, 7% of second year students, 12% of third year students, 17% of fourth-year students, 24% of fifth year students; the average - 17% of freshmen, 29% of second-year students, 26% of third-year students, 48% of fourth-year students, 50% of fifth year students; low - 78% of freshmen, 64% of second-year students, 62% of third-year students, 35% of fourth-year students, 26% of fifth-year students.

Discussions

Man is not born as a subject, but becomes him in the process of activity. Activity as a social action of man determines its formation as a subject of cultural-historical process, aimed at active, conscious, creative influence on the objective world. This influence, the creation of the world as a man is the essence of culture and at the same time ensures the formation of the integrity of the person himself, including it in culture. "The process of the universe cannot be understood outside the activity of the subject, who is the creator of his own life." - says the Ukrainian researcher T. M. Titarenko (1996). At the same time, she notes that the human world of life is transformed with the deepening of its subjectness, as well as the self-generation of new types of attitudes of the individual to himself and to the surrounding reality.

At each stage of its formation as a systemic integrity, the subject acts as a system-forming factor of its own development, which allows one to speak of the basic stages (stages) of the human subject's genesis.

A. O. Derkach distinguishes five stages of the subject genesis:

1) acceptance by a person of responsibility for the unknown in advance of the consequences of his actions (manifestation of himself as the subject of future action);

2) the experience of the possibility of realizing various variants of the future, its involvement in the construction of the image of the desired result and its ability to realize the conceived (manifestation of himself as the subject of goal-setting);

3) the realization of opportunities opened up in actions carried out on their own volition

(manifestation of themselves as a subject of action, carried out "here and now");

4) making a responsible decision on the completion of the action (manifestation of himself as the decision maker);

5) conscious evaluation of the outcome as a personally significant neoplasm, determined by its own activity (manifestation of itself as a subject of action) (Derkach, 2004, 238).

As we see, highlighting the stages of the subject genome, the scientist cultivates the desire of man to become the root cause, the determinant beginning, the subject of what is happening to him and carried out by him, as experienced by him as a real possession of his own life.

N.Yu. Volyanyuk (2006) emphasizes that "every person comes into the world as a potential subject, and during the social life it is called to actualize all the subjective power embodied in it, overcoming the "objectivity", that is, the total dependence on external conditions. Thus, the main focus of the subject's development in ontogenesis includes the line of manifestation of man to an ever greater subjectness, the achievement of its apogee and the gradual extinction to practical destruction ".

Legal activity is considered as an organizational form of social interaction, which is built on the basis of cultural and legal norms, which represent social relations model. Under the influence of cultural and legal rules the legal consciousness of participants of social interaction is formed, the sense of justice becomes a control mechanism of social interactions. Social interaction, implementing legal rules, creates legal context of human life, giving it personality.

The subject of legal action is a core structural element of the legal activity that has certain socio-psychological characteristics: the normativity of professional conduct, focus on the rule of law, an expert level of legal knowledge, a high level of legal awareness and a legal culture, responsibility, reflexivity.

Based on the theoretical-methodological analysis of the works on legal psychology, B. A. Polyanskaya (2004) created a structural-functional model of law enforcement, which identified four structural components: constructive, organizational, communicative and gnostic.

Accordingly, each component in the structure of law enforcement endowed with its own functions. So, the functions of constructive components are: the current and final analysis of all collected information in the case and the hypotheses on the basis of its synthesis, analysis and expertise; planning and design of collective activity and its subjects and also their own activities. Functions of the organizational component of the scientist believes the solution to organizational and management issues; implementation and testing of hypotheses and plans; self-organization and organization of people in the collective decision of professional tasks; inform the subjects of law enforcement. The communicative component confers the following functions: obtaining the necessary information in the process of communication; the establishment of optimal relations with stakeholders; conflict resolution in interpersonal relations. Features of the gnostic component = are the study of an object, process activities and analysis of results of operations; the study of individual and age characteristics; the reflection characteristics of the process and results of individual activity. The functions of the legal activities specified on the task level, the solution of which is directly related to the subject of legal action. Legal problems of professional legal activities are formed, from the point of view of A. M. Brancato, based on the analysis and understanding of problem situations and represent algorithms of activities, including: a) understanding of the objectives that should be achieved; b) ways of achieving goals; c) the conditions of implementation of a particular task (Brazhnikova, 2000).

M. M. Silkin (1996) builds a taxonomy of legal problems which organizes under the direction of a lawyer as a subject of professional activity. These tasks are divided into five classification groups in accordance with their specifications:

- the first group includes legislative objectives at filling the gaps in existing legislation;
- the second – the law enforcement objectives at the concretization of legal norms in relation to certain purposes;
- the third is law-providing tasks or tasks for obtaining certain resources for the realization of certain goals;
- the fourth - law-organizing tasks or tasks for implementation and organizational provision of the activities carried out;
- the fifth – legitimizing objectives on the rationale for legal decisions, and their fairness and efficiency.

Our concept of the subjectness of the future lawyer considers the formation of the subject-matter of a student-lawyer in a higher educational institution as a result of the introduction of a subjective-spatial paradigm of the organization of vocational training, the specificity of which is the integration of subjective and spatial approaches, the combination of individual and collective activity, orientation on self-change of the subject, development of an active social position, its logic and methodology.

Conclusion

Based on the analysis of the main theoretical and methodological approaches to the study of subjectness the human concept of a subject of professional activity is treated as Palestine education, which includes three inextricably interrelated processes: socio-cultural entity, a collective subject and an individual subject. Each subsystem has its own forms of expression. Forms of socio-cultural manifestations of the subject: professional activity, professional consciousness, professional objectives; collective subject – professional experience, professional reflection, professional perspectives. Subsystem "individual subject" acts as a centralized system, "the subject of professional activity", integrating in itself the forms of the other two subsystems. With the integration of the forms of social, cultural and collective actors derived parameters of the individual subject: orientation, actualization, creativity, goal-setting, self-evaluation, professional identity, competence, professional commitment, competitiveness.

The process of empirical research determines the level of formation of subjectness of future lawyers, depending on the stage of educational and professional activities. The obtained data allowed to follow the dynamics of the development of the subjectness of students of lawyers and build on their basis a program for the formation of subjectness of future lawyers.

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Individualization of Ideological and Artistic Consciousness in Early Works by Alim Keshokov and Kaysyn Kulyev

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Abstract
The article describes the early works by A. Keshokov and K. Kuliev in the context of the actual theoretical and historical and cultural problems of national literature development in the 30-50-ies of the 20th century. Tracing the specifics of the lyrical "I" and the universally valid in the elements of poet artistic world, the authors of the research correct the established tendencies of the national historical and literary process comprehension. The breadth of material coverage makes it possible to correlate the works by A. Keshokov and K. Kuliev both with the poetic tradition of the 1930-ies and with the folk-epic ones. Thus, it was possible to find and implement an organic synthesis of theoretical and historical-cultural approaches in the analysis of the early works by A. Keshokov and K. Kuliev, to recreate the artistic world in a unique artistic and ideological expression.
Keywords: A. Keshokov, K. Kuliev, North Caucasian poetry, ideological and artistic consciousness, historical and literary process.

Introduction

The aesthetic value of the overwhelming majority of young Soviet literature works (1920-ies) is approximately the same: it somehow fits into the assertion of a new ideology, regardless of the author ethnicity. This was explained by the dictate of a politicized society [1] in new literatures during the transitional period, and in Russian literature it was also the long-standing attraction of the Russian liberal intelligentsia to a certain spiritual messianism [2].
Perhaps, of all the poems of this period known to us, expressing an immediate need for a politically and classically designated action in a concentrated form, only the "Left March" by V. Mayakovsky stands apart. The new Soviet poetry of these years is largely unified in all respects, and only language remained the sign of the text nationality.
The mastering of the basic, most simplified poetic forms of a non-analytic nature, considering imperative impact on the reader's consciousness, turned out to be quite organic for the folklore-epic artistic consciousness - the adaptation to new ideological content was required only in terms of conceptually significant symbolism. The inclusion in the orbit of the poetic representations of such objects as "Lenin", "banner", "Moscow", "communism" and similar ideological signs of the new system, made it difficult for national poets to do more than their pen brethren throughout the vast state territory.
However, the next step in the development of aesthetic ideas of an ideological nature revealed the unpreparedness of the ethnic tradition to synthesize political and class interpretation of the surrounding in some areas of the human community and in the coordinates of ethical value system [3]. Of course, the poets were not strangers for the attempts to implement a new ideology in the traditional spheres, the desire

to modify the images of mother, a beloved girl, a friend, nature is clearly evident in the poems of almost all authors, but the didactic and moralizing pathos of all such texts is equally obvious.
The paradigmatic nature of the conflict modality, the totality of the opposition in political coordinates led to the elimination of non-ideological aesthetics in the texts. Everything that does not directly relate to the realities of the class struggle, the struggle for a new regimen and the world order, was not interpreted as an artistically significant, suitable for the inclusion in the aesthetic origin. All new-written systems were in such a situation, and even Russian-language poetry, but Russian poets still never had a rigid connection between theme, pathos, imagery, symbolism and the lexical composition of the works, which allowed them to remain free in the implementation of their ideas (remember the textbook "torpedo boat" by V. Mayakovsky and Jesus Christ, who led the revolutionary patrol in the poem by A. Block).
The only way to overcome the narrowness of the aesthetic worldview in the conditions of the obligatory mutual correspondence of subjects, problems, imagery and vocabulary - all this within the framework of the corresponding ideology - was the development of genre branches with a certain "non-classical" aesthetic ontology: "pure" lyrics, "landscape" lyrics, "intimate" lyrics and so on.
This phenomenon is observed in any literature, at any stage of its development to some extent. It is conditioned by the natural difference in the target settings of literary forms and is accompanied by visible selectivity of genres in the sense of vocabulary, subjects, conceptualism, figurative series, incarnating in the art of an extra-contextual sign in its extreme forms, into emblematism [4]. And it was precisely under the conditions of ideological pressure and the accelerated entry of the national tradition into the general flow of politicized Soviet literature. The genre development of the so-called "new-written" poetic systems took on an isolated character.
Comparing the role of an ideological content in the general semantics of literature, we must state that the ideological identification of a depicted object or a phenomenon was not only the dominant to describe the latter for the poets of the first half of the 20th century, but among other things a socially significant was isolated from the total volume of the poetic presentation in each concrete text [5]. National authors, developing the opposition binary schemes then, obligatory gave an ideological coloring to one of the component. At best, the traditional moral and ethical constants, again rising to the canons, consonant with Soviet ideology, played the role of a positive basis.
Numerous works of North Caucasian poets, lining up on similar schemes of artistic presentation, formed a whole layer of national lyrics, the main feature of which was the combination of socialist society and traditional norm ethics and morals, with a clear division of the Soviet and ethnic - formally expressed or implied. Sometimes this semantic dichotomy acquired a kind of direct comparison of ethnic and "Soviet", but the ethnic origin was often in a subordinate position.
The usual way of comparing an ideologeme and an ethnic conception of the world for Kabardian and Karachay-Balkar authors was a detailed symbolization of various origins for a long time with a conscious and a purposeful motivation within the framework of black and white artistry. For example, A. Keshokov's poetic thinking had clear features of aesthetic subordination back in the 1940-ies - 1950-ies. Even the works addressed to initially "non-ideological" experiences are characterized by a purely aesthetic reflection - the subordinate tasks of expression, if not letters, then at least the spirit of Soviet statehood and morality. In a vast series of A. Keshokov's poems dating back to the 40-50-ies of the 20th century, it is difficult to find artistic texts that are completely separated from the general stream of Soviet aesthetics and affirm the ethnic or individual reflection of the author.
The first attempts of an equal - outside of the ontological hierarchy - representation of the national and all-Soviet are connected with the war period. Perhaps because of the mass use of traditional (mytho-epic) ideas in military lyrics, again in the field of a complete domination of the Soviet ideologeme, these attempts have not received an organic artistic solution. But in the best works by A. Keshokov with a clearly traced outlook on the preferential presentation of ethnic archetypes, due to the disunity of the universal Soviet and Kabardian in the author's mind, we observe a certain narrative imbalance, when the composition parts of the work look almost autonomous, uniting into one through the poet's will:

Do not be late. Make the horse run faster...
... My boy, there is some meat
in a bag. Let's be more modest.
To eat something tomorrow.

In fact, we have a lyrical description of the circumstances of a traditional military campaign; This is clearly hinted by the entourage itself ("forest wilderness", "cave", "saddle-bag"), and the formulas of the preferential behavior of the Adyghe man, among whom - both the paternalism emphasized in the relationship of the heroes, and their care typical for long term "zeko". Four stanzas of this poem take us to a purely traditional national atmosphere completely, but the final lines are absolutely unexpected within the framework of mythoepic poetics (... But be more careful, my brave one, be / Someone rides after us in the gorge. / Look attentively without stirring a leaf, - / Fascist, perhaps. Do you see him or not? [6, p. 153]) - and certainly address the reader in the space of Soviet poetry aesthetics.

In the future, the evolution of Kabardian literature classic poetic thinking was developed purely "quantitatively" - the ideological emblem is used less and less often.

Sometimes the ideologeme is expressed by one imaginative inclusion on the whole work - the "rightness of life", but the entire work is devoted to its content deciphering. This is not necessarily an ideology, but, let's say, a sign of belonging to a certain civilizational space (Soviet), and it necessarily dominates all other images, subordinating them and forcing to fulfill the role of this single expression attribution.

The crane operator is high in the sky,
The arrow is almost under the cloud,
The eagle is high in the clouds,
There is the shadow of her wing on the stone –

it is the usual analogue parallelism, however, already in the following lines A. Keshokov transforms it into the sequence of interpretations of the neocultured image of the "crane operator" (... The eagle with a single wing, / Having thought up its exact flight, / It flies down, then it aspires, / Then slowly floats by side ... [6, p. 139]), constantly confirming the primacy of the "crane operator" with the references to its "only wing" - the arrow of the tower crane. Here, the symbolism of the civil (civilizational) cultural plan is actualized in the niche of poetic expression, it corresponds to an individual, often ethnically designated imagery. But, in any case, the individual semantics, the ethnic semantics is subject to the ideologeme disclosure, the cultural-universal content of which does not go beyond the boundaries of the information field of Soviet culture and does not clarify the meaning of ethnic, individual framing - as the traditional "eagle" for the Kabardian poetic school in the abovementioned text is not enriched by the image of the "crane operator".

In their works, the authors often turn to ethnic archetypes, creating the appeals to them on the basis of folklore imagery or traditional emotiveness [7, p. 68]. The imperative formulas of the behavioral "code" are denoted by totem symbols - stone, tree, mountain, dagger, etc., which constitute the main fund of traditional archetypal images of the North Caucasus peoples. So, the "stone" for K. Kuliev is the symbol of courage, "the measure of everlasting fortitude", in conjunction with the concept of "wound" it forms a stable "formula", in the semantic field of which is the number of features, elements that determine both the specificity of the idioethnic consciousness of a highlander and the author's philosophy: "... it (stone - clarified by us - F.U.) was shell-shocked, burned and wounded ..." or "... the same bullets pierced us, / and the same flame burned us" (translation by N. Grebnev) [8, p. 142]. The commonality of "destinies", as the main object of the author's thought, receives an artistic embodiment in the poetry of predominantly military and post-war periods.

Thus, by the sixties of the last century, the ethnic identity was indicated by the conscious introduction of national markers into a text, a direct addressing of the reader to folklore and traditional values [9] for most texts of Kabardian and Karachai-Balkarian authors. And, most importantly, the works by A. Keshokov and K. Kuliev fixed the tendency to abandon ideological attitudes to their comprehension in the context of an individual lyrical experience, which was developed later in the works of poets from the post-war generation. In particular, this is realized in the works by Z. Tkhazgatov and I. Babayev, who changed the vector of poetic reflection and the connections of poetic experience with ideological semantics, thereby transforming the artistic world into a nationally self-sufficient one.

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Creativity and Innovations in Teaching: A Rural Based Experience

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Abstract
Pedagogical creativity and innovation—whether involving technology or not, is shaped by a complex interaction of the innovation with contextual factors such as school and school policy, leadership, cultural norms and values, teacher attitudes and skills, and student characteristics wherein creative execution marks the difference.
The study examined school and classroom contexts in which pedagogical creativity and innovations takes place. Data were obtained from the rural based communities from Division of Rizal and Antipolo. Philippines.
The study uncovered reasons for classroom creativity and innovation, the extent of adoption of various innovative strategies covering pedagogical approaches, techniques, curricular enhancement, course design and organization and assessment. Best creative and innovative practices were derived from conducted observations and focused group discussions. Results of the study brings into picture various creative and innovative strategies employed by the respondents to cope up with the demands of outcome based learning. Further, the teachers', students and administrators' role were found as essential conditions for the sustainability of classroom innovation and creative delivery. Related contributing factors for sustainability were supportive plans and policies, funding, innovation champions, and internal and external recognition and support. An explanatory innovation and creative delivery sustainability framework was derived from a qualitative analysis of the responses and cases using grounded theory technique.
Keywords: creativity in teaching, teaching innovations, classroom innovations.

Introduction

Education is imperative in peoples' lives. For some, the importance of education is relative, however, in today's world, education in its most practical sense, is definitely essential in order to be successful. The benefits of education are immeasurable. It is a binding process because individuals who continue their education grow into more experienced members of the community that eventually have the greater chance of having a better life. However, for education to achieve its full appreciation, innovative executions can make the process nourishing.

The ability to measure innovation is essential for the creation of awareness on the level of its accomplishment. Knowing whether, and how much, practices are changing within classrooms and educational organizations, how teachers develop and use their pedagogical resources, and to what extent change can be linked to improvements for the provision of sustainable innovative pedagogical practices is indeed vital.

Philippine Education for All 2015 Part 1, letter C, of Policies Program and Projects to achieve EFA target, No. 31 of Formal Basic Education states that:

"To increase access to quality, relevant and efficient formal primary education, the country has introduced and implemented innovations and reforms in the curriculum, testing and assessment, teacher development, school improvement and alternative delivery modes."

Relative to this, the quality of education is always manifested in the students' performance and their achievement level.As stated in the1987 Philippines Constitution, Article XIV Section 10:

"Science and technology are essential for national development and progress. The State shall give priority to research and development, invention, innovation, and their utilization; and to *science and technology education, training and services. It shall support indigenous, appropriate, and self-reliant scientific and technological capabilities, and their application to the country's productive systems and national life."*

Raising the bar of the Philippine Educational System, the Department of Education through the mandate of the its Chief Executive proceeded with the implementation of K to 12 program which is an outcome based system. Its execution again is in the hands of the direct implementers specifically the classroom teachers. Hence, educational institutions across the nation have begun revising instructional programs in an effort to meet society's demands for a 21st century workforce. Determined what these needs are, how to address them, and how to revise established curriculum often rests on the laps of many teams.

Innovations in education have the potential to significantly increase access to quality education for the teachers view on educational systems around the world to capitalize on innovation so as to increase access to quality education and improve teaching outcomes. Technology has transformative power and is therefore of central importance for education. Innovation and creativity goes together for sound classroom delivery.

Creativity should not be relegated to any specific art class alone. There are places for all teachers to add creative elements in the delivery process. It is imperative that teachers light the creative fire with the students -- otherwise, the generation will make up a nation entering a dark age with very little creativity. Creative thoughts are needed for a more adventurous and out of the box thinking. Teachers have to make sure to remind students of the value of creativity, to provide them every chance to show it in the classroom. Educators in the academe believed that creative and innovative delivery of the lesson is the core of the teachers and students development; it is the reflection of the performance of the teachers, the reason why educators should think a creative and dynamic, structured, meaningful, referential and interpersonal curriculum of frame work instruction. To meet the challenges of the 21st century, series of trainings have been exerted, personal attempts of teachers were delivered and enormous achievements were gathered. For wider patronage and appreciation, the need for documentation and creation of awareness is indispensable, hence this study.

The researcher was prompted to conduct the study to define the various creative and innovative strategies employed by basic education teachers to cope up with the demands of outcome based learning. Specifically, the study sought answers to the following questions:

Problem Statements:

1. What is the profile of the teacher respondents in terms of?

1.1 sex;

1.2 age;

1.3 highest educational attainment;

1.4 area of specialization;

1.3 length of teaching experience

2. What are the reasons why creativity and innovations take place in the school setting?

3. Is there a significant difference between the educational creativity and innovations as assessed by two groups of respondents?

4. What is the extent of adoption of various educational creative and innovative strategies by the respondents considering:

    2.1 pedagogical approaches
    2.2 technologies
    2.3 curricular enhancement
    2.4 course design and organization
    2.5 assessments?

5. Is there a significant difference on the extent of adoption of various creative and innovative strategies considering the two groups of respondents in terms of :

    5.1 pedagogical approaches
    5.2 technologies
    5.3 curricular enhancement
    5.4 course design and organization
    5.5 assessments

6. Is there a significant difference between the extent of adoption of various creative and innovative strategies and Respondents' Profile?

7. What are best creative and Innovative Practices adopted by Respondents in terms of :

4.1 evolving goals
4.2. description of the innovation(s)
4.3 underlying philosophy and strategies used to guide, implement and refine the innovation(s).
4.4. context in which the innovation(s) was conceived and applied ?

8. What are the perceived influences of educational innovations and creative lesson implementation on the quality of service delivery?
9. Is there a significant difference on the perceived influence of respondents on educational innovations and creative lesson implementation on the quality of service delivery considering the cited aspects?
10. Is there a significant difference on the perceived influence of two groups of respondents on educational innovations and creative lesson implementation on the quality of service delivery considering the various aspects and the Respondents' Profile?
11. What are the assessed essential conditions for the sustainability of classroom innovation and creative lesson implementation?
12. What educational innovation and creative lesson implementations Sustainability framework can be proposed based on the findings of the study?

Theoretical Framework

The study is anchored on "Diffusion of Innovation Theory" developed by Everett Rogers. Rogers (2005) described how the diffusion of innovation takes place in a social system as people undergo a five-step process to assess the impact of change on their work and lives:

1. In the knowledge step, they become aware of a new idea and begin to develop their understanding of the function of this innovation.
2. People are then persuaded to form either a favorable or unfavorable attitude about this change.
3. They decide whether to adopt or reject the innovation.
4. They implement the new idea.
5. They confirm their decision by evaluating the results of the implementation.

Rogers' theory acknowledges that people go through these steps at widely varying speeds and in ways that influence how others around them will respond to and adopt the innovation. Some people are innovators, the first in line to try out new things. Close behind them are early adopters, who are drawn to a new idea through the positive responses of innovators about the benefits of adopting it. Following the early adopters in stages are the early majority, the late majority, and the laggards, who may resist adopting a new idea until they are penalized in some way for resisting.

The theory is related to the study since effective teaching is a continual work in progress. As educators, practices are adopted each year to a new group of students, each of whom brings a unique blend of strengths, challenges, and experiences to learning. New curricula and apply new standards and mandates and related activities to enhance learning. The adoption rate of a new idea or approach is influenced by several factors.

At the core of diffusion of innovation theory is the tipping point at which a new idea gains wider acceptance and adoption. The tipping point is the stage where small changes and advances have accumulated to gain significant momentum toward more profound progress. For educators, the question becomes: What can people who are in favor of this progress do to "move the dial" toward the tipping point? This issue is at the heart of transformational teaching -- finding ways to move effective educational practices and initiatives past the tipping point into the realm where teachers, administrators, and policy makers acknowledge their positive impact and agree on the need to integrate them into school systems.

The theory is related in this study since research in general education has pointed out the need for feedback from testers to many key players in the educational system, and for adequate resourcing and training. Innovation theory provides further insights into why attempts to introduce change in the classroom are essential and must be assessed and communicated.

Conceptual Framework

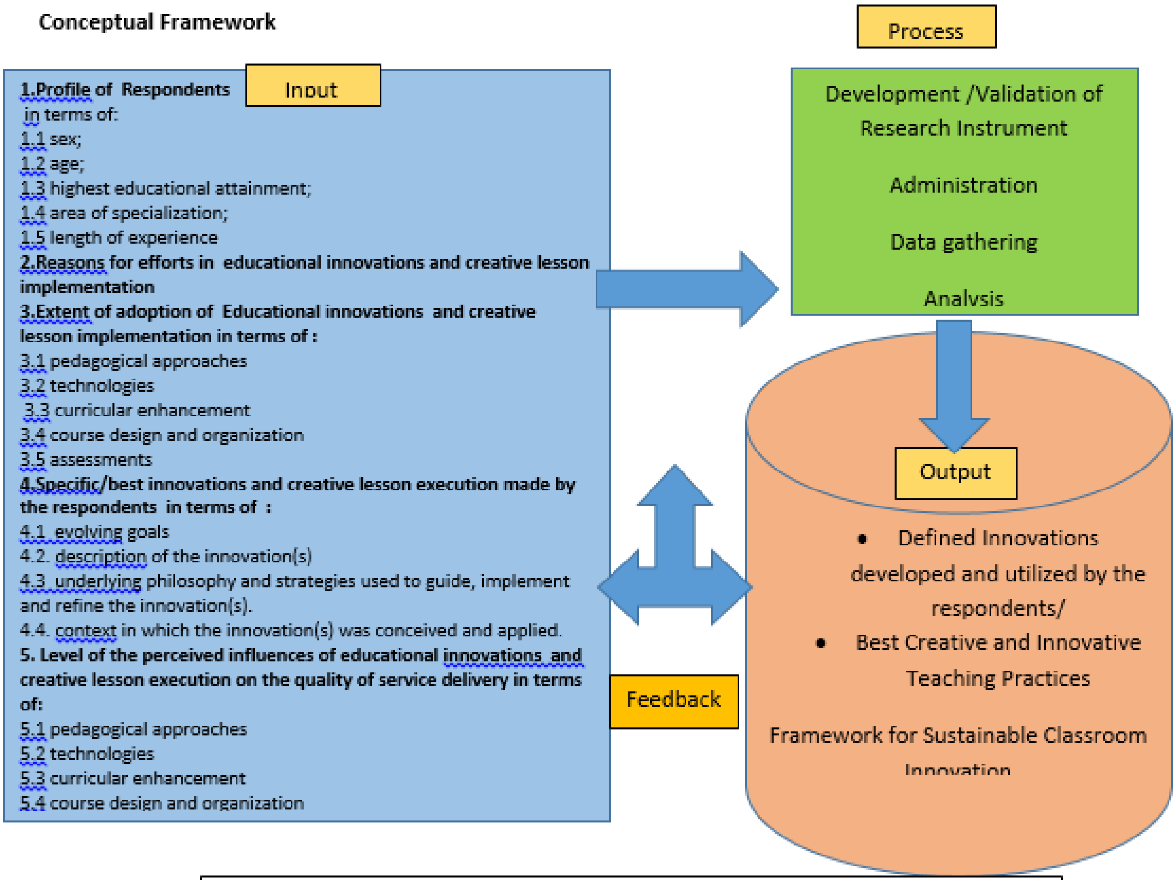

Figure I: Conceptual Framework on the Creativity and Innovation in Teaching

Methodology

Descriptive survey complemented with data analysis and direct observation was employed to define the various creativity and innovation in Teaching in Basic Education initiatives of the two hundred twenty one respondents from rural based communities from Division of Rizal and Antipolo, Philippines for Academic year 2015-1017. Descriptive design was utilized for purposes of defining the status of the study considering the cited parameters. To enhance the result of the conducted survey, focused group discussions were conducted on different occasions to further validate selected cases on creative lesson executions and classroom innovations.

Frequency and percentage distribution for the profile of the respondents were. T-test for the influence of educational innovations in the quality of delivery system was applied.

Review of Related Literature and Studies

As stated by Loretta and Green (2015), the second decade of the 21st century exists a range of definitions of what a 21st century learning environment is. The author further stressed that scenario can be troublesome for teacher educators who strive to prepare themselves for environments that can't clearly describe in order to set out a 21st century learning environment. The assumed learning environment poses great implications the entire academic community in whatever perspective or category they belong.

As cited by Keith (2015), there is a need to understand teachers' complex relationship with new technologies and media in both their personal and their professional lives. In Keith's conceptual framework, the endeavor describes the construction of a complex narrative ecology around teachers' professional and personal relationship with new technologies and media. The model is applied and evaluated in a fine-grained narrative case study of one student teacher's approach to the use of a virtual learning environment (VLE) in an intervention within a primary school in the United Kingdom. The findings suggest that using the narrative ecology model to story teachers' personal and professional experiences with technology brings meaning and new insights to teachers' nuanced relationships with technology, creating a site for further professional development and learning.

Frank, Focus, Fiddle and Friends (2015) hypothesize that the value of different sources of knowledge depends on a teacher's current level of implementation. The study tested the theory using longitudinal network data from 470 teachers in 13 schools. The authors infer that the more a teacher at the lowest initial levels of implementing an innovation is exposed to professional development focused on student learning, the more she increases her level of implementation (Focus); the more a teacher at an intermediate initial level of implementation has opportunities to experiment and explore, the more she sustains her level of implementation (Fiddle); and the more a teacher at a high initial level of implementation accesses the knowledge of others, the more she increases her level of implementation (Friends). Concerning the potential for selection bias, the authors quantify how large the impacts (Frank 2000) of confounding variables must be to invalidate their inferences. In the discussion, the authors emphasize the changing nature of knowledge through the diffusion process.

As attested by Lim (2015) ,using virtual environment , explores the utilization of set of strategies and conditions that can encourage and sustain the use a problem-based learning environment. The set of strategies and conditions includes the commitment of the teachers and their support through professional development, ongoing technical assistance, and students' orientation and scaffolding. These factors predict the likely survival of an education innovation in the school and the possibility of scaled up for more widely-used pedagogical practice. As cited by Blouin , academicians might protest vociferously, there have been opportunities that became a threat to the system of learning because education has focused for far too long and much too closely on the wrong metric of student performance, and that this misguided focus, however practical and well-intentioned, has influenced virtually all aspects of the educational enterprise. , (Blouin, 2009). Further, proposition explored the raison d'être for system of education to become simple and straightforward: to prepare students, predominantly young adults, for future success. Success, of course, can be defined in many ways: the ability to pursue and advance in the career of one's choice; the ability to contribute meaningfully to one's community; the ability to pursue an "intellectual life." The challenge to basic education therefore, is in measuring, in a meaningful way, the success of its students.

In conformity with the Innovation guide of Havelock (2015), specific recommendation on explicit innovations provide information on how successful novelty takes place and how those who facilitate planned change or planned innovations can organize their work to insure success. The suggested stages in such a planned change are: building a relationship, diagnosing the need, acquiring relevant resources, choosing the solution, gaining acceptance, stabilizing the innovation, and generating self-renewal. The author makes detailed suggestions for each of these stages.

Sandholtz (1997) asserted that teachers are responsible for juggling knowledge of where students are and where they need to go; having insights into students' special needs and progress; choices of curricular activities and materials; rules that govern children's participation; expectations from parents and communities; and the norms and rules that govern them as teachers. The addition of technology further complicates the equation and presents many new questions.

Lubienski (2003) in his study of charter schools had emphasized the elevation of choice and competition to foster educational innovations. These market-style mechanisms are intended to challenge standardized practices associated with district administration of schools. However, a comprehensive review of practices in charter schools indicates that, although some organizational innovations are evident, classroom strategies tend toward the familiar. Drawing on organizational and economic theory, this article considers the forces shaping educational innovation in market-oriented reforms. The discussion highlights the potential for choice and competition to constrain opportunities for educational innovation and to impose pedagogical and curricular conformity.

According to Blouin, Robinson, Beck, Green, Joyner & Pollack (2009) , the primary reason or raison d'être for higher education is simple and straightforward; that is to prepare students, predominantly young adults, for future success. Success, of course, can be defined in many ways: the ability to pursue and advance in the career of one's choice; the ability to contribute meaningfully to one's community; the ability to pursue an "intellectual life." The challenge to higher education, and where one can contend that the academy has failed, is in measuring, in a meaningful way, the success of our students. The writers further emphasized on the content mastery by students, which by definition places content delivery as opposed to the student at the center of the educational process, has other, somewhat more insidious, implications for selecting the "players" in higher education. Students are recruited and ultimately admitted largely based on prior academic performance. Those of us involved in the recruitment and admissions processes of course believe we are pursuing a holistic approach that considers the full range of student attributes, from intellectual capability to communication skills to civic-mindedness. they are appropriate indicators of the likelihood of success in the next level of content acquisition, but do not necessarily reflect a student's capability of integrating that content, in a meaningful way, into a long-term professional career.

As mentioned by Wall (2015) in one of his articles, educators are concerned about the effects that tests may have on teaching and what they should do to ensure that these effects are beneficial. Some ELT specialists have offered advice on how to produce positive washback, calling for attention to test design and the communication between testers and teachers. Research in general education has pointed out the need for feedback from testers to many key players in the educational system, and for adequate resourcing and training. Innovation theory provides further insights into why attempts to introduce change in the classroom are often not as effective as their designers hoped they would be.

Results and Discussion:

A. Profile of the Teacher Respondents

Table 1

Frequency and Percentage Distribution of the Respondents' Profile

	Elementary		Secondary	
	f	%	f	%
No. of Respondents	93	100	128	100
Sex				
Male	16	17.2	33	25.8
Female	77	82.8	95	74.2
Sub Total	93	100	128	100
Age				
20-29 yrs. old	11	11.8	21	16.4
30-39 yrs. old	35	37.6	43	33.6
40-49 yrs. old	32	34.4	36	28.1
50-59 yrs. old	15	16.1	26	20.3
60 and above	0	0	2	1.6
Sub Total	93	100	128	100
Highest Educational Attainment				
Ph. D./ Ed. D. Graduate	41	44.1	4	3.2
Ph. D./ Ed. D. Graduate Studies	47	50.6	10	7.8
MA/ MAT Graduate	23	24.7	13	10.2
MA/ MAT Studies	21	22.6	52	40.6
BEEd/ BSE/ BS/ AB Graduate	1	1.1	45	35.2
Sub Total	93	100	128	100
Length of Service (Public School)				
1-5 yrs	26	28.0	61	47.6
6-10 yrs	30	32.3	18	14.1
11-15 yrs	17	18.3	15	11.7
16-20 yrs	15	16.1	13	10.2
21-25 yrs	4	4.3	19	14.8
26 yrs	1	1.1	2	1.6
Sub Total	93	100	128	100
Length of Service (Private School)				
1-5 yrs	13	14.0	34	26.6
6-10 yrs	2	2.2	7	5.5

16-20 yrs	1	1.1	4	3.1
21-25 yrs	1	1.1		
Sub Total	17	18.27	45	35.15
Item				
Permanent	93	100	128	100
Temporary	0	0	0	0
Sub Total	93	100	128	100
Specialization				
English	0	0	25	14.8
Math	0	0	19	10.9
Science	0	0	23	14.8
TLE	0	0	18	14.1
MAPEH	0	0	10	7.8
Filipino	0	0	12	9.4
History	0	0	1	.8
Values	0	0	5	3.9
Araling Panlipunan	0	0	15	4.7
Content Courses	93	100	0	0
Sub Total	93	100	128	100

The first table speaks of the respondents' profile of two hundred twenty one (221) respondents, ninety three (93) coming from elementary and one hundred twenty eight (128) from secondary schools within the Province of Rizal. In terms of sex, there are seventy seven (77) female teachers coming from elementary and 95 female teachers coming from secondary level comprising 74.2% of the population. In terms of age, majority belongs to age bracket 30-39 years old form both clusters. Considering the highest educational attainment, there are 47 or 50.6% of the respondents from secondary level that are already in the process of earning their doctoral degree , while majority of respondents from elementary cluster or 40.6 % are enrolled in the masters level.
Considering the length of service in public school of both clusters, majority have stayed for 1-5 years in the service, one hundred percent of them are permanent in the service and are in the Teacher 1/ Secondary School Teacher 1 status. Majority of those interviewed are English and Science teachers.

Reasons for Innovation

Table 2
Mean of Responses on Reasons for Creativity and Innovation

	I innovate because I want to :	**Elementary**		**Secondary**			
		Mean	**VI**	**Mean**	**VI**	**Ave Mean**	
1	to enhance my students' motivation.	4.52	VSA	4.49	VSA	4.50	VSA
2	to foster intellectual agility among my students.	4.43	VSA	4.41	VSA	4.42	VSA
3	to encourage democratic habits among my students.	4.37	VSA	4.29	VSA	4.33	VSA
4	to create opportunities for students to practice and sharpen a number of skills, including the ability to articulate and defend positions, consider different points of view, and enlist and evaluate evidence.	4.47	VSA	4.49	VSA	4.48	VSA
5	to demonstrate relevance of the topic.	4.45	VSA	4.49	VSA	4.47	VSA
67	to encourage participation	4.62	VSA	4.62	VSA	4.62	VSA
8	to make high-quality participation "count"	4.51	VSA	4.51	VSA	4.51	VSA
9	to evaluate the discussion	4.45	VSA	4.41	VSA	4.43	VSA
10	to create a setting conducive for discussion	4.48	VSA	4.50	VSA	4.49	VSA
11	to explain deeply the topic for the day like relating lessons to real life.	4.52	VSA	4.57	VSA	4.54	VSA

12	to capacitate them in the interpretation of data.	4.34	VSA	4.38	VSA	4.36	VSA
13	to personalize my teaching.	4.38	VSA	4.26	VSA	4.32	VSA
14	to conduct session assessments.	4.33	VSA	4.20	VSA	4.26	VSA
15	to give attention to special topics/provide attention to details.	4.41	VSA	4.29	VSA	4.35	VSA
16	to give attention to the creation of professional learning communities for teachers, and relationship building with external stakeholders, such as parents.	4.41	VSA	4.23	VSA	4.32	VSA
17	to inspire my students	4.57	VSA	4.62	VSA	4.59	VSA
18	to test my capability	4.43	VSA	4.51	VSA	4.47	VSA
19	to Challenge my self	4.37	VSA	4.51	VSA	4.44	VSA
20	to build my credentials	4.30	VSA	4.42	VSA	4.36	VSA
21	to teach beyond the coverage of the syllabus.	4.35	VSA	4.26	VSA	4.30	VSA
22	to make do and maximize the locally available materials	4.7	VSA	4.8	VSA	4.75	VSA
		4.44	VSA	4.42	VSA	4.43	VSA

Information from the second table provides input on reasons why the respondents opt to creatively execute lessons and innovate things during the teaching learning session. Top in the list is the desire of the teachers to make do and maximize the locally available materials followed by reasons like encouraging participation, provision of giving inspiration and making high-quality participation “count”. While on the other hand, conduct of session assessments ranked least among the stated reasons.

Notably, reasons like “to personalize teaching” and “innovate to give attention to the creation of professional learning communities for teachers, and relationship building with external stakeholders, such as parents” ranked almost the same with an average of 4.32 which is second to the last among the options in terms of the average mean.

It can be added that based on the conducted FGD, the following responses were gathered: When asked on the reasons why teachers opt to inject some innovations, the following were their responses:

1. No available materials, so innovation takes place to replace what is not present at the moment.
2. Available materials are not working due to limitations of the school facilities, to make things work, localization of materials are applied.
3. There are equipment, but the teacher do not know how to operate, so the teachers opt to use what is available to make a good support to the concept being presented.

Result of the conducted FGD strongly supports the survey result that teachers innovate to maximize delivery by using their creativity thus innovate along the process to make the teaching and learning environment as encouraging as possible.

C. Significant Difference on the Reasons for Creativity and Innovation:

Table 3
Significant Difference on the Reason for the Innovation as Assessed by Two Groups of Respondents

	Level	Mean	Sd	Mean Diff.	t	df	Sig	H_O	VI
Reason for Creativity and Innovation	Elementary	4.44	0.54	0.01	0.21	213	.835	FR	NS
	Secondary	4.42	0.49						

Information from the 3rd table shows that there is no significant difference on the reasons for creativity and innovations considering the perceptions of the two groups of respondents in terms of the level where the respondents teach since the obtained t – value of .835 is greater than 0.05 significance level, hence the null hypothesis is accepted.

Based on the conducted focused group discussions that were attended by teacher respondents in both levels, they innovate and creatively execute lessons because they want to maximize participation level which was validated by written responses submitted .However, many of the respondents agree to the fact that innovation is a way of solving problems on inadequacy of IMs and inadequacy of knowledge in operating available Instructional Equipment.

D. Extent of adoption of various educational creative and innovative strategies by the respondents in terms of pedagogical approaches, technologies, curricular enhancement, course design and organization :

Table 4
Composite Table of Mean on extent of Adoption of Various Educational Innovations and Creative Lesson Delivery Modalities

Aspect	Elementary		Secondary			
	Mean	VI	Mean	VI	Ave Mean	VI
Pedagogical Approaches	4.20	VSA	4.18	SA	4.19	VSA
Use of Technologies	3.77	SA	3.99	SA	3.88	SA
Curricular Enhancement	4.02	SA	4.06	SA	4.04	SA
Course Design and Organization	3.96	SA	4.02	SA	3.99	SA
Assessment	4.00	SA	4.05	SA	4.01	SA
Average	**3.97**	**SA**	**4.06**	**SA**	**4.01**	

5-4.2= *Very strongly agree* 3.4-4.19= *Strongly Agree* 2.6-3.39= *Agree* 1.8-2.59= *Fairly Agree* 1.0-1.79= *Disagree*

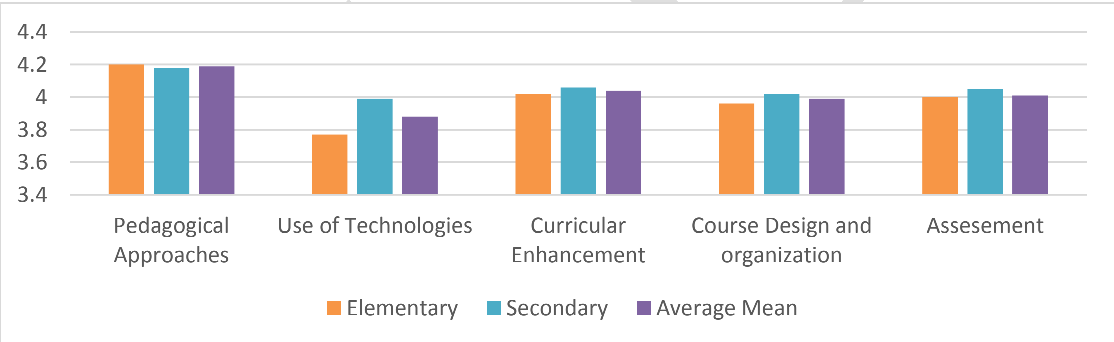

Figure 1
Composite Mean of Response on Educational innovations that have been adopted by the Respondents

Table 4 and figure 1 reveals the composite information of the mean response on educational innovations that have been adopted by the respondents. Data uncover that that use of technology is the least utilized strategy while on the other hand it's the employment of various pedagogical approaches that ranked first. Data reveals placing ***emphasis on student participation*** is a well exercised strategy with an average mean of 4.35 followed by ***providing evaluation activity*** for the students that merited an average mean of 4.31 , both with a verbal interpretation of very strongly agree.Based on the conducted validation activity, respondents really agree that they consider participation of the students a very important factor in ensuring the teaching-learning situation a success. Accordingly, the more questions students ask the more successful they are in cultivating class participation, while less questions, means less answers and less interest among the students is expected.

Further data asserts that respondents develop their lessons with the use of computers with a mean response of 4.12 that can be verbally interpreted as strongly agree.Respondents according to survey use computers for several reasons like, there some that considers computer as a one stop shop, which means they have all the things needed to develop a good lesson presentation. Based on the data, respondents use computer mostly to develop lessons, and accordingly they use computers for research, to compliment lessons that already in existence. It can like be noted that respondents in both categories utilize power point technology,

they also use computer in giving assignments, presenting new lesson and in evaluating students. However, the use of computer in giving assignments received the lowest mean of 3.58. As a result of discussion with the respondents, they claim that their students do not have computers at home, the reason why they do not engaged much in computer based assignments.
Relative thereto, data shows that teachers try their best in exposing their students to new ideas with a recorded average mean of 4.18. To arouse the interest of the students, teachers try to integrate any form of art, related music ad discussion that are culturally based with a recorded average mean of 4.15, while the strategy on localizing examples for better understanding; giving activity-guided problem solving and the connections associated with the relationships that the problem has to the real world likewise received very strongly agree remark with a numerical average mean of 4.13.
Top 3 of the answers as validated in the conducted FGD provides a strong message that teachers try their best to enrich the curriculum that is on hand by providing their students better chance to understand concepts and ideas that are unwritten and yet can be best understood with activities that only those teachers with enough grasp of the subject matter can provide.
Mean of response on educational innovations and creative lesson delivery modalities that have been adopted by the respondents considering course design and organization is explored in table 7. Item on "Teach creative skills explicitly; Imagination, Being disciplined or self-motivated, Resiliency, Collaboration, Giving responsibility to students" and "Alignment of policies to values" received "Strongly Agree" response.
Data shows that respondents do consider the "value component" in terms of working on the course design. As reflected on the data, responses revealed that all respondents rated " strongly agree". Relative to the result of the survey, respondents are aware on how the course must be designed to mainstream a multi-disciplinary and integrated leaning condition.Anent thereto, respondents strongly agree on looking at students' school work with an average mean of 4.20.
Relative the findings, though respondents have rated all the rest of the items with "strongly agree", it can be noted that item on "ePortfolios" and "Personal Success Plan" received the lowest mean. Based on the result of the conducted FGD, these two items were more often times were not given must attention although on occasions were being used. Some respondents even admitted that the item on "Personal Success Plan" is new to them and for that matter needs further training on its implementation.

E. Significant Difference on the Extent of Adoption of two Groups of respondents on the Educational Creative Lesson Execution and Innovations considering the Pedagogical Approaches, Technologies, Curricular Enhancement, Course Design and Organization and Assessment:

Table 5

Significant Difference on the Extent of Adoption of two Groups of Respondents on the Educational Creative Lesson Execution and Innovations considering the Pedagogical Approaches, Technologies, Curricular Enhancement, Course Design and Organization and Assessment

	Level	Mean	Sd	Mean Diff.	t	df	Sig	H_O	VI
Pedagogical Approaches	Elementary	4.20	0.54	0.02	0.28	216	.780	FR	NS
	Secondary	4.18	0.55						
Use of Technologies	Elementary	3.77	0.81	0.23	2.16	216	.032	R	S
	Secondary	3.99	0.73						
Curricular Enhancement	Elementary	4.02	0.58	0.04	0.48	216	.634	FR	NS
	Secondary	4.06	0.62						
Course Design and Organization	Elementary	3.96	0.65	0.07	0.75	216	.453	FR	NS
	Secondary	4.02	0.63						
Assessment	Elementary	4.00	0.56	0.05	0.61	213	.546	FR	NS
	Secondary	4.05	0.62						

There is no significant difference between the elementary and high school teachers' engagements in terms of employment of various pedagogical approaches, curricular enhancement, course design and organization along with assessment while there is a significant difference on the use of technologies, since

the obtained t – values of .78, .634, .453, .546 are greater than 0.05 significance level, hence the null hypotheses are accepted. While on the other hand, on the use or employment of Information Technology, the obtained t value .032 is lower than .05 significance level, hence the null hypothesis is rejected.
Data further reveals that teachers in the secondary level are more adept in the utilization of Information Technology as compared with the teachers in the elementary level.
Data is further supported by the result of the conducted FGD that teachers in the elementary level has less time in preparing power point presentations due to time constraints. Reasons like multiple preparations surfaced when asked for the reason.

F. Significant Difference Between the Extent Of Adoption of Various Creative and Innovative Strategies Considering Pedagogical Approaches, Technologies, Curricular Enhancement, Course Design and Organization and Assessment with Respondents' Profile:

Table 6
Significant Difference Between the Extent Of Adoption of Various Creative and Innovative Strategies Considering Pedagogical Approaches, Technologies, Curricular Enhancement, Course Design and Organization and Assessment with Respondents' Sex:

		SS	df	MS	F	Sig.	H_O	VI
Pedagogical Approaches	Between Groups	.159	1	.159	.550	.459	FR	NS
	Within Groups	59.400	206	.288				
	Total	59.559	207					
Use of Technologies	Between Groups	2.435	1	2.435	4.295	.039	R	S
	Within Groups	116.774	206	.567				
	Total	119.209	207					
Curricular Enhancement	Between Groups	.737	1	.737	2.082	.151	FR	NS
	Within Groups	72.892	206	.354				
	Total	73.629	207					
Course Design and Organization	Between Groups	.969	1	.969	2.396	.123	FR	NS
	Within Groups	83.310	206	.404				
	Total	84.279	207					
Assessment	Between Groups	.515	1	.515	1.465	.228	FR	NS
	Within Groups	71.375	203	.352				
	Total	71.890	204					

Data on table 6 reveals that in terms of sex, there is no recorded significant difference considering the use of innovations in areas like pedagogical approaches, curricular enhancement, course design and organization and assessment since the recorded t values of .59, .151, .123, and .228 are greater than 0.05 significance level, hence the null hypotheses are accepted.
However, in terms of technology employment considering both levels, the recorded t value of .039 is lesser than .05 significance level hence the null hypothesis is rejected. Based on the conducted FGD, there are more female teachers that has the time to prepare power point presentation and use computers in teaching preparations as compared with male.

Table 7
Significant Difference Between the Extent Of Adoption of Various Creative and Innovative Strategies Considering Pedagogical Approaches, Technologies, Curricular Enhancement, Course Design and Organization and Assessment with Respondents' Age

		SS	df	MS	F	Sig.	H_O	VI
Pedagogical Approaches	Between Groups	.135	4	.034	.115	.977	FR	NS
	Within Groups	61.653	209	.295				
	Total	61.788	213					
Use of Technologies	Between Groups	5.511	4	1.378	2.381	.053	FR	NS
	Within Groups	120.953	209	.579				
	Total	126.464	213					
Curricular Enhancement	Between Groups	.941	4	.235	.650	.627	FR	NS
	Within Groups	75.614	209	.362				
	Total	76.555	213					
Course Design and Organization	Between Groups	2.204	4	.551	1.349	.253	FR	NS
	Within Groups	85.408	209	.409				
	Total	87.613	213					
Assessment	Between Groups	.203	4	.051	.140	.967	FR	NS
	Within Groups	74.769	206	.363				
	Total	74.972	210					

Table 7 shows the significant difference on the assessment of two groups of respondents on the educational Innovations considering the various aspects in terms of age. Specifically, the result shows that there is no significant difference on the execution of innovation considering the pedagogical approaches, information technology, curriculum enhancement, course design and organization and assessment with the expressed t values of .997, .053, .627, .253, and .967 respectively that are all greater than .05 significance level, hence , the null hypothesis is accepted.

The result reveals that regardless of age, teachers in both levels employ innovative strategies. The result likewise conveys that young and not so young teachers in both levels employs innovation in teaching considering all areas of concern under study.

Table 8
Significant Difference Between the Extent Of Adoption of Various Creative and Innovative Strategies Considering Pedagogical Approaches, Technologies, Curricular Enhancement, Course Design and Organization and Assessment with Respondents' Highest Educational Attainment

		SS	df	MS	F	Sig.	H_O	VI
Pedagogical Approaches	Between Groups	1.456	5	.291	.974	.435	FR	NS
	Within Groups	63.378	212	.299				
	Total	64.834	217					
Use of Technologies	Between Groups	8.204	5	1.641	2.899	.015	R	S
	Within Groups	119.988	212	.566				
	Total	128.192	217					
Curricular Enhancement	Between Groups	.956	5	.191	.523	.759	FR	NS
	Within Groups	77.526	212	.366				
	Total	78.482	217					
Course Design and Organization	Between Groups	2.204	5	.441	1.077	.374	FR	NS
	Within Groups	86.775	212	.409				
	Total	88.978	217					
Assessment	Between Groups	3.058	5	.612	1.768	.121	FR	NS
	Within Groups	72.303	209	.346				
	Total	75.361	214					

Table 8 is about the significant difference on the assessment of two groups of respondents on the educational Innovations considering the various aspects in terms of
highest educational attainment in both level. Findings reveal that there is no significant difference on the utilization and employment of innovative strategies considering the educational attainment of respondents with t values of .435, .015, .759, .374, and .121 which are greater than .05 significance level, hence, the null hypothesis is accepted.
Findings further reveals that in terms of the use of technology, the null hypothesis is rejected with the t value of .015 which is less .05 significance level, hence, the null hypothesis is rejected. Educational attainments bears a shade on the capacity of technology application and use among respondents.

G. Best Creative and Innovation Practices adopted by Respondents in terms of evolving goals, description of innovation, underlying philosophy, and context of Innovation:

The following narratives and cases are the result of the conducted observations and FGDs on Best Practices Employed by the Respondents:

Best Creative and Innovative Practice A:

"I do not use any rewards or a behavior management system in my class. I have written about my reasoning and journey to remove rewards from the class and it really has been a journey. I think it's my personal innovation. I started with sticker charts and a treasure box just like most teachers. I also have used many different forms of behavior charts…The big "light bulb" moment for me was when I realized that ***most behavior management systems are a formula of control****. The teacher is the one in control and I want my students to learn up to be in control.* ***They learn by practicing and through mistakes not by being managed.*** *I may have to work a little harder without stickers and treasure kits but in the end the relationships built and ability to customize how I handle every situation has led to a much healthier environment and happier classroom. "We teachers have to be sensitive and patient to help our students in the real sense of the word".*

Best Creative and Innovative Practice B:

I try to keep everything at eye level for the students. Additionally, I try to ***stick with a color scheme that is not distracting****. I believe that a* ***brain-friendly environment is important to enhance each learner's potential.*** *My room has a home feel so that students feel comfortable as soon as they enter. I avoid the fluorescent lighting. Instead, I use the natural light. When it is darker outside, I have several lamps around the room that we use. Our room is not bright but rather has a relaxing and natural color. The* ***aesthetics help to set the tone for our learning environment.***

Best Creative and Innovative Practice C:

" I ***provide open avenues for my students to decide, hence I believe I also give them the chance to manifest their creativity and the same time provide challenge****". Example, I require them to prepare at least 2 visuals in Math considering a specific topic. The term "visuals could be interpreted however they wanted. Whether that* ***was making an art work, poster, bringing items, making items, whatever. The point of this project was to have fun, share passions, and show how math is everywhere.*** *The only boundaries are the ones they set for themselves.*

The holding of a Math Fair in our School Garden was one of the unforgettable moment since school garden is not a regular classroom, and school garden is equated with a more relaxed mood, the pupils were very relaxed and comfortable. It was part of their grade. I feel it's important to have things like this that kids were notified of over a month in advance that they have to attend. Out of my 50 current pupils, only 3 did not show up (and we had over 50 adults in attendance). For my area, and how rural we are, those were GREAT numbers.

The very simple affair was uploaded in the You tube and our entire school were so excited in viewing the activity. I personally feel that we were able to move on the next level. The next process, the uploading of the activity in the you tube served as an invitation for the parents who failed to attend and they became more interested.

Best Creative and Innovative Practice D:

In our class, we don't care much about grades. We don't care much about who's better than whom. We care about working together to become the strongest "Me" we can each become. ***We welcome people's opinions about our work, because when someone takes the time to give us their opinion (even when it's negative), they are helping us improve in some way.*** *And our goal is constant improvement! We don't care where we start from – we care where we finish. We don't care who is performing better than us. We care that we are performing to our highest level possible!*

One of my innovation is to allow my pupils to watch each other's Passion Posters and listen to everyone's interpretation. Everyone is required to do so with a critical eye – one that looks for things that could be improved.

We aren't going to act judgmental where we sound like we know everything and others know nothing. We won't put anyone down or make anyone feel stupid. We are going to identify areas where our peers can improve to help them be the best that they can be. We will call our ***critical feedback, "Quality Boosters," because our goal will be to boost the quality of each others' Passion Projects!***

How we run our classrooms directly affect how students feel about themselves. How they feel about their own capabilities and their own intelligence. I fail all the time in front my kids, not on purpose, I try stuff and it doesn't work and we talk about it. And yet, I am not perfect either. I catch myself in using practice problems as assessment, where really they should be viewed just as practice. I praise the kids that get it right and sometimes don't praise the ones that kept persisting but never reach a correct answer. I don't always have enough time to explore all of the options so I guide the kids toward success knowing that some venues will lead them to failure. I shield them from it sometimes because I don't want to crush their spirits.

We have to stand up for our children and we have to turn this notion around that failure is the worst thing that can happen. Failure is not the worst; not trying is. ***We have to keep our kids believing in themselves and having enough confidence to try something.*** *If we don't we are raising kids that follow all of the rules, that never take risks, that never discover something new. And that failure is too big to remedy.*

Best Creative and Innovative Practice E:

Videos are traditionally linear and directive. In the classroom, videos are designed to either dispense information or teach the viewer a new skill. However, great lessons are rarely passive. Using the annotations feature in YouTube, teachers can create videos that require participation. At its most basic, students are given four choices, and they select the correct answer. If an incorrect choice is made, students watch a new video that reteaches the concept. ***If the correct choice is made, the initial video links a new video that shows the next step, or the next problem. Going deeper, the first video can link to several choices, and each of those choices can link to several choices.***

Best Creative and Innovative Practice F:

The concept is simple: ***a class meeting. That's it. Seemingly, it's nothing groundbreaking. But, like anything, it's all about how you frame the learning that makes it so powerful.***

As an aside, ***I purposefully set up a lot of unfair and unstructured environments in my classroom that allow students to design the rulings within the space.*** *For example, the job chart is a hot mess of disorganization in September, there is no set regulations on turn-taking in our classroom comfortable reading space, and there is certainly no order as to who gets the high honour of turning off the lights when we leave the classroom. These are things that are very important in the eyes of my students as they can cause social duress… Small people, small fights.****So I use Class Meeting as a place for my students to govern their own school experience.*** *The activity is designed to allow them to make rules within the classroom to help it run more effectively. These can include regulations that may positively impact their safety, learning, or social experience. My students run the Class Meeting session completely from start to finish. I model this at the beginning of the school year by using a loose framework of Robert's Rules of Order.*

Best Creative and Innovative Practice G:

The Parent Camp experience, by design, is a hybrid "un-conference" opportunity for parents and teachers to come together and model *cooperation for the learners . Beyond the cooking for free lunch for the kids, the experience levels the playing field, putting all stakeholders in a circle for actual, face-to-face discussion about what is best for kids. It's important to understand the difference between a traditional conference and the un-conference feel we worked to bring to Parent Camp. In the parent camp,every adult within the session brings an important and unique perspective to contribute to sharing strategies and ideas to benefit student learning, teaching and parenting.*

Best Creative and Innovative Practice H:

Teaching with a sense of humor is my best innovation. ***With sense of humor****, a teacher can best generate positive response from the pupils. Pupils in like manner are encouraged to answer and provide their feedbacks.*

Best Innovation Practice I:

As a teacher I rather engage my students in ***MNEMMONICS WORDS- WORDS WORDS APPROACH****. Here the teacher is not supposed to talk on a particular concept for a quite long time. But to make it clear to the students he can just go on saying mnemonics or its associated meaning in words. Here he goes on saying only words instead of sentence, and once they come to a basic understanding of the meaning of a particular concept then the teacher will explain in sentences. For example in teaching language courses this technique can be used as an effective medium by the teacher to develop word power.*

Best Creative and Innovative Practice J:

Some lessons are best learned, when they are taught outside of the classroom*. Organize field trips that are relevant to the lessons or just simply take students for a walk outside of the classroom. The children will find this fresh* *and exciting and will learn and remember the things taught faster. Role playing is most effective for students of almost any age group. You just* ***need to customize depending on the age group****. You can even use this method for teaching preschoolers; just make sure you keep it simple enough to capture their limited attention span.*

Best Creative and Innovative Practice K:

Requiring the student to "Think of a new hobby" *makes my lesson more interesting. I usually start the lesson posing an inquiry on their new hobby and I try link their responses to the topics on hand.*

Best Creative and Innovative Practice L:

Introducing the lesson like a story made me feel that I innovate *some portions of the traditional topics and make my students engage in an extra ordinary feeling of being involved. Just think, why do you watch movies with much interest? You like to watch movies because there is always an interesting story to keep you engaged. Like that, learning sessions become more interesting when you introduce it like a story. If you are creative even math lessons can be related to interesting stories.*

Best Creative and Innovative Practice M:

Project Based Learning supports teachers in developing authentic learning experiences with a focus on inquiry-based instruction*. Content is key, so I recommend outlining flexible project guides evaluated through learning standards within the STEM (science, technology, engineering, and mathematics) subjects. For example, the traditional community helpers project can extend beyond the policeman, firefighter, and grocer careers by focusing on a marine biologist, astronaut, civil engineer, or architect. Then align the project guides to relevant community partners and request that they provide you with authentic problems to solve.* ***You can guide or assist professional project partners to ensure the creation of age-appropriate questions with a focus on community impact. Align each project with a greater good by allowing young students to be change agents within their local communities.***

Best Creative and Innovative Practice N:

Provide Opportunities for Student-Centered Constructionism . *Turn your classroom into a mini-makerspace, as it abounds with DIY materials.* ***Engage students in the design process by creating a visual poster about design steps. Include the following steps:***

Think it, Dream it, Plan it, Share it, Make it.

The title of the poster? Innovate! Add age-appropriate DIY materials including felt and plastic needles, wood for sanding, wood glue, and simple electronics to spark innovation. The most valuable supplies are often free -- a recycling drive with families can result in a plethora of great materials. You will be amazed at the creatures that are imagined and constructed. ***Let it be self-directed project!.***

Matrix of Best Practices:

Best Practice/s	Evolving Goal	Description	Underlying Philosophy	Context of Creativity	Context of Innovation
A	*Gain class control; Develop a healthy and happy environment for learners*	*Removal of material rewards; and ability to customize and handle every situation ; use many different forms of behavior charts*	*Behavior management systems are a form of control*	*Customization of class control*	*The kids must learn to be in control since the Teacher must have the control; Learners learn by practicing and through mistakes not by being managed.*
B	*Create a comfortable classroom for the students*	*Generate a room with a home feel so that students feel comfortable*	*Brain-friendly environment is important to enhance each learner's potential Aesthetics help to set the tone for our learning environment.*	*Utilization of color scheme as environment enhancer*	*Keep everything at eye level for the students stick with a color scheme that is not distracting*
C	*To provide a fun and worth sharing learning experience*	*The holding of a Math Fair in School Garden since school garden is not a regular classroom, and school garden is equated with a more relaxed mood*	*Learning is fun and enjoyable in a comfortable environment*	*Maximization of local environment as lesson venue enhancer*	*Holding of a Math Fair in the School Garden with Parents Uploading of the activity in the You Tube*

		where the pupils feel very relaxed and comfortable.			
D	To boost peer's ego and self confidence	*Watch each other's Passion Posters and listen to everyone's interpretation. Watch posters with a critical eye – one that looks for things that could be improved.* *Identify areas where peers can improve to help them be the best that they can be. We call the activity our critical feedback, "Quality Boosters," because the goal is to boost the quality of each other's' Passion Projects*	*Working together to become the strongest "Me" Keep kids believing in themselves and having enough confidence to try something.* *How we run our classrooms directly affect how students feel about themselves.*	*Responsibility build up in enhancement of peers self esteem*	*How we run our classrooms directly affect how students feel about themselves. How they feel about their own capabilities and their own intelligence, try stuff and it doesn't work and we talk about it.*
E	*Maximize active learners' engagement thru the active sensory engagement*	*Using the annotations feature in YouTube, teachers can create videos that require participation*	*Videos are traditionally undeviating and highly directive. Videos are intended to either earmark information or explain to the learner a new skill.*	*IM utilization and concept process development thru available video on line*	*Students are given four choices, and they select the correct answer. If an incorrect choice is made, students watch a new video that reteaches the concept. If the correct choice is made, the initial video links a new video that shows the next step, or the next problem. Going deeper, the first video can link to several choices, and each of those choices can link to several choices.*
F	*To develop learning that is powerful for the enhancement of learners' engagement*	*Purposefully set up a lot of imbalanced and unstructured surroundings in the classroom that allow students to design their own policies, hence empowerment is developed*	*The activity is designed to allow learners to make rules within the classroom to help it run more effectively. These can include regulations that may positively influence their well-being, education, or societal familiarity.*	*Teachers' role in classroom management is shared among the students*	*Class Meeting as a place for learners to govern their own school experience.*
G	*To maximize parents'/guardians' engagement to achieve quality learning*	*Putting all stakeholders in a ring for actual, face-to-face chat about what is best for kids. Every adult within the session brings an important and unique perspective to contribute to sharing strategies and ideas to benefit student learning, teaching and parenting.*	*It's imperative to understand the difference between a traditional conference and the un-conference feel in bringing together some issues and concerns that needs attention.*	*Maximization of Stakeholders involvement in the learning process*	*The Parent Camp experience, by design, is a hybrid "un-conference" opportunity for parents and teachers to come together and model to learners that cooperation in any activity is essential*
H	*To develop a comfortable learning atmosphere*	*Teaching with a sense of humor is one of the best innovation.*	*Generation of active response from learners. Humor is injected in the explanation and related process.*	*Humorous manner of lesson delivery for lively class*	*With sense of humor, a teacher can best generate positive response from the pupils. Pupils in like manner are encouraged to answer and provide their feedbacks.*

I	*To develop remember concepts and for the enhancement of learners' retention*	*The teacher provides the concept, the learners think of significant words they are most comfortable in remembering.*	*Engagement of the learners with the use enjoyable mnemonics- word-words activity*	*Association and thinking of significant words wherein students are most comfortable in remembering*	*Many learners find it hard and stressing to remember concepts, mnemonics can help stretch out the memory*
J	*To provide anon traditional learning experience leading to the enhancement od students learning*	*Organize field trips that are relevant to the lessons or just simply take students for a walk outside of the classroom.*	*Customized Field trips and Role playing is most effective for students of almost any age group. You just need to customize depending on the age group.*		*Some lessons are best learnt, when they are taught outside of the classroom.*
K	*To create an encouraging launching of the lesson..*	*Requiring the student to "Think of a new hobby"*	*The activity makes the lesson more interesting via linking of what the students' know, and how their knowledge is related to topic on hand.*	*Link responses to the topics on hand.* *Start the discussion with what interest them most*	*Starting the lesson posing an inquiry on new hobby of the learners make them realize that they are appreciated and try link their responses to the topics on hand.*
L	*To develop a comfortable way of launching a new lesson to maximize learners' interest.*	*Introducing the lesson like a story can make a teacher feel some extent of innovation due to the difference in the presentation of some traditional topics and make my students engage in an extra ordinary feeling of being involved.*	*Starting the lesson with the subject that best interest the learner can bring about good outputs.*	*Begin with a relaxing inquiry and link the topic to the topic that will be discussed.*	*Starting the lesson with zero knowledge among leaners can make the atmosphere stressing and boring on the part of the learners. This is a challenge that every teacher has to face.*
M	*To achieve authentic learning experience.*	*Project Based Learning supports teachers in developing authentic learning experiences with a focus on inquiry-based instruction.*	*Align the projects to relevant community partners and request that they provide authentic problems to solve. Guide or assist professional project partners to ensure the creation of age-appropriate questions with a focus on community impact.*	*Alignment of each project with a greater good by allowing young students to be change agents within their local communities.*	*Learning must be contextualized. Learning must not be far with how the community where the learners live.*
N	To enhance students' learning by engaging student in self-directed activities.	*Provide Opportunities for Student-Centered Constructionism. Turn classroom into a mini-maker space, as it abounds with DIY materials.*	*Engage students in the design process by creating a visual poster about design steps. Include the following steps:*	*Maximize students' interest in doing something*	*Learning can be more effective if it is self-directed. Think it, Dream it, Plan it, Share it, and Make it.*

In summary here are the assessed best teaching creative and innovative practices :

1. Most behavior management systems are a form of control. The teacher is the one in control and I want my kids to learn to be in control. They learn by practicing and through mistakes not by being managed.

2. Stick with a color scheme that is not distracting. A brain-friendly environment is important to enhance each learner's potential. The aesthetics help to set the tone for our learning environment.

3. The term "visuals could be interpreted however they wanted. Whether that was making a poster, bringing items, making items, whatever! The point of this project was to have fun, share your passions, and show how math is everywhere. The only boundaries were the ones you set for yourself!

4. The holding of a math Fair in our School Garden was one of the unforgettable moment .The very simple affair was uploaded in the You tube and our entire school were so excited in viewing the activity.

5. We welcome people's opinions about our work, because when someone takes the time to give us their opinion (even when it's negative), they are helping us improve in some way.

6. Watch each other's Passion Posters and listen to everyone's interpretation. We call our critical feedback, "Quality Boosters," because our goal will be to boost the quality of each other's' Passion Projects!

7. How we run our classrooms directly affect how students feel about themselves. How they feel about their own capabilities and their own intelligence.

8. We have to stand up for our children and we have to turn this notion around that failure is the worst thing that can happen. Failure is not the worst; not trying is. We have to keep our kids believing in themselves and having enough confidence to try something.
9. Videos are traditionally linear and directive. In the classroom, videos are designed to either dispense information or teach the viewer a new skill. However, great lessons are rarely passive. Using the annotations feature in YouTube, teachers can create videos that require participation.
10. The holding of a class meeting. That's it. Seemingly, it's nothing groundbreaking. But, like anything, it's all about how you frame the learning that makes it so powerful.
As an aside, I purposefully set up a lot of unfair and unstructured environments in my classroom that allow students to design the rulings within the space.
So I use Class Meeting as a place for my students to govern their own school experience.
11.The Parent Camp experience, by design, is a hybrid "un-conference" opportunity for parents and teachers to come together and model the four core beliefs highlighted in Beyond the cooking for free lunch for the pupils.
12. Teaching with a sense of humor is my best innovation.
13. I rather engage my students in MNEMMONICS WORDS- WORDS APPROACH.
14. Some lessons are best learnt, when they are taught outside of the classroom.
15. Requiring the student to "Think of a new hobby" makes my lesson more interesting.
16. Introducing the lesson like a story made me feel that I innovate some portions of the traditional topics and make my students engage in an extra ordinary feeling of being involved.
17.Project Based Learning supports teachers in developing authentic learning experiences with a focus on inquiry-based instruction.
18. Guide or assist professional project partners to ensure the creation of age-appropriate questions with a focus on community impact.
19.Align each project with a greater good by allowing young students to be change agents within their local communities.
20.Provide Opportunities for Student-Centered Constructionism . Turn your classroom into a mini-makerspace.
21. Engage students in the design process by creating a visual poster about design steps. Include the following steps: Think it, Dream it, Plan it, Share it, Make it.

H. Perceived Influence of Educational Innovations and Creative modalities on the quality of academic service delivery :

Table 9
Composite Table on Perceived Influence of Educational Innovations Creative Modalities on the Quality of Academic Service Delivery

Aspect	Elementary		Secondary	
	Mean	**VI**	**Mean**	**VI**
Aspect: Pedagogical Approaches	4.17	SA	4.33	VSA
Aspect: Use of Technologies	4.08	SA	4.25	VSA
Aspect: Curricular Enhancement	4.13	SA	4.27	VSA
Aspect: Course Design and Organization	4.11	SA	4.24	VSA
Aspect: Assessment	4.21	VSA	4.26	VSA
Average	**4.14**	**SA**	**4.27**	**VSA**

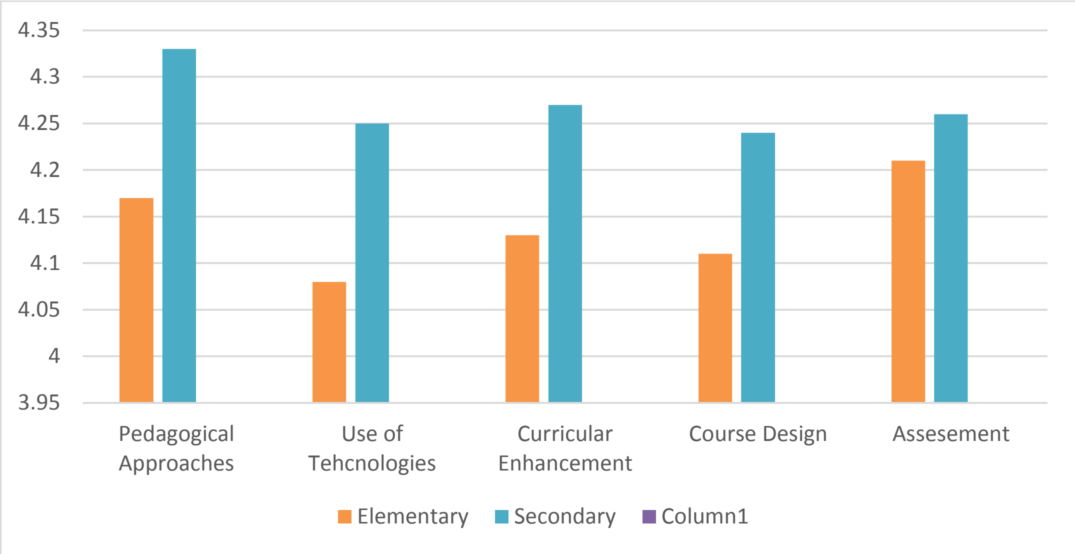

Figure 2
Composite Table on Perceived Influence of Educational Innovations on the Quality of Service Delivery

The composite table on perceived influence of educational innovations on the quality of service delivery asserts that the aspect on pedagogical approaches merited the highest average mean in both levels while it can likewise be noted that assessment on the part of elementary level received the highest average mean as compared with the secondary level.
The result reveals that with the employment of various pedagogical approaches such as the shifting strategies to suit the needs of the learners, localizing the concepts for better understanding of the examples, reinventing apparatus/equipment with what can be made available, encouraging democratic habits among students, making students participate in class, evaluating the performance of students, compiling learning resources/Instructional materials and if time permits the teacher writes manual/book, the strategies bring about greater appreciation on the part of the students. However, though all of the given items received and were rate very satisfactory by the respondents, "facilitated enhanced outputs" received the lowest mean.
Data further shows that the strategy increase the motivation to learn which received the highest mean average of 4.38 followed by understanding of the topics discussed with a mean average of 4.35. However, the weakness of the students identified, received the lowest average mean of 4.14.
Result also shows that the engagement resulted into greater appreciation on the part of the students with an average mean of 4.34 with students' capacity to understand that ranked least with an average mean of 4.16.
Data asserts that the engagement seems to be facilitative on the part of the teachers with a mean average of 4.27, on the other hand, appreciation of the part of the students though it likewise merited VSA rating was rated lowest among the given.
Data likewise shows that the engagement is facilitative on the part of the teachers with the average mean of 4.32, while on the other hand, students' capability to understand instruction merited the lowest among the items given.

I. Significant Difference on the Perceived Influence of Two groups of Respondents on Educational innovations on the quality of service delivery considering the various aspects

Table 10
Significant Difference on the Perceived Influence of Two Groups of Respondents on Creative and Innovative Educational Modalities on the Quality of Service Delivery Considering the Various Aspects

	Level	Mean	Sd	Mean Diff.	t	df	Sig	H_O	VI
Pedagogical Approaches	Elementary	4.17	0.57	0.16	2.04	211	.042	R	S
	Secondary	4.33	0.58						
Use of Technologies	Elementary	4.08	0.60	0.17	2.06	211	.041	R	S
	Secondary	4.25	0.63						
Curricular Enhancement	Elementary	4.13	0.53	0.14	1.73	211	.085	FR	NS
	Secondary	4.27	0.64						
Course Design and Organization	Elementary	4.11	0.58	0.14	1.58	211	.117	FR	NS
	Secondary	4.24	0.66						
Assessment	Elementary	4.21	0.61	0.05	0.60	210	.550	FR	NS
	Secondary	4.26	0.68						

Table 10 is about the significant difference on the perceived influence of two groups of respondents on educational innovations on the quality of service delivery considering the various aspects like pedagogical approaches, use of technologies, curricular enhancement, course design and organization and assessment aspects in terms on the level of teaching assignment of the respondents' as to whether they are engaged in the elementary or secondary level.

In terms of pedagogical approaches and use of technologies, the result reveals that there is significant difference of the since .042 and .041 values is less than the .05 significant level, hence the hypothesis is rejected.

However, in terms of curricular enhancement, course design and assessment, result reveals that is no significant difference on the result, hence the hypotheses is accepted.

I. Significant Difference on the Perceived Influence of Two groups of Respondents on Educational innovations and creative modalities on the quality of service delivery considering the various aspects and the Respondents' Profile

Table 11
Significant Difference on the Perceived Influence of Two groups of Respondents on Educational innovations on the quality of service delivery considering the various aspects and the Respondents' Sex

		SS	df	MS	F	Sig.	H_O	VI
Pedagogical Approaches	Between Groups	.001	1	.001	.004	.950	FR	NS
	Within Groups	68.484	201	.341				
	Total	68.485	202					
Use of Technologies	Between Groups	.165	1	.165	.435	.510	FR	NS
	Within Groups	76.066	201	.378				
	Total	76.230	202					
Curricular Enhancement	Between Groups	.023	1	.023	.065	.798	FR	NS
	Within Groups	71.186	201	.354				
	Total	71.209	202					
Course Design and Organization	Between Groups	.006	1	.006	.014	.906	FR	NS
	Within Groups	81.191	201	.404				
	Total	81.196	202					
Assessment	Between Groups	.019	1	.019	.045	.832	FR	NS
	Within Groups	84.308	201	.419				
	Total	84.327	202					

Significant Difference on the perceived influence of two groups of respondents on educational innovations on the quality of service delivery considering the various aspects and the respondents' sex is shown in table 11.

The result of the study asserts that there is no significant difference considering the pedagogical approaches, use of technologies, curricular enhancement, course design and organization and assessment aspects in terms of the respondents' sex.

Outcome of the conducted focused discussion reveals sex does not matter in terms of innovation adoption since it is the respondents' experience that dictates them on when and how they will innovate.

Table 12

Significant Difference on the Perceived Influence of Two groups of Respondents on Educational innovations and creative execution on the quality of service delivery considering the various aspects and the Respondents' Age

		SS	df	MS	F	Sig.	H_O	VI
Pedagogical Approaches	Between Groups	.497	4	.124	.377	.825	FR	NS
	Within Groups	67.323	204	.330				
	Total	67.820	208					
Use of Technologies	Between Groups	1.933	4	.483	1.272	.282	FR	NS
	Within Groups	77.492	204	.380				
	Total	79.425	208					
Curricular Enhancement	Between Groups	2.611	4	.653	1.864	.118	FR	NS
	Within Groups	71.456	204	.350				
	Total	74.067	208					
Course Design and Organization	Between Groups	2.458	4	.615	1.568	.184	FR	NS
	Within Groups	79.943	204	.392				
	Total	82.402	208					
Assessment	Between Groups	2.395	4	.599	1.434	.224	FR	NS
	Within Groups	84.746	203	.417				
	Total	87.141	207					

Table 12 is about the significant difference on the perceived influence of two groups of respondents on educational innovations on the quality of service delivery considering the various aspects and the respondents' in terms of the respondents' age.

The result of the study asserts that there is no significant difference considering the pedagogical approaches, use of technologies, curricular enhancement, course design and organization and assessment aspects in terms of the respondents' age.

Outcome of the conducted focused discussion reveals age does not matter in terms of innovation adoption since it is the respondents' experience that dictates them on when and how they will innovate.

Table 13

Significant Difference on the Perceived Influence of Two groups of Respondents on Educational innovations and creative execution on the quality of service delivery considering the various aspects and the Respondents' Highest Educational Attainment

		SS	df	MS	F	Sig.	H_O	VI
Pedagogical Approaches	Between Groups	3.248	5	.650	1.991	.081	FR	NS
	Within Groups	67.541	207	.326				
	Total	70.789	212					
Use of Technologies	Between Groups	3.807	5	.761	2.034	.075	FR	NS
	Within Groups	77.484	207	.374				
	Total	81.291	212					
Curricular Enhancement	Between Groups	1.967	5	.393	1.091	.366	FR	NS
	Within Groups	74.628	207	.361				

	Total	76.595	212					
Course Design and Organization	Between Groups	2.592	5	.518	1.296	.267	FR	NS
	Within Groups	82.779	207	.400				
	Total	85.371	212					
Assessment	Between Groups	1.557	5	.311	.726	.605	FR	NS
	Within Groups	88.399	206	.429				
	Total	89.956	211					

Table 13 is about the significant difference on the perceived influence of two groups of respondents on educational innovations on the quality of service delivery considering the various aspects and the Respondents' in terms of the respondents' highest educational attainment.

The result of the study asserts that there is no significant difference considering the pedagogical approaches, use of technologies, curricular enhancement , course design and organization and assessment aspects in terms of the respondents' educational attainment.

Outcome of the conducted focused discussion reveals educational attainment does not matter in terms of innovation adoption since it is the respondents' experience that dictates them on when and how they will innovate.

K. **Assessed essential conditions for the sustainability of classroom creativity and innovation:**

Based on the conducted interviews, FGDs and the result of the survey, the following are the assessed essential conditions for the upkeep of the sustainability of classroom innovation:

1. Teacher's Roles

Most fundamental to sustaining an innovation is teacher support, for without this, the innovation simply cannot occur. All of the cases studied and cited clearly manifests instances of how supportive teachers were of their classroom innovations. In the result of the conducted FGD with the School Heads all of them agreed on the fact that ''the key to the sustainability of the innovation is the teachers, their willingness and readiness to take part.'' In addition, the School Heads observed a certain degree of commitment among teachers as they become "hooked" on their respective innovation. School Heads saw this form of commitment as one that will even transcend shortfalls in resources. Teachers involved in the study tended to express their views on the value of their innovations in terms of the how it affects their students. What seems to make teachers commit to an innovation according to the conducted interviews the professional and personal satisfaction teachers derived from being able to teach in what they found to be a more meaningful and effective manner, and from seeing the positive impact their work was having on students. Result of FGDs further revealed the positive attitude of teachers as an essential element of sustainability as well. On many occasions along the interview process, teachers were cited as being ''enthusiastic about the innovation,'' had taken ownership of it.

2. Student Support

Students are often neglected in the school reform literature even though they are the entire reason why schools exist! The Result of the conducted FGD dramatically illustrates the essential role student's play in motivating teachers to sustain an innovation. Student support—and indeed enthusiasm—for the local innovation played an essential role in motivating teachers to continue to carry out and improve the innovation. Teachers want to do what is best for students to enhance their learning. If they believe that students are benefiting from and are supporting a particular innovation, they in turn will be more inclined to devote the additional time and effort required to maximize the advantages brought on by the innovation. Metz (1993) provides a plausible explanation for this phenomenon in terms of teacher intrinsic rewards. Metz argues there are so few extrinsic rewards gained by merit or persistent effort in teaching that teachers turn to intrinsic rewards for establishing job satisfaction. The most influential intrinsic reward comes from student cooperation and success. Therefore, teachers are bound to invest time and effort into activities that lead to student accomplishment.

3. Administrative Support

Support from the school principal is another essential factor that contributes to sustainability. The assertion was based on conducted FGDs and consistently reiterated by the subjects. Of special note is that no principals resisted nor discouraged the innovation in their school. This is perhaps not too surprising because if the principal did not at least tacitly approve of the innovation it would be very difficult for it to flourish in the school. It suggests that, as a minimum, principals play a ''gatekeeper'' kind of role in sustaining the innovation by approving of its existence and not undermining it. The notion of the principal playing a gatekeeper role is regarded as being inadequate in current leadership literature (Fullan, 2003); nevertheless, the data suggest that sustainable reform can occur when principals assume that role.

4. Related Contributing factors

More diffuse are the contributing conditions for sustaining an innovation. As a result of the assessment, the researcher identified contributing conditions such as internal and external support, funding, innovation champions and developed/crafted policies that push innovation in classroom setting.

L. Sustainable Classroom Creativity and Innovation Framework:

The researcher identified three basic conditions supporting innovations in classroom such as the teacher, student and administrator's as essential characters. These three pillars are directly connected and must support each other to ensure quality innovation result. Further, four contributing factors were identified to complete the framework. Support for the innovation from others ***within the school and external to the school*** are two of the conditions. Inside support may *come from other teachers not directly involved in the innovation, whereas outside support may come from peers, parents, school district officials, municipal leaders, or Department of Education personnel*. Both groups of actors tend to provide recognition and validation of a teacher's efforts. Most innovations seem to have a ''champion,'' an individual who provides leadership and direction to the initiative so that it is sustained. The innovation teacher may be the champion, or it may be a technology coordinator, another teacher, or the principal. ***Funding*** plays a hand in sustaining innovations, too. Many innovations are provided with extra start-up funds, and when this funding is inevitably withdrawn, the stronger innovations tend to survive when the essential conditions for sustainability are met. The final contributing condition for sustainability is the ***presence of school, school district, or national policies and plans that support the innovation.*** While many innovations function successfully in the absence of policies or plans, those that have a supportive framework are more likely to endure according to the researcher's analysis. As revealed in the FGDs, National technology policies and plans that provide special funding for hardware, software, school network infrastructure, and teacher professional development were more closely linked to sustainable innovations than other types of more general educational policies.

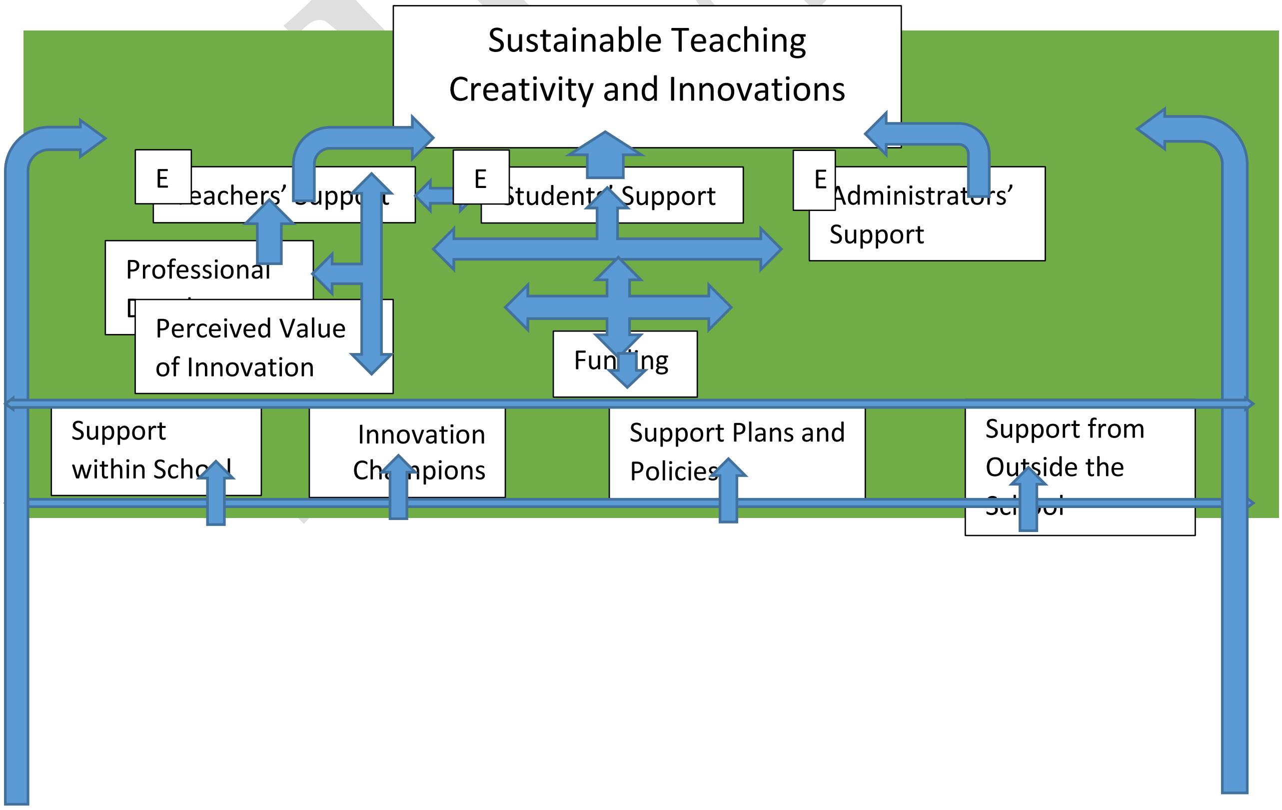

Figure 2: Framework on Sustainable Creativity and Innovations in Teaching

Findings:
The following are the findings of the study:
1. Majority of the respondents are female, belonging to age bracket 30-39 years of age, majority are already in the stage of earning the doctoral degree for those teaching in the secondary level while masters' degree for the elementary level teachers. Considering the length of service in public school of both clusters, majority have stayed for 1-5 years in the service, permanent in the service and are in the Teacher 1/ Secondary School Teacher 1 status.
2. The desire of the teachers to encourage participation followed by giving inspiration and making high-quality participation "count" while conduct of session assessments ranked least among the stated reasons.
3. Placing emphasis on student participation is a well exercised strategy followed by providing evaluation activity for the students.
4. Writing a manual/book and inventing apparatus/equipment with what can be made available are the least adopted practices in terms of innovations.
5. Least utilized modalities are using ICT in giving assignments on line, adding self-developed activities to enhance the students' learning, Integration of emotional connections in teaching, giving hands-on projects that focus on empathy, promoting a bias toward action, encouraging ideation and fostering active problem-solving, designing the day around discovery of information and connections to real world challenges. Further, discussions digging into ones experiences with the world, utilization of creativity model and use a cultural artifact are also not so popular utilized.
6. Students school work checking is the most popular form of assessment while the use of badges and points ranked least.
7. Blended learning is least popular in terms of course organization development.
8. Identified three basic conditions supporting innovations in classroom are the teacher, student and administrators as essential characters. These three pillars are directly connected and must support each other to ensure quality innovation result.
9. Identified are four contributing factors to complete the framework in support of innovation that are within *the school and external to the school* conditions. Most innovations seem to have a ''champion,'' an individual who provides leadership and direction to the initiative so that it is sustained. *Funding* plays a hand in sustaining innovations, too. The final contributing condition for sustainability is the *presence of school, school district, or national policies and plans that support the innovation.*

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Problems of The Use of Syntactic Units in Communicative Strategies

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Abstract

The article reveals the problems of the use of syntactic units while implementing communicative strategies since the study of the speech strategy is an urgent issue in many academic fields. Broadly speaking, the speech strategy comprises planning of the speech communication process in specific conditions depending on the communicant's individual type. Apart from it, the research analyses the influence of the national culture communication norms on the choice of syntactic units in the process of the speech strategy and tactics. Kazakh interrogative sentences are analyzed as language material. The urgency of the research is caused by the increasing interest in the language and culture interaction, strengthening of cross-cultural contacts, the necessity of understanding of axiological and speech and behavioral peculiarities of communication for various communities. The purpose of this work is the research of ethnocultural peculiarities of the creation of speech strategy and speech tactics in the process of implementation of communicative tasks. The scientific novelty of the research consists in the study of the communicative strategy and tactics in the Kazakh language as up to the present moment there are no fundamental scientific works on the study of this language phenomenon in the Kazakh linguistics.

Keywords: speech strategy, speech tactics, choice of language units, communicative norms.

1. Introduction

Many questions of human speech activity in theoretical and descriptive terms require further study and detailed consideration. Thus, certain ways of formation of the speech strategy and tactics in the Kazakh language are insufficiently unveiled and studied. In particular, it concerns the influence of the communicative norms of the national culture on the choice of syntactic units while implementing speech strategy and tactics.

Speech strategy and tactics fully depend on the communicative purpose of interlocutors and make up the main condition of ensuring successful realization of speech activity. These values have been preserved in such set expressions of the Kazakh language as "Andamay soylegen auyrmay oledi" ("The rash word is deathlike"), "Til tas zharady, tas zharmasa, bas zharady" ("Language splits up a stone, if not a stone, then the head"), "Aytylgan soz – atylgan ok" ("A word spoken is like a shot"), "Baska pale tilden" ("A man's ruin lies in his tongue").

Thus, speech strategy and tactics are the conditions of providing successful and unsuccessful human speech activity [1].

Correspondence to the people's communicative requirements is a universal feature of all existing languages. Consequently, the strategy and tactics of human speech activity, i.e. peculiarities of the discourse genre created in the Kazakh society imply the use of internal opportunities of this or that language to define the new syntactic constructions in the realities of life of each nation.

2. Methods and basic concepts

Maintaining features of the discourse genre created in the Kazakh society is the communicative purpose of each carrier of genres of the Kazakh discourse.

Any genre of speech is carried out by means of the speech strategy, which, in its turn, is formed by means of speech tactics.

According to O.N. Parshin's definition, direction (strategy) is concrete relations, actions at the revealed anticipated reference points allowing to achieve the objectives of communication [7].

We understand the activating means of speech strategy solving communicative problems step by step and directly as speech tactics.

The speech strategy is a complex of speech activities directed to the solution of communicative tasks. Planning of language relations and implementation of speech activities under the plan made is a part of the speech strategy. It is implemented in concrete communicative personal situations [11].

The definition of speech strategy is influenced by an ultimate goal, desire (intention) of the participants, caused by the social and psychological situation. The choice of the word strategy is also influenced by the speech tone, the language description of a real situation and the created stylistic norms of the communication participants. The analysis of speech strategy will be correct if we take the conversation as a whole. In the analysis of the speech strategy each dialogue step of the conversation is considered. Knowledge of the regularities of the interlocutors' general mutual understanding is the purpose of the definition of the speech strategy. Speech tactics is an opportunity to carry out the speech strategy by means of one or several actions [3]. Methods of the speech tactics provide transition of modality during the conversation (offense, admiration, doubt, etc.) of the dialogue steps making up a dialogue. For example, the speech tactics designating the strategy of refusal of assistance can be expressed in various ways:

1) it beyond his competence or he cannot help (kisideginin kilti aspanda),
2) to refuse due to the lack of time (if I have time, I will see), (as luck would have it),
3) to refuse without any reason (Why do I have to do it?),
4) to give indistinct (solkyldak) answer or to avoid the answer,
5) to specifically express assistance refusal (komekten bas tartatynyn nakty bildiru).

All methods of the speech tactics are directed to the independent collaborative relations. But the choice of a word by the method of speech tactics is carried out differently.

3. Main part

Speech strategy and tactics are formed under the customs and standards of behavior of certain national relations. These approved distinctions find the reflection in the national language. As for the Kazakh people, these reflections are traced in peculiar folk customs – norms created over the centuries and developed in their language consciousness. Such expressions as *ake turyp ul soilegennen, sheshe turyp kyz soilegennen bez* (In the presence of the father the son has to be silent. In the presence of mother the daughter has to be silent) can be referred to such language units reflecting specific features of the national relations. This language unit contains such concepts preserved in the relations of Kazakhs as *You must not interrupt a conversation of adults; adults, including parents are the first to speak*. But such specifics of the Kazakh relations does not mean that adults' statements (opinion, words) will be immediately approved and accepted as postulates. The following language units can be given as an example and correctness of our opinion: *bas kespek bolsa da, til kespek zhok (the head can be cut off – the tongue cannot), ake turyp ul soilese, er zhetkeni bolar, sheshe turyp, kyz soilese boi zhetkeni bolar (If the son speaks in the presence of his father, it means he is mature. If the daughter speaks in the presence of her mother, it means she is mature).*

If it is time for a person to say (kara kyldy kak zharar, adil coz aitu) the final word, he will say it, despite his age, sex, social status and financial condition[17].

If a young man speaks up, he will ask for a special permission to speak and for this purpose he uses certain language units which were already created in the ancient relations of the Kazakhs, for example: *datym (aytarym) bar (Can I speak?), ruksat etseniz (Let me speak)* or *bas kespek bolsa da til zhok kespek (the head can be cut off – the tongue cannot), cozime kulak salsanyz (Listen to me)* or *mal da mauyzdalar aldynda tuyak serper, magan datymdy aituga mursat beriniz (Even the cattle kicks before death, so let me also say the last word)*. In this case the request of the applicant is satisfied and he is given an opportunity to speak. Besides, in the Kazakh relations there are such expressions as "Ozi iilgen basty kylysh shappas" (the bowed head is never cut off) where the people who admitted the guilt must be forgiven. A similar meaning can be found in the expression "Adaskannyn aiyby zhok, kaita uiirin tapkan son" (It is possible to forgive a vagabond man who has admitted his guilt). Therefore each Kazakh who knows this principle tries to be tolerant in his actions. It is also confirmed by the language units "Aldyna kelse, attanyn kunin kesh" ("If a man acknowledges his guilt, he deserves forgiveness"). In this regard, Kazakh interlocutors use the method of *acknowledging the fault* in their speech tactics [4].

The following expressions present one of the main principles in strategy and tactics of a word in the relationship of the Kazakhs: "El ne deidi? Zhurttan uyat bolar." (What will people say? It is a shame before people.). This principle regulates the speech strategy and tactics in the relations of the Kazakhs. According to these principles the applicant will adjust his speech strategy and follow the tactics. This meaning is preserved in the language discourse practice, for example: "Undemegen uidei paleden kutylady" ("a person who keeps silence will avoid a lot of problems"). Thus, silence can be referred to one of ways of communication. For the Russian people "silence is the sign of consent", while for the Kazakh people, in the first case, silence is the way to refuse, avoid the answer, to stand aside, in the second case, silence is a negative verdict, the sign of a protest. Such behavior can be seen in case the applicant is younger or is inferior in the social status. In case of the violation of similar behavior it will be considered "betten alu", "bad manners". The opposite language units "Undemegen uidei paleden kutylady" ("a person who keeps silence will avoid a lot of problems") (in the first case) or "Undemegennden uidei pale shygady" (Still waters run deep) (in the second case) prove the same [12].

Generalizing the principles of the speech strategy of the the Kazakh relations, they can be divided into the following groups:

1) Age and social level of the applicant of the relations (Ake turyp, ul soilegennen, sheshe turyp, kyz soilegennen bez. - In the presence of the father the son has to be silent. In the presence of mother the daughter has to be silent).
2) The general principles in the relations: to be tolerant (Ozi iilgen basty kylysh shappas, Adaskannyn aiyby zhok, kaita uiirin tapkan son. - It is possible to forgive a vagabond man who has admitted his guilt).
3) "El ne deidi?", "Zhurttan uyat bolar" (Basynan soz asyrmau – bad manners, unsiz kalu – to keep decency, but not to agree, Undemegen uidei paleden kutylady)
4) Bas kespek bolsa da, til kespek zhok (honesty to keep a word, to refuse)

In N. Uali's research it is noted that the speech strategy provides reconciliation of the parties (to find a common language) and dialogue cooperation of communicants [8]. Thus, division of the speech strategy into friendly and unfriendly one is established.

Belief, diligence, reality, charity, etc. belong to friendly strategies, for example:

- Ishegim shuryldap barady (to get hungry – karnym ashyp tur).
- Onda shai kainataiyn. (Daiyn as zhok, birak shai kainataiyn). I will put a kettle on. (There is nothing to eat/ there is no ready meal).
- Meiliniz (Tea is enough. Shai bosa da bolady.)

or

- Will you come, sonny?
- If I can, I will come. I will try to come. If I don't, don't worry. Kele alsam, keluge tyrysamyn, birak kelmesem, alandamanyz .
- What time will you come? Neshede kelesin?
- I don't know exactly, but, perhaps, I will come at 6 o'clock. Anyk belmei turmyn, birak altylarda bitetin shygar.

In these examples the conversational situation helps to define the mutual coherence on interlocutors and their interest in the conversation.

Scandal, quarrel, to frighten, intimidate, deceive, to avoid the direct answer, etc. belong to unfriendly speech strategy. For example:

- Ishegim shuryldap barady (to get hungry).
- Tamaktanyp shykpadyn ba? Myna zherde askhana bar, sogan bar, men ketip bara zhatyrmyn. (I have no time for you) or
- Will you come, sonny?
- Yes.
- What time will you come?
- I don't know. (The son avoids the direct answer).

In unfriendly speech strategies the second party of the participants enters the dialogue unwillingly. This unwillingness to enter the dialogue can be seen in the conversation of two communicants [5]. There can be many reasons for it: bad mood, a disease or misunderstanding, etc.

In scientific research classification of the speech strategy is presented according to the genres of speech.

For example, in imperative expressions the strategy of a word can be divided into two groups:

1) *intensional strategy* which, in its turn, classifies the following strategies:

a) the strategy influencing the emotional will power according which such methods, speech tactics, as a compulsory action method, an emotion proof method are used;

b) the strategy of expressing emotions, according to which such methods as the method designating a psychological and emotional state and the method expressing desire, necessity are used;

c) the strategy of the emotional relation (assessment) is the strategy consisting of such methods as the method of the subjective valuation of a situation, the method of subjective forecasting of future actions, the method of the subjective valuation of the addressee's action, the strategy of the sender in definition of his/her role and estimation of himself/'herself;

2) *situational or dialogue strategy* which, in its turn, is classified into the following:

a) the strategy of delivery of imperative type, the strategy consisting of such methods as a way mitigating the order (command), the method of strengthening the order, the method of neutralizations of the order.

b) the strategy of regulation of intensity of making the order – the strategy using such methods as the method of increasing the rate of the order, the method of reduction of intensity of the order [2].

In Kazakh there are some set language units using the method of compulsory actions and such concepts of the Kazakh language as *honor, conscience, pride* played a certain role in their formation [6].

The Kazakhs have always valued honor and conscience above all. The set expressions in the Kazakh language: *malym zhanymnyn, zhanym arymnyn sadagasy (for the sake of life I sacrifice the cattle, and for the sake of honor I sacrifice life), bala ber, bala bersen, sana ber, sana bermesen, ala ber (send me a sensible child), balasy zhamandy tuie ustinen it kabar (if you have a bad son, a dog will bite him even if he sits on a camel), etc*. In the Kazakh relations there are such tabus as *mynany isteme, uyat bolady (don't do it, it will be a shame), korgensyzdin isin isteme (don't repeat shameful deeds)*, originating from certain aims and forming the above-stated language expressions [13].

According to the speech strategy and the method of tactics of interlocutors it is possible to define the mutually grouped syntactic units. For example, we will analyze the strategy and tactics of speech according to their use in questions of informal conversation. It turns out that in Kazakh questions are used not only for obtaining the answer (the similar language phenomena were repeatedly considered by researchers of the Kazakh syntax) [9]. For example, the applicant asks a question designating an impulsive question (turtki surak) as "*Ui kurgyr azynap ketti goi, tagy birdeme tauyp zhagasyn ba? (B. M.)*" *(It has got cold at home, can you find something for a fire)* in order to bring the listener to such main idea – *ui suyk, otty zhagynkyra (It is cold at home, make a fire*). But the applicant expresses his idea to the listener indirectly without ordering, but kindly, politely, in the form of a wish. Thus, according to the norms of communication it is found out that the applicant is young (a young man cannot send older people somewhere for something) and he has the right to order, but however this order is expressed in a polite form or the person informed on the shortage of firewood does not wish to disturb the daughter-in-law once again [16].

If this sentence is pronounced by an elderly person in a direct imperative form the sentence changes its structure: *Ui kurgyr azynap ketti goi, tagy birdeme tauyp zhak (It has got cold at home, find something else for the fire*). This is an imperative sentence. If we compare two situations expressed as a part of an interrogative sentence with an impulsive question, it is possible to define that the applicant in communication used the method of neutralization of the order, command, imperative. In the second case the applicant in communication uses the method of increase in rate of the order, command. The speech strategies of the applicants are identical, the purpose of communicants is to warm the cold house (*azynap turgan uidi zhylyttyru*). If we analyze the syntactic unit chosen by this method the impact of power on the part of the listener is dual: in the first case, it is pleasant in the relation or, the listener can speak about the opportunity to get firewood and to warm the house, or about a difficult situation due to the lack of firewood. Here the relation between two people is at the level of understanding each other. In the second case the listener's opportunity to reply is limited as he will answer and it will lead to offense, dissatisfaction because if he knew about the lack of firewood beforehand, it can make him feel helpless, cause dissatisfaction and his failure to fulfill the order can result in other unpleasant actions, circumstances. In this situational strategy it is possible to use the method of easing off the command, the order, and the above-named sentence structure will be transformed as follows: *Ui kurgyr azynap ketti goi, tagy birdeme tauyp zhakshy*. This sentence implies the imperative sentence expressing a wish, a request. Addition of the affix - **shy** easies the imperative meaning and turns it into a precatory one. The method of reduction of the rate of the command is formed in the language with the help the expression *zhaksy bolar edi (it would be good*). For example, the above-stated offer can be changed under the following structure: *Ui kurgyr azynap ketti goi, tagy birdeme tauyp zhaksan* ***zhaksy bolar edi*** (a compound sentence of the reason) *//Ui kurgyr azynap ketti goi, tagy birdeme* *tauyp **zhakpasan*** (a compound sentence of condition). These structures are also widely used in advertizing texts [17].

According to the speech strategy and the method of the speech tactics in advertizing texts of the Kazakh language syntactic units are formed under the following structures:

a) structures with the meaning of order: Do not smoke! There is no way to drugs!

b) can be found in the structure of a rhetorical question: Who will help but us? (from the advertizing text, appealing to help orphan children).

c) positive statements based on the facts having direct impact on emotions, positive expressions, reasonable facts, for example, Cigarettes kill!

d) sentence structure, where the form is negative, but the meaning is positive: We do not train workers! (from an advertisement of Pavlodar Polytechnical College).

If we analyze the use of syntactic structures according to the speech strategy, the reasons can be grounded in such form: Zhetim korsen, zhebei zhur (Who will help but us?) (from an advertizing text, appealing to help orphan children) is a rhetorical question substantiated with the use of the method of the national principle (both I, and you can help, let's help) of the national principle [15].

We do not train workers! (from an advertisement of Pavlodar Polytechnical College) – in the structure of the sentence the meaning is positive, the form is negative [14]. They are substantiated with the method of associating urgent social issues (*bizde okyp diplom alsanyz, zhumyska ornalasasyz (if you gain the diploma with us, you will be able to get a job*).

These problems were considered in the research of the founders of the Kazakh linguistics, for example, A. Baytursynov. However, in his works this construction is not called "speech strategy and method of speech tactics", but is classified as "an optative sentence" (tilekti soilem). A. Baytursynov calls them optative sentences (tilekti soilem) and distinguishes 4 types:

1) imperative type (*Kelinder, boz balalar, atty alyndar! Go here, young people, take a horse*),

2) requesting type (Dausyndy tym bolmasa, bir shygarshy! At least once, say it aloud!),

3) propaganda (instructive) type (Balalar, okuga bar, zhatpa karap! Children, go to study, do not be idle),

4) simple optative type (Zhortkanda zholyn bolsyn, zholdasyn kydyr bolsyn! Have a safe trip and let angels protect you!) [10].

As a part of an optative sentence specified by A. Baytursynov, the sentence "Have a safe trip!" (Zhortkanda zholyn bolsyn!) is not always used in the optative meaning. For example, the question "Where are you going?" is sometimes replaced with the sentence " Have a safe trip!" (Zhortkanda zholyn bolsyn!). In that case, the second party of interlocutors perceives it as the question "Where are you going?".

When a question is formed not in its direct meaning but and in a figurative form as an optative sentence, it will also belong to the method of speech tactics.

4. Conclusion

Thus, the illustrated examples show that in the Kazakh language the use of syntactic units is formed according to the speech strategy by means of the interlocutors' speech tactics. In this regard, , exclamatory and imperative sentences are used interchanging each other in concrete communicative situations in accordance with the purpose of the communicant's statement, strategy and tactics of a word, the peculiarities of relationships of the Kazakhs.

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Literary Criticism: the Right Way ahead

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Abstract
At the moment, the prospect of literary criticism is optimistic, because many scholars are already worrying and thinking about its current status quo. This paper study the development of literary criticism which has been influenced by many factors and has an unprecedented growth. People must be able to find ways to get rid of the crisis and dilemma of the development of current literary criticism in thinking and discussion. However, this path is not to cut off, but to strengthen the internal connection between literary criticism and literary theory and literary creation. Turning to specific criticism, showing the tension of literary discourse. Therefore, from the Lodge, it is possible to innovate and transcend history by selecting, absorbing and integrating various literary theories and genre of criticism, coupled with continuous diligence and enthusiasm. In addition, from Rocky can learn the essence of literature and competent in the wave of continuous advancement of the times. Such a study can led to the continuous development and improvement of his literary criticism.
Key words: David Lodge, New Criticism, Metaphor and Metonymy, Structuralism.

1. Introduction

After the mid-1960s, Rocky tried to reach out to some recent criticisms from outside the UK. French critic Roland Barthes' Writing Degree Zero (1953) and Elements of Semiology (1965) were the first books that Rocky first came into contact with. However, these "hard bones" did not make Rocky much inspiration. The contents of the article, mixed with various unfamiliar terms, even made the story of the rise of the structuralist poetic value of France. This situation was transformed after the emergence of the important representative of Russian formalism, Roman Jacobson. His article "Two Aspects of Language and Two Types of Aphasic Disturbances" (1956) Not only did Rochmery open, but it also made it possible to solve the confusions left by the new criticism, and made Locky observe and generalize the literary trend of Britain in the 1920s and 1950s under Jacobson's poetics. , put forward the "pendulum" theory. Through Rocky's "pendulum" theory, we can observe the trend of modernism and anti-modernism. Lodge found that with Jacobson's poetics, he hoped to break through the limitations of new criticism and analyze the novel from an aesthetic point of view. How to use the analytical tools to interpret the formal skills of novels from the novel itself rather than from poetry is a topic that the self-proclaimed "formalist critic" [1] was very concerned about in the 1970s.
Wellek once said: "The leading scholars are such people: in the hard work of the preparation of academic research in literature, they have been internships and trained, but then they opened their eyes and tried to cohere boldly, while they felt The results of their lifelong work need to be passed on to the academic world, and the latter sometimes widens to the general literary mass.” [2]. Lodge has dedicated his life to the literary cause. It is undeniable that on the journey of academic research, Rocky's early criticism was not as mature as the latter, and there was such a prejudice. However, as the famous French critic Teboda said: "If a critical work is incomplete and can guide the reader to correct it, it will have life." [3] It will cause criticism and participate in the dialogue. Showing an intention to move towards a better level. In active exploration and research, Lodge can gradually recognize the limitations of previous ideas, get out of the misunderstanding, and gradually sublimate criticism. His view of criticism has been constantly evolving and changing. In his writings, sometimes his exquisite perusal skills are revealed. Sometimes some of the review articles are not meticulous, but Rocky has been working hard to make the concept of criticism develop in a higher, better, and more perfect direction, and to admire people sincerely. His academic spirit. In the face of various important theoretical schools in the second half of the 20th century, Rocky neither blindly followed the trend nor denied it. He never lost his position, and he was too clouded; he did not rest on his own feet and made mistakes in building a closed door. His attitude towards various theories is both tolerant and eclectic. The most successful place for Rocky is that his criticisms are not the old-fashioned "high-headed sermons" that make people stand out. Years of academic criticism and writing experience have enabled him to achieve a harmonious approach, adopt a positive attitude and timely adjustment methods, and

dynamically view and construct critical careers. It is no exaggeration to say that as a model of literary criticism, Lodge has undoubtedly brought us more room for thinking and enlightenment.

With the advent of the new century, the society has undergone earth-shaking changes, and literary criticism is constantly changing, highlighting many problems. Compared with literary criticism in the 20th century, literary criticism in the 21st century is more diversified and complicated. The diversified development of literary criticism has promoted the deep integration and equal dialogue of national cultures. However, under the complicated and criticized discourse, literary criticism highlights many shortcomings, such as the disconnection from literary creation; the "compulsory interpretation" of the text; the serious trend of commercialization and friendship. In such an era filled with various viewpoints, various knowledge, and various competitions, does literary research still need to start from scratch?

2. Jacobson's unique contribution to poetics

In the late 1960s, Rocky touched on works other than new criticisms such as the essence of narrative and the meaning of the end, which made Lodge see that literary criticism is not single, it can be carried out from multiple angles. With the deepening of novel criticism. In the early 1970s, many people in the Anglo-American critics had turned to structuralism in the European continent, and Rocky was one of them, and was influenced by Roman Jacobson without exception. Although Roman Jacobson is given a variety of titles, such as "one of the leaders of linguistics in the 20th century", "literary theorist", "Slavic linguist", "symbolicist" [4], etc., Rocky The understanding of him began with another identity - the Russian formalist.

2.1 The "two poles" of metaphor and metonymy

Roman Jacobson is hailed as "a character like Prometheus". He brought the Russian formalistic fire to foreign countries. After the development of the three stages [5] of Russian formalism in the early 20th century, due to the suppression and persecution of intellectuals by the Stalin government authorities, the formalism that is flourishing is quiet, many people are forced to stop research, and more Turned to other areas of research. It was under the pressure of the dominant ideology at that time that Jacobson traveled from Russia to Czechoslovakia, Denmark, Norway and other countries, and finally took root in the United States to continue his academic research activities.

Jacobson's poetic creations are mainly embodied in "Modern Russian Poetry" (1921), "On Realism in Art" (1921) and with Yuri Ladder Juliaj Tynjanov's joint issue "The Problems in the Study of Language and Literature" (1928) is discussed. In addition, his later research from the perspective of aphasia separated Jacobson's poetics from linguistics. It is included in his two aspects of language and two aphasia disorders in the Fundamentals of Language (1956), co-authored by Morris Halle, and Jacob in 1958. Sen's "Closing Statement: Linguistics and Poetics" (1958), published in the Indiana State Conference on Language and Sports, exemplifies Jacobson's unusual poetics Thoughts, his elaboration of metaphors and metonymys have particularly attracted the attention and interest of Lodge.

Metaphors and metonymy are not a new topic as a common rhetoric of written language or everyday spoken language. They have been studied since ancient Greece. Aristotle believes that metaphor is the name of something that belongs to him. This kind of migration is either from "genus" to "species" or from "species" to "genus" or based on analogy. To come up with a good metaphor, you must be able to see their similarities from things that are not similar [5]. Because both metonymy and metaphor have the nature of migration or "replacement", they have almost the same effect in Aristotle. This idea lasted for more than two thousand years. In the 20th century, scholars carried out different degrees of extension on the basis of Aristotle. According to the American scholar Abrams's explanation, metonymy (from Greek, meaning "easy name") means "using the literal name of a thing to refer to another relationship that is closely related to its frequent connection in daily life thing such as: "crown" or "king stick" became synonymous with the king. The metaphor that is separated from the metonymy (from Greek, meaning "generational") means "to use the local part of the thing as its whole, or (rarely) to use the whole generation to be partial." Such as: "ten hands" (ten hands) refers to ten craftsmen [1]. The Shorter Oxford English Dictionary (2007) and Richard A. Lanham in the Handbook of Rhetorical Terms (2nd Edition) A similar definition is given in , 1990). Although there are differences in various definitions, they cannot be said to be inherently contradictory. Metaphors, metonymy, and metaphor still belong to the same category in the large genus, and all involve replacing one word with another.

Rocky's understanding of Jacobson begins with the latter's different interpretations of metaphor and metonymy. In Jacobson's view, metaphors and metonyms that seem to have the same attributes are essentially in opposition. Metaphor involves similarity substitution, and metonymy involves adjacent substitution. Similarity and adjoining are associated with the horizontal and vertical aggregation of symbols in the sense of Ferdinand de Saussure, which constitute the "two poles" of language.

2.2 The extension of the theoretical meaning of "two poles"

Because Jacobson's elaboration of metaphor and metonymy in "Two Aspects of Language and Two Aphasia Disorders" is compressed within seven pages, Rocky feels "looks like a special study of language disorders. A supplementary idea. In [6], It is difficult for amateur literature lovers to gain insight. Even professional scholars engaged in literary studies will probably put it on the shelf because of its over-simplification, or connect it with the study of linguistic phenomena of aphasia, ignoring Jacobson's contribution to poetics. Therefore, Rocky believes that it is necessary to start from the well-known structuralist ideas about language and culture, to make a good enrichment of Jacobson's metaphor and metonymy poetics, and to increase the richness and meaning of metaphor and metonymy distinction. .

Roland Barthes' Principle of Semiotics is a masterpiece of structuralism, and Lodge introduces the linguistic rules stemming from Saussure's horizontal combination and vertical combination by introducing Bart's choice and combination of clothes. In Bart's view, when a girl wears a T-shirt, jeans and sandals, a message appears: what kind of person she is, what she is doing, and what her mood is. She picks out T-shirts from the many clothes that have the same function to cover the upper body, and picks out jeans and sandals from a number of clothes that can cover the lower body, indicating that she has a classification of the clothes in her closet. One kind. Combining these selected clothes shows that she knows the rules for dressing: T-shirts should be paired with denim and sandals should be worn at the feet. This "t-shirt-jeans-sandals" [7] is basically the same as the sentence.

On the basis of Bart, Rocky elaborated on Jacobson's language point of view. In Jacobson's view, like other marking systems, language has a dual character. "The utterance implies the choice of characters in certain languages, which combine into higher complexity language units." [8] In terms of vocabulary, This is obvious. Jacobson pointed out:

If the subject of the message is "child", the speaker chooses one of the existing, somewhat similar terms, such as children, children, teenagers, young children, which are equivalent in a certain field, and then, in order to talk about this topic He can choose one of the homologous verbs - sleep, snoring, sleepy, and nap. The two selected words are combined in the discourse chain.

The basis of choice is equivalence, similarity and difference, synonymous and antisense; and combination as the construction of order, based on proximity. The poetic function projects the principle of equivalence from the selection axis to the combination axis. Equivalence is promoted to the means of construction of the order [7].

That is to say, "the speaker chooses words and combines them into sentences according to the syntactic system he uses; the sentences in turn constitute words." [7] In short, in Jacobson's view, two basics are used in speech acts. Arrangement mode - selection and combination.

Jacobson's argument is wonderful, but because of the few examples he has given, Rocky added the necessary illustrations on the basis of Jacobson and analyzed the language selection and integration process. Rocky pointed out that the phrase "the ship crosses the sea" is made by selecting certain language characters and combining them into a higher-level language unit: words belonging to the same semantic field such as boats, ships, ships, etc. In the middle, select the "ship" with the same grammatical function; in the same way, choose "over the sea" and "the sea". After the selection, these characters are combined according to acceptable grammar rules, which constitutes this sentence.

To further illustrate Jacobson's distinction between metaphor and metonymy, Rocky made an in-depth discussion based on the above examples. He pointed out that since the choice involves observation of similarity, this means replacement, such as replacing the "t-shirt" with a "blouse" and "ship" with a "ship". Therefore, in this process, metaphors are also produced, "because metaphors are based on the substitution of similarities". If the "vessels crossing the sea" becomes "the ship plows the sea", it is obvious that "plowing" has replaced "crossing", and there is a certain similarity between the plowing and the crossing [1]. Of course, it is important to note that the difference between the two is also important to the use of metaphor. Rocky agrees with Stephen Ullmann: "One of the most important features of metaphor is that

there is some distance between the metaphor and the metaphor [8]. Their similarity must be accompanied by a sense of difference. They must belong to different areas of thinking.” [9] Through this simple and concise example, Lodge has more clearly explained Jacobson’s metaphor theory.
For the metonymy theory, Jacobson gave such a description:
In the literary and romantic literary schools, the primacy of metaphor has been recognized more than once, but the basis of the so-called "realism" and in fact the presupposition of the metaphor is not fully understood. The trend of "realism" belongs to the transitional stage of romanticism and the rise of symbolism, and it is very different from the two. [10]
According to Jacobson's argument, since metaphor and metonymy arise from the principle of opposition, they are relative. However, in the Anglo-American critics, the understanding of metonymy and the inclusion of its metaphors is far less than metaphor. In Jacobson's view, it is not a coincidence that the exploration of metonymy structure is less than the metaphorical field. He said: "The study of poetry metaphor has been mainly directed at metaphor and the so-called related to metonymy principles. Realism still does not respect interpretation, even though the same linguistic methodology—the use of this methodology in the analysis of the metonymy structure of romantic poetry—can be used in the metonymy structure of realist articles.” [11] Jacob Sen cited several examples of Tostay's emphasis on the platform handbags when Anna Karenina committed suicide, explaining the difference between the metaphor and metaphor.
Rocky agrees with Jacobson's insights and further supplements the rhetoric of rhetoric. He pointed out that if the "boat crossing the sea" was changed to "the keel crossed the abyss", a metaphor "keel" and a metonymy "abyss" were used. This is not based on similarity, but on proximity. "keel" can represent ships not because they are similar, but because it is part of a ship. The abyss can represent the sea and not because they are similar, but because the sea is so deep. In order to refute the question that may come from other parties, it is believed that no matter how subdivision involves a process of replacement, that is, "keel" replaces "ship" and "abys" replaces "sea", which is not much different from metaphor. Based on the original terminology of Jacobson, the term “delete” was creatively introduced.
In Jacobson's view, the choice is relative to the combination, and the replacement is opposite to the composition [10]. The term "delete" introduced by Lodge is intended to indicate that "delete pairs are as good as alternative pairs." [1] In the view of Rocky, the metonymy and the metaphor are the condensedness of the text, and the expansion of the "keel through the abyss": "The keel of the ship has crossed the deep ocean." Lodge pointed out that Deleted, "produced a rhetoric, not a summary, because the deleted part is not the logically seemingly the most economical. Because the ship contains the concept of the keel, the 'keel' is logically redundant, It is obvious that the object is omitted when the event is briefly described. The same is true for the word 'abyss.' In short, metonymy and metaphor are generated by deleting one or more parts from a natural combination, but these parts It is not the most important to delete: this illogicality is equivalent to the similarity and difference that exist in metaphor." [1]
Of course, Rocky realized that metonymy can still be regarded as a process of substitution in pragmatics. "Selection (respectively, replacement) deals with entities that are combined in the code rather than in specific information, but in the language Both the code and the specific information are combined, or only appear in the actual information.” 1 But this does not affect the basic structure of metaphor and metonymy. The rhetoric is based on choice and combination. That is to say, metaphor belongs to the selection axis of language, and metonymy and metaphor belong to the combination axis of language.

2.3 Metaphor and metonymy of different texts
In Jacobson's view, the distinction between metaphor and metonymy in language can be seen not only at the level of individual expression of language, but also in larger discourse patterns. Jacobson pointed out: "The development of discourse can be carried out along two different semantic routes: one topic is to lead to another topic through similarity or adjacency. Because these two relationships are most concentrated in metaphor and metonymy, respectively. The performance, then, 'metaphoric way' will refer to the most appropriate term for the former case, and the 'metaphoric way' applies to the latter case." [11]. Based on this, Jacobson further made specific literary phenomena. classification.
According to Jacobson, in language art, personal style, language taste and preferences can be demonstrated by choosing and combining the connections of similarity and adjacentness. At the linguistic level, there are similarities and adjoining connections in morphemes, vocabulary, syntax, and expression. Each level

creates a striking layout in one of the two parties. Jacobson pointed out: "In the Russian lyric songs, the metaphorical structure dominates, while the metonymy in heroic epics is prominent." [10]. According to the similarity and adjacent relationship, Jacobson vs. realism and romanticism and Symbolic works have also been analyzed. He pointed out: "Realist writers have metaphorically changed from plot to atmosphere and from role to space-time background according to the method of adjacency." [10]

This is clearly different from the metaphorical approach that dominates the romantic and symbolic literary genre. In War and Peace (1869), Tolstoy uses the metaphors of “lips on the upper lip” and “naked shoulders” to represent female characters with such characteristics.

In fact, Jacobson further expanded this bipolar principle and believed that the dual phenomenon he discussed “has a vital significance and influence on all speech acts and general human behavior.” 5 For example, the three-dimensional history of painting is a metonymy. It transforms objects into a series of metaphors; surrealist painters hold a clear metaphorical attitude. The drama is mainly metaphorical, it is very similar to life; the film is mainly metonymy, its transformation angle, perspective and soaking focus, etc., which are quite different from traditional theaters, and have a wide range of metaphorical close-ups and metonymy scenes. . Therefore, in any literary work, discourse is based on similarity or adjacency—that is, according to metaphor or metonymy thinking process—to transform the subject. Jacobson emphasizes that we need a poetics that can explain both poetry and prose, and it will focus on metaphor and metonymy in all levels and in all kinds of discourses. In Jacobson's view, different literary styles can be distinguished based on their preference for which process.

Rocky agrees with Jacobson that his interpretation is "the most systematic and comprehensive". He not only presents Jacobson's inconspicuous metaphor and metonymy dichotomy in graphical form, but also further elaborates poetry and prose, drama and film in the literature, highlighting metaphor and metonymy in different ways. The text has different performances, further confirming and expanding the validity of Jacobson's "two poles" theory.

Rocky said: "Jacobson describes the prose as 'mainly by adjoining progress' and the prose is a common sense that describes the logical relationship between concepts or between entities or between events. The formal rules of poetry (ie poetry) - rhythm, rhyme, poetry form, etc. - based on similar relationships, cut off the logical connection of discourse." 2 From the proverbs of each line of prose and poetry, we can see the obvious difference. The former does not have a special meaning, just to continue the next line of words, but the end of each line of poetry is much more stressful. Similar phonology, similar meaning, and contrast of associations highlight the different characteristics of poetry.

In discussing the metaphor of drama, Rocky not only reiterated that Jacobson's drama is mainly a metaphorical point of view, pointing out that drama is similar to real life, and because of its poetic, language that emphasizes similarity and difference, it has achieved great success. More emphasis on both the classical drama and the absurd drama of Samuel Beckett is mainly metaphorical because it is recognized as a performance. In other words, "our joy in drama relies on our constant and conscious awareness that we are not real audiences, but an audience of styled real-life models that are said by actors before us. The words that belong to oneself but the invisible playwright are built up.” 3 Movies are very different from drama. The film does not show the gap between performance and reality, and its realistic effect makes it easy for viewers to accept the “real” in the movie footage. In Rocky's view, this kind of fidelity can be interpreted as a function of the characteristics of the film media metonymy. On the basis of Jacobson, Lodge explained:

We move linearly in space and time. Our sensory experience is a continuous adjoining relationship. The basic unit of the film (lens and scene) is composed of the adjacent lines and the same line. This technique makes the experience of one thing after another more exciting. People's hearts and meanings, they are a typical metonymy that runs along the same axis: the close-up of the metaphor replaces the whole part, and the slow-motion sequence delays the continuous natural speed but does not break, making "defamiliarization" The high or low angle of view lens does not deviate from its focused action. [1]

Of course, this does not mean that there is no metaphor in the film. Jacobson believes that the montage in the film is mainly metaphorical. Rocky explained: "Jacobson classifies montages as metaphors, presumably because the juxtaposition of images is based on similarity (or contrast) rather than continuity in time and space." [1]. Although Rocky is extending this part of the in the discussion, it is found that different things can have different interpretations of metonymy or metaphor from different angles [1]. However, it is obvious that he is necessary for the extension of drama and film based on the Jacobson distinction. It can be seen that Rocky's metaphor and metonymy theory has been further expanded and extended through vivid illustrations. Objectively speaking, Jacobson's contribution to linguistics is far greater than his achievements in poetry. Borrowing such a scholar's opinion, is there any credibility? In fact, Jacobson himself has already responded to this question:

If some critics still question the ability of linguists to cover the field of poetics, I personally believe that the lack of ability of some linguists with narrow horizons in poetics is mistaken for the deficiencies of linguistic science itself. However, the princes present here have undoubtedly realized that a linguist has turned a deaf ear to the poetic function of language. A literary researcher is indifferent to linguistic problems and is not familiar with linguistic methods. It is equal to blatantly falling behind the times [10]

Rocky gave the formalist a high degree of evaluation and was fully prepared to apply this theory. He said: "I believe that it is valuable because this dichotomy system can be applied to different data at different universal levels. This is a theory that one side is better than one, and they are not mutually exclusive." Qi found a new way of interpreting text from Jacobson's poetic thought. As Douwe Fokkema and Elrud Ibsch say:

Many of the hypotheses and values of Russian formalism are now more energetic than ever before... In every literary theory of European new schools, almost every genre has been inspired by this “formalism” tradition. They all emphasize the different trends in the Russian formalist tradition and try to describe their interpretation of it as the only correct one [9].

It is an overstatement to describe Rocky's interpretation of Jacobson's metaphor and metonymy theory as "the only correct view," but it is certain that Lodge has received many unprecedented revelations in his contact with Jacobson. Facts have proved that the extension of Rocky not only makes the academic community have a more objective understanding of Jacobson's contribution to poetry, but also that Lodge is inspired by this theory to describe the staging of English novels in the first half of the 20th century. A certain impact. The second section of the "pendulum" theory, if the interpretation of Jacob's metaphor and metonymy theory is a playful discussion on the theory of others, then the "pendulum" theory proposed by Rocky is in a creative discourse inspired by each of Busson has profound connotations.

3. The connotation of the "pendulum" theory

D. H. Lawrence has published such a contempt for literary criticism:

Critics have a sense of reading, and the rational way of this feeling is literary criticism. Criticism will never be a science. This is because, first of all, criticism is too personal. Second, it cares about the values that science has left behind. The touchstone of criticism is emotional and irrational. The measure of a work is how it affects our real and vibrant emotions, not something else. The critics' nonsense about style and form, the classification and analysis of books that seem scientific and analytical like plants are really unwilling and boring proverbs. [13]

Rocky does not agree with D. H. Lawrence's point of view. He has seen that literary criticism in the 20th century is more active than ever before, catalyzing the birth of various theories. In the face of such an era, the role and significance of literary theory and literary criticism should no longer be viewed in the old metrics. However, how to prove that literary criticism can become a science, is its terminology not useless nonsense? Although literary taxonomy will never be as subtle and accurate as botanical taxonomy, Rocky points out that "full reading of any text involves its content and genre, style, time, etc. The relationship is identified and classified [1]. Therefore, he made the necessary analysis and combing the more complicated literary development in the first half of the 20th century.

Looking back from the 1920s to the 1950s, Rocky discovered an interesting literary phenomenon: almost every decade or so, literary creation is different from the previous period, and it swings back and forth between modernism and anti-modernism like a pendulum. In Rocky's view, a similar regular swing has appeared before the 20th century. Before the end of the 18th century, many Western countries, including the United Kingdom, continued the ancient literary tradition and considered "art to imitate life." The development of realist novels in the 19th century has consolidated this tradition. Until the end of the 19th century, writers represented by Oscar Wilde, an anti-tradition, declared that "life imitates art" and emphasized the importance of culture to the construction of real life and became the basic tenet of aestheticism.

The First World War made great changes in the culture, economy, and politics of the entire society, and the tradition was divided. It is in this social context that modernism has emerged and is the true beginning of the theory of Rocky's "pendulum" theory.

One end of the "pendulum" is the modernism that emerged around the 1920s. Modernists oppose the idea of limitation in traditional art and replace it with the artistic concept of independent activity. Walter Haratio Pater opposes traditional standards and attitudes, and his aestheticism has been favored by modernists. Works such as "The Waste Land", "Ulysses", "Mrs. Dalloway" (1925) no longer organize stories in traditional causality or chronological order, and their words and ordinary referential discourses are not Again, the syntax is extremely confusing, the contextual transformation is puzzling, the literal meaning is entangled in the implicit meaning, there is no narration or logical climax, and the works are filled with various suggestive, ambiguous images and symbols. Writers such as James Joyce and Joseph Conrad cite literary patterns, mythological prototypes, images, symbols, etc. in the story, making the story no longer understandable. Rocky summed up the writing characteristics of this period, pointing out that they changed from the common sense pursuit of the experience world to the individual consciousness, or the subconscious, and finally to the collective unconsciousness. [1], thus completely abandoning the traditional narrative structure and skills. However, the creation of the modernist stage is not entirely modern. Rocky has already noticed this, calling it "anti-modernist" and pointed out:

This work continues the tradition opposed by modernism. It believes that traditional realism is still feasible and valuable when appropriate adjustments are made in consideration of changes in human knowledge and the material environment. Anti-modernism does not crave the realm of music, but strives for the realm of history. His prose is not close to poetry, but poetry tends to essay. It regards literature as a kind of realistic communication, which exists before and independent of communication [1].

It can be said that modernism and anti-modernism both exist in modern times. According to Lodge's observation, in the 1930s, the “anti-modernism” trend, which was not in the mainstream, began to take over the position of modernism, and realism was once again welcomed. During this period, the pendulum swinged to the other side. In 1939, Stephen Spender said in a booklet called The New Realism that artists in the 1930s had a tendency to turn to reality because the experimental phase of the form had The proof is fruitless. Anti-modernist works prioritize content. Many young writers of this period gradually separated from the embarrassing language of modernism and wrote easy-to-read, realistic works. They do not value the formal innovation of the work and believe that this has prevented communication activities. Their language is plain and the content is almost everything. In Rocky's view, although this practice is somewhat radical, it can reflect the writing characteristics of this period. He said: In the past ten years, the novels representing writers - Orwell, Isherwood, Green, gradually got rid of the influence of the mythical and poetic prejudice of modernist novels, and renovated traditional novels with the skills learned from the film. As Steven Dedalus said, history is no longer a nightmare that writers try to wake up from, but a career in which he actively participates – the Spanish Civil War offers an opportunity to follow. The creations of the 1930s tend to imitate historical discourses - autobiography, eyewitness, travel journals: "A War Travel", "Letter from Iceland", "The Road to Wigan Pier", "Travel without Maps" "Autumn Diary", "Berlin Diary" are some typical titles [1]. Auden W. H., Isherwood, Day Lewis and others criticized the cultural ideas of the previous generation of modernist writers and believed that they did not communicate successfully with the public.

In the 1930s, the trend of thought was replaced by a wave of return to modernism in the 1940s. Rocky pointed out: "After the Second World War, the pendulum once again turned back towards modernism. Although not very thorough, it reached a level that was clearly detectable" [14]. Some writers followed the literary tradition of the 1920s and regained the "experimental" writing technique is developed in the direction of modernism, symbolism, incomprehensible, and metaphorical, and the pendulum of the literary style is once again reflected in a visible degree. Among them, the most representative person is Charles Morgan, whose work "The Empty Room" (1941) is a typical masterpiece. Mervyn Peake used a lot of illusions that former writer Christopher Isherwood thought it should be removed from their work. There is also a clear renaissance in poetry and drama, mainly in the works of T. S. Eliot and Christopher Fry. Perhaps the most obvious area of the pendulum movement is in the field of poetry. Lodge pointed out that the poems of T. S. Eliot and William Butler Yeats survived the counterattacks of them in the 1930s. Dylan

Thomas, a popular young poet at the time, also clearly continued the tradition of modern poetry in his poems. Lodge thought he was a writer who could be called a “metaphor”.
By the mid-1950s, the British literary scene was more complicated. Rocky pointed out that a new generation of writers began to put pressure on the other end of the pendulum and listed many representative figures of the period: Kingsley Amis, Philip Larkin, John Wain, John Osborne, Donal Davie, DJ Enright, Alan Sillitoe, Thom Gunn, etc. In addition, there are some famous writers of the 1950s who have the same goals as these writers and have made positive contributions to the 1950s: William Cooper, CP Snow and his wife. Pamela Hansford Johnson, Colin McInnes, Angus Wilson, John Braine, etc.
Lodge pointed out that writers in the 1950s suspected and often showed obvious hostility towards the modernist movement, and certainly could not try "experimental" writing. Dylan Thomas sums up everything they hate:
The rhetoric, metaphysical self-indulgence, self-indulgence of romanticism, and the mandatory metaphor are the claims of their claims.
The writers of the 1950s were empiricists. Under the influence of logical positivism and "general language philosophy," their purpose was to present their insights into the world in a clear and sincere manner. In terms of skill, these novelists like to use the realism of the 1930s, although it is not obvious.
Their originality is mainly reflected in the tone, attitude and theme, reflecting the changes in British culture and society caused by the unrest in the Second World War. The poet expresses the perception of the world with boring verses. Rocky gives the following summary:
“In short, they are anti-modernists, easy-to-read, realistic, and belong to the metaphorical side of the bipolar classification.” [1].
According to Rocky's combing and analysis, we can summarize the literary trends of the first half of the 20th century in the United Kingdom:
The 1920s was a period of modernism. In the 1930s, writers who opposed the use of modernist ambiguous language and incomprehensible rhetoric were dominant, namely "anti-modernism" in the sense of Lodge. In the 1940s, especially after World War II, some writers regained the legacy of modernism, and their writing techniques clearly converge to modernism. The most complicated in the 1950s, writers represented by Amis apparently abandoned modernist writing techniques, and they expressed their generation's thoughts in plain language. The "angry youth" in the novel and "The Movement" in poetry became the mainstream. It can be seen that this change is like the regular swing of the pendulum, which is the famous "pendulum" theory of Luo Qi.

3.1 The cause of the "pendulum" phenomenon

Rocky's "pendulum" theory undoubtedly promotes our understanding of the trend of British literature in the first half of the 20th century, and has a positive driving significance for academic research. However, why is this regular change happening? Judging from the external environment, the shock and disorder brought about by World War I and World War II, and the totalitarianism that emerged in the 1930s will undoubtedly lead to many social changes including literature. However, perhaps we should explain the cause of this phenomenon from the perspective of poetry, just like Rocky.
In the view of the Russian formalist Victor Shklovsky, when a thing can become very familiar, it will no longer attract people's attention, so it cannot attract people's interest and attention, he pointed out : Habits have swallowed up objects, clothes, furniture, wives and fears of war... The reason why art exists is to restore people's feelings about life, to make people feel things, to make stones a stone. The purpose of art is to make people feel things, not to know things.
The art approach is to make the object "unfamiliar" and make the form difficult to increase the difficulty and length of time [15].
According to Russian formalism "defamiliarization" theory, Lodge has an understanding of the "pendulum" phenomenon: when a new writing mode becomes a habit, in the habitual process of automation, people lose the right their feelings. New things need to be presented in a new and peculiar way, and reappearing to arouse people's keen sense of life. After a certain period of development, the experimental writing techniques of the 1920s will no longer bring new ideas. The new concept of literature replaces the old idea. The literary change of writing in the 1930s made literature appear as a "new" face. Although this "new" is not complete and thorough, At least people have reawakened their interest and sensitivity to literature. In addition, we can follow the idea of Lodge and explain the cause of the pendulum

phenomenon with the "foreground" theory of the Prague school prevailing in the 1930s. According to this theory, “foregrounding is the opposite of automation, that is, the automation of a behavior; the more automation a behavior, the less consciously it is executed; the more foregrounded, the more conscious Behavior.” [16] Foregrounding depends not only on automation, but also on its corresponding “background”. Lodge said, "In the discourse, anything that is of concern to itself and no longer just as a communication tool is foregrounded.... Use of language in a customary and predictable way does not attract attention. ." [1]

According to these two theories, we can say that the modernist works in the 1920s were foregrounded, and the background was the realist literary tradition; in the 1930s, the "literary tradition" of the 1920s became the background of the new literature. In this process, the original foregrounding things will become the background of the later things, and the new things that appear again will continue to make the original foregrounding things become a new background, so reciprocating. Rocky's interpretation of TS Eliot's poetry, the analysis of George Orwell, Oscar Wilde's short stories, etc., not only let us see the value of this theory from specific phenomena, but also Let us feel that the trend of dominating the development of literary criticism also has a transformation of "foreground" and "background". The development of literature is constantly innovating, which is an inherent law. As a critic, Rocky found in the process of the "new" and "old" traditions, the "foreground" and the "background" overlap, that the 20th century English literature has different periods in different periods, but does not agree there is a split relationship between them.

He said, "We have not seen the complete separation between the modernist text and the realist text. We have also seen a pendulum swing from one end of the possible continuum to the other, a swing through the history of literature. "[17]" This paragraph shows the two points that Lodge has emphasized. On the one hand, what he calls "swing" is based on the mainstream direction of literature. He does not rule out that different literary types are implicit in each literary tributary. Therefore, "modernist text" and "realistic text" are Cannot be completely split. On the other hand, "the swing through the history of literature" is not an exaggeration. The previous article has mentioned the swing of “art mimicry life” and “life imitation art”. When talking about imitation and narrative in the 1980s and 1990s, Rocky pointed out that “imitation and narrative are just like metaphor and metonymy. Basically, at a certain level, it is a form of expression that encompasses all categories. By rating one more dominant than the other, the type of text can be established [17]. It can be seen that in the Rocky, the "pendulum" movement runs through.

3.2 Criticism Practice of Applying the "Two Poles" Theory

Rocky's "pendulum" theory undoubtedly gives us a good insight into the direction and dynamics of British literature in the first half of the 20th century. According to Jacobson's metaphor and metonymy "two poles" theory, Rocky's interpretation of works from different periods has produced unexpected results. He not only verified the possibility that metaphor and metonymy can be applied to more problems - "the difference between period, genre and movement in literature". [1], "Exploring the development of a writer through all the works of the writer." [1] In contrast, he interprets the works of modernist writers represented by James Joyce, anti-modernist writers represented by Philippe Larkin and postmodernist writers represented by Samuel Beckett. It is particularly thorough and profound, and there is no lack of insight.

4. Analysis of the works of modernist writers

Although James Joyce is a modernist writer, Lodge pointed out that his creative process is development and change. From Dubliners (1914), which depicts the epitome of people in the Irish capital, to the metaphorical "Portraits of Young Artists", to the Ulysses with mythology as a template, and finally to the use of puns. Fennegans Wake (1939), Rocky analyzed the evolution of Joyce's work, the process of transition from metaphor to metaphor.

Lodge pointed out that "Dublin" is a metaphorical title, suggesting that this is a story about the life of the Irish capital. From the headline alone, this novel will be combined with the traditional realist novel David Copperfield (1849-1850), Barchester Towers (1857). The Spring of Mead Town (Middlemarch, 1871—1872) is equated. However, in reading, you will find that this collection of short stories is not the same as traditional realist novels. In the story of Joyce, there is no coherence, legibility, logic and credibility of traditional realist novels. Rocky uses the first story "The Sisters" (1914) as an example to illustrate the elements of modernism here. The topic revealed that this should be a story about sisters, but in essence it describes their younger brother more. During the reading process, the reader needs to constantly correct the previous predictions. I don't know what the story is about, and I am more uncertain about what the story will reveal. They expect the climax at the end of the story to be replaced by “anti-climax,” which will surprise them and wonder if the story remains. Rocky pointed out: "The climax of "Dublin" is usually disappointing according to the standards of classic easy-to-read texts." [1] Therefore, only two or three articles such as "Sisters" were published at the time.

In addition, Rocky also analyzed the characteristics of Dubliners through a comparative sentence form. Lodge emphasized that in traditional novels such as Emma (1815), "characters generally say complete sentences, and any deviation from this norm is foregrounded." In Sisters, “not only is a character interrupted, it is very common in all adult roles. So it can be said that this is a basic feature of the story, it is traditionally standard (by Jane Austen and Dickens, etc. The tradition of representation is foregrounded.” [1] Unlike the language used by adult characters, the underage narrators in Sisters use complete sentences. In a certain sense, this also constitutes the background of the interruption of the discourse of adult characters. Rocky pointed out: "This is the strategy that wants to move from a naturalistic novel to a symbolist early modernist writer." [1].

Joyce's 15 novels portray a variety of Dubliner life scenes: crowded markets, drizzled streets, dazzling bars and more. Obviously, “the early works of “Dublin” were influenced to a large extent by realist masters such as Ibsen, Maupassant and Chekhov.” [18] Therefore, although Joyce’s subversion and innovation of tradition at this time It has been widely expressed in the form of speech, but "the similarity of metaphor is still attached to the adjoining of metonymy..." stories such as "Sisters" are more likely to be regarded as a synopsis of life or a part of life, rather than subtle. Symbolism works that are intertwined with each other." [1]

On this basis, Rocky continued to advance the analysis. He believes that if the "Dublin" has a certain degree of realism, the "Portrait of Young Artists" can be said to be completely modernist. The protagonist Stephen's surname Didales is symbolic - an artisan in mythology. Although Joyce's narrative is linear, there are obviously some narrative leaks, and the author does not add these missing information. There is a more poetic language in the novel: "Her breasts are as soft and delicate as a seabird, slim and soft like the chest of a pigeon with dark feathers. But her pale yellow hair but full of daughter is ness: her face is also with a little girl, but it is dotted with amazing human beauty.”[1] Lodge said: “The similarity of metaphor at this moment is prioritized to some extent, exceeding The adjoining rule of realism metonymy." [1]

In "Finnegan's Watching the Night", Rocky found that Joyce's works emphasize the similarity. There are a lot of metaphors, hints, puns, illusions, etc. in the novel, psychologically, subjectively, structurally, and literary. It is reflected. He said: "In Finnegan's Watching the Night, Joyce reached the logical end of artistic development, and the similarity was almost completely controlled." [1] First, Rocky pointed out that the pun in the novel emphasizes similarity. The rhetoric of usage is abundant in the novel. The “Finnegans” in the title has the meaning of “fine again”, and does not rule out the meaning of “finish again”; (Wake) Another meaning is "wake up"; the falsified text "cropse" in the novel contains the meaning of crop, corpse, regeneration (plant brings life to people). In addition, Lodge pointed out that the grammar used to form sentences in Finnegan's Watchful Night is mostly incomplete and even almost ignored. Although sometimes the sentence is short, there are very few narratives from beginning to end, sometimes there is a lack of middle or end, and sometimes the last sentence is connected to the first sentence, so that the reader can't figure it out. Semantically, text lacks coordination and continuity. Readers often rely on suspense, assumptions, etc. for the plot of the future, in "Finnegen's Watching the Night" also does not help, the characters are unstable and often deformed, or replace each other, the action has no past, present, no future, all The time is at the same time the current factors, and the resulting result is a systematic deconstruction of the realist foundation of the novel in the orthodox historical consciousness.

Through Rocky's analysis, we can describe the above three works as follows: Joyce's creation has experienced a creative process from a realistic factor to a de-realistic factor to a deconstructive realism system. That is, in the sense of Jacobson, the emphasis is on metonymy, the metaphor is superior, and all are metaphorical creations.

Of course, Rocky did not ignore the important work of Ulysses. This work between "Dublin" and "Finnegan's Watching the Night" is particularly unique in the use of Jacobson's metaphor and metonymy theory.

Rocky still starts with the title and analyzes it. The title of Ulysses is clearly metaphorical, and the structure that Joyce borrowed from Homer's epic Odyssey has a parallel analogy between modern society and ancient society: Bloom and Ord. The correspondence between Hughes, Stephen and Telemacos, Molly and Penelope, modern Dublin, the Mediterranean, and ancient society constitutes a metaphor in structure. The Homer-style parallelity certainly exists from the very beginning, but Lodge emphasizes that each episode of the story has its main theme - its special art, color, organs, signs, 'techniques' and other metaphorical events. It inserts many events in discourse based on similarity, strengthens the encyclopedic theme in Ulysses, and is no longer a personal experience in realist novels. Therefore, Joyce did not confine himself or slavery to imitate Homer's template. Only some of the material in the story is related to Homer. A lot of material comes from Joyce's own observation and life experience. The name of the store, the street, etc. are all real. If you ignore the title, you can use the first chapter of Ulysses as a psychological realist novel. As the novel progresses, more and more imitations and splicing culminate in the two chapters of "The Sun God's Cow" and "Kirgi". Rocky said: "Joyce can use these metaphorical imaginations because the basis of the metonymy of his works is very solid; in the last chapter, he returns to that foundation. In Ulysses, turn The metaphor pattern was changed and enriched, but it was not covered by metaphorical patterns (as in Finnegan's Watching the Night).[1]

There are countless studies on Ulysses from the perspective of stream of consciousness, but Lodge believes that they do not distinguish between the protagonist's differences in consciousness, and he feels that it is necessary to further analyze it. In the view of Rocky, the difference in consciousness of the character can be examined by changing the proximity of the discourse metaphor and the metonymy "two poles". He analyzed the consciousness of Molly, the wife of Stephen, Bloom and Bloom. Stephen's consciousness is mainly metaphorical. He often turns what he sees into an image or a concept. There is a similarity relationship here. Therefore, Rocky emphasized that "Proton" is the most "difficult" in the first three chapters. Bloom's consciousness is mainly metonymy, and readers often know what he is doing, where he is and where he is.

There is a direct connection between what he thinks and what he does. When his consciousness is good for doing things, his association still keeps in touch from continuity rather than similarity. Contrary to Stephen, Lodge pointed out that Molly rarely links different things metaphorically. Even if it is, it is not her creation, but from the custom. She has no imagination, a pragmatic pragmatist. Molly's consciousness is more "metaphoric" than his husband. Molly often asked Bloom to explain some words but was dissatisfied with the answer. Because they refer to the meaning of the language system, not the meaning in life. Under the analysis of Rocky, we have a deeper understanding of Ulysses, fully recognizing the rationality of Rocky's assertion: "Therefore, Ulysses will be a realism and creation myth. The two completely different, (theoretically) opposite writing principles are combined.... Then, Ulysses is a realist or figurative novel (about Bloom, Stephen and Molly) There is a mythical or metaphorical structure." It can be said that Rocky's analysis makes up for the shortcomings of the previous stream of consciousness analysis. On the one hand, Rocky's analysis of the flow of consciousness makes us understand the changes in Joyce's creation, the richness of Joyce's works, and the unique charm of Joyce's works. On the other hand, the Lodge can be flexible. The use of Jacobson's poetics not only makes us feel that Jacobson's poetics is not rigid, but also makes us feel that Rocky's criticism is worth learning. His flexible way of thinking and the powerful ability to deal with text undoubtedly proved his incisive assertion: "Since the history of orthodox literature shows us that modernist novels oppose 19th-century realism in one way or another, and are subject to symbolic poetry and poetry. Learning profound influence, we should be able to find that it tends to be a pole of metaphor in Jacobson's division. [1] In the "Language of the Novel", insist on the need to use the realist text as the object of research, in the encounter with Jacob After Busson's metaphor and metonymy theory, the analysis of works such as Ulysses was also successful. Perhaps it is because of his concentration in the "Language of the Novel" that he concentrated on realist novels and only paid more attention to modernist texts in the 1970s. This change is not only an improvement in the cognitive level, but also a manifestation of criticism of the sublimation of ideas.

5. Conclusion

In the course of more than 30 years of perseverance, Lodge has been involved in the literary theory of important literature in the second half of the 20th century. In the 1960s, Rocky took the first step in his journey of criticism. He actively absorbed and applied the new critical theory, and laid the literary literacy based on "reciting" in the future. After touching Jacobson's metaphor and metonymy theory, Rocky saw the "two poles" theory in the novel criticism and tried it. After the advent of structuralism, Rocky was particularly interested in structuralism narratology, and his attempt to apply this theory led him to reflect on the new critical theory. The understanding and application of Bakhtin's poetics makes Lodge's literary criticism more flexible. He boldly tried this theory and achieved gratifying results. The book represented by the "Art of Fiction" published in the 1990s is a gift from Lodge to the academic community and the general public. It is the crystallization of his criticism. In his combing of the relationship between literary criticism and literary creation, he neither discusses the value of literary criticism in an abstract way, nor does he talk about how important writing skills are.

From the initial recognition of new criticism, to the attempt of Jacobson's metaphor and metonymy theory, to parallel with structuralism, and finally to the use of Bakhtin's poetics, Lodge's critical thinking has been continuously improved and sublimated. His unique understanding and analysis of the art of the novel makes the poetics of the novel no longer so obscure. Through superb interpretation and critical practice, he can make literary works have another living space. Rocky combines his own literary creation practice, through interpreting works, summarizing creative experience, summarizing the rules of creation, refining the basic principles, realizing the communication between theory and practice, avoiding the research methods from theory to theory, or ignoring literary practice. Undoubtedly, Rocky's various contributions to novel criticism have made his academic achievements more recognized by scholars, and he has received due respect and honor in the literary world. Therefore, the critics won the praise of the famous scholar Bruce Martin: Rocky is more important than "the people who have been highly regarded and highly successful in the critics in recent decades". Finally, literary criticism should be combined with literary practice, literary theory, and literary history. These "implicit" knowledge in various critical works has become a prerequisite for his success. Practice has shown that literary criticism and literary creation are mutually reinforcing and developing together. Literary criticism can be more widely disseminated through creative practice, and literary creation can enrich itself by integrating literary criticism. It can be seen that the success of Rocky is not only in his wisdom and talent, but also in his hard work.

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Dehumanization in the Materialistic World as Exemplified in Saul Bellow's "Seize the Day"

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Abstract
Saul Bellow (1915-2005) is a Jewish Canadian-American citizen. He is a prominent American novelist and the winner of the 1976 Nobel Prize for literature and the National Medal of Art. He is the only novelist to win the National Book Award for Fiction three times. He narrated different novels such as: Dangling Man 1944, The Victim 1947, The Adventures of Augie March 1953, Henderson the Rain King 1959, Herzog 1964, Seize the Day 1965, Ravelstein 2000, and others. He is well-known as a critic of the values of American society after the Second World War.
The present paper concerns "Seize the Day" (1956). The paper aims at showing to which extent the materialism affects the familial and social relationships. In other words, to show the negative effect of materialism that yields dehumanization relationships in two important dimensions; the familial ties and social relationships. To achieve this aim, the study reviews the maltreatment between the father and son, husband and wife, and the individual and his friend.
Keywords: Tommy, struggle, money, power, insensitive.

1- Introduction

After the two world wars, the Americans were frightened and started concerning about their future. In fact, the disasters and catastrophes resulted from the two world wars made the Americans rethink of their future life. Consequently, different values consciously emerged and others disappeared. One of these values was materialism which was the most effective one that led to creat materialistic treatments among Americans rather than humanitarian. In fact, the materialistic issue is considered a main possibility of getting power in the materialistic world of America.
Auburn (2011:1) confirms that materialism is an evident phenomenon in American culture. He adds that materialism for Americans means obtaining, maintaining, and protecting the material things. This thinking is negatively reflected in the sense of building social and familial relations. He adds that the Americans believe that wealth and possession are the fruits of their hard work and a reward for their hard efforts. Again, this sense negatively affected the sense of developing and enjoying social relations.
Taylor (2012:1) on his side, states that "materialism would be more forgivable if there was evidence that material goods and wealth do lead to happiness. But all the evidence fails to show this". This statement may indicate that materialism made Americans veer from humanism towards de-humanism in dealing with each other. In other words, the modern American society is stamped by a mark (namely materialism) that negatively affected all the aspects of life including the relations among the society members and family members as well.
However, this social variable has been widely criticized as the main cause of social diseases. Dehumanizing was one of these social diseases that affected different aspects of American society especially in terms of human relations in general and among family members in particular.
In this sense, in America, the materialistic concept came to be a reason for breaking up the human relations and building up dehumanized relations instead.
The present paper is devoted to highlight the negative effect of materialism in creating dehumanized relationships of the American in terms of social and familial.

2- Review Consensus

In his "Seize the Day", Bellow confirms the bad effect of materialism on the Americans life. He shows that the life of Post-War in American society is a matter of existence and there is no place for parenthood, brotherhood, friendship, love, dreams, and even hopes but only disappointment, detachment and lack of identity.
Bellow tackles an important social value in America after the 1950s which is resulted from materialism. It is the dehumanization which is embodied in terms of dishonest, greedy, avaricious, and fear feelings of the future. Bellow shows the impact of this value on the American's familial and social relations. He shows

how the materialistic concept humiliates the individuals and dismembers the family texture. He presents an American family in which each member struggles to get money exceeding the boundaries and obligations of family, brotherhood, and humanity.

The events of the novel happened on the West Side of New York City, America. Wilky Adler (the central character in the novel) is shown as both inspired and burdened. At the age of 20, he changed his name from Wilky to Tommy Wilhelm (henceforth Tommy) to escape his reality.

Gloriana Hotel is the place where Tommy dwells for a short time. It is the same hotel where Dr. Adler (his father) lives as a renter for several years ago. Tommy, now, is a forty-four-year old. He is a protagonist against materialism. He is disqualified from college. He has a bad relationship with his father. He went to California against his parent's desire. He has married from Margaret and has two kids. He is separated from his wife who refuses to give him the consent of divorce. She is constantly asking for money. Due to Tommy's perspective, she is insensitive, annoying, impassionate, and unsympathetic.

Tommy practiced different unsuccessful jobs like: an actor in Hollywood, a hospital orderly, a digger of spillways, a seller of toys, and a hotel laborer in Cuba and ended up as a salesman. He is threatened with losing his last job. He has given the last cash (seven hundred dollars) he owns to Dr. Tamkin the psychologist. In fact, Dr. Tamkin is a fraudulent and deceitful man. Tommy gave him his last cash to invest it in a venture in the market. In the middle of this mess, Tommy loves another woman named Olive. Olive is a Christian, small and pretty woman.

He worked with her at the Rojax Company from which he was fired. He truly loves her and constantly thinks of her but he cannot marry her because he cannot get a divorce from his wife.

Tommy hopes to get back to his family exceeding the materialistic boundaries. In fact, he came to this hotel with a hope of getting an emotional and financial assistance from his father.

Dr. Adler is Tommy's father. He is a Jewish and a believer in the idea of self-made. He worked diligence during his life to get a considerable social rank, thus he refuses to carry his sons on his back. He is rough, strict and harsh with his children.

Again dehumanizingly, the father considers Tommy a failure and backslider. He presents no financial assistance to him and shows no emotional support or any other kind of assistance. In fact, at least from Tommy's perspective, Dr. Adler represents the main villain challenge who is constantly blamed. He thinks only of money and he acts only to gather wealth. He treats Tommy and his sister in a cruel and unsympathetic way.

Catherine is Tommy's sister who has a Bachelor of Science and with a talent for painting. Once again dehumanizingly, Dr. Adler does not believe that she owns any talent thus he presents her no financial assistance to help her to rent a gallery space to display her paintings.

In fact, this treatment is a kind of dehumanization. Adler is really affected by the nature of American life after the two world wars in terms of wealth, technology and socially. This complicated life motivates him to believe in power. For him, money is power.

However, in his novel, Bellow presents Tommy as a muddled character that is affected by the dehumanizing handling. He does not know who he is. He is even unable to understand himself. He worked as an actor and learned to play many roles and to wear different kinds of masks to manage his life. In his real life, Adler's son is one of the roles he is obliged to play.

It is the most difficult role for him to ignore or escape. He has to deal with his father who sees him a "failure". He is the introvert person who struggles to be extroverted. He is sensitive and sometimes feels femininity.

He is always blamed, upbraided, and insulted by his father because of having a suspected relationship with a man he works with him.

The novel pictures Tommy lives a very messy life. He swings between being a victim and a cheated stupid child. He often imagines himself surrounded by water and is drowned. He constantly accuses his father, his family, his wife, the circumstances and especially Dr. Tamkin who constantly advises him and plans his behaviors.

Dr. Tamkin, the psychologist, is Tommy's friend. He resides in the same hotel where Dr. Adler and Tommy reside. He is a fraudulent and questionable person. He constantly gives Tommy psychological advices. He pretends that he is talented and knows everything. At a time, he pretends that he is a poet. Another time he claims that he is a healer. Once he says that he is a member of the Purple Gang. Another time he says that he is ahead of a medical clinic. Once he says that he is the assistant to the inventor of a great ship. Even he says that he is a consultant in a technical company of TV, etc. Most people who know him distrust him. However, for Tommy, Dr. Tamkin (whether honest or not) is an ideal and perfect person. In fact, he considers Tamkin as a surrogate father. For Tommy, he represents the symbol of the skillful and smart person who can capture any opportunity for gain. He trusts him to the degree that he gives him the last seven hundred dollars he owns on a base of investment.

Dr. Tamkin and Tommy continue going forth and back from the market where they invested the money. The context of the novel shows that Tommy (according to a trick by Tamkin) loses his money in the market. Another disaster Tommy gets is that Dr. Tamkin disappears from the hotel.

When the novel goes towards the end, the disaster is duplicated. Once again dehumanizingly, he is totally disappointed during the final encounter with his father. Tommy stands ahead to his naked father in the massage room in the hotel. He asks his father for financial assistance. The father foully upbraids his son and refuses to help him. Afterward, Tommy enters a crazy telephonic conversation with his wife. Soon the conversation turns out to be a fight in which he complains by saying that he is suffocating and wants to breathe air. Finally, with full anger, he leaves the hotel taking the way where he thinks that he will see Dr. Tamkin. Nearby he sees him at a funeral. He calls him but Dr. Tamkin dehumanizingly ignores him.

Suddenly he finds himself in the middle of a crowd. The crowd rushes into a temple in which the funeral is placed. Tommy finds himself stands in front of a dead man. Though Tommy does not know this strange dead man, he finds himself on a storm of crying and unable to prevent himself from weeping loudly and heartedly. The crowd wonders about this man and what kind of relation may combine between him and the dead man. For Tommy, the dead man is a stranger but he, however, is happy with his unconscious tears.

3- Dehumanization

In the materialistic world of Soul Bellow's "Seize the Day", it seems that Tommy who advocates humanity is not able to coexist with the materialistic commitments his father and family want him to involve. It seems that he seeks an illusionary world in a capitalist society in which the desire for money and owning wealth are the main criteria. These criteria contribute to shredding the social and family texture. Cronin and Alan (2009:270) argue that in his novel, Bellow shows how these criteria negatively affected the human relations of American society and families. He presents Tommy as an example to show how wealth and lack of money affect man's life and family relationships in terms of parental, fraternal, and marital. Tommy describes the dehumanized world as beasts ride on him with hoofs and claws tearing him into pieces, and break his bone *(Seize the Day:105).*

In his novel, Bellow describes the modern American society after the Second World War focusing on nothing but money, while the humanity standards are neglected. The following quotation shows the Americans perspective toward money:

"*Uch! How they love money, thought Wilhelm. They adore money! Holy money! Beautiful money! It was getting so that people were feeble-minded about everything except money*".
(Seize the Day:9).

This quotation shows Tommy's perspective about the modern American society. The quotation shows Tommy's contempt towards money and wealth. It also indicates the important role of money in the American society. The quotation also points to the nugatory attitude of Tommy towards the Americans in loving money especially his father.

Though Tommy criticizes people who think of money, he himself worries and anxious about the cash he invested to gain interest. Furthermore, the novel shows that Tommy cannot push off the money away or stop thinking about it as long as he lives in the consumerist society. Moreover, as the novel progresses, Bellows shows that Tommy has to separate himself from his father Dr. Adler and surrogate father Dr. Tamkin and to abandon from different rules, ideas, and thoughts to be himself.

For Tommy, separation and abandon from everything to be one's self in a society that works according to the roles of materialistic concept, means much more dehumanization.

In this sense, Tommy lives in a struggle as a son of a benefactor and undependable father. He thinks that he cannot depend on him to solve his problems. The following quotation expresses the attitude of Tommy towards his father and the nature of the father:

"Dad was never a pal to me when I was young, he reflected. He was at the office or the hospital or lecturing. He expected me to look out for myself and never gave me much thought". (Seize the Day:11).

From Tommy's perspective, it is clear that Adler does not succeed as a sensitive father or even a friend to his son but is a materialistic man who is out of humanity feelings or fatherly emotions. He does not think about his son, does not help him, does not support him and even does not advise him. For Tommy, it is dehumanizing status.

Morally, the father is a person who is responsible for the fail or success of his son. When Tommy tells his father about the need for financial support, he finds no parental reaction despite that his father owns a considerable fortune and it cost him nothing when he helps his son.

In "Seize the Day", Bellow shows how Tommy is constantly blaming his father because he deprives Tommy from any affection and support. Once he said,

"When I suffer you aren't even sorry. That's
because you have no affection for me, and
you don't want any part of me". (Seize the Day:11).

Conversely, Rovit (2013:438) argues that Dr. Adler upbraids Tommy for his unrealistic attitude toward life. He does not satisfy the nature of his son. He constantly blames his son for his shameful appearance. Once he said, "what a dirty devil this son…why cannot he try to sweeten his appearance a little"*(Seize the Day:42).* This attitude shows that Dr. Adler prefers materialistic interests to his son.

In one of his objection to his father's materialistic treatment, Tommy soliloquies himself saying that "it is Dad… who is the salesman. He is selling me". For Tommy, this is a dehumanizing attitude. In another occasion, Tommy addresses his father by saying:

"if I had money you wouldn't. By God, you have to admit it. The money makes the difference. Then we would be a fine father and son, if I was a credit to you--so you could boast and brag about me all over the hotel. But I'm not the right type of son. I'm too old, I'm too old and too unlucky". (Seize the Day:56).

This attitude and others represent constant dehumanizing statuses that make Tommy apart from his father. It may be said that it is a normal result when materialistic treatments take the prior rank over fatherhood treatments.

Bellow shows that Tommy is unable to think materialistically like others (especially his father) though he lives in a materialistic world and with materialistic father. The notion of being rich and estimated person by the society, his family, and especially his father motivates Tommy to think and rethink of money and wealth. This is not a reflection of his interest, but to keep himself in the texture of the family and to achieve the willing of his father and then to win his father's love and respect. Conversely, Dr. Adler accepts Tommy as his son only if he lives in wealth and rejects him if he loses the money.

Jefchak (1974:297) confirms this idea. He explains how money and wealth negatively affected the father-son relationship. He argues that money plays a crucial role in identifying the nature of this relation. Dr. Adler is of a financial success; his son is in a tedious debt and is jobless. His son needs financial help as money provides a strength in terms of social and familial fiber.

Tommy always yearns for belonging to his father and his family and to live as a son. Relatively, Wu (2016:437) argues that Dr. Adler is so stingy not only with money, by which he can solve the problems of his son and helps him to be out of his financial collapse, but with a sympathetic word, which can meet his yearning for being 'any part' of him. For Tommy, living in a materialistic world, means to be rich. For his father, this is the only feature that pleases him to accept Tommy to live with him and to access his monetary world.

The worst thing Tommy gets is the loss of his nature when he decides to join the world of materialism. This decision duplicated his problem. He became isolated and more away from his family than before.

To escape from his father's dehumanization, Tommy finds a refuge with Tamkin. A Soliloquy about his father, Tommy murmurs:

" Affable! His own son, his one, and only son could not speak his mind or ease his heart to him. I wouldn't turn to Tamkin … Tamkin sympathizes with me and tries to give me a hand, whereas Dad doesn't want to be disturbed". (Seize the Day:4).

This quotation expresses the ingratitude of Tommy towards his father and justifies his refuge to Tamkin. For Tommy, it is another dehumanizing situation. Also, this quotation reviles that Tommy believes that Dr. Adler is not a good father because he deals only with financial issues. He even makes no balance between his desire of getting wealth and his care to his family and son. In fact, Tommy thinks that Adler is a selfish father and money is all his interest. Therefore, he shows no reaction towards the needs of Tommy to solve his financial problems. Not only this, he even does not treat him in terms of fatherhood.

Hoque (2016:252) comments that "Dr. Adler always turns deaf ear to the earnest supplications for help". This is why Tommy resorted to Tamkin. In fact, Dr. Tamkin becomes the closest friend to Tommy and the most trusted friend if not the only one. He even considered Tamkin as his spiritual father form who may get sympathy and incorporeal support instead of this real father.

The progression of the novel shows that the closest friend exploits the goodness of Tommy (his friend) and deceives him by taking his last cash pretending that he invests it in the market.

As a part of his deceptive style, Dr. Tamkin (as a psychologist) presents Tommy big ears listening to his problems enabling him to overcome all his troubles. He presents Tommy every support he needs to raise the level of confidence.

Tommy involves himself in a business dilemma with Dr. Tamkin so that he can solve his financial problems and to fulfill his wife's and children's needs and to pay the debts he owes and the most important thing is to please his father.

A big shock Tommy gets when Tamkin disappoints him. Tamkin eliminates Tommy's dreams just for the sake of materialistic interests. Tamkin destroys the concept of fatherhood and friendship when he cheats Tommy with his last cash disregarding the values and morals that give humans respect. Eichelberger (1999:118) in this sense argues that Tommy loses the meaning of humanitirian values and replaced by the lack of confidence and dehumanized values in a world concerned only with materialistic concepts.

Also, in his "Seize the Day" Bellow shows that wealth and money in the materialistic world replace love, passion, and emotion. Furthermore, they represent position, happiness, and success. In fact, it represents life itself. It may be said that love, passion, and emotion which are the main concepts of humanity have nothing to do in the materialistic world.

Pradhan (2006:4) argues that Bellow criticizes the effect of materialism on the marital relationships through the character of Margaret. Margaret is Tommy's wife. She is a mother of two children. She is interested in materialistic objects more than anything even than her husband and her kids. She is a nagging woman and represents agony and torture. For Tommy, she is a greedy, selfish and money-worshiper. By this nature, she creates a large gap with her husband who has a contrasting nature. Because of these properties, Tommy is unwilling to maintain the marital relation.

Conversely, Margaret is strongly willing to keep her marital relation not because of love, but because of money. This is why Margret refuses to give Tommy the divorce. In doing so, for Margaret, money is the only link that connects her with Tommy. She considers Tommy a machine of money not a human being. Eichelberger (1999:119) argues that Margaret presents Tommy no interest. Her interest lies only in what he can pay for her. For Tommy, this is another criterion of dehumanizing.

Such a behavior makes Margaret away from being a woman with passions and emotions. Her greed gives her the animalistic feature rather than humanity. Such dealing is one of Tommy's main causes that influence his relationship with his wife.

Her love for money extinguishes both the feelings of wifehood and motherhood. As a wife, she has to be the first person who supports her husband and aids him to solve his social and financial problems. As a mother, she has to be the first person to maintain an integration of her family.

In this sense, Tommy lives a duplicated problem. He lives between two materialistic tenses in which money is the ambition. They are the tense of his father and the tense of his wife.

Bellow succeeded in presenting unsuccessful familial relationships in such a materialistic world. He presents three characters that are so close to each other (father, son, and wife). Two of them are characterized by the same nature (father and wife), while the third (son) is so different from them. Just like Dr. Adler, Margaret is so crude in dealing with her husband. She does not understand the personality of her husband which is built on the humanity. Bellow makes the struggle of Tommy very clear when Tommy says:

"I just couldn't live with Margaret. I wanted to stick it out, but I was getting very sick. She was one way and I was another. She wouldn't be like me, so I tried to be like her, and I couldn't do it" (Seize the Day:51).

However, day after day, their relation takes the problematically feature reaching to its climax when Tommy describes himself as a slave to his wife. He says that "from the time I met her I've been a slave… A husband like me is a slave, with an iron collar".

This quotation explains the deep dilemma in which Tommy involves. He cannot get rid of her, cannot get the divorce, she cannot understand him, she cannot change her nature, she does not support him, she feels with no sympathy with him, she gives no care even to her children and she cares only for money.

Tommy accuses Margaret of being a murderer by her materialistic temper. He complains that he is suffocated from her as a money worshipper. She nonstop asks about money that makes him unable to manage his life with her.

Once, Tommy complains of Margaret's maltreatment. He addresses his father by saying that he prefers death to his wife. He claims that:

"she hates me. I feel that she's strangling me. I can't catch my breath. She has just fixed herself on me to kill me. She can do it long distance. One of these days I'll be struck down by suffocation or apoplexy because of her. I just can't catch my breath".
(Seize the Day:48).

It is clear from this quotation that Tommy is so uncomfortable with his wife and cannot bear her anymore. For Tommy, this is another great issue of dehumanization.

In so, the materialistic temper of Margaret is the main cause of shredding the familial ties that she has to keep tightened.

4- Conclusions

After the Second World War, the American society becomes materialistic and is apart from humanitarian standards. Materialistic concept enslaves each person in America. This is clearly exemplified in "Seize the Day". Bellow presents Tommy as an unmaterialistic person who falls as a victim for being the son of a materialistic father, wife, and friend.

Bellow presents Tommy as a person who is obliged to deal with three persons who are suggested to be the whole society surrounds him. In other words, they are suggested to be the components of the materialistic world.

However, Tommy looks forward to living a normal life in terms of family and friendship. Unfortunately, he ends uselessly seeking sympathy from each one.

In his novel "Seize the Day" Bellow intends to say that it is necessary and is inevitable to sustain the social and familial connections and this is an assignment of each individual. Bellow suggests spiritualism instead of materialism. Spiritualism strengthens the social relations and brings the individual closer to his family.

Another consideration to be mentioned is that Bellow intends to say that man can be identified by his humanity, not by his wealth and appearance. He wants to say that conscious, intimacy, and love are the main elements for maintaining social and familial ties and to keep human's dignity. Bellow shows that in the materialistic world, man becomes out of emotions and values because all kinds of relations turned to be commercial ones.

In other words, Bellow shows that in the materialistic society each individual looks up to seize the day (capture any opportunity) and to exploit anything to achieve materialistic gains. Dr. Adler, for instance, the father, employs every opportunity to get interest even it was at the expense of his son or family. Margaret, the wife, is another greedy person and opportunist woman. She is worse than Dr. Adler in seizing the day to get money from her husband whenever the opportunity is allowed. Dr. Tamkin, the friend who is a fraudulent and deceitful benefits from all his abilities of deception to deceit his friend.

Briefly, dehumanization takes place in a world where materialistic standards are the only considerations.

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Dishonorable Social Liberation of Woman as Shown in Toni Morrison's "Sula"

Muslihed-Dien Nassief 2018
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Abstract
Toni Morrison (1931) is one of the most prominent African-American novelists. "Sula" is one of her important novels. It explores the out of reason manners in which people try to make meaning to their life, exceeding different social conventions like race and gender. The novel traces the life of two black women in a small Ohio town in America (Sula Peace and Nel Wright) from their childhood to the rest of their life while they are trying to prove themselves in getting social liberation. Sula and Nel have dissimilar attitudes towards the conventions of their community, so they adopt unalike decisions to deal with their social commitments. To prove herself in terms of liberation, Sula decides to reject the life in her town. She rebels against her reality. She abandons the conventions of her community by embedding herself in the seductive norms of city life, exploiting her body. Nel, on the other hand, decides to stay in the place where she was born and lives, exploiting her mind to prove herself, marry, and constitute her family. Eventually, both reap the consequences of their own decisions.
The present paper aims at highlighting the importance of wisdom and intellect of the black woman in dealing with the values of her American society. The paper also aims at showing the shameful consequences which are achieved through moral deviation and by adopting unreasonable behavior in getting dishonorable and shameful liberation.
Keywords: Reasonable, reckless, adolescence, conventions

1- Introduction

Ton Morrison (1931) is an American novelist. She is the winner of the Nobel Prize for literature in 1993. Socially, her works are characterized by treating the essential norms of American reality. Literary, her novels are marked with epic and heroic themes. Linguistically, her novels are distinguished by their simple language and vital dialogues. She narrated different great novels such as; **"God Help the Child", "The Bluest Eye", "Sula", "Song of Solomon" and "Beloved"** among others. Her literary works reveal that she is the most active person in the 20th century to work against racism and slavery. Furthermore, her great novels make her a prominent advocator of women's rights and liberation. She is characterized by moderation in advocating the rights and in demanding liberation. This feature is very obvious in her works. The novel in question (namely "Sula") is one of her great works. It talks about seeking social liberation in terms of refusal and acceptance of the traditions and conventions of the community. Morrison intends to show the correct attitude towards these norms. To achieve this intention, Morrison presents two contrasted samples to deal with different human aspects like wrong Vs. right, friendship Vs. betrayal, submission Vs. liberation, virtue Vs. vice, confrontation Vs. surrender, and rationality Vs. irrationality. All these aspects are epitomized by the two main characters in the novel who are the black Sula and Nel.

2- The Dishonorable Liberation

Literary works are considered to be a mirror reflecting the social diseases and then presenting the best treatment. Morrison succeeds not only to be a novelist but also to be a reformist.
The importance of this novel comes from that Morrison wrote it synchronically with the emergence of women liberation movement in America during the late of the 1960s and the beginning of 1970s. The sound of this movement is to free women from oppression and male supremacy (Napikoski: 2017). In this novel, Morrison addresses Afro-American Woman. She intends to advise her not to be reckless and away from the mind in seeking liberation. In other words, she wants to say that a black woman needs to be prudent when she tries to find herself keeping in mind that conventions and traditions are the base.
Morrison, in Sula (1973), presents two dimensions for scoping the relation of Afro-American woman to her community. They are an honorable dimension (represented by Nel) and dishonorable dimension (represented by Sula).
The events of the novel take place at a place called "The Bottom". The Bottom is a small American town in Ohio City. Black is the majority of its population. Its location is above Medallion which is white is the

majority of its population. Contradictory, the Bottom is a high land and is a fertile land, but it is called Bottom because it is considered a piece of paradise which is above in the heaven and this land is the bottom of the paradise on the earth. Historically, the first time the Bottom has urbanized and changed to a community when a white lord promised his slave by granting him freedom and a piece of ground from the Bottom if the slave performed a very difficult work to his master. When the slave successfully performed the task, the master gave the slave his freedom and a poor hilly land instead, convincing him that this land is rich and fertile. Gradually, this land has dwelled by black families and grown to be a town.

The novel suggests that a black woman should be reasonable in achieving her dreams and ambitions in terms of liberation. Morrison presents two Afro-American girls who are belonging to two different families. Sula's family and Nel's family are two families among others who dwelled The Bottom. Nel is a daughter of a family that sticks to the traditions and adheres to community conventions. She lives in a steady house. Helene is Nel's mother. She practices her daughter to do the norms of her family and community. Sula, from another hand, is a daughter of a family that differs from Nel's in sticking to the community's habits and traditions. Sula's family consists of Eva, Sula's grandmother, and Hannah, Sula's mother. Both women are deviated and with a bad reputation. Three boys are informally adopted to live with them. The community considers them as a perverted and decadent family.

Despite the differences between these two families, Sula and Nel became very close friends. From their childhood, Sula does not like to stay in her home. She even does not like to live with her family, thus she spends most the time with Nel. They were rarely separated from each other. They walk the school from home and back to gather every day. All of a sudden some white boys begin to harass them. As a reaction, Sula draws a knife and cuts off the tip of her finger, demonstrating what she can do if the boys do not deter. This action reveals that Sula, from her childhood, is so extroverted woman and is used to confront the problems.

Their friendship lasted up until a tragic event happened that weakened their relation. One day Sula and Nel take a walk in the woods around a lake. They run towards a little boy nick-named Chicken Little. Sula playfully takes the boy by his hand swinging him in a circle. Incidentally, the boy slipped down from her hand and drowned in the lake. Though they were playing and had no intention to harm the little boy, they told no one and kept this mishap as a secret. However, what has happened yielded a continuous obsession with annoying ideas for the girls.

Sula witnessed a catastrophe of her mother's burning. Hannah (Sula's mother) was outside the house trying to inflame up a fire. Unfortunately, her dress flamed causing her burning and death. Sula was standing on the porch of the house watching her mother's burning. Eva (Sula's grandmother) severely blamed Sula because she stood motionless. Eva believed that Sula was interested.

Sula and Nel are also of different attitudes towards their community conventions and in how to get their liberation in a correct reasoning process. Nel is a reasonable black woman. She submits to the social and moral rules of her community, whilst Sula abandons all these rules under the pretext of liberation. Sula, in fact, wants to get liberation disregarding the way of getting or the cost of getting. She wants to behave according to her considerations neglecting the considerations of her community. In other words, Sula is the unreasonable black woman that she deviates in terms of social and moral until she dies socially and morally.

It can be said that reason is to behave in conformity with the logic without exceeding the limits of common sense; otherwise, the behavior is odious and shameful as it becomes apart from reason.

Aspects like intelligence, judicious, wisdom, rationality, and equitable are said to be synonyms to reasonable. In this sense, as the progression of the events, Sula and Nel grew up and began to separate from each other. Shortly after high school, Nel chooses to stay in the Bottom adheres to the conventions of her community. She decides to marry Jude (a black man from her community) making her own family and gladly performs her role as a wife and a mother. She decides to be a distinctive character in her black community.

Sula, as a teenager girl, chooses the rebellion against her community. The main distinction thing of Sula is the ignorance of gender. In other words, she disrespects herself as a woman. She rejects the traditions and conventions of her community. She decides to be herself who behaves due to her own rules not due to the rules of her community. A short time after Nel's marriage, she leaves the Bottom for the college.

She settles down the city indulging herself in the immorality city-lifestyle. In the city, as a matter of liberation, she disregards all the conventions of her community. She deviates and enters the world of prostitution and whoredom exploiting her sexual face which is with sexual inspirations as she symbolized by the birthmark that starts from the middle of her lid towards the eyebrow shaping something like a stem of a rose. Hirsch (1989:3) argues that this symbol suggests both male and female sexual member. She makes different sexual relationships; some with black men and others with white.

In doing so, Sula behaves totally out of mind. Gardner (1993:3) argues that the cognition of the mind is unified with solid beliefs, clear thoughts, real desires and evident memories in which the community plays an essential role in establishing them. Sula ignores all these norms while seeking liberation. The only thing she reaps is becoming a slut woman with a bad reputation.

Shukla (2007:23) argues that Sula's dishonorable liberation is based on two main roots; self-dependence in deciding and the lack of bases in thinking and choosing. She, frivolously and foolishly, decides to leave The Bottom to Medallion, the white community, just for the sake of the dishonorable liberation disregarding the attitude of the whites towards the blacks. In this sense, Sula's liberation is out of reason, has no meaning and no lesson to be followed by others black women.

Finally, and after spending 10 years among whites in Medallion, Sula returns to The Bottom and her friend Nel as an ignoble and decadent woman. She returns with stylish and very expensive clothes. As she reaches The Bottom, the community unifies their attitude towards Sula. They do not welcome her and treat her as a slut woman. They consider her a symbol of evilness for her breaking the rules and the social conventions under the pretext of liberation. Sula's community does not stand up with her and does not advocate her shameful liberation because it is marked by dishonorable stamp.

Lister (cited in Abdulbaqi, 2017:642) states that Morrison, in her novel, wants to say that liberation cannot be obtained in such a way but it is obtained in a reasonable process along with the community members because it is not a solo assignment.

In the same issue, Bernard (1989:275) comments that Sula's community considers Sula as an evil. They consider the birthmark over her eye is a symbol of evilness. Furthermore, different events indicate them that Sula is evil. For instance, the ominous sound of robin bird announcing her returning, the burning of her mother in front of her eyes while she stays motionless, the accident that causes the death of the good man, Mr. Finley.

Eva, Sula's grandmother, severely upbraids Sula for being a prostitute. She lowers her by saying that "You sold your life for twenty-three dollars a month". Eva dissatisfies Sula's shameful behavior. She tries to moralize Sula to be stable, to marry and to have children. In fact, this advice is directed to any black women who imitate Sula's behavior in getting dishonorable liberation in such a way. She means the existence of the legal man in the life of the woman is necessary for supporting and protecting her. For Sula, psychologically, this is nonsense and an empty speech for she prefers informal relations rather than formal. Moreover, she prefers to gallivant rather than stability.

In this regard, Arya (2010:50) comments that "a woman is incomplete and powerless without a man". She confirms that Sula refuses to submit to the norms of her community about women in terms of marriage and confronting a family and the aspect of regular and stable work. Sula dissatisfies to be a subject to the conventions of her community only because she is a woman. Moreover, she is even dissatisfied to think about the woman who is merely doing her commitments as a wife or daughter. For Sula, this is considered submission and subordination.

Due to Duvall (2000:59) marriage means man. Man to Sula is marginal. She thinks that sex is all his ambition. She thinks that she enslaves herself by giving the man the pleasure he seeks. Sula thinks by marriage she loses herself and makes someone else. She believes that if she marries and lives in a submission to her husband and the conventions of her community, she will be a victim just like her mother and grandmother. She imagines that her method of seeking liberation gives her independence and pleases no one but herself.

As a reaction towards this blaming, Sula injures Eva (her grandmother) by putting her alone in a nursing house which is specified for old people just because Eva criticizes her for her behaviors and for not getting married.

Seeking liberation is one's right. This right draws its legitimacy and strength from its realistic and morality area, but Sula seems to find herself only in the sexual field and this is the reason behind her dishonorable liberation. In this sense, Sula loses herself and her right.

In this situation, and to glitter the dishonorable behavior of Sula, Morrison presents Nel as a contrary person to Sula. Nel adopts the values of her community. She reasonably gets her social identity and an honorable independence by her getting married. Morrison shows Nel (as a female) constituting her personality through her husband. In this sense, Rani (2008:74) articulates that marriage is the essential base on which reasonable independence and liberation are built.

Similarly, Sula tries to prove herself as a liberated woman by breaking the community rules. This time, her decision is against the conventions and against friendship as well. In fact, she works against the honorable independence of Nel, her closest friend. She decides to make a sexual relationship with Jude, Nel's husband not because of love but because of egotism and selfishness. She tempts him till he falls in her web. In doing so, she betrays Nel, her closest friend, just to be content with her satisfaction.

The aversion and hatred of the community towards Sula increases when she makes such a sexual relation with Jud who eventually and under the effect of such immoral relation, he leaves Nel. Consequently, Nel cuts her relation with Sula.

Nel is devastated now because the two closest persons betray her; her husband and her friend. Poor Nel isolates herself from her community and even her family. For these different shameless deeds, her community gives her different epithet names for example; an insect, bitch, roach, ominous and others.

By this dishonorable deed which is under the effect of her egotism, Sula not merely disrespects the conventions of her community, but she ignores the psychological pain she causes to her closest friend and the catastrophe she causes to her life. She ignores the disastrous consequences of her evil deed. She breaks Nel's heart, injures her feelings, and clutters her family. "Sula’s concern is not with consequences, but with personal satisfaction" (Russel, 2006: 47)

Under the pretext of liberation, Sula, by this deed, selfishly and dishonestly tries to confirm herself and to prove that she is able to do anything she wants. She admits to Nel (awhile before her death) that her relationship with Jude is only to fill a space in her mind. She says that "there was this space in front of me, behind me, in my head, some space. And Jude filled it up" (Sula, 2004:144).

This attitude shows two dimensions of Sula's personality; her dishonest insistence on rejection the conventions of her community, and her manner in proving herself under the pretext of liberation which is a dishonorable one.

Sula's psychological status works once again in terms of egotism and selfishness. Morrison depicts this status when Nel addresses Sula blaming her for her betraying. With painful and broken heart Sula screaming;

> *"But what about me? What about me? Why you didn't think about me? Didn't I count? I never hurt you? What did you take him for if you didn't love him and why didn't you think about me? And then I was good to you. Sula, why doesn't that matter?"(Sula, 2004:144).*

Sula replies saying that "I didn't kill him… If we were such good friends, how come you couldn't get over it"(Ibid, 145). This response reveals the dirty mind of Sula. Also, it reveals the extreme degree of the carelessness of Sula towards the friendship relation. About this quotation, Rani (2008:78) comments that Sula expects that Nel will accept this sexual relation and forget about it.

This shows Sula's indiscretion in dealing with the other's feelings and the conventional norms. In this position, it is correct to apply the Arabic proverb which says 'the excuse is ugliest than the sin'.

In the same field, Abdulbaqi (2017:644) argues that this dishonorable deed comes due to the irrationality of Sula. In other words, Sula behaves such a thoughtless behavior out of mind. She pays no attention or any respect to her community or any moral norm in her community. She puts no limits for her behavior. She interests only herself. For the sake of herself independence, she does not care about harming the others. Under the effect of egoism, she does not feel shame, she considers herself a liberated woman (Gillespie, 2008:197), whereas her community considers her a shameful woman with a dishonorable liberation.

During the time, Sula falls seriously ill, being affected with the plague disease. The community considers Sula's illness as a matter of payback for her dishonorable behaviors. On the contrary, Sula confirms her indiscretion and arrogance during her illness and even when she lies on the death-bed. She soliloquies

herself saying "Oh, they will love me all right. It will take time, but they will love me" (Sula, 145). This quotation shows that Sula seeks the love of her people for her rebelling against the social conventions. She thinks that she proves her existence by her rebellion. In fact, this soliloquy is because Sula gets a frustration for being neglected and isolated woman.
Nel gathers the courage to visit Sula in the hospital. She discusses the subject matter of betraying her. Sula fails to give her a satisfactory excuse because her behavior is governed by her satisfaction.
Finally, Sula is dying now. She does not feel sorry for betraying her friend. She does not feel ashamed of her rebellion against the norms of her community. She even does not regret any behavior in her life. She feels that her existence in the world is so necessary otherwise, life is meaningless. Sula dies that night and no one moans her or even feels sorry. She lived and died as a pitchwoman. In fact, it is the harvest of her unreasonable method of getting liberation and her rebellion against the norms of the community.
Sula dies a lonely death. Her black community does not care about her death. It is the white people who care about the funeral of Sula. Nel, the close friend, is the only person who remembers Sula. She goes to the cemetery visiting Sula's grave to say goodbye.
She cries heavily, loudly, and with agony mourning and in a very sad voice, she screams the name of her friend Sula, Sula as she recalls handful-years that are filled with different memories with her best friend.
Ironically, after Sula's death, the unified community divided and the harmony dissolves. The community divided into advocator and opponents to Sula's personality.

3- Conclusions

A careful thinking of this novel reveals that it is from the field of unreasonable behaviors in getting a personal or public desire. Reasonable and unreasonable behaviors are illustrated in this novel by two black women Sula and Nel.
Ostensibly, it is correct that Sula rebels against social conventions but not as a heroine. Such a rebellion is severely criticized because it does not go along with the common sound of the community. It is an unreasonable rebellion happened under the effect of egoism that led to a dishonorable aim (namely liberation)
To crystalize Sula's dishonorable deed, Morrison presents Nel, the contrary character to Sula. Nel manages to prove herself and to fulfill her ambitions and to achieve her aim apart from Sula, her closest friend, though they affect each other during their childhood, adolescence, and womanhood. It is worthy to say that Nel fails to win herself as she accompanies Sula, but she succeeds when she abandons Sula. Nel gets her late liberation in terms of marriage and family constructing. This is the first dimension which is totally rejected by Sula. The second dimension is the submission to the conventions of her community which is the base of the woman's reasonable behavior, and this is also inadmissible by Sula.
Again, Nel proves herself by her reasonable reaction towards Sula who seduces her husband. Despite Sula's betrayal, Nel visits Sula during her illness on her deathbed, while no one asks about her. This attitude shows a clear evidence of Nel's wisdom.
By this event and others, Morrison wants to show the difference between these two models in terms of mind Vs behavior, and in terms of being reasonable Vs unreasonable, stable Vs unstable and acting Vs reacting in getting self-recognition and identity.
Nel is presented as a reasonable model that uses the mind in solving the problems, while Sula is the unreasonable model that uses the body in solving the problems. Morrison shows the model which depends on the body loses reputation, identity, and even the human dignity. Such a presentation helps the writer to shine the difference between these two different models.

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The Quest for Identities in the Muslim and Arabic Generations and Projections in English Novels

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Abstract
After the eleventh September strike in U.S. the image of Arab Muslim character has been outlined outlandishly by the western columnists who continue portraying them conversely. Thusly, speculation, orientalism, hybridity and partiality are weapons used by westerners to distort the image of Arab Muslim character. They portray them to be fear based oppressors, fundamentalists, radical and jihadist. As such, they continue portraying them equivalently to the past rough picture which is depicted by post pioneer writers who see the Arab and Muslim from their own one of a kind perspective. Curiously, the Arab writers endeavor to depict them fairly as they witness the events after the strike significantly affected the system. Along these lines, they endeavor to give a prompt message toward the west that the Arab and Muslim are abused and influenced by the ambush as the westerns themselves. Furthermore, they endeavor to show that the Arabs and Muslims are thinking about for congruity and present day life. Along these lines, they might want to be facilitated with made people in the Western countries, that they share adequately in western consistently life. In addition, Arabs writers delineate that westerners make a fair endeavor to shield the Arabs from accomplishing their region and to stop them driving their own countries unreservedly. Consequently, the West undertaking to join their power upon the Arab and Muslims through the many twisted pictures. In like way, I will make a sensible close examination of the depiction of the Arab Muslim character from both the Western and Arabic viewpoint. Consequently, I pick four books two of them formed by two American writers and two books created by two Arab writers to give sweeping clear specific picture of the Arab Muslims character after the attack. In this way, the image after the attack will be cleared up and enhanced anyway it had been distorted, deformed and ensnared as each bit of the inquiry reprimanding the other conversely in the midst of and after the ambush. Disregarding the way that various researchers deal with the referenced books, I will oversee them differently as I will analyze them from different focuses. Therefore, the work will investigate Orientalism, fanaticism, speculations, and hybridity in these referenced books to examine the image of Arab Muslim character after the eleventh September strike in America.
Keywords: Muslim Arab Identity, Muslim Status, Quest for Muslim Identities

Introduction
The images of Muslims were huge affected after the assaults and disturbances in America after Eleventh September 2011 and thereby the question on the identities of the Muslims arose. There were huge number of attacks on the image and integrity which were not required and simply not accepted for a globalization based world. The examination is goliath in light of the way that the Muslim-Arab character is another subject in innovative works. The examination is an endeavor to give a sweeping concentration to the authors in understanding the post-regular books in which things, for example, radicalism, fundamentalism, hybridity and personality, are unquestionably delineated.
The work shed lights upon the Western scholars' depiction of Muslim Arab character after the eleventh September mental oppressor assault. The examination will get a sensible delineation of the Muslim Arab character by Arabic maker after the occasions of September 2001. The examination will center upon the assortment delineation of the Muslim Arab character between the Western and Arabic authors. The examination is relied on to profit individuals amped up for seeing the picture of the Muslim-Arab character.
An Arab Muslim character has been delineated and laid out by the Western structure as the framework without humankind or pitiless individuals to put them under their position and to proceed with their predominance upon them. The West revealed about a practically identical theory. Despite whether the correspondence occurred in the before quite a while or beginning late, the Western piece of the world keeps up an anticipated conceptualization of the Arabs and Muslims as astounding characters an unapproachable "Other" or rather "Foe", in any case both the methodologies for correspondence and crediting phrasings

have known two or three changes. (Nydell, M.K., 2018; Zeinoun, P. et al., 2018). The work here presents the assessment of the turning of Arab character in sweeping trades, forming, and cinematography. This work underlines that Western culture profitably and reliably widens difficult to miss pictures of Arabs, as rich individuals supporting mental battling and viciousness in a genuine world, which adds to the point of view of Arabs as fear mongers, rich, avaricious, and adversaries of kids.

The work delineates that Arabs are constantly scolded in an accumulation of courses particularly in film and creating. Since the system and furthermore enhancement of forces among the western nations, the Arabs Countries and States attacked and competently impacted by the Western Countries. The western nations acknowledged Colonization with the target that the control on Arabic Community can be completed. From late occasions, the Western Literature is connected with the deliberate consideration of censuring the Arab society and individuals by calling them as serious, merciless and even relates with the worldwide mental abuse.

By and by days, Islam is particularly loathsome news in the West. In the midst of the past couple of years, especially since the events in Iran have gotten European and American thought so insistently, the media have anchored Islam: they have delineated it, depicted it, separated it, given minute classes on it, and in this way they have made it to a great degree standard. However, this incorporation is misleadingly full, and a ton in this vivacious consideration relies upon far from target material. In various events Islam has approved patent blunder, and additionally explanations of over the best ethnocentrism, social, and even racial scorn, significant yet boundlessly free-drifting compromising vibe (Rane, 2010).

The examination fuses four books which are made after the eleventh out of September strike in New York, America. America was truly hit by the ambushes on eleventh September and after that the image of Muslim system was discussed in organized stages. In like way, the books depict the image of the Arab Muslim character in a startling way. As the American researchers will reflect negative picture towards them, Falling Man is a novel about eleventh September strike in Washington and New York, named a dread based oppressor attack. It has been associated with an explicit conviction by the attacked side as Litt referenced "The break of the novel's substance may reflect the irregularity of the Muslim Arab world after the math". (Litt, 2007). In like manner, Terrorist gives a seeing altogether about the Americans lives under the threat of dread based mistreatment.

Falling man is a novel by the American creator, Don DeLillo who delineates the picture of Arabs and Muslims after the attack in New York. In this way, he speculations their condition in such a dull picture, to the point that hides all reality of the attack that may abuse the Arab and Muslims themselves who live in the U.S after the ambush. Along these lines, he is considered as the unique pro of mental oppressor's innovative vitality as demonstrated by Online Anthology of American Literature which puts him as one of the major researchers of the American masterful characterization. Updike's Terrorist exhibits an impression of the image of the Arab character in the western conceptualization. In Terrorist, Updike exhibits his wide capacity for describing and social examination of the most fundamental subject of the developing twenty-first century: the mental aggressor risks on American urban zones and locals (Rosalie, 1999).

In a novel on Baghdad there is dialogs about an energetic villager who joins the uprisings after his failure to continue with his examination in Baghdad University because of the American assault of Iraq. Subsequently, the child leaves his studies because he has seen a terrible show bored by American troops in Baghdad and better places in Iraq like the wedding strike on one of the edges of his town. In like manner, Once in Promised Land by (Halaby, 2007) depicts the life of couple in Jordanian desert who left their nation to fulfill their dreams and seeking after open entryway for circumstance from the bonds and confinements they found in their nation. In any case, their persevering continues in the United States after the ambush as they defy various security and social issues.

The present examination will similarly investigate the post-traveler approach which is the establishment of these four picked books in separating them. Khadra's "The Sirens of Baghdad" and Once in a Promised Land which is made by Laila Halaby exhibits the impression of the Arab/Muslim in these books. The Sirens of Baghdad shows up and portrays the brutal events of the Iraqis in Baghdad city in the midst of the American interruption ofIraq and how Khadra depicts the dangers and the slip-up looked by the American and Iraqi warriors. In like manner, Layla Halaby exhibits the cream picture of the Arabs who lives in the U.S. in the midst of the dread based oppressor attack. Regardless of the way that they continue honestly, they are still racialized and mishandled by the Americans both definitively and socially. Hence, they feel removed in the midst of this sensitive condition after the attack. In like manner, Halaby's story delineates in every way that really matters the Arab Americans' challenges in the midst of and after the dread based oppressor ambush, as it depicts the buzzword image of the Arabs by the Americans. Regardless, she endeavors to reveal a sensible picture of the Arabs and Muslims who are living there for a long time and significantly joined in the American culture.

This work is having the view from different creators and researchers on the image of Arab Muslim Character. After the strikes of eleventh September 2001, the image of Arab Muslims with the Islamic Community was made a lot by the Western Writers and the Film Makers. This part is having the prelude on these viewpoints which shows the Arab Muslim Character should not stand up to the abuse. Genuinely, Arabs have been seen as exceptional and remote as indicated by the media, and this misinterpretation has provoked a xenophobia that has spread all through Western media. Diverse factors have added to suspicions and platitude acknowledgments that are as often as possible supported in Western media of Arabs being un-blended and awful in nature. In any case, reality in the Arab world is by and large unique in relation to the Western acknowledgment, and it is commonly this misinformed judgment that guides Western people's general point of view of Arabs and their lifestyle. The Cultural Anthropologist, Laurence Michalak, reports that a larger piece of Americans see Arabs just in films that speculation them as horrible dread mongers, anxious and rich, radical Muslims, and foes of adolescents. Regardless of this depiction, Arabs have commonly made important political and social duties to the Middle East and the overall society. These responsibilities continue with today with new unique Arab affiliations, fiscal establishments, and welfare affiliations. In like manner, more examination packs have surrounded, as features of open explanations of individual commitment are even more socially recognized, for example, the development in mosque interest and Arabs performing progressively open supplication in the United States. Notwithstanding these duties, Western people simply associate Arabs with mental fighting, radical Islamic feelings, and voracity. Islam is considered as representing negative thoughts and especially for the word jihad which has savage's feeling that suggests killing or heartlessness. It suggests congruity as said in the sacrosanct Quran (Ali, S.S. besides, Rehman, J., 2005; Noorani, A.G.A.M., 2002; Khosravi, S. et. al., 2017).

Jihad is portrayed vehemently that may shield the Muslims from the dangers of their foes. This infers jihad includes obstruction and protection from the shades of vindictiveness. It is moreover proposed to seek after a religion of cooperation and parity. In like manner, it is seen as a basic for keeping the present correspondence and generosity with non-Muslims. In such manner, Jihad comes as a second choice when congruity isn't given such a lot of centrality to screen the religion and moreover informal organization.

For example, it indicates Muslims as sanguineous individuals and makes them a brutal people. Westerners endeavor to get Muslims from their sacrosanct and heavenly ramifications of Islam and viewed Jihad as an idea associated with the criminal activities of fear based oppression. In a strict sense, the idea "jihad" isn't confined in incensed activities and war as it is encircled and ascribed in Western world.. Jihad, for example, can be for the most part connected with an individual privation from bad behavior, to a "lady enduring in labor to a "man battling and endeavoring to raise his family". Moreover, unmistakably, taking a "sacred war" as a barrier yet never as an assault. In this regard, "the closeness between the standards of Islam and irate activities is a misshapening of actualities that is caused initially by the Western contemplated ignorance of Islamic principle"(Ridouani, 2011)

It is a hopeless and instilled Orientalist previously established inclination of Arabs held by the West to the degree that Arabs and Muslims are naturally stereotyped and perceived or rather likened with the word psychological oppression. Martin showed that "fear based oppression" was usually utilized in Western media at whatever point they depicted the Muslims or their activities they expostulated. Amazingly, the media utilize the word psychological warfare with incredible reservation when managing people who are not Arabs (Driss, 2011). This conflicted view can be obviously found in Bhabha's compositions as he demonstrates a correlation between two principle ideas: social distinction that can be distinguished while social assorted variety can be classified.

In this examination, the picture of the Arab and Muslim character shows up in the books which have a place with the post-frontier writing. Be that as it may, the inquiry is to what degree the subject of the Arab and Muslim character can be viewed as the unfeeling people or psychological militants by its creators whether the author is Arab or American. Along these lines, the point of this investigation is to illuminate the realities that whether the personality of the creator influences the general perspective of the identity related with the Arab or Muslim character in the books. Consequently, the extent of the present concern is constrained to the post-provincial authors, and to the four essayists. Yasmina Khadra in, The Sirens of Baghdad (2006). Wear DeLillo, The Falling Man (2007), John Updike in Terrorist (2006) and Laila Halaby, Once in a Promised Land. The focal point of the assignment is on how these scholars demonstrate the picture of the Arab and Muslim in the books they composed.

Conclusion

This manuscript is having the view from various authors and scholars on the picture of Arab Muslim Character. After the assaults of eleventh September 2001, the picture of Arab Muslims with the Islamic Community was composed a great deal by the Western Writers and the Film Makers. This part is having the preface on these perspectives which displays the Arab Muslim Character ought not confront the exploitation. Truly, Arabs have been viewed as extraordinary and remote according to the media, and this misconception has prompted a xenophobia that has spread all through Western media. Different variables have added to assumptions and cliché recognitions that are frequently sustained in Western media of Arabs being un-mingled and vicious in nature.

Be that as it may, the truth in the Arab world is altogether different from the Western recognition, and it is generally this misguided judgment that guides Western individuals' general perspective of Arabs and their way of life. The Cultural Anthropologist, Laurence Michalak, reports that a greater part of Americans see Arabs just in movies that generalization them as vicious fear mongers, eager and rich, radical Muslims, and enemies of youngsters. In spite of this portrayal, Arabs have generally made noteworthy political and social commitments to the Middle East and the worldwide society. These commitments proceed with today with new dynamic Arab affiliations, monetary foundations, and welfare associations. Likewise, more investigation bunches have framed, as showcases of open articulations of individual devotion are all the more socially acknowledged, for instance, the expansion in mosque participation and Arabs performing increasingly open supplication in the United States. In spite of these commitments, Western individuals just connect Arabs with psychological warfare, radical Islamic convictions, and insatiability.

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Socio-cultural conditions for the formation of the competence of intercultural communication of migrant students

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Abstract
The relevance of the study is due to the current trends in world development, which led to the need to educate a multicultural personality, ready for intercultural cooperation and able to effectively implement intercultural communication. The purpose of the research in the article is to substantiate the socio-cultural conditions for the formation of the competence of intercultural communication of migrant students. The peculiarity of the research in the article is the assumption that the formation of the competence of intercultural communication of students - migrants will be more effective in the implementation of the following socio-cultural conditions: general, including the socio-cultural life of the society and the socio-cultural environment of the individual; private, inherent in the sphere of socio-cultural activities (leisure and leisure activities). The scientific novelty of the research in the article is that in the theory, methodology and organization of socio-cultural activities socio-cultural conditions are defined for the formation of the competence of intercultural communication of students-migrants in the framework of extracurricular work in the university.Practical significance of the research consists in directing its results to optimizing the private socio-cultural conditions for the formation of the competence of intercultural communication of migrant students. The corresponding program provides for the development and application in practice of skills and skills of intercultural communication and behavioral identification, is based on the application of the principles, means, forms, methods and technologies of socio-cultural activities. The results of the research allow us to make scientifically sound conclusions and indicate the effectiveness of private socio-cultural conditions for the formation of the competence of intercultural communication of migrant students on the basis of the use of means and technologies of socio-cultural activities.
Keywords: socio-cultural conditions, the formation of the competence of intercultural communication, migrant students, general and private socio-cultural conditions, the means and technologies of socio-cultural activities, the pedagogical model, the diagnosis, the essence and specificity of the process of forming the competence of intercultural communication, national culture, cultures and peoples.

1. Introduction
At the present stage, the educational system identifies a fundamentally new and important task, defined in the UNESCO report on global development strategies - to teach people to live in peace. Documents of the federal level (Federal Target Program "Strengthening the Unity of the Russian Nation and the Ethno-Cultural Development of the Peoples of Russia (2014-2020)", Presidential Decree No. 761 of 01.06.2012 "On the National Strategy for Children for 2012-2017") are oriented on the strengthening of civil unity and the harmonization of interethnic relations, the promotion of the ethno-cultural diversity of the peoples of Russia. These documents emphasize the need to modernize education and upbringing on the principles of humanism and democracy, on the basis of national culture and the traditions of interaction between different cultures and peoples. It should be specially noted that the article deals with migrant students who are migrants who left their places of permanent residence because of armed conflicts, exacerbation of interpersonal relations, economic instability. The situation of migration is considered by domestic and foreign researchers as a complex stressful situation, which confronts the person with the need to solve a multitude of problems, including the problem of interaction in the country of residence based on intercultural communication (Benoit, 2013; Gez, 2008; Pridanova, 2016; Schreiter, 2015). In this regard, intercultural cooperation takes on special importance, since the success of future specialists from the

number of migrant students in the international labor market depends on their ability to cooperate in other cultures, with their values, norms and traditions. Thus, modern education is designed to solve the problems of educating the personality of a specialist who is ready for intercultural dialogue and cooperation (Levina, Apanasyuk, Yakovlev, Faizrakhmanov, Revzon & Seselkin 2017; Semenova, Bostanova, Tetuyeva, Apanasyuk, Ilyin & Atayanz, 2017).

2. Methodology

2.1. The essence of the pedagogical model of the formation of the competence of intercultural communication of students - migrants.

In the course of the research in Russian universities (Russian State Social University; Moscow State University for Humanities and Economics; Samara National Research University named after Academician S.P. Korolyov) developed a pedagogical model of the formation of the competence of intercultural communication of students - migrants. Kireeva, 2009) Levels of the formation of the competence of intercultural communication of students-migrants, allowing to evaluate the activity of youth in the organization of leisure activities and leisure activities based on intercultural communication: the socio-cultural level (cognitive and activity-behavioral components), as well as the personal level (motivational-value and affective-reflexive components).

The aim of the model is the formation of the competence of intercultural communication of students - migrants, for the achievement of which we put forward the tasks necessary for the functioning of this model. "The construction of an effective pedagogical model is based on pedagogical principles: conceptual, humanistic orientation, tolerance, eventuality, integrity and complexity, creativity, cognition, unity, cooperation, emotional activation, consistency and readiness for intercultural communication" (Strelczov, 2003). social order of society and directs the process of educating students - migrants to enter the world educational and socio-cultural prospective of the space while preserving their own ethnic and cultural identity. Factors that affect this process can be divided into external and internal ones. The pedagogical task at the present stage is the need to use the positive potential of the macro- and microenvironment for the education of a person competent in terms of intercultural communication, capable of performing optimal communication in the intercultural environment.

2.2. Stages of experimental work. Experimental and experimental work included the ascertaining and forming stages.

The main conditions and specific features of experimental work are revealed, the model of the formation of the competence of intercultural communication of migrant students developed by the authors and the author's pedagogical program are also approved.

The first stage (2012-2013) is theoretical: the study, comprehension and analysis of the state of the stated problem in the theory and practice of socio-cultural activity, revealing the degree of its development; the definition of the theoretical and methodological base and the scientific apparatus of research; constructing a working hypothesis; analysis and generalization of theoretical approaches to the problem of forming the competence of intercultural communication of migrant students; identification and substantiation of the essence and specifics of the process of forming the competence of intercultural communication of migrant students; the development of a pedagogical model of the formation of the competence of intercultural communication of students - migrants within the educational process in the university.

The second stage (2014-2016) - design and implementation: the experimental substantiation of socio-cultural conditions for the formation of the competence of intercultural communication of migrant students on the basis of the use of means and technologies of socio-cultural activities; identification and justification of the levels of competence in the intercultural communication of migrant students; conducting experimental and experimental work; experimental approbation of the pedagogical model of the formation of the competence of intercultural communication of students - migrants; development and implementation of the author's program on the formation of the competence of intercultural communication of migrant students.

The third stage (2016-2018) - generalizing: the determination of the effectiveness of the application of private socio-cultural research conditions; analysis of the results; formulation of conclusions on research and registration of research results; introduction of the results and recommendations of the study into

practice; carrying out the approbation of the results obtained in the form of participation in scientific and practical conferences; publication of research materials in print.
As a result, in the theoretical plan, the essence and specificity of the process of forming the competence of intercultural communication of students - migrants were established.

2.3. The content of socio-cultural conditions for the formation of the competence of intercultural communication of students - migrants.
We also identified and identified socio-cultural conditions: general (socio-cultural life of society and the socio-cultural environment of the individual) and private (which are in the field of socio-cultural activities). At the same time, as a key result of the research, the regional component is taken into account as a key result of the research:
-the international socio-cultural centers are available for organizing intercultural communication between migrant students and trained scientific and pedagogical staff;
- strengthening of cultural self-identification of foreign students;
- acquaintance and familiarization with the traditions and historical and cultural specifics of the region of residence;
-use of modern means and technologies of socio-cultural activities to develop the skills and skills of conducting intercultural dialogue in the framework of leisure and leisure activities;
- development and implementation of a pedagogical program for the formation of the competence of intercultural communication of migrant students. Consider the socio-cultural conditions that ensure the formation of the competence of intercultural communication of students-migrants in detail: -the general socio-cultural conditions that embrace the socio-cultural life of society and the socio-cultural environment of the individual, are determined by the peculiarities of the interrelations of the subjects of activity: the student as the main subject of the pedagogical process and the bearers of culture country, as well as the region of the present residence; -particular social and cultural conditions that cover directly the sphere of socio-cultural activities (leisure and leisure activities).

3. Results
The results of the experimental work are introduced into the practice of forming the competence of intercultural communication of students - migrants in Russian universities (Russian State Social University; Moscow State University for Humanities and Economics; Samara National Research University named after Academician S.P. Korolyov). The following provisions were identified, established and received as a result of the research:
1. The essence of the process of forming the competence of intercultural communication of migrant students is a set of purposeful and systematic organizational and pedagogical influences on the individual through its inclusion in socially significant forms of intercultural communication.
2. The specifics of the formation of the competence of intercultural communication of migrant students is determined by socio-cultural and personal readiness, is the formation and development of the creative potential of the individual within the framework of intercultural communication.
3. Pedagogical model of formation of the competence of intercultural communication of students-migrants is a purposeful pedagogical process of complex application of set of principles, forms, means, methods and technologies of social and cultural activity, focused on intercultural communication. Levels of the formation of the competence of intercultural communication of students - migrants, allowing to assess the activity of young people in the organization of leisure and leisure activities based on intercultural communication: socio-cultural level (cognitive and activity-behavioral components), as well as the personal level (motivational-value and affective-reflexive components) .
4. Social and cultural conditions that ensure the formation of the competence of intercultural communication of students - migrants. are: -the general socio-cultural conditions that embrace the socio-cultural life of the society and the socio-cultural environment of the individual are determined by the specific features of the interrelationships of the subjects of activity: the student as the main subject of the pedagogical process and the bearers of the country's culture, and the region of the present residence; -particular social and cultural conditions that cover directly the sphere of socio-cultural activities (leisure and leisure activities). Theoretical significance of the research is that: the main theoretical approaches to the problem of forming the competence of intercultural communication of students - migrants are analyzed

and summarized; the content of the concept of "competence of intercultural communication" is specified in the system of social and humanitarian knowledge; the essence and specificity of the formation of the competence of intercultural communication of migrant students, where the specificity reflects two levels: socio-cultural (consisting of cognitive and activity-behavioral components) and personality (identified as a set of motivational-value and affective-reflective components); the necessity of creating private socio-cultural conditions for the optimization of the process of forming the competence of intercultural communication of migrant students is grounded; the model of forming the competence of intercultural communication of migrant students is scientifically justified, which expands educational opportunities for leisure and leisure activities by using private social and cultural conditions in the out-of-class work of universities.
The results of the conducted research allow making scientifically grounded conclusions and outlining the effectiveness of private socio-cultural conditions on the basis of using the means and technologies of socio-cultural activities. The findings of the study can be applied to the compilation of regional comprehensive programs for the organization of intercultural interaction of migrants in Russia and serve as a basis for the innovative activity of institutions of the socio-cultural sphere working in the field of international migration. The results of the study can be applied in studying the intellectual potential of migrants, their role in the political , socio-economic and demographic development of host states, as well as in the development of theory and practice of social -cultural activities. Approbation and implementation of the results were carried out in a number of ways: -the authors' presentations at scientific and practical seminars in Moscow, St. Petersburg, Nizhny Novgorod, Stavropol, Samara, Togliatti; -participation in international, all-Russian, interregional, regional, scientific and practical conferences, meetings and round tables in Moscow, St. Petersburg, Nizhny Novgorod, Stavropol, Samara, Penza, Chelyabinsk, Tambov, Samara, Togliatti, in 2015-2018; - publication of the main provisions and research results in 105 scientific publications in the form of scientific articles, abstracts, including those published in the refereed journals of the VAK and indexed in Scopus and Web of Science (ESCI); -development of the author's pedagogical program and direct participation in its implementation; use of research results in teaching practice in universities (Moscow, Samara, Togliatti).

4. Discussion

The scientific interest in the competence of intercultural communication of migrant students, both in terms of international cooperation and other types of communication, has been manifested in numerous domestic studies (Galskova, 2013; Gorlova, 2013; Solovova, 2008; Vereschagin, 1990; Vezhbickaya, 1996). the work of these scientists examines intercultural competence and other related problems as a necessary condition for successful integration into the world community. At the same time, it should be noted that the problem of the formation and development of intercultural competence is more deeply revealed in the works related to the problems of language teaching, linguistic and cultural studies, but not sufficiently examined in the psychological and pedagogical literature. Therefore, when working on the study, we also relied on the achievements of various sciences that somehow considered the issues of communication, sociocultural space and upbringing. Of great importance for this research were works on socio-cultural activities (Ariarskiy, 2001, Strelczov, 1999, Yaroshenko, 2000), which revealed the essence, specificity and pedagogical potential of leisure, educational opportunities of means and technologies of socio-cultural activities. Despite the abundance of the above studies, the problem of forming the competence of intercultural communication of students - migrants remains far from its final completion.

5. Conclusion

As a result of the work, the main conclusions are formulated:
1. The analysis of the main theoretical approaches to the problem of forming the competence of intercultural communication of migrant students is made, and on this basis the essence and specific features of the formation of the competence of intercultural communication of students with regard to socio-cultural conditions are revealed. The content of the notion "competence of intercultural communication" in the system of social and humanitarian knowledge is specified.
2. The essence of the formation of the competence of intercultural communication of students - migrants taking into account the socio-cultural conditions, which is determined by the special pedagogical potential of socio-cultural activities, has been revealed and justified.

3. The specificity of the formation of the competence of intercultural communication of students - migrants on the basis of the use of means and technologies of socio-cultural activities has been revealed and justified.
4. The pedagogical model of forming the competence of intercultural communication of students-migrants is developed, taking into account the application of general and private socio-cultural conditions.
5. A complex of socio-cultural conditions that ensure the formation of the competence of intercultural communication among migrant students has been discovered and experimentally substantiated.
6. Levels of formation of the competence of intercultural communication of students-migrants, allowing to estimate activity of students in the organization of leisure and leisure activity on the basis of intercultural communication, have been revealed and justified.

Acknowledgements
The article was prepared on the basis of studying and summarizing the experience of scientific, pedagogical, and international activities of the above-mentioned universities in Moscow, Samara and Togliatti (Apanasyuk, 2007; Pridanova, Kireeva, 2016). The authors came to the logical conclusion that in the context of multicultural reality, there is a need to understand the socio-cultural diversity and develop the skills to conduct a dialogue with representatives of a variety of cultures. In this regard, the formation of the competence of intercultural communication among migrant students is becoming increasingly important and relevant, and further research in this direction seems to be expedient and promising (Apanasyuk, Soldatov, Kireeva & Belozertseva, 2017; Merkulova, Smirnova, Kaziakhmedova & Kireeva, 2018). So , an understanding of alien culture is possible only with its mastering, which we understand not as simple learning and memorizing cultural realities, not as artificial assimilation with another culture, but as a positive attitude to intercultural dialogue building on the basis of the competence of intercultural communication.

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Implementation of Child-Friendly Values in an Islamic Boarding School; A Case Study of Arabic Language Teaching in Darul Arqam Boarding School in Indonesia

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Abstract
Teaching Arabic in a Muslim community is both essential and fundamental to understand pertinent sources as a way to realize religious values in their life. Its reason lies in the fact that religion's teaching sources that contain these values, primarily the Quran and the Prophet's tradition, are all written in Arabic. Teaching Arabic language in Darul Arqam Boarding School in Garut, Indonesia, is an effort by its teachers to help spread these religious values among students. The main problem here is whether this teaching of Arabic language may run in harmony with the child-friendly environment needed by children. This paper analyzes this problem through studying all these teaching components: the proficiency and awareness of the teachers, teaching materials, learning process and evaluation, and also the students as the receivers of the child-friendly treatment. Using descriptive analysis as a method, it elaborates how these related components of Arabic teaching comprising of educators, students, materials, learning process and its evaluation, put into work, and how these connect closely to child-friendly values. Based on the results of the study, teaching Arabic in Darul Arqam Boarding School has all its components as child-friendly. Teachers transfer knowledge in a way convenient and inspiring to the students; it encourages them to seek further, and they also communicate with them effectively and in a friendly manner so that suitable environment required for a good development of skill and knowledge in Arabic language may be attained. In general, the components of teaching comprised of educators have been put in full commitment to meet the requirements needed in any child-friendly environment.
Keywords: Teaching, Arabic Language, Child-friendly

1. Introduction

Arabic language is commonly known to serve as the language of al-Qur'an, the Holy Book of Muslims all over the world. It also becomes the liturgical language of all the Muslims, given the fact that it is pronounced during the five-times-a-day prayers all Muslims must perform on regular basis. Thus studying Arabic is necessary for the sake of perfection to their worship.

With the mastery of Arabic, a Muslim may expect to read the Qur'an well, understand its meaning and grasp its contents, in order to follow its guidelines in everyday life. With good Arabic language skills, he or she may be able to perform the daily worship perfectly. Finally, with the ability of this Arabic language, s/he can benefit from the value of life for the hereafter (*ukhrawi*)

Other advantages that can be gained through Arabic mastery, also shared with other world languages, among them, are to be able to establish effective communication with various circles, expand one's capacity to accommodate the smooth operation of various transactions and activities, as well as to widen one's horizon through learning essential knowledge being spread and written in Arabic. By mastering Arabic, one can surely get advantages in two worlds, here and the hereafter.

Efforts to master Arabic language skills are obtained through learning and teaching process. By learning, we mean an attempt to gain understanding or knowledge (Poerwadarminta, 1986: 108). The learning process consists of such components of: participants, teachers, learning materials, teaching processes, and evaluations. By teaching, we mean a process, or a way and an act, to transfer knowledge. Stated are goals of teaching in the framework of Islamic education according to the World Congress on Islamic Education:

Education should aim at the balanced growth of the total personality of man the spirit of spirit, intellect, the rational self, feelings and bodily senses. Education should therefore cater for the growth of man in all its aspects: spiritual intellectual, imaginative, physical, scientific, linguistic, both individuals and collectively and motivate all these aspects of goodness and the attainment of perfection. The ultimate aim of Muslim education lies in the realization of the complete submission to God on the level of the individual, the community of Muslim education. (1997: 4).

According to Nahlawi, the purpose of Islamic education is:

الغاية النهائية للتربية الاسلامية هي تحقيق العبودية لله فى حياة الانسان الفردية و الاجتماعية

(The purpose of Islamic education is to realize a man's service to God through [leading a good] life individually and socially). ('Abd al-Rahmân al-Nahlawi*:* 1979: 98).

There are three types of scope of education; formal education, non-formal education and informal education. As stated in UUSPN No.20 / 2003, formal education is a structured and tiered kind of education that consists of basic education, secondary education and higher education. Non-formal education is an education outside of formal education that can also be implemented in a structured and tiered manner. While informal education is the education through family and environmental sectors, whose program not to deliver the contents, but rather the context. (Muhaimin, 2006: 20).

Based on that definition, only formal and non-formal education which have materials are arranged in a curriculum. While in informal education, curriculum is not in writing. Etymologically, curriculum is a Latin word, which means teaching. Others said that the word comes from the French *courier* which means running. The word curriculum then becomes a term being used which denotes a number of subjects that must be taken in order to be entitled to a diploma. Crow and Crow said that the curriculum is a teaching design that contains a number of subjects arranged systematically as a requirement to complete a particular education program. (Abudin Nata, 1997:123).

Indonesian Government had set the language curriculum on formal education institutions, starting from education level of PAUD (*Pendidikan Anak Usia Dini,* Toddlers Education House) up to college or university level. However, an overview of the extent of the child-friendly values loaded in it is scarcely found. A research about teaching Arabic in a child-friendly environment therefore is still needed. As today's growing issue of the implementation of the child-friendly values or the correct views regarding them, including how to teach on the basis of child-friendly framework, this paper is a try to give a contribution in developing more awakening on the issue.

2. Literature Review

To put this paper into a perspective on international issues, it has been the United Nations Convention on the Rights of the Child, or UNCRC, to stipulate that all children should be entitled their all-encompassing Rights known as the "General Principles." It is stated in the official website of national branch of UNICEF (United Nations Children's Fund), a member of the United Nations Development Group arranging this Convention (refer to www.unicef.org.uk/what-we-do/un-convention-child-rights), these principles are Right of Non-discrimination (article 2), Best interest for the child (article 3), Right to life survival and development (article 6), and Right to be heard (article 12).

Out of all 54 articles of the Convention that cover all aspects of a child's life, those 4 articles help to interpret all the other articles and play a fundamental role in realizing all the rights for all children. Spirit of these general principles is by all means to make sure that they get their rightful welfare and wellbeing, also to make realized the appropriate assistance for them to take hold of better future in all walks of life.

In relation to inculcation of child-friendly values in Arabic teaching, the activities of the teaching in all related components should be put in the first place. In terms of results, we may calculate that child-friendly teaching can be successful only if it meets the following indicators: an upgrade in Arabic language capacity and child-friendly knowledge, and a change in a way of solidity of both in attitude and in behavior among the learners and the teachers; Learning outcomes obtained by students through the process of based child-friendly teaching of Arabic are useful and are applicable in everyday life; they may have been memorized and borne in mind by the learners and could affect their behavior regarding child-friendly values for a long time. And thereby it will hopefully shape the personality of the learners, vis-à-vis child-friendly values, as well as provide clear direction to work out the problems of his life related to the values of child-friendly equality.

However, other factors may play their role here. Compared to all other levels of education, Early Childhood Education (ECE) is considered to be the most critical (KF. Murtaza, 2011). It is because in this particular age, as stated by Gardner (1998, as quoted by LMK Filasofa, 2016), the development of the human brain jumps and develops tremendously fast, reaching the highest at 80%. Soon as he or she is born into the world, and sees the surface of the earth, the human child has achieved 25% of brain development. Then, as he or she sees many other parts of the earth, at the age of 4 their brain development reaches 50%, and continues to burst to 80% at the year 8. At the end of the day, the rest 20% will still develop until the age of 18. This physical development in the brain has definitely important effect to the children's capacity to learn.

Nonetheless, as noted by Bobby De Potter (as quoted by Hadini, 2012), it is very often a fact that children who are in the same physical development as to their peers have failed to give similar stage in their knowledge and skills in school. Some factors have been responsible for this known fact. According to S. Zaenab (2016), the main factor is in the lack of human resources. She says that these the human resources need to be developed continuously in order that all the noble purposes of early children education can be obtained. Starting from the school principal to stakeholders, all need to be more selective about qualified teachers and administrative staffs.

Another factor probably also noticeable is the problem of whether or not their school is child friendly. Studies by A. Zuhrudin (2017), and Z. Slam (2016) show that success of school management is achieved in most part through child-friendly school system. This system creates a classroom which stands not simply as a place for students to learn subject materials. Rather, it regards the room as a place where social enterprise is in the air. Here, a student may grasp freely primary lessons of life such as friendship, cooperation and appropriate behavior.

According to A. Zuhrudin (2017), those early lessons of social life should be formulated in a language that omits verbal violence. In educating children, language is the main point that must be considered in the first place. The use of language in education affects children in the long term. Indeed, verbal abuse as well as physical punishment can cause the child to lose confidence and self-esteem. Jamal (2007, as quoted by KF. Murtaza, 2011) believes that corporeal punishment holds back learning and effects permanent psychological damage. Those who were beaten in their childhood were more likely to commit suicide, launch criminal activity and violence against others. A research conducted in a school in West Java by Z. Slam (2016) shows that implementation of child friendly school might help to prevent those "social diseases" earlier since childhood by establishing in the minds of the students "peace culture," a culture based on respecting the universal values of life, among which; liberty, justice, solidarity, tolerance, human rights and equality.

In addition to the learning process, child-friendly values in Arabic materials also need to be taken care. A study by Akmaliyah (2016) shows that some terms being circulated in popular Arabic-Indonesian dictionaries are not child friendly, and might be considered offensive, especially for girls. They are as in the following description revealed in her paper which is published at Musawa journal:

Meaning	بنت	Meaning	ابن
Doll	بنت العروسة	homeless/drafter	ابن السبيل
Pebble	بنت الأرض	famous man	ابن جلا
(spoken) word	بنت الشفة	greedy	ابن بطنه
sraet	بنت العين	lousy	ابن يومه
Tonsil	بنت الودن	dawn	ابن ذكاء
coffee bean	بنت اليمن	echo	ابن الطود
Liquor	بنت الكرم	fox	ابن آوى
Sorrow	بنات الليل		
stretch of water	بنات الأرض		
Tumult	بنات ا لدهر		
Prostitute	بنات الهوى		

Concerning the locus of the study, papers and works about boarding school --or *pesantren,* as locally named-- are abundant. However, only some of them will be highlighted here. Works by Yudha Heryawan Asnawi, Endriatmo Soetarto, Didin S. Damanhuri, Satyawan Sunito (2016), Saidna Zulfiqar Bin Tahir (2015), Sarno Hanipudin (2018), Haris (2017), Arif Darmawan (2017), M. Harja Efendi, Mimien Henie Irawati, Fatchur Rohman, Abdul Gofur (2017), Sudrajat, Ahmad Sahl, Tiurma Sinaga (2016), Setiobudi, Eko. (2017), Sriharini, Moh. Abu Suhud, Suyanto, Abdul Rahmat (2018), Sukarsono, Mohamad Amin (2013), Asep Sulaeman (2016), and Dewi Sadiyah (2015) are quintessential in building the framework of how *pesantren* may enter modern world and cope with opportunities and challenges inherent in it. Themes for *pesantren* ranging from education reform, religiosity of violence, values and tradition inheritance, democratization in Islam, Islamic view of environmental conservation, multilingual education, nutritional adequacy level of *santri* (student of *pesantren*), deradicalization of *pesantren,* empowerment based on *pesantren*, local wisdom, spiritual value-based biodiversity, the role of *kyai* (religious leader), and the education of religious values, are surely having to do with modern world.

Relevant to our study, especially that on Darul Arqam Boarding School in Garut, a work by Dewi Sadiyah (2015) is worth mentioned here. She speaks about education as an instrument paramount to inculcate religious values as a foundation of building healthy characters of Darul Arqam's students. Arguing that since they are equipped with both extra-curricular activities peculiar to religious training and school discipline generally adopted by Governmental schools, she is convinced that there will not be really a matter to the school to form the students' characters into the ones being more independent, accomplished, happy, *shālih* (religious), honest, faithful and pious to God. Also the paper by Asep Sulaeman (2016) is necessary to cite. His is quite complementary to the previous study, since he speaks about how *kyai* (religious leader) may play the leading role in constructing the commendable character of discipline within the students of Darul Arqam. Through observations over school's activities and interviews with a number of students and teachers, he notices that the combination between traditional and modern education practiced by the school may become a model for other schools to inspire their students to do more discipline in their everyday life. These studies seem concerned about how firmly-established values interact with their newly emerging counterparts. Studying of how some values implemented in specific place or time has been the core theme of these two studies. Precisely in line with this theme, and because the location being studied is also the same, this paper may be regarded as another complementary to those studies by Sadiyah and Sulaeman.

3. Method

The method used in the discussion is analytical descriptive. Through the description of the study materials, binding it with the analyses, necessary conclusions might be obtained thereby. For the research itself, it is qualitative with naturalistic approach (Hadari Nawawi, 1985: 63). The collected data are analyzed using inferential descriptive method that seeks to offer objective representation of the reality. Its steps are firstly to describe, systematize, and then draw general conclusions from the materials. The data for the research are obtained categorically from primary and secondary sources. While source of primary data are from the field in the form of observations, interviews and documentation, Secondary data are obtained from library studies pertaining the research material being discussed. That way, the researchers may assess the quality of the data, analyze, interpret and conclude them. The main and additional data will be collected through observation, interview, documentation and triangulation techniques. This research is conducted at the Darul Arqam Boarding School in Garut, a small town located just some 50 kilometers away south of Bandung, capital city of West Java province, Indonesia. To be exact, the address is Ciledug Street, No. 284, RT 001/02, Ngamplangsari, Cilawu, Ngamplangsari, Garut Regency, West Java 44181, Indonesia.

To obtain the data needed for the research, interviews with the instructor (*ustadz*) and teaching participants (*santri*) are managed, complemented with reviewing their everyday textbooks. Conducted at the Darul Arqam Islamic boarding school in Garut, this research would like to see the implementation of child-friendly values in teaching environment.

Broadly speaking, the goals of Islamic boarding schools as declared at the conference of all Islamic Boarding Schools in Jakarta on May 2-6 1978, are to foster among citizens desired personalities in accordance with the teachings of Islam and to instill religious feelings in all aspects of their life as well as to make themselves useful for religion, society and the state (Asep Sulaeman, 2016).

Stated that way, specific objectives of boarding schools are as follows:

1. Educate *santri* as members of the community to become devoted Muslims to God, to have noble characters, intelligence, skill, and healthy physic.
2. Educate *santri* to become cadres of '*ulama* and *da'i* with the following characters; sincere, courageous, tough, entrepreneurial in practicing dynamic Islam as a whole.
3. Educate *santri* to acquire needed personalities to strengthen the spirit of nationalism, so that able to build themselves and care for the nation's issues of human development.
4. Educate *santri* to become pioneers in micro development (family) and regional (rural/community environment).
5. Educate *santri* to become competent personnel in various development sectors, primarily in mental-spiritual aspects.
6. Educate *santri* to help improve the social welfare of the community in the framework of the nation's community development efforts (Asep Sulaeman, 2016).

Muhammadiyah Organization, which has put Darul Arqam to be one of its centers of education, previously gave considerable concern over the possibility of the shortage of *'ulama* in the future. According to Rahman (2012), this concern arose in the 39th Muhammadiyah Conference on January 17-22, 1975 in Padang, West Sumatra. It is this concern, which cast its repercussions down to the organization's branch members in Garut, West Java, was greeted with high enthusiasm elsewhere. Regional Conference of Muhammadiyah Garut held on May 23-25 1975 ventured to topple the issue. It gave concession to its local figures to realize its message of solving the problem by founding an institution oriented to the regeneration of *'ulama* within the circles of Muhammadiyah organization. Only after several considerations was signed the Decree of the Muhammadiyah Region of Garut No. A-1/128/75 dated 6 Jumadilakhir 1395/16 June 1975, which contained the appointment of the Committee for the Construction of the Muhammadiyah Regional Boarding School in Garut. It officially began on April 20, 1976. Darul Arqam Boarding School in Region of Garut then accepted the first generation of *santri* in the academic year 1978-1979 (https://rahmanlogic29.wordpress.com/2012/06/27).

Darul Arqam is intended to be a dedicated place where *santri* can learn their religion with no distractions whatsoever, *tafaqquh fiddin*. A *santri* is taught religious subjects in all their variety, combined with subjects ordinarily taught in common schools such as physics and mathematics. That way, the aim of establishing the school is to produce Muhammadiyah cadres who are Islamic, intelligent, having a good conduct, and may adapt to necessities of the time in the future.

K. H. Ahmad Dahlan, founder of the organization in 1912, used this verse as the basis for the formation of Muhammadiyah, to create an Islamic movement that is oriented to *amar ma`ruf nahyi munkar* (enjoining the virtues and prohibiting the misconducts). It is in Islamic rule of law that the command ولتكن منكم stated in the verse is used as mandatory (الأصل فى الأمر للوجوب), and '*ulama* understand that no information there indicates meaning other than the mandatory order. The next *lafadz*, the word أُمَّةٌ translated as "a group of people," indicates that there must be togetherness (the task cannot be done alone). The explanatory sentence comes thereafter, which explains the criteria for this group of people, that is, a group of people who are able to do summons to others to do good and forbid things that are evil. The purpose of holding such a group of people, meaning "organization", is stated after that in the last sentence. The sentence أُوْلَئِكَ هُمُ الـمُفْلِحُوْنَ shows that the purpose of the organization is to make people become blessedly fortunate. It is expected with the presence of Darul Arqam that there can be a center to produce Muhammadiyah cadres who are able to carry out the preaching of *amar ma`ruf nahyi munkar* in line with the basic foundation of Muhammadiyah's establishment (Asep Sulaeman, 2016).

Associated with that purpose here is the institution's symbol:

Figure 1: emblem of Darul Arqam Boarding School (retrieved from http://mahad.darularqamgarut.sch.id)

1. The shape of a blossoming flower; symbolizes that Darul Arqam always gives a fragrance to its environment wherever it is;
2. Five angles on flower petals; symbolizes the pillars of Islam;
3. Continuous pentagon line; symbolizing that all *santri*, teachers and families who are in the school environment must constitute a unified whole;
4. Books and Pens; symbolizes that *santri* is meant to study;
5. Six lines in the book; symbolizes that the *santri* must carry out the pillars of sincere faith;
6. Two white stars; symbolizing santri must be determined to achieve glorious achievements;
7. Muhammadiyah's logo; symbolizes that the school is under the auspices of the Muhammadiyah organization.

An institution must have a certain vision and mission, more specifically educational institutions. The Vision Darul Arqam, according to its official site (refer to http://mahad.darularqamgarut.sch.id) is being a model of a national level educational institution with a distinct 'muhammadiyah' character, having scientific insight, genuine competitiveness so as to produce cadres of '*ulamā* and intellectuals as the drivers of Islamic progress. Among its missions are; Carrying out and developing a model of Islamic education in the mastery of *al-ulum aqliyah*; Establish and develop relations and institutional cooperation with various related parties; Cultivating in *santri* activities beneficial for their development in knowledge, skills, sports, etc. Darul Arqam has now ample facilities supporting those vision and missions, such as: laboratories (for Physics, Biology, Chemistry, Language, and Computer studies); the hall, multipurpose place used to run a variety programs and courses; library; Multimedia Room; and a Grand Mosque.

Figure 2: two story lab facilitating computer, physics, and language studies.

Figure 3: studying outside the classroom, an offer rarely rejected especially in a hot sunny day

4. Results

Through discussions with several members of teaching board, the researchers found some interesting philosophies behind the foundation of the school and its commitment to spread the knowledge and prepare younger generation to face their future challenges. Here are several ideas being forward.

In the teachings of Islam, education is highly regarded. In Al-Qur'ân for example, a verse claims that knowledgeable persons will be given the same degree as those clutching their faith unswerving. This is mentioned in QS. Al-Mujâdilah 11:

O you who believe! When it is said to you: "Walk in the council", those of you who believe and those who are given knowledge of degrees. And Allâh is well-acquainted then spread out, Allah will give you space. And when it is said: "Stand up", then stand up, Allah will exalt with all that ye do.

In many hadîs of the Prophet and sayings of *'ulamā* are mentioned the importance of seeking knowledge. Such as:"Whoever travels to seek knowledge, Allah will make his way easier to heaven". "Seeking knowledge is mandatory, both for men and women of Islam". Seeking the knowledge is from the cradle to the grave hole". "Whoever wants to be happy in the world, he should seek knowledge, also when he want to be happy in the hereafter, he must seek knowledge. If one wanted happiness in both places, he practically should also seek knowledge." There are also suggestions to set the heart, to be patient and patient in the difficulty of finding knowledge. "When one has strong intentions, the path to success will surely open". "Whoever possessed a stern will would gain success".

Thus, Islam does not allow its followers to stay in ignorance. The purpose of life on earth is happiness, and happiness in all its kinds must be fought. The equipment that facilitates the struggle relies on one's readiness to give his greater portions on time spending on seeking knowledge. It is knowledge that distinguishes the period before and after Islam; Islam's period signed the opening of the light of knowledge vis-a-vis the previous period when all the universe was

shrouded in darkness. This is the meaning of the symbolization of naming the first city that the Prophet built which bore the name "*Madînah Munawwarah*," meaning literally "enlightened city."
The phase in a person's life that he must commit the duty of worship in Islam or *taklîf* is *balîgh*, i.e., the position when a Muslim has been complete in his mind, not a child anymore. There is a principle of "*lâ dîna liman lâ 'aqla lahu* which means there is no religious duty to a person who is not yet wise." The form of worship is worth nothing or in vain, when done without knowledge or *taqlîd*. The act of *bid'ah* is therefore largely abhorred in Islam, because *bid'ah* or heresy is to do a worship with mere religious intention without any information being known thoroughly of its instruction by the Prophet. It is admonished in hadith, "*kullu bid'at dhalâlah wa kullu dhalâla fi al-Nâr* (every *bid'ah* is an evil, and all evildoers dwell surely in hell)."
However, in order to cultivate in himself good and useful traits in the future, a child who has yet entered 'the age of conscience' should be educated at the behest of his or her parents. It would be asked later in the future to the parents about this chief responsibility. A Muslim will not live for himself, he must also consider his family and others in his environment; a good and reliable education must be prepared for the next generation. The offspring are our future, the result of pure love relationship; it is the message of Allah for parents to nurture them, educate and teach them to be good human beings.
This is a new and revolutionary view; because for the Arab community at that time children like trees; if given enough food, they would nourish unscathed by themselves, leave them alone to grow; any interference from their parents would be considered a waste. There were times when they felt proud of their children; when they knew that their child was a boy and had an agile character, but felt angry when he found his child was a girl and weak in character. For the latter this has been told a lot about the tradition of burying girls.
In Islam, children or offspring are the next generation who will receive and maintain the cultural heritage of the previous generation, and are expected to meet a better life.
Knowledge of Arabic can be gained through good or correct process of learning and teaching. In the term of teaching are inherent in it the concepts of learning and education. Learning is a student's way to interact with his or her teacher in gaining new knowledge. Information obtained from the interviews with instructors and also some students, indicates that the instructors never give physical punishment whenever the students make mistakes in learning, they give a re-explanation and guidance instead, so that the students would better understand the teaching. With 24 hours of prearranged lodging in the school's abode or *ma'had*, students can consult their teacher about their study outside the classroom, if necessary.
Learning is an instrument given by the instructor to the students so that a process of acquiring knowledge, mastering skills and changing behavior to the better can occur. Learning can also create an expected attitude and self-esteem in the students' part. Learning is actually a necessary process of interaction between learners and their educators.
Therefore, learning has always been the conscious effort by the instructors to grow within the students a learning interest, that is, to make change the behavioral faculty in the students' part which related to their motivation in learning. The change obtained by the students might take a while, and that can only happen because of efforts, processes, and deliberated plans for that purpose (Wina Sanjaya, 2009: 203)
Following the national regulation number 20 the year 2003 on national education (Article 1 verse 1), seems to reinforce the point mentioned above, education is a conscious and planned effort to create a learning atmosphere and learning process so that learners can actively develop their potential to have spiritual and religious command, self-control, personality, intelligence, noble character, as well as required skills for the benefit of individual, community, and the nation. In other words, education means acts or ways of instilling or instructing trainings in morality and reason (1986: 250). It involves subsequently learning activities or process of getting knowledge (1986: 22). A deliberate action to inculcate the concept of child-friendliness in teaching Arabic language at Darul Arqam Boarding School Garut has been witnessed by the researchers while doing this paper work.
While in general teaching components are educators, learners, teaching objectives, teaching materials, methods or processes of education, there is also last but not least, and evaluation. In the implementation of educational activities generally applicable, educators may apply 'punish and rewards' for learners. Based on then interviews with instructors and students, also combined with some reviews of textbooks, the process of teaching Arabic at the Darul Arqam Boarding School has been made according to the values of child-friendly environment; the instructor treats other teaching participants in a good and comfortable manner, a pleasant learning interaction among all teaching participants then goes well as a result. The methods used in the learning process also makes it easier for children in fostering their interest in further learning. For example, in *muḥādatṣah* (exercises in Arabic conversation), a teacher explains a word in Arabic while the object bearing its meaning is being put on the spot so that students can understand the word without translating it into their native tongue.
This method, called "direct method/*thariqah mubāsharah*," mimics the language learning process by newly-born children. Francois Gouin (1880 - 1892), distinguished teacher of Latin language from France, pioneered this method. According to D. Mamatova (2017: 8), Gouin departed from the premise "second language learning should be more like first language learning." The mood expected from students who pursue foreign languages is like learning his own

language, with lots of teacher-student interactions and encouraged spontaneities. This learning stimulates neither translation nor discussion of grammatical rules, things which sometimes put down passion among children to pursue further knowledge in language. For Gouin, learning a new language must firstly be about grasping surrounding objects recognized necessarily by their names, while others may wait. It thus creates a new language acquisition that is entirely familiar, a friendly tactic to being accepted as a daily-life for children. (Francois Gouin, 1892: 61). In Indonesia, a prominent figure in Islamic education in Indonesia, Mahmud Yunus, brought this method to be used in the country. Darul Arqam Boarding School, among others, followed his recommendation and adopted it in teaching Arabic to the students.

However, each learning method must have its advantages and disadvantages. According to Al-'Uṣaili in his book *Ṭarāiq Tadrīs al-Lugah al-'Arabiyyah li al-Nāṭiqīn bi lugah ukhrā* (nd.: 41), besides being advantageous in its aspects of listening and speaking, naturalness of language (eschewing to the outermost the weakness of artificial situations which does not provide actual learning), its emphasis on learning atmosphere similar to social conditions that occur in the target language environment; it also helps students think using target language patterns and avoid translation, some drawbacks must also be taken into consideration. Among them are:

1) Students whose native language is not Arabic certainly would need a different teaching method;
2) In this method, translating words is feared to cause interference for students, even though there are many other factors in the emergence of interference in language;
3) Too focused on the search for direct relations between words and objects, thus ignoring grammar, which is the reason for the imbalance of language elements learned by students;
4) This method uses the example used in the conversation, so students only seem to memorize it and will repeat the pattern only;
5) With restrictions on translation, making it difficult for teachers to teach abstract vocabulary, because it cannot be described concretely;
8) Students are left to make mistakes in communication, which then will become a habit;
10) Suitable for children, but less suitable for adult students;
11) Not suitable for classes that have students over 15;
12) It lacks attention to students' writing skills, because it focuses on making the target language the only language of oral communication.

In order that students may master skill in Arabic language writing, the teachers in Darul Arqam Boarding School will do some steps as follow:

1) Provide vocabulary that fits the theme of the lesson unit; very often, the way of making the students understand the meaning of the word is through pointing the object being discussed (if it is a concrete noun available in the class) or giving several hints representing the object (if it is not available or rather abstract like verb of its modifiers).
2) Give examples of how to use the vocabulary in various sentences; therefore, the teachers must have good command of elaborating words, under condition that they do not go away from the students' familiar context.
3) Students will then practice on their own making various sentences with pattern instructed previously; this usually is done in the classroom or outside under teachers' supervision.
4) Therefore, they may apply it in making Arabic language texts. That way, the teachers will surely see that the students' vocabularies may evolve as hoped in line with another skill of making 'Arabic composition' (*al-Insyā' al-'Arabiyy*) – a skill much needed later on college studies.

Speaking about upholding the school's rules or norms of conduct, there are times where students breach them. In this particular moments, a sanction must be given for the discipline to perpetuate. Already imbued with the concept of child-friendliness, the teachers holding the position to uphold the law do not give forms of physical punishment such as slapping or beating, but rather admonish the students to the importance of learning for their own future. The students, those who, for an instance, had not collected assignments on time, would need to submit additional assignments, the ones similar to three times as many as the earlier assignments. Therefore, there is no use of violence perpetrated against children.

The books used in learning Arabic are mostly the work of the teachers themselves, which aims to maintain the distinctive characteristics of Arabic in the boarding school. Others are printed books in accordance with the curriculum of the Ministry of Religion of the Republic of Indonesia. This is made so the students might be able to take part in UAMBN (National Standardized Madrasah's Exams).

In the teaching materials and in the process of education, it should not make difficult on the part of the child or the learner. In any way, education should not become something frightening to the children, or in a word much repeated, not 'child-friendly.' In general, the implementation of education in applying punishments and rewards must be based on established educational goals.

The three types of education mentioned above are generally undertaken by everyone including children. The child, according to the national regulation no. 35 the year 2014 article 1, is a person who has not attained 18 years-old, includes in the term a child who is still in the womb. While in child-friendly term, the word friendly, in one dictionary

(1986: 793), means good and sweet in words and speech. Child-friendly means hospitable, close and not-in-distance, meaning fun and easily accepted by a child; comfortable on the side of the child, both physically and psychologically. On teaching and education with child-friendly perspective, according to Regulation no. 35 chapter 9, a child is entitled to education and instruction in the context of his or her personal development and level of intelligence based on respective interests and talents.

5. Discussion and Conclusion

Based on the data, it indicates that child friendly indicators in teaching or education should cover eight components; child-friendly on content standards, process standards, graduate competency standards, education and its personnel standards, equipment and infrastructure standards, management standards, financing standards, and assessment of education standards. The essence of child-friendly teaching is that in teaching, a child must have decent protection, an environment which is hospitable to child, giving him or her psychic and physical comfort, and able to involve children as active learners in the learning process. It is deemed important as well a process and evaluation of teaching which is fair and credible for the children.

Traditionally indicators have been divided into three types are economic, environmental and social. (Geoff Woolcoc, 2008: 36). And the teaching Arabic is part of social indicator. And this indicator something difficult in measuring wellbeing directly. So according to Hoering & Season, (2004: 84) in Geoff Woolcoc (2008: 35) social indicators have emerged as 'surrogate' measures that translate or operationalize abstract concept e.g. health, safety, into measureable term.

And the term of Arabic teaching child- friendly is taken comparing and analyzing from the concept of child-friendly cities has been developed to ensure that city governments consistently make decisions in the best interest of children, and that cities are places where children right to healthy, caring, protective, stimulating, educative, non-discriminating, inclusive, culturally rich environment are addressed. (Erliana Riggio, 2002: 45). So Arabic teaching child-friendly make decision in the best interest of children, and all of components of Arabic teaching are making children right to learn, caring, protective, stimulating, full educative, non-discriminating, and inclusive.

Learning process is expected to be fun in addition to function brain to the most that makes learning process friendlier for children. We still need to move our muscle while learning. That way the learners are not only to sit in silence right from the beginning to the end, but they might do some exercise during the process, for example, they can be asked to play a game while learning Arabic, because physical movement can make the brain work better. Quoting Spurzheim (d. 1832), Jalaluddin Rahmat states that brain, like muscle, will strengthen with exercise (Jalaluddin Rahmat, 2005: 21).

Among noble goals of learning process is to develop each individual student so that a better life is achieved; it is actually an integral effort to develop all potentials; there should be intense interaction between all parties so that conducive atmosphere can be built; fun, that magic word students can develop their potential without fear. A challenging condition, not in a threatening sense, is important to generate a desire to grasp the knowledge and skills being taught; that way, it may motivate students to learn further and search more (Vienna Sanjaya, 2009: 222-228). Several games are mentioned and elaborated both by Imam Asrori (2009) and Hisyam Zaini (2004) and Akmaliyah (2016) concerning Arabic teaching, such as conceptual maps, card games, information-chain, and so on.

Assessing all these things work in Darul Arqam Boarding School in West Java, Indonesia, from textbooks contents and the process of their transmission by the teachers, the researchers find circumstances needed inside and outside the classroom in the boarding school, and student-teacher interactions here and there, providing the convenience that is child-friendly in nature, in the part of the students. An example makes it clear; in a time when a rule is not at stand. Whenever a student violates a rule, sanction must be given. Because the teachers at Darul Arqam already understand the concept of child-friendliness, the sanctions are not in the form of physical punishment, such as slapping or beating. Nor even verbal ones, such as scorning or harsh words. Students would be assisted to comprehend on the importance of seriousness in learning; they need to do some academic additional assignments or to collect assignments three times as many as the other students have for the same task. It hopes to make students to become accustomed to do discipline, so that they would keep it mind at a later time.

As a conclusion, child-friendly Arabic teaching is a systematic effort in teaching Arabic with child-friendly values in mind. It is still in need of socialization to a wider audience. While the child-friendly values can be implemented in all the teaching components, the socialization of it can be done through activities played by educators and learners. Teachers transfer knowledge in a way convenient to the students and stimulate them to seek further; also they communicate in a friendly interaction so that suitable environment required for a good development of skill and knowledge in Arabic language has been attained. Moreover, forms of physical punishment such as slapping or beating are not the option, trying rather to admonish the students to the importance of learning for their own future has been so far the preferred policy. The students, those who, for an instance, had not collected assignments on time, would need to submit additional assignments, the ones similar to three times as many as the earlier assignments. In the same way, such treatment has also been incorporated into the Arabic language teaching. The teaching and evaluation process have reflect child-friendly values with indicators, such as, cordial to children, protecting them from harm, providing them necessary psychic and physical comforts, involving them in all learning activities, and securing them a sense of justice.

In line with the manual of child-friendly schools published by UNICEF (2009), the teachers and all staff in the school play an important role in the creation of child-friendly environment. They enable children not only to achieve the knowledge and skills prescribed in the curriculum, but also help them develop the ability to think and reason, build self-respect and respect for others, and reach their full potential as individuals. “General Principles” of UNICEF, Right of Non-discrimination, Best interest for the child, Right to life survival and development, and Right to be heard, have all been satisfactorily realized by Darul Arqam Building School.

Our study shows that teaching Arabic in Darul Arqam Boarding School with all its components is child-friendly. In general, these components of teaching, comprised of educators, students, teaching goals, teaching materials, methods or processes of education and evaluation, have been put in full commitment to meet the requirements needed in any child-friendly environment. While the core of child-friendly teaching is that in teaching, children must obtain proper protection, friendly friendship to children, the school has provided psychological and physical comfort for children and the involvement of children as active students in the learning process and the process and evaluation of teaching that is equitable for child. So the child-friendly teaching of Arabic in the Darul Arqam Boarding School in its teaching component provides proper protection, is friendly to children, provides psychological and physical comfort for children and the involvement of children as active students in the learning process and the process and evaluation of fair teaching for children.

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The structure of the Individual's Authority in the Educational System

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Abstract
The organization of management and leadership in small and large groups of people in conditions of socio-psychological phenomena is associated with the phenomenon of authority. Focus of this work is on the relationship of the teacher's authority with group parameters. Does it influence the efficiency of the education and socio-psychological processes in scholastic group? Based on theoretical assumptions, we believe that the influence is not direct but has rather a complex mediated nature. In process of education, for instance, an authority of the teacher most of the time influences motivation of pupils, their diligence, discipline and attention, as well as it promotes increasing interest in scholastic subject; and thus the ultimate results of the activity are achieved only through these intermediaries.
The factors shaping the authority of the personality of a teacher are represented in the three groups: in the personality of the teacher, in the value expectations of students and in the parameters of the social environment. The first two groups of factors are the mirror images of each other.
Amongst more concrete factors, shown by teacher in interaction with pupils and students, that are within the group of professional and psychological qualities, are: subject knowledge, methodical skills, organizational skills, communication and morally-communicative qualities, empathy etc. All these blocks of characteristic and qualities reveal themselves only in process of jointly performed activities.
The structure of the value expectations of students from the teacher, on the basis of which the authority of the latter is "built", is influenced by various micro- and macro-social conditions, and as a result of which, there is currently a general decline in the authority of teachers among students.
Keywords: authority of the personality of a teacher, professional and psychological qualities, organizational skills, moral-communicative qualities, empathic features.

Introduction
It's well known that one of the priorities, while building any concepts, is a determination of main notions and the relationships between them. Otherwise, there is a danger of falling into a full eclecticism.
G. Homans, a known social psychologist, has defined the word 'authority' using notions of 'influence' and 'respect'. He supposed that authority is a personality, rendering most influence upon rest members of the group and getting from them most respect (Homans, 1961). No doubt, this is very ingenious determination from operational point of view.
R.H. Shakurov offers following: "Authority in social-psychological understanding is a position of the person in system of the interpersonal relations, that conditions a possibility to render morally-psychological influence on other people" (Shakurov, 1984). As we can see in this approach, authority is linked with notion of a status ("position"), the special status to personalities in group. Here, the positions of the quoted author unites with ideas held amongst foreign specialists. However, there are some particularities. In our opinion, the most important and exact remark is that the authority is not about influence itself, but about possibility of its rendering. Certainly, not about technical possibility, but in principle. Possibility can be considered as acceptance of the fact that this authority "belongs" to a certain personality.
Eventually, authority - a specific image of some personalities in consciousness of the colleagues, subordinated, pupils and others. This leads us to forming a following definition. Authority is a form personality made up in consciousness of the group members, due to which it gets the possibility to influence their behaviour, estimations and relations, without resorting to direct pressure. Using R.H. Shakurov's word "possibility", and bearing in mind that person may not want or try using his authority, may not even think of it, and so in such events influence occurs regardless of his desire. Although it may not be observed neither directly, nor with indirect pressure, nor without realization of both sides, but nevertheless, it can still occur.
Thereby, authority is possessed by a specific person, but in structure of his personality (as an element in this structure) it is absent. Is is presented in the others in the form of their specific relations to this person.

Hence, authority is a typical socio-psychological phenomenon, appearing in interaction only. Exactly in the same way it can reveal itself only in interaction and in relations (Vazieva, 2016).
Apparently, the most influence onto the socio-psychological climate, on unity of students' and pupils' group can be found only in the event when teacher is a class leader, or leader of the scholastic group. The most influence of the teacher's authority is observed in the scope of educational influences on personality of pupils and students, i.e. in the scope of shaping their moral valuables, social feelings, professional choice and in some other.

Materials and Methods

It is difficult to say when authority has rationally-cognitive origin, and when emotional-sensuous. Evalution of one person by another occurs during shaping any relation.
Attitude to the other person is often formed on the grounds of some his specific characteristic, quality, particular behaviour etc. Perception and estimation of personal characteristic are carried onto the whole personality. As a result, in some cases, defects will be overlooked, but at other times - his merits. This is hardly a rational process, since rationality expects taking into account all essential factors. Seems that the emotional-sensuous processes play a great deal when shaping the authority (Milgram, 1974). Authority should be considered as a social feeling, and the need for which is in each person. In genetic aspect, authority is a feeling, but, in any modern person, it is determined by rational checking (Uleman, 1972).
In social psychology, there is a traditional separation of the official authority (the authority role) from the personal. Sometimes within the framework of the latter, there is separately considered a functional one, that is founded, first of all, on professional and role's competence and strictly personal or emotional (Stepkin, 1982). The official (or authority role) is completely defined by formal, but in some cases by informal status of personality. Opinions, however, differ when addressing two components of a role: functional and emotional (moral). R.L.Krichevski (1996), for instance, insists that the first one is more important, and its absence in a leader has more heavy consequences for that group. This standpoint, certainly, is motivated logically enough, but, much sooner, is equitable only for a labour group in a sense of operational efficiency. Say, in children groups, when talking not only about education, but also nurturing, when criteria of efficiency is ambiguous, hardly any component of the teacher's authority has of a greater or smaller importance.
One more important question, requiring in our theoretical analysis, is a question about origin, or shaping the authority. In principle, what are the factors that support its shaping? Why exactly this one, rather than another personality, has an authority in the given group?
First of all, let us stop on the notion of 'factor'. This is a scientific notion. Factors, generally, are any conditions, parameters of surrounding ambiences, rendering direct influence on phenomena under investigation, regardless of power of this influence.
All are a possible factors can be divided into three groups: 1) represented in personality and in activity of teacher, 2) represented in different psychological and social-psychological parameters of students and their groups, 3) represented in objective features of the ambience during the interaction between teacher and student. Note, the parameters of the objective origin are present also in the first two groups of factors: for instance, factors of the age, gender etc. Y.P.Stepkin (1982) assumed that the value-based relationships lie in the foundation of personality's authority. These relationships appear between people whose perception is made via one other through prism of own values and valuable orientations. Here, it is necessary to select two aspects: firstly, a system of values of an owner of the authority, secondly, this should be present in the other party, i.e in someone for whom he appears authoritative (Stepkin, 1982).
It is obvious that life values and priorities of the teacher, that anyway are revealed in his interaction with pupils and students, maybe not immediately, but as more or less gradually becoming clear to them, render the deep influence on his authority. There is, for instance, all basis to expect presence of the more high authority in the teacher, in whose personality are brightly denominated values of the cognition, creative activity, value of pupils as personalities themselves etc. And, on the contrary, low authority is possessed by those who mainly concerned by their own personal problems (in particular, materialistic) and on priority of achieving those.

Results and Discussion

In spite of presence of the theoretical difficulties, the inconsistent approach and mismatched results, it becomes more obvious that the value-reasoning part of a personality forms its core and influences upon his action and activity. In process of perceiving each other, people also strive, eventually, to get into the world of the values of the other, with whom they enter into interaction. For pupils of senior age and students, relationships with each teacher and their personal psychological characteristics are, possibly, not so important. Nevertheless, they are perceived and valued, and so this formation of attitude to the teacher depends on how these values appear in the eyes of the student.

It is reasonable to describe the other factors 'coming' from teacher in a way already mentioned by approach to structure of the modern requirements to parameter of personality and activity (Atkinson, Lens, O'Malley, 1976). In other words, this is about structure of professionally important qualities. One of the main blocks, and consequently factors, is a professional competence, which is particularly important for shaping a functional authority. Professional competence for teacher comprises of subject knowledge and methodical skill i.e. direct skill to train, possession of methods, styles, ways and instruments of education.

The next block of factors is formed by management abilities and skills of the teacher, which consists of his skill to organize and conduct the scholastic session, maintaining discipline not by power but by other means; in skill to organize and conduct the interesting extracurricular activities. Here we can include motivation and stimulation skills, aimed at developing scholastic-cognitive activities of students and organization of interactions between them.

A block of organizational characteristics and qualities closely merges with other two: the first of them is a communication-technological, the other - morally-communicative traits of personality, amongst which a empathy plays a decisive role. Division of communicative qualities onto technological and moral are quite conditional since such empathy qualities as kindness, patience, sympathy etc inevitably display themselves in contact (Edlund, 1978).

The last three blocks of factors facilitate shaping of the teacher's moral authority. However, the list of factors is not exhaustive. Outlook and the general erudition of the teacher, his truthfulness and fairness in relations with children and with youth, pedagogical tact, as well as many other qualities with psychological contents require a separate consideration. Besides, some other specific factors such as the teacher's appearance, for instance, play importance in pedagogical activity.

While analyzing factors 'coming' from student, we shall remind once again that their values and expectations, particularly those that are not finding sufficient satisfaction, and if there is at least a partial responsiveness in activity and behaviour of a teacher to his dissatisfied expectations, provide greater possibilities for shaping the authority. Hence, finding and revealing these factors is equivalent to defining a) leading expectations of students in interaction with teacher, b) relatively seldom satisfied expectations. That teacher whose personality structure and activities mostly correspond to these expectations has a good chances to obtain the authority. Students' expectations are connected with different features of teachers' personalities and activities.

Inherently, personality traits and activity of the teacher and student's expectations are two sides of the same coin. It is, in fact, about the same factors when the teacher is taken as a "point of reference" and when the students are taken as a reference point.

Already for a while, social psychology has been discussing subject of influence of organizational forms of joint activity on different group phenomena and processes (Winter, 1987). In the event of teacher directly working with class or scholastic group (leads lessons and sessions), a very close-fitting relationships will appear. Success depends on teacher's professional skills, but results of his labour are valued by the results shown by his pupil. Does it mean that it's hard for a teacher to obtain the authority amongst those pupils and students, with whom he enters in the most close-fitting scholastic interaction?

It is thought, not harder than to deserve a trust and authority for a leader in group of subordinated, and more so that a considerable difference at age, experience, knowledge creates some more advantages for teacher. Joint and well interconnected activity really raises the level of the requirements of the people to one another, and in a sense, this can create difficulties in shaping the mutual relationships between people (Raven, 1974). But, on the other hand, authority can not be formed outside of joint activity of teacher and student (pupils). Often this turns out to be just enough for summarizing the efficiency of this activity for the latter. We can assume that the optimum organization of the scholastic interaction between teacher and student, reduction of level in their mutual dependency is one of the important factors in shaping teacher’s authority.

A general micro social background, on which the interaction of the concrete teacher with concrete pupils occurs, is the essential external objective factor, that has a situational nature, and necessary to consider too (Mitchell, Larson, Green, 1977). Simply, a great deal depends from trained composition of a pedagogical group, team of teachers, working with class or scholastic group.

One more factor, influencing upon authority of the modern teacher, certainly, are a macro social conditions, which, as it was already noted, currently, bring reduction of social prestige to the profession, including in the eyes of pupils and students. The other important side of macro social influences is the occurring changes to values of schoolchildren and young students, as this occurs faster than in persons of senior age. As a result, this increases a temporary gap between systems of valuables of the teachers and students, and so for the teachers it becomes much harder to correspond to the 'new' expectations (Alishev, Nigmatullina, 1999).

Conclusion

The results of the study of the problem surrounding the formation of the authority of the teacher's personality led us to the following main conclusions:

1. The phenomena of the authority is closely connected with many socio-psychological phenomena, that are typical for processes of management and leadership in smaller groups of the people and in greater social communities. This obstructs its detailed study.
2. Altogether it has distinct specifics and it can be concluded that, unlike the other phenomena, an authority is absent in structure of the personalities of its carrier. The personality's authority is represented by internal psychological world of others, those who surrounds it. It's possible to say that the presence of it that creates the possibility to render the influence without resorting to pressure or enforcement. Thereby, this phenomena has a typical socio-psychological nature.
3. As a specific form of representation of one personality in internal world of another, an authority is mainly an emotional-sensuous formation. We may call it social feeling, however, it may bring distortion into perception and evaluation of one personality by another.
4. Perception of personality and its specifics by pupils and students are of the decisive importance in shaping the authority of the teacher. Within the same framework, the teacher's perception of values is of the atmost importance.
5. The factors shaping the personality's authority, including of the teacher's, are concentrated in three areas: in teacher's personality itself, in student's expectations and in parameters of the social encirclement. The first two groups of factors are the mirror images of each other.
6. Amongst more concrete factors, shown by teacher in interaction with pupils and students, that are within the group of professional and psychological qualities, are: subject knowledge, methodical skills, organizational skills, communication and morally-communicative qualities, empathy etc. All these blocks of characteristic and qualities reveal themselves only in process of jointly performed activities.
7. The structure of the value expectations of students from the teacher, on the basis of which the authority of the latter is "built", is influenced by various micro- and macro-social conditions, and as a result of which, there is currently a general decline in the authority of teachers among students.

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Conceptual information of a Work of Fiction

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Abstract
The authors of the article consider that a concept in a work of fiction has a dualistic nature. It includes ideological and aesthetic aspects. The article deals with the ideological aspect of a work of fiction's concept. An ideological concept is looked upon as a predication of the topic of a work of fiction to its author's interpretation. Both the topic and the concept are analyzed as nonlinear, fractal sets of hierarchical structure which is illustrated by examples from a contemporary British novel. Introducing the notion of fractal to a text study explains ambiguity of its topic definitions and plurality of its possible interpretations.
Dicteme is looked upon as a minimal fractal thematic and conceptual unit of text. Dictemes in their turn are combined into macro-topics, and macro-topics form a basic topic of the whole literary work, and this basic topic becomes its integrating factor. In case of fractal approach the role of a view point from which this or that issue is considered increases, hence, in relation to a text study, so does the role of a language personality of the narrator, author, and reader.
Concept medium of text is a language personality of the narrator. In case the narrator is unreliable this function is fulfilled by a language personality of the author.
Keywords: topic, concept, dicteme, fractal, a language personality of the narrator, a language personality of the author.

Introduction
Conceptual information of a work of fiction is implicit. It represents the author's interpretation of described events and phenomena. "The world of a work of fiction has a creative nature and is composed by the author's imagination. A text of a fictional work ... is imaginary, where the depicted world is correlated with the reality indirectly through the author's individual perception of it, transforming in accordance with the author's intention, that is being conceptualized" (Asratyan, 2015). A concept in a work of fiction has a dualistic nature. It includes ideological and aesthetic aspects. The task set in this work is to review the ideological aspect of a work of fiction.
"A topic of a work of fiction, – from our point of view, – is reflected through its author's interpretation and thus is conceptualized in accordance with the following pattern: X is Y, where X is a topic of a work of fiction and Y is its author's evaluation" (Asratyan, 2017). In a work of fiction both X and Y and even both of them are not always logical, rational ideas. They could be images, both iconic and metaphoric.
At the same time, as it has rightly been noted by J. Brown and J. Yule, the ground for determining a topic of a literary work does not always seem to be clear-cut (Brown & Yule, 1983). It is a categorial-propositional text structure that we use as a basis for defining a topic of a work of fiction, which includes subject(s), objects, attributes, predicates, time and place relations, causes and effects, etc. Besides, the topic of a whole work of fiction starts being formed at the level of dicteme, suggested by M.Y. Blokh as an elementary topical segmental unit of text (Blokh, 1985,1994, 1999, 2000, 2004 – notion of dicteme) (Blokh, 2000). At this level micro-topics are formed, which in their turn are combined into macro-topics, and macro-topics form a basic topic of the whole literary work, and this basic topic becomes its integrating factor.
However, combining of all the sub-topics into one basic topic of a work of fiction has a nonlinear nature. Within synergetic approach a text can be viewed as a fractal object. A fractal (der. from Latin *fractus*) – fragmented, broken, crashed. It was introduced into scientific usage by a French and American mathematician B. Mandelbrot. There is no clear definition of the notion in the science at this stage, however, in V.V. Tarasenko's point of view, it is "not really necessary after the inter-subjects practice of scientific application of this category has been widely spread" (Tarasenko. www). Nevertheless, in "*Wikipedia*" a fractal is defined as a self-similar plurality, where the whole has the same or almost the same form as one or more parts of it. V.V. Tarasenko admits that "in case of applying a fractal concept ... a methodology of assembly of the whole with the help of its parts changes significantly, as parts are not obvious, boundaries are not visible, there are not enough parts for "assembly" of the whole, or, to be more precise, there are infinitely many parts, they are infinitely hierarchical, twisted up, overlapped, and the traditional

methodology following the pattern "part – boundary – the whole" does not lead to assembly of the whole, but destroys cognition by endless complications and restrictions" [Ibid.].

"The principle of fractal homomorphism (universal similarity), – from the point of view of V.I. Arshinov and V.E. Voitsekhovich, – on the one hand, shows fundamentality of not WHAT is reflected, but HOW it is reflected..., and on the other hand, means mutual similarity of fractional structures of any scale. Fractality is also considered both as a subject and method of analysis. The key thing about formation is not elements but structure" (Arshinov &Voitsekhovich, 2000).

Results and discussions

We observe all these phenomena in the process of a text analysis. Nonlinearity of text determines its fractality. Introducing the notion of fractal to a text study explains ambiguity of its topic definitions and plurality of its possible interpretations.

Ambiguity is also characteristic of conceptual information which as well as the topic itself starts being formed at the level of dicteme.

It is the author's image that is a medium of the conceptual information, which, from linguistic point of view, we regard as a language personality of the author which most often manifests itself through a language personality of the narrator. "In case of narrator's unreliability this function is indirectly fulfilled by… a language personality of the author which adds evaluation connotations to the narrator's image" (Asratyan, 2016).

In case of fractal approach the role of a view point from which this or that issue is considered increases, hence, in relation to a text study, so does the role of a language personality of the narrator, author, and reader.

And now let us analyze the novel by Michael Frayn "*Headlong*" (Frayn, 1999) and see how the topic and concept of this literary work start to be formed at the level of dicteme.

Within the categorial-propositional structure of this novel we distinguish the following key subjects: Martin, a fine art expert, iconology and philosophy specialist (it is on his behalf that the novel narration is carried out) and his wife Kate, who, together with their new born daughter Tilda come to a country side, where they almost immediately meet a local villager Tony Churt and his wife Laura. The main object, around which the events of the novel unfold, is a picture that Martin accidentally saw in Tony Churt's house. The fine art expert, obsessed by the idea that the picture is the lost fragment of Brueghel the Elder's "Four seasons" series, is trying to find evidence proving correctness of his assumption and somehow to get hold of the picture. This idea completely obfuscates his mind, often leading him to dishonesty. Numerous insights into history, the main character's detailed descriptions of works of art and art styles are just a background against which the personal drama of the protagonist takes place.

The cause and effect chain of the topic of the whole literary work reveals itself via a set of specific dictemes. The key one is a dicteme that describes Martin's first meeting with the picture. This is a starting point that all the following events evolve from: "*So it's there… that I first set eyes on it. On my fate. On my triumph and torment and downfall*" (Frayn, 1999, 41).

The information that this dicteme contains is not only denotational but also emotive. And it is a lively pulsating emotiveness which is determined by parcellation and excessive repetitions (via homogeneous parts and polysyndeton).

This dicteme finishes a chapter, and the new chapter starts as a continuation of this dicteme: "*I recognize it instantly*" (Frayn, 1999, 42).

In the following very detailed dicteme Martin is trying to explain his recognizing of the picture: "*I say I recognize it. I've never seen it before. I've never seen even a description of it. No description of it, so far as I know, has ever been given. No one knows for sure who, if anyone – apart from the artist himself – has ever seen it*" (Frayn, 1999, 42).

And again, the narrator's inner monologue is rather emotional. It is rich in stylistic devices. There are both anaphora and inversion here.

Having seen the picture, the narrator sets a clear task – to get it: "*I'm going to have the picture off him. This is my great project. I don't know how I'm going to do it, but do it I shall…*" (Frayn, 1999, 47).

This dicteme sets a start to all further actions and deeds of the fine art specialist. It is human vanity and greed that are behind cause and effect relations here. The main character is blinded by the potential fame and recognition.

This reason is depicted in the text of the novel through the dicteme where elevated and exuberant vocabulary is used, which emphasizes "grandeur" of what is happening, as well as "pointedly noble conduct of the main character, his high moral features": "*I allow myself to dwell on this idea for a moment. Six pictures… one to be occupying most of the wall of this very room for a precious day or two, before moving on to take its rightful place in the National Gallery in London. To have found one of seven missing links in Bruegel's great chain would be a glorious discovery, that would light up the rest of my days on this earth*…" (Frayn, 1999, 82).

Vanity in case of Martin is expressed via his desire to make a "*glorious discovery*". The "glorious discovery", in its turn, means fame and recognition. The narrator is imagining the benefits from this: "*… behave with characteristic modesty as I receive public and professional recognition in equal measure; look with innocent amazement and heroic equanimity at the huge sums of money dangled in front of me… nobly insist that it must remain in the country, even though this means accepting a considerable financial sacrifice; contribute a remarkably generous proportion of the proceeds to help good causes of the arts; perhaps even make a small but entirely uncalled-for donation to Tony Churt himself…*" (Frayn, 1999, 95).

There's one more vivid feature in the previous two dictemes – contraposition: nobility and selflessness are indirectly opposed to the notion of "money". In the following dictemes this opposition acquires an obvious, vivid nature. The narrator, absorbed in his fantasies, does not yet confess to himself what is really driving him, and every time denies the selfish essence of his motifs: "*Not that I'm thinking about money, but it's impossible not to be curious… Over a million pounds for a copy. So for an original… But I'm not thinking about money. I'm truly not*" (Frayn, 1999, 87).

Further on, by means of a high-flown metaphor, greed is again opposed to noble, selfless goals: "*In any case, the true Jerusalem to which my ship's sailing is not the money or the fame, or any of the ports at which it may touch en route – it's the chance to repay my share of the debt we all have to the world that gave us birth by restoring to it one of its lost wonders…*" (Frayn, 1999, 96).

He tries to persuade himself in nobility of his intentions: "*I must stop talking about this… as a confidence trick, because it's not – it's a public service, a contribution to the common weal at least as notable as anything that Rockefeller or Getty ever did*" (Frayn, 1999, 111).

And, finally, there appears a dicteme where the narrator speaks openly about the predictable outcome: "*I'm not going to emerge from this story with any great credit, I can see that. But I am going to emerge a great deal richer and more famous…*" (Frayn, 1999, 252).

The morbid obsession is also revealed by how the narrator refers to the picture. On the one hand, he uses nominations indicating colossal value of the picture: "*one of seven missing links in Bruegel's great chain*" (Frayn, 1999, 82), "*one of the most important artistic discoveries*" (Frayn, 1999, 95), "*one of its (world's) lost wonders*" (Frayn, 1999,96). On the other hand, all of them are opposed to the proprietary "*my picture*".

Initially the narrator is trying to bringing himself to senses: "*And I say my picture. But it's not. It's Tony Churt's picture*" (Frayn, 1999, 77).

But soon he perceives the picture as only his: "*This is the simple conviction that wakes me: that whatever my picture is, it's not by any anonymous follower of a painter no one's heard of!*" (Frayn, 1999, 79).

"*I follow… into the sunlit lands that lie before me, as I carry my picture off…*" (Frayn, 1999, 95).

"*So the first picture in the series – my picture – has disappeared somewhere…*" (Frayn, 1999, 169).

More than that, the narrator, eventually confesses to himself that the picture has become an end in itself, regardless who created it:

"*Now let me be absolutely honest with myself… Supposing… that the objective evidence I turn up destroys my case instead of proving it; supposing that it proves the picture isn't what I think it is… Would I still want the picture? Of course! It wouldn't change the picture itself one iota, even if it turned out to have been painted by Tony Churt*" (Frayn, 1999, 142).

The narrator "infected" by his idea starts implementing the intended. The deeds that he does in the attempt to prove his assumption are beyond common sense and are marked by obvious recklessness and riskiness. And the narrator to some extent understands that himself: "*The implausible appeal for my help, the pantomime of artistic innocence and financial dishonesty… It's a classic sting! It was using my own dishonesty to lure me on, my own vanity to blind me*" (Frayn, 1999, 197).

His sense of danger is mingled with a feeling of guilt towards his daughter Tilda: "... *It implies a contrast with my failure to be absorbed in the wonderful little creature we've brought into this world together, and my cold-hearted absorption in something else* " [P. 120].

Gradually Martin stops trusting himself: "*Am I getting close to the edge of the dizzy precipice named You-can-fit-almost-everything-into-any-pattern-you-like-to-name?*" (Frayn, 1999, 178). And he even regrets starting that whole enterprise: "*Why, though? That's the word I find I'm left with in the end. Why am I here? Why are things like this? Why did I ever begin this terrible enterprise? Why am I going ahead with it tomorrow when I still haven't honoured my pledge to Kate to find some objective evidence – when I no longer believe in it myself?*" (Frayn, 1999, 306).

He understands that everything that is going on is abnormal, which is exactly what the following dictemes reflect: "*Creating a fiction isn't lying, I understand that. But suddenly it seems remarkably like lying, and remarkably unlike anything I've ever attempted in my life before*" (Frayn, 1999, 99).

"*Odd, though, all these dealings of mine with myself,… debating my own feelings and intentions with myself. Who is this self, this phantom internal partner, with whom I'm entering into all these arrangements*?" (Frayn, 1999, 143).

The narrator is speaking with himself and confesses: "*Experience suggests that you tend to leap to conclusions. You're not good at grasping a long train of evidence unless they're laid out quite pedantically*" (Frayn, 1999, 143).

"*Yes, when I think of that flash of certainty in the moment that I first saw it, when I think how I've run from library to library… following the false clues… winding myself deeper and deeper into self-deception at every turn, I feel the hot burn of fame in my flesh*" (Frayn, 1999, 197).

Martin realizes that he fails to stick to the word given to himself and his wife Kate not to risk their money until he gets obvious evidence of the value of the canvas: "*I've failed. I promised Kate – promised myself – that shouldn't risk any of our money unless I could demonstrate to her beyond all reasonable doubt that the picture was what I think it is. And I can't*" (Frayn, 1999, 215).

He also understands that his marriage still exists only thanks to his wife: "… *thank entirely to goodness of her (Kate's) heart, in spite of the deviousness of mine…*" (Frayn, 1999, 136).

The constant change of opinions also indicates the narrator's unstable condition. One day he believes that the picture is definitely Brueghel's creation: "*Look, the picture's a Bruegel, there's not a shadow of a doubt in my mind now I've seen it again, if ever there was. Kate's wrong; I'm right...*" (Frayn, 1999, 252); another day, he is all of a sudden convinced he got it wrong: "*Perhaps I'm wrong about the picture… I am wrong. I know it. Once again*" (Frayn, 1999, 215).

"*I'm probably wrong about all of them (pictures), I realize. I am, I know I am… I'm wrong about everything… and I've lost my way through life*" (Frayn, 1999, 306).

Finally, in the last part of the novel, when the events have reached their highest point an adjective is used among other "strong" word combinations in terms of their expressiveness which is put in the position of the title in order to describe the peak of what is happening: "*…The whole accelerating, **headlong** rush of events has been focused into this one final insane fugue, which will only be ended by a vehicle coming in the opposite direction*" (Frayn, 1999,386) (underlined by me – A. Sh.).

Conclusion

Thus, the dictemes scattered all over the text form the main, basic topic of this literary work: the desire of its protagonist and narrator to get hold of the picture.

Narrator's concept of his desire to get the picture in this case has got a "fan" structure: it's the desire to become famous, and longing for money, and a 'favour' to the mankind, and not quite justified obsession.

However, the narrator's behavior and his speculations are indicative of his emotional and mental instability. That's why the question arises whether it's possible to fully trust this narrator, whether he can be a medium of conceptual information. This protagonist-narrator doesn't seem reliable. And then it is the language personality of the author who comes to the foreground and in a way draws a line under all the reflections of his character by describing him as *headlong* and by putting this evaluation into the strong position of the title. This is exactly what the basic concept of this novel is, which, just like its topic, is in the nonlinear way formed within fractal pluralities represented by dictemes. However, readers still have an opportunity to look at the described drama from their own perspective.

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Assessment of graduates' competences with the help of cognitive models

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Abstract
The article describes the algorithm of competences assessment of the university graduates based on the University Curriculum analysis**.**
The aim of the study was to test the performance of the algorithm of evaluation of graduates' competences based on the analysis of cognitive model of the University Curriculum.
The characteristics of the competence of graduates are formed because of studying a finite number of the University Curriculum disciplines divided into several modules (sections of disciplines).
In addition, the model should take into account the number of professional competences, the number of general cultural competences and the number of general professional competences.
The considered cognitive model of assessment of graduate's competences allows getting assessments with the possibility of taking into account the links between the sections of disciplines.
The paper describes algorithm of graduates' competences assessment on the base of the University Curriculum analysis.
The article reveals the results of the study of the effectiveness of the proposed approach based on the assessments of graduates' professional competences.
Key words: University Curriculum; competence; cognitive model; algorithm.

Introduction
There is a holistic set of issues, the solution of which is of significant practical and theoretical interest arising in the implementation of the competence approach in the educational process.
The problem of developing new tools and methods for assessment of the levels of graduates' competences is one of them. It is multi-aspect.
Many approaches can be of great usage:
– fuzzy models and networks (Borissov, V.V., Kruglov, V.V., & Fedulov, A.S., 2007);
– the algorithm of choice of programs of advanced training and retraining of job seekers based on cognitive models (Assanov A.Z., Myshkina, I.Y. & Gumerova, L.Z., 2016);
– method of recommendation in formation, integration and assessment of competences (Puchkov, N.P., Tormassin, S.I., 2012);
– algorithms of intellectual decision-making support (Bukalova, A.Yu., 2014);
– system-effective model of a professional competency evaluation (Khakimova, N.G., Kaguy N.V., 2018) etc.
This paper presents the creation and testing of an algorithm for graduates' competences assessment based on the University Curriculum analysis.

Materials and Methods
Theoretical methods of research include the study of pedagogical, methodical and special literature on the theory and practice of assessing graduates' competences.
Mathematical modeling was used in the process of describing the creation of a cognitive model of the University Curriculum.

Results and discussions
Verification of the effectiveness of the proposed approach was carried out in the course of assessment of bachelors' professional competences.
86.7% of the assessments got with the help of the developed algorithm of competences' assessing in accordance with the University Curriculum for each of 30 students coincided with the assessments of experts on the results of the final qualifying works defense.
The fuzzy productive cognitive map had been chosen as a cognitive model of the University Curriculum.

Peaks (concepts) are represented as fuzzy multitudes in these maps.
Cause-effect relations between two peaks are expressed as fuzzy rules with "one input – one output" structure (Borissov, V.V., Kruglov, V.V., & Fedulov, A.S., 2007).
The cognitive model has the form (Borissov, V.V., Kruglov, V.V., & Fedulov, A.S., 2007; Assanov, A.Z., Myshkina, I.Y. & Gumerova, L.Z., 2016): $\Phi = <G, X, W>$, where $G = <V, E>$ is an oriented graph, V is a multitudes of peaks (concepts), and $V = \{V_i\}$, $i = \overline{1, Q}$.
Q shows the number of peaks (concepts), $Q = K_m + K + M + L + N$, K_m represents the total number of modules (parts of subjects, $i = \overline{1, K_m}$), K – the number of professional competences, M – indicates the number of common cultural competences, L is the number of common professional competencies ($i = \overline{K_m + 1, K_m + K + M + L}$), N is the number of subjects in the TP ($i = \overline{K_m + 1 + K + M + L, Q}$).

Many arcs are $E = \{e_{ij}\}$, $i, j = \overline{1, Q}$. Moreover 1) $e_{ij} = 1$, $i, j = \overline{1, K_m}$, if the module V_j is parent for the module V_i study; 2) $e_{ij} = 1$, $i = \overline{K_m + 1, K_m + K + M + L}$, $j = \overline{1, K_m}$, if the competence V_i is formed in the process of module V_i study; 3) $e_{ij} = 1$, $i = \overline{1, K_m}$, $j = \overline{K_m + 1 + K + M + L, Q}$, if the module V_i is a part of the subject (discipline) V_j. $X = \{X^{V_i}\}$, $i = \overline{1, Q}$ is a multitude of parameters of peaks of V (notion of concepts of V is the value (importance) of the concept for implementation of future professional activity.
Each concept is described by the corresponding linguistic variable (LV) $\langle \tilde{X}_i, T_i, D_i \rangle$, where increase of each concept X_i is LV, $\langle \Delta\tilde{X}_{ji}, T_{ji}^{\Delta}, D_{ji}^{\Delta} \rangle$, weights of influences $W = \{w_{ji}\}$ between each pair of peaks is LV $\langle \tilde{W}, T^w, D^w \rangle$.
Recalculation of the notions (values) of all concepts (except the concepts-disciplines) is carried out by the formula $\tilde{X}_i(t+1) = \tilde{X}_i(t) \oplus \left\{ \underset{j}{\oplus} \tilde{f}_{ji} \left[\Delta\tilde{X}_j(t) \right] \right\}$, $i, j = \overline{1, K_m + K + M + L}$, where $\tilde{X}_j$, $\Delta\tilde{X}_j$ are fuzzy multitudes representing the values of the j–concept and the increase of this concept adjacent to the output concept *i*; $\tilde{X}_i$ is a fuzzy multitude representing the value of the output concept; $\tilde{f}_{ji}$ is a fuzzy operator, which sets the fuzzy display of "one input – one output" type; $\oplus$ is an operation of fuzzy accumulation of several fuzzy effects on the output concept.

The value of the resultant concepts (the importance of disciplines) $i = \overline{K_m + 1 + K + M + L, Q}$ is determined on the basis of the final values of the concepts ($j = \overline{1, K_m}$), corresponding to the modules of disciplines: $\tilde{X}_i^{res} = \underset{j=1,2,\ldots,K_m}{\oplus} \tilde{f}_{ji} \left[\tilde{X}_j^{res} \right]$.
The algorithm of graduates' competences assessment on the base of the University Curriculum analysis is the following.
Step 1. Choice of *j-th* competence ($j = \overline{K_m + 1, K_m + K + M + L}$),) the assessment of which is determined.

Step 2. The initial value of the concept-competence *j* is formed on the basis of the importance of competences evaluation, obtained on the basis of an expert interview; the values of other concepts-competences are assumed to be zero.

Step 3. The calculation of the values of concepts in the cognitive map to get (precise estimates) of values of resulting concepts (importance of disciplines):

$X_i^{res},\ i=\overline{K_m+1+K+M+L,Q}$ (see point 2 above).

Step 4. Assessment of *j-th* competence in accordance with the University Curriculum is determined by the formula:

$$OC_j=\frac{\sum\limits_{i=K_m+1+K+M+L}^{Q} X_i^{res}\cdot B_{D_i}}{\sum\limits_{i=K_m+1+K+M+L}^{Q} X_i^{res}},$$

where B_{D_i} is an assessment of the *j-th* competence of the applicant on the discipline D_i, which can be determined by the formula $B_{D_i}=\beta_1\cdot b_{D_i}^1+\beta_2\cdot b_{D_i}^2$; $b_{D_i}^1$ are the points on the discipline D_i (potential of *j-th* competence); $b_{D_i}^2$ shows an assessment of the competence "in action", which can be determined after completing the discipline course on the basis of creative tasks fulfillment, imitating real production tasks (at least two tasks for each competence), and subsequent expert evaluation (out of teachers and students themselves, β_1 and β_2 are the coefficients of the importance of the assessments used.

It's accepted in this work, that to a greater extent points on disciplines allow to evaluate the knowledge component of competences. Within this approach, in the case of using instead of B_{D_i}, for example, points on disciplines, on the base of the presented method, it is possible to assess the knowledge component of the competence.

We used the method of experts' survey in determining the relevance of graduates' competences.

To determine the importance of competences (values of the map concepts corresponding to competences), a group of experts (representatives of the employer and teachers who train students of the analyzed direction) should be involved. A possible approach to reconciling different opinions of experts may be to combine similar requirements of experts into groups (clustering),"averaging" of opinions in each group and selecting the most appropriate group of experts according to certain criteria.

The expert commission should include highly qualified specialists, middle managers who directly solve professional tasks mastered by students to determine the requirements to graduates' competences. This variant of the expert survey implementation was used in practice in this study.

Construction of membership functions of the fuzzy assessment of the significance of the competence $R^{ij}=\int\limits_{x\in X}\mu^{ij}(x)/x$, , where *i* is the number of the expert; *j* is the number of competence; $j=\overline{1,L}$; $\{x_k\}\subset X$ is a set of dots, that determine discretization frequency of the universal set of a fuzzy evaluation $X=[0;1]$, on which the membership function is built, is proposed to carry out on the basis of a direct method of constructing the corresponding membership functions. It is necessary to determine importance (value) of each competence for professional activity of the graduate in the chosen direction of training. Quantitative assessment of significance takes values from 0 to 1 (0 – insignificant competence, 1 – the importance of competence is not in doubt). The expert must determine for each competence the degree of confidence that the competence can correspond to the quantitative values of the assessment of its significance from the set of possible values presented in the table. Degree of certainty is measured with the numeric scale from 0 to 1, where 0 is the lowest confidence, 1 is the highest confidence.

If the expert considers that there are no significant competences in the list, the expert is offered to specify them, and to carry out their assessments too.

Taking into account the complexity of independent determination of the number of clusters in solving the problem, clustering is proposed to conduct because of a hierarchical clustering algorithm. The most common agglomerative or ascending algorithms were used in this case. Clustering objects are combined into larger and larger clusters in these algorithms.

Let us construct the membership functions of fuzzy assessments of competences' importance $A_j^i = \int_{x \in X} \mu^{ij}(x)/x$, where i is the expert number $i = \overline{1,R}$, j is the number of the competence, $j = \overline{1,L}$, $\{x_S\} = \{0; 0{,}1; 0.2; 0.3; 0.4; 0.5; 0.6; 0.7; 0.8; 0.9; 1\}$. If the *i–th* expert did not identify the *j–th* competence as a significant one, we believe that $\mu^{ij}(x) = \begin{cases} 1, & x = 0 \\ 0, & x \neq 0 \end{cases}$, $i = \overline{1,R}$, $j = \overline{1,L}$, $x \in \{x_S\}$.

Matrix rows are considered as the objects of clustering, they contain the assessment of competences,

$$\mu = \begin{bmatrix} \mu^{11}(x_1) & \dots & \mu^{11}(x_S) & \dots & \mu^{1,L}(x_1) & \dots & \mu^{1,L}(x_S) \\ \mu^{21}(x_1) & \dots & \mu^{21}(x_S) & \dots & \mu^{2,L}(x_1) & \dots & \mu^{2,L}(x_S) \\ \dots & & & & & & \\ \mu^{R1}(x_1) & \dots & \mu^{R1}(x_S) & \dots & \mu^{R,K+M+L}(x_1) & \dots & \mu^{R,L}(x_S) \end{bmatrix}.$$

The choice of a cluster to determine the assessment of the significance of competences is carried out by the decision maker. Each cluster is replaced by its center.

The decision makers selected the cluster $V^i = \{k_1, k_2, \dots, k_n\}$, which included n experts.

Each of the experts $\{k_1, k_2, \dots, k_n\}$ identified his fuzzy assessment of the importance of each competence, the values of the corresponding membership functions represent the rows of the matrix V. Each expert assessment, presented in the form of a fuzzy set $A_j^{k_l}$, is replaced by its triangular equivalent $th_j^{k_l}$. The task of finding of unknown parameters of the triangular membership function is reduced to the solution of the optimization problem (the formula of the Euclidean distance between fuzzy sets is applied).

Then, the average assessment of the significance of the *j–th* competence in the selected cluster is determined. The final assessment of the importance of competences by calculating the average fuzzy assessment after determining parameters of triangular membership functions of significance assessment of the *j-th* competence in the selected cluster based on expert assessments $th_j^{k_l} = (a_j^{k_l}, b_j^{k_l}, c_j^{k_l})$ can be obtained.

Conclusion

The choice of a cognitive model of a University Curriculum (UC) for obtaining competency assessments is determined by several reasons:

1) it makes it possible to take into account the connection between parts of disciplines and linguistic assessments of impact between the concepts of a cognitive map;
2) applying a set of fuzzy rules allows to better "extract" an expert's knowledge;
3) it gives an opportunity not directly to take into account the influence of disciplines involved in the formation of the chosen competence.

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To the Question of Technical Translation Teaching of Engineering Students in Oil and Gas Sphere

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Abstract
The article deals with typical mistakes made by engineering students translating technical texts. The study was performed within the framework of the "Foreign language" course for students of Oil and Gas Business faculty.
The analysis was provided for the texts translated by the engineering students in oil and gas industry. The study covered 40 students (I-II courses) at the Branch of IUT in Surgut. The author focuses on the main mistakes: translation difficulties caused by the structural features of the English sentence; difficulties of translation due to the characteristics of the part of speech; lexical difficulties and describes every type of mistakes in students' translations. This study is considered to be relevant as its outcomes can be applied during developing and planning the course "Foreign Language" for engineering students.
Key words: translation, technical text, error, algorithm, methods of teaching translation.

Introduction
A special place among the practical skills of a foreign language in a technical university is occupied by the skills of translating scientific and technical texts. Therefore, learning these skills should be given serious attention in the integrated process of learning a foreign language.
Technical translation requires the translating knowledge in the professional field, orientation in terms. Since the meaning of the same terms differs in relation to each of the areas of scientific and technical knowledge. Students should not only perfectly understand the text, but also accurately state it, as standards of documents require, therefore, excellent knowledge of both the original text language and the translation language is necessary (Alekseeva, 2008).
Most issues of teaching the translation of scientific and technical texts in higher education have long been discussed by specialists all over the world.
Specialists offer methods of teaching translation in a non-linguistic university.
Alferova D.A. offers Modular training in the translation of scientific and technical texts using information technologies (Alferova, 2010).
Fedotkina, E. V. uses modern electronic learning tools when working with a foreign language scientific and technical text (Fedotkina, 2010; Alipichev et al, 2007).
Gavrilenko, N. N. (2015) proposes the use of the methodology for implementing the competence approach in teaching translation (Gavrilenko, 2015).
Bryksina, I.E., & Sukhanova, N.I. reveal the content of learning to translate from the standpoint of bilingual teaching of foreign languages based on the mechanism of bilingualism, which allows activating sign, denotative or situational connections of lexical units of native and foreign languages, developing bilingual skills among students and skills necessary to overcome interference and enhance background knowledge of the specialty (Bryksina, I. Ye., & Sukhanova, N. I. (2014).
Anosova, N. E. considers the typical difficulties of the English-Russian scientific and technical translation (Anosova, N. E. (2010).
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Many teachers analyze students' mistakes while translating texts (Galetskaya, 2004).
Fufurina, TA identified the specific use of "false friends" in scientific and technical texts, gave examples of the false translation of scientific terms in English (Fufurin, TA 2015; Yakshuk, 2012; Tarasova, 2015).
Kunilovskaya M.A. differentiates between "errors that lead to inconsistencies in the translation content to the original" and "errors that reduce the quality of translation as an independent text and violate other regulatory translation requirements that are not related to equivalence" (Kunilovskaya, 2008).

Methodology

The purpose of this article is to analyze the texts of translations of engineering students on the subject "Oil and Gas Industry". The study involved 40 students of the faculty Oil and gas business of the Branch of IUT in Surgut.

The research material was scientific and technical texts in the field of oil and gas industry. The criteria for correct translation were the following skills and abilities: 1) complete and accurate transfer of the meaning of the source text; 2) the correct search for interlanguage equivalents of the term and expression; 3) the correct design of speech (grammar, syntax and style).

In order to identify typical mistakes made when translating scientific and technical texts, the author analyzed the texts offered to students in the learning process (Kalyanova, 2016). Texts were of different levels of complexity, content, included complex grammatical constructions, turns, terms, etc. The quality of translation was evaluated by using sentences that correctly reflect the meaning of the original and do not contain semantic errors.

Results

When translating technical texts by students of engineering specialties, an understanding of the text consists of an understanding of the components of its proposals. The meaning of the sentence is determined by: a) the meaning of the words in it, b) their connections and functions in the sentence, i.e. the structure of the sentence. The structure of the sentence is manifested in the formal features of both the sentence itself and its member words. In English, the formal features are: forms of verbs, all inclined words, combination and coordination of forms of words, word order in a sentence, official words, punctuation, etc. From the totality of these formal features, students can determine the structure of a sentence or the ratio of words in it and the ratio of word meanings. Knowing the basics of grammar, syntax, formal features of words and sentences, even without knowing the meanings of words, you can see in the text, not yet grasping their meaning, and make a translation. In the native language, the formal signs of the word and sentence are familiar to us; therefore, the structure of the sentence is understood by us even when it consists of meaningless words.

For students studying a foreign language it is especially important if the sentence structure, even if it is not filled with specific word meanings, still gives a general idea of its content, i.e., knowing the meaning of words without understanding their connections and functions in a sentence does not give anything understanding the proposal.

In comparison with the Russian language, the English language has an intrinsic clear, defined by a number of rules the structure of the sentence, which causes difficulties in learning English.

For example, we provide the following examples of engineering students at the Branch of IUT in Surgut:

- in the declarative sentence in the first place is usually the subject, in the second - predicate, in the third - addition, in the fourth – adverbial modifier.

I II III IV

Brazilian delegation visited our laboratories yesterday.

Делегация из Бразилии посетила наши лаборатории вчера.

The attribute is either before or after the word being defined.

The *new* device works well.

Новый прибор работает хорошо

The method *used* gives good results.

Используемый метод дает хорошие результаты.

In the event of the adverbial modifier of place and time, the adverbial modifier of place precedes the adverbial modifier of time, or may also be the subject.

I shall spend my leave *in the Crimea this year*.

В этом году я проведу свой отпуск в Крыму.

This year I shall go nowhere.

В этом году я никуда не поеду.

Despite the fact that in the English sentence there is a direct word order, a departure from this usual word order, it may not be arbitrary and subject to certain rules.

The main type of deviation from the usual order of the sentence members is the rearrangement of the subject and the predicate in places: the subject is placed after the predicate. This arrangement of the main members of a sentence is called "reverse order" or "inversion".
Inversion is applied when a sentence begins with an introductory particle, there, with an introductory pronoun it in some types of sentences, as well as in emotional highlighting or underlining of the sentence members.
Reverse word order in sentences beginning with the introductory particle there.
In such sentences, starting with there, the predicate takes its place in front of the subject, and the subject follows the predicate. The verb-predicate is consistent with the following noun, bearing the function of the subject.
The introductory particle there is usually found in sentences, the predicate of which is expressed by the verb (to) be.
There are three methods of rotating work engine lathes, which may be referred to as turning between centres chuck work and face plate work. Существует три способа удерживания и вращения токарных станков с рабочими двигателями, которые можно назвать поворотными между центрами сгибания заготовки и работой лицевой панели.
No flow of water occurs through the pipe unless *there is* a difference, in pressure. В трубопроводе не происходит движения (потока) воды, если нет разности давлений.
There are cases where the external forces are known with good accuracy. Существуют случаи, когда внешние силы известны с достаточной точностью.
Before the predicates, which include the modal verb, as well as before the predicates, pronounced verbs exist (существовать), remain (оставаться), arise (подниматься), come (приходить) and some others also have an introductory particle there.
With this fixed number of protons *there may be* associated a varying number of neutrons. С этим постоянным числом протонов может быть связано различное число нейтронов.
To hold the free-body portion in equilibrium *there must be* a force *V* and a couple *M* acting at the cross section. Чтобы удержать в равновесии часть тела, лежащую свободно на опорах, должна быть сила *V* и пара сил *M*, действующие в поперечном сечении.
There results in this way a more or less steady stream of water through the delivery pipe. Таким образом, образуется более или менее постоянное течение воды по напорной трубе.
There exist many sources of energy both potential and kinetic. Существует много источников энергии как потенциальной, так и кинетической.
There may be two magnets, one above and one below the disk, carrying respectively pressure and current coils. Могут быть два магнита, один выше, другой – ниже диска, несущие соответственно катушку напряжения и катушку тока.
Reverse word order is allowed in conditional subordinate sentences, if there is no if statement and if the predicate is expressed by a verb to (have) or (to) be or a complex form of the verb, as well as with a complex verb predicate that includes the modal verb.
Reverse word order is allowed in conditional subordinate sentences, if there is no conjunction if statement and if the predicate is expressed by a verb to (have) or (to) be or a complex form of the verb, as well as with a complex verb predicate that includes the modal verb.
Were there no loss of energy by friction, the motion would continue indefinitely once it had been started. Если бы не было потери энергии на трение, движение продолжалось бы бесконечно, коль скоро оно началось.
Reverse word order is also allowed when highlighting a minor member of a sentence in order to underline it. The selected member of the sentence is transferred to the beginning of the sentence, then the predicate goes, and the subject stands after the predicate.
To a field *is added* another field containing 3 acres. К полю добавляется другое поле в 3 акра.
To this class of substance *belong* mica, porcelain, quartz, glass, wood, ebonite, etc. К такому роду вещества принадлежат: слюда, фарфор, кварц, стекло, дерево, эбонит и т. д.
In front of this screen *CD are placed two screens FR and PQ,* each with a small hole at the center. Перед этим экраном *CD* помещаются два экрана *FR* и *PQ,* каждый с небольшим отверстием в центре.

Hence *arises the difficulty of obtaining* sound castings of copper. Отсюда возникает трудность получения доброкачественных отливок меди.

But having become acquainted with these rules, having mastered them, students gain knowledge for understanding the meaning of the English sentence. At the initial stage of learning the translation of technical texts, it is necessary to strictly adhere to the recommended rules. A solid knowledge of the rules and constant training in applying them leads to the creation of analysis skills during a cursory reading with a view to further translation of the text.

When learning to translate from English into Russian, knowledge of the grammatical structure of the sentence takes a great part. Learning to read easily and quickly translate the text in English means learning quickly, automatically recognizing the structure of the English sentence by formal signs.

We have compiled an algorithm for translating technical literature for students studying English at our university.

Algorithm for translation work.

1. Read the text or paragraph and try to understand the general content.
2. Find complex sentences in the text and break them into separate sentences, namely: complex sentences into the main and subordinate, and complex sentences into simple sentences.
3. Determine the group of the predicate and the subject. The border between them passes between the verb in personal form with explicit verb signs (presence of auxiliary verbs to be, to have, to, should, modal verbs and their equivalents) or homonymous signs (that is, words with endings - ed , -ing, -s):
   - ✓ find the variable part of the predicate;
   - ✓ find the unchangeable part of the predicate;
   - ✓ find the subject on the basis of the nominative parade of a noun or pronoun in the preverb or post-verbal part;
   - ✓ check the agreement between the predicate and the subject in form and meaning;
   - ✓ to separate the subject group;
   - ✓ to separate the group of the predicate into a verb-predicate, the object and adverbial modifier, i.e., either the whole verbal part (with direct word order), or the whole pre verbal part (with reverse word order and subject group, which occupies the whole verbal word), or the remainder after verbal the parts after the separation of the group of the subject in combination with the member of the group of the predicate in the verbal part.
4. Determine the presence of revolutions (participial, infinitive, or gerundial).
5. Start translating the sentence from the subject group, then the predicate group, the object and the adverbial modifier.
6. Find unfamiliar words in the dictionary, determine which part of the speech they are, select the most suitable translation. Pay attention to the terms, neologisms, false friends of the translator.
7. In case of difficulties in translation, refer to the specialty reference books.

Such work has yielded positive results, but students face some difficulties. Analyzing translations of students, we identified the difficulties and mistakes that students make when translating technical texts:

- difficulties of translation due to the structural features of the English sentence
- difficulties of translation, due to the peculiarities of the part of speech;
- lexical difficulties.

Lexical difficulties.

1. The use of neologisms in technical texts, namely, new words or phrases that have appeared in the language as a result of the development of science. The students' error in translating neologisms is due to the fact that they are not yet registered in dictionaries and it is difficult for students to establish their meaning. To do this, the student needs not only to analyze the structure of the word, but also to establish the method of education, analyze the context, and use reference literature to determine the meaning.

2. Workload of technical text with terms, terms and phrases. In this case, the student must demonstrate interdisciplinary knowledge, as a competent technical translation requires professional knowledge of the relevant professional field. As in the text there are terms-phrases, both components of which are words of a special dictionary, but the term-phrase, consisting of these components, acquires a new meaning, possessing a certain semantic independence, for example: brake gear - тормозное оборудование; electric motor - двигатель, приводимый *в* действие электричеством.

Students, in turn, translate them in separate terms, without understanding to what area the term-phrase belongs. It is difficult for students to define the scope of a term, when the first component of a term-phrase can be used in its usual meaning, the second component can be a term used in several fields of science. For example:

1. controlling valve клапан для впуска газа *(ав.)*
2. control valve управляющая лампа (рад.)
3. exhaust valve выпускной клапан (*гидротех*., *теплотех.)*
4. safety switch аварийный выключатель (эл.)
5. locked switch закрытая стрелка (ж.-д.)
6. change-over switch переключатель (эл.) (Pronina, 1986).

Difficulties of translation, due to the structural features of the English sentence.

Definitions of the main members of sentences and their groups. For example, difficulties in determining the predicate are caused, first of all, by the complex form of the composite predicate, which is divided into a compound nominal and compound verbal predicate. A compound nominal predicate consists of a verb-link (expresses the verbal category of a person, a number, a tense and a mood) in a personal form and a nominal part.

For example: The purpose of lubrication *is* to reduce the friction between moving surfaces. Назначение смазки состоит в том, чтобы уменьшить трение движущихся поверхностей. The mobility of ions *is* inversely proportional to the pressure. Подвижность ионов обратно пропорционально давлению.

A part of the composite nominal predicate (predicative term) can be expressed: nouns, adjectives, pronouns, numerals, infinitives, gerund, etc.

For example: The most interesting thing about semiconductor lasers is *that* they can transform electrical energy directly into light wave energy. Самое интересное в полупроводниковых лазерах заключается в том, что они могут преобразовывать электрическую энергию непосредственно в световую волновую энергию.

The compound verb predicate is expressed in:

- combined modal verb, modal expressions + infinitive; modal combinations such as obliged + infinitive (Radar *can be used* to guide planes through darkness to their destination. Радар может использоваться для того, чтобы направлять самолеты в темноте к месту назначения);

- the verb denoting the beginning and end of the action in a personal form + infinitive or gerund (High-frequency radio waves *continue to move* in a straight line from the transmitter until striking something solid. Высокочастотные радиоволны непрерывно движутся по прямой линии от радиодатчика, пока не ударятся о твердое препятствие).

Difficulties of translation, due to the peculiarities of the part of speech.

Students often make mistakes when translating non-personal forms of the verb, namely the infinitive and the infinitive constructions very close to gerund in origin. The infinitive has the properties of both a noun, can be in the sentence of the subject, the nominal part of the predicate, the object, the attribute, and the properties of the verb, it can take a direct object, has pledge and temporal differences.

It should be noted that these revolutions are not available in Russian. Consctruction, consisting of a noun in the general case or pronouns in the object case + infinitive, we call "object infinitive construction, which is translated by the object subordinate clause and introduced by «чтобы», «что» или «как». There is a close logical connection between the components of this construction, allowing them to perform one syntactic function - the function of a complex object.

The noun, as well as the pronoun in front of the infinitive, acts as the underlying subordinate clause when translating, and the infinitive, respectively, as the predicate.

We give examples of infinitive constructions in which students made mistakes in translation.

We desire further cooperation of the lecturers of our university to develop successfully. Мы желаем, чтобы дальнейшее сотрудничество преподавателей нашего университета успешно развивалось (правильный перевод).

The lecturers suppose the master student to be equal to the task of translating the articles. Преподаватели полагают, что аспирант справится с переводом статей (правильный перевод).

We saw this scientific laboratory grow year by year. Мы видели, как эта научная лаборатория развивалась с каждым годом (правильный перевод).
They had their motor repaired. He wished the letter mailed immediately. Им отремонтировали двигатель. Он хотел, чтобы письмо отправили немедленно (правильный перевод).
The case in which the subject is separated from the predicate by a large group of words, and the predicate, in turn, divorced from the infinitive, also presents difficulties in translation for students. Difficult cases with predicative infinitive are translated by the same rule.
"Deformations, and especially changes of curvature, of those parts of slab in which the stresses are well below the yield stresses can be assumed with sufficient accuracy to be exceedingly small."
С достаточной степенью точности можно предположить, что деформации, особенно изменение кривизны тех частей плиты, где напряжения гораздо ниже предела текучести, бывают чрезвычайно малыми (правильный перевод).
When translating into an example, it begins with words that originally wedge in between the predicate and the infinitive or in the composition of the predicate itself. Therefore, first-year students cannot understand the meaning | constructions, where the complex subject is combined with some other characteristic of the English language. "There can be said to be no bending moment in the members of such a type. It is said that he is an engineer; He is said to be an engineer" etc.

Conclusion
Based on the above errors and difficulties caused by students in translating technical texts, it is necessary to formulate the problems and tasks that are in the educational process of students of engineering specialties in translation.
First of all, it should be noted that translation training is inextricably linked with all aspects of learning a foreign language: grammar, reading, listening, and writing. Obligatory requirements for high-quality translation are the observance of the norms and rules of the language being studied, since a deep knowledge of the language is a prerequisite for successful mastery of translation skills. Therefore, learning to translate technical texts should begin when students already have a certain basic language training, that is, after 2 courses, while at Tyumen Industrial University, at the Branch of IUT in Surgut, translation of technical texts is included in the program for learning the foreign language during 2 semesters, and that is not correct. In addition, a successful translation requires knowledge of the common and linguistic culture of the countries of the language being studied, the way of life of their people, and teaching proper translation should be based on a solid language and regional geography. All this will then enable more accurate transfer of reality, stable expressions; again, this material is studied for 2-4 semesters, i.e. after learning the translation of technical texts. It is necessary to note the correct learning of foreign language grammar. When teaching grammar, the focus should be on the analysis of grammatical structures, that is, separate phrases and sentences. When learning to translate, the whole text as a whole becomes the object of analysis; students must learn to highlight the main content of the text, its communicative function before they begin to translate.
Thus, translation training should be focused on instilling in students the skill of comprehensive analysis of the text as a whole and the development of a translation strategy, the choice of its methods based on such an analysis.
Thus, there is a contradiction between the methodological aspects of teaching technical translation and the requirements being in the program of teaching foreign languages to engineering students. Only by resolving this contradiction, it is possible to avoid numerous mistakes, to teach students to make competent and accurate translation of scientific and technical texts.

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