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Managing Pedagogical University Master Students' Empathic Training

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Abstract

Radical changes in educational process taking place today consist in changing key pedagogical positions and modifying theoretical picture of upbringing as a psychological and pedagogical phenomenon. These changes gave rise to new educational process peculiarities that are derived from a number of principles. These peculiarities involve the following ones: focusing on universal human values principle; concentrating on principles of subjectivity and accepting a child as a reality, which require the teacher's ability to initiate a child's capacity to be subject of one's own actions. The teacher is also required to make communication with children full of value content which is aimed at such higher values of universal culture as life, human being, knowledge, and communication. Teacher's empathy, which helps to perceive pupil's personality as a fact, to preserve unique manifestations of this personality, its unique features, underlies such type of communication. The article is devoted to the problem of teacher's professional formation and development, and its most important component: Pedagogical University master students' empathic training. The article analyzes features of Pedagogical University master students' empathic training within modern educational process framework. The practical significance of the research results can serve as a tool for organizing future specialists' professional and pedagogical training.

Keywords: empathy, sympathy, compassion, pedagogical empathy, empathic competence, empathic competency, Pedagogical University master students' empathic training

Introduction

People's rapprochement, mutual understanding is promoted by their kind, sensitive, attentive relations; their involvement in neighbors' problems, sympathy, compassion, and empathy. The purpose of such attitude is to achieve a holistic experience of unity with the "other". It is achieved through empathy. Therefore, this phenomenon attracts psychologists' and educators' increasing attention.

T.O. Yudina (2016), reviewing foreign studies on empathy, raises an issue of Russia's education quality and its correlation with European standards. This correlation implies, first of all, convergence of education levels in various states and creation of a European system of combined national training, close training terms, and high quality. Many of these issues are addressed in the Bologna Declaration, which emphasizes not only education quality control, but also education paradigm, which is based on

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specialist's "competency" model. Above all, it means teacher's mobility, which implies mobility in organising communication between teacher and students, possessing modern pedagogical methods.

Teachers constantly face need to exert educational influence on their pupils and face a number of difficulties: a child's actions are not always open for logical analysis (Zaitseva et al., 2017b). In some cases a child consciously disguises his/her personality or unconsciously supplies false information about him/her. When neither formal logic, nor professional pedagogical knowledge, nor memories of typical and similar make it possible to understand and predict human individuality, the teacher resorts to ancient, proven means of reflecting "I" of the other i.e. empathy.

Empathy is not a result of spontaneous process. Creating and implementing empathy into real educational process requires special actions and careful preparation. Consequently, the need for specialized empathic teachers' training arises with particular urgency. It is such training that creates possibilities for building educational process pedagogically and technologically, which ensures high level of education quality.

Literature Review

Active research aimed at developing the essence of the concept "empathy" has been conducted since beginning of twentieth century. Empathy is considered as regulator of relationship between people in society (Agavelyan, 2013; Hippennreuter, 1993; Palchikov, 2016; Shondina, 2013); basis of conscience, altruism, justice (Varshavskaya, 2016; Kurbanova, 2017; Lukyantseva, 2017; Zaitseva et al., 2017c; Kvon et al., 2017; Davoudi et al., 2018; Fartash et al., 2018; Tastan et al., 2018); as primary emotion, person's natural property to feel need for well-being of another (Carrol, 1963); empathy underlies theory of empathy and is specific kind of cognition of object essence or object (Igan, 2000); empathy is presented as main "tool" of psychology and psychotherapy, in particular, psychoanalytic research (Beres & Arloy, 1988; Buie, 1981; Jacobs, 1992; Isakover, 1992; Kohut, 1984; Rogers, 1980); empathy is characterized as complex psychological process and system-forming factor, multi-level phenomenon whose structure represents set of emotional, cognitive, and behavioral skills, person's skills and abilities (Karyagina, 2013; Salamatina, 2013); as management phenomenon, principle of management (Yusupov, 1995).

Empathy is also viewed as personality's moral quality and so-called personal component of empathy is highlighted. The latter is represented in the form of identifying one object with another (readiness to feel, experience, act against another person, as if you were themselves), analogies similarity between phenomena or objects), congruence (perception of a phenomenon or process as passing from one individual to another) and reflection (Zaymetov, 2013; Ryazanova, 2005; Mironova et al., 2017; Zaitseva et al., 2017a).

Empathy is considered (Yusupov, 1995) in terms of understanding (rational, emotional and behavioral). The authors emphasize empathy plays key role in understanding objects of social nature by human being; in acquiring communicative competency by the individual; in effective interaction of doctor and patient, instructor and trainee. I.M. Yusupov (1995) describes empathy as understanding objects of social nature through integrating image-sensory information perception into resonance interaction and logical aspect of cognition through transition from egocentric reception and processing information through insight into object of cognition. Yet, emotional-cognitive components of understanding are among themselves in complementary relationship, inclusion of one into the other occurs when there is deficit of information about cognitive object. Functional mechanism of understanding social nature objects is identifying and emotional-cognitive decentralising subject.

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Analysing existing definitions of empathy clearly demonstrates significant differences in interpreting this concept as psychological and pedagogical phenomenon and, in addition, divergence in classical definitions of the term, which still leads to controversies about its use legitimacy in context of pedagogy. Obviously, since the same term is used, teacher's empathy cannot and should not be something fundamentally different from empathy in "classical" psychological science. Undoubtedly, there are significant differences between them (Shkitina, 2015):

First, from classical point of view, empathy is unique tool, used mainly by psychoanalysts. This tool unites analyst and analysed, and helps to overcome the disease. Empathy in teacher's professional activity will not be so much an instrument used in solving specific problems as teacher's strategy main activity. Teacher must be empathic not only with respect to individual "difficult" students, empathy should become teacher's dominant strategy in communicating with all students.

Second, empathy is not only ability to empathize, compassionate with others, to immerse oneself in their world, while remaining outside observer. Empathy is a more complex person's quality for a teacher. This quality along with emotional reaction implies ability to identify, as well as organise certain educational influence that must be built in such a way that student can develop personality's universal values-oriented qualities.

Besides, result of pedagogical empathy will not always be productive communication between teacher and student, since educational process can go its own way, get out of control due to serious influences from various random factors, or results of educational impact can be postponed in time.

Moreover, pedagogical empathy is multi-scientific concept, since it requires synthesis not only of pedagogical and psychological knowledge, but also of philosophical, medical, information, and others.

Finally, pedagogical empathy is more flexible, on the one hand, and more voluminous concept, on the other, since pedagogical process is represented by more complex components than process of applying empathy in psychological branch.

These differences may cast doubt on legitimacy of using the term "empathy" in pedagogical context. However, in main positions concepts of "pedagogical empathy" and "classical empathy" (psychological) are similar:

1) both concepts are characteristics of education humanizing process and are basic components of person-centered approach;

2) in both definitions, ability to put oneself in place of another, to look at the world with their eyes are emphasized;

3) empathy object in both psychology and pedagogy is human being;

4) in both sciences, empathy can be represented in form of self-empathy, which enables people to enter their own world, to know it and integrate experience in reflexive form;

5) in both areas of knowledge, empathy is seen as way of teaching the child altruistic behavior; as a moral, socio-psychological quality of personality;

6) both classical and pedagogical definitions of empathy presuppose existence of three interconnected aspects of perceiving another person: rational, emotional, and intuitive.

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Taking into account these provisions leads to conclusion empathy in pedagogical field is not only possible, but is a modern integral part of vocational training in its main characteristics.

So, pedagogical empathy is interpreted in this article as personality moral, social, and psychological quality. This quality is based on tolerance as basic characteristic of humanization process, which is a rational-emotional-intuitive reflection of another person through processes of analogy, equating, identification, personification, attraction, casual attribution, congruence and reflection, helping teacher to organize educational influence more effectively.

Results and Discussion

1.1. Methodology and Research Methods

The basis for studying organization of Pedagogical University master students' empathic training was reliance on the following methodological approaches: system, activity, communicative, participatory, competency. These approaches represent principle methodological orientation of the research which is applied for examining study object of (managing Pedagogical University master students' empathic training). These are principles governing overall research strategy.

System approach as general scientific principle will be used by the authors of the article as theoretical and methodological strategy ensuring correct problem formulation and methodological analysis of already existing knowledge. During this process relatively independent components of pedagogical university master students' empathic training are viewed not as isolated components but in their interconnection, development, and movement. Training process is viewed as a definite holistic entity of relatively complex structure and presenting hierarchical system. Activity approach as general theoretical basis of problem under study makes it possible to consider activity characteristics of pedagogical university master students' empathic training. These characteristics include goal, object, subject, means, methods, activity stages and results. Communicative-participative approach is practical-oriented tactic, built on understanding student as free creative personality, who is gradually capable of choosing interpersonal communication type among its multiple saturation based on participating and organising joint activities with a teacher based on dialogic interaction. Competence approach as practice-oriented research tactic provides definition for complete set of specialist's empathic competences. This tactic contributes to improving vocational training quality.

While examining the issue of managing Pedagogical University master students' empathic training, the following theoretical methods were used as research methods: historical and pedagogical analysis, which was used to identify progressive trends in history of domestic education and foreign higher education in light of problem under study; theoretical and methodological analysis made it possible to formulate research initial positions; terminological analysis was used to characterise and streamline studied issue conceptual field; forecasting and long-term planning was used to substantiate development prospects for managing Pedagogical University master students' empathic training system.

Empirical methods: analysing education normative and legal documents; studying and generalising effective experience and mass practice of specialists' training and retraining in domestic and foreign higher schools; ascertaining experiments to assess quality of Pedagogical University master students' empathic training; forming experiment on implementing concept ideas and ensuring conditions for accomplishing Pedagogical University master students' empathic training effectively; experimentally verifying selected set of pedagogical conditions effectiveness; observing, questioning, testing, self-evaluation, rating, examining, quali-metric methods for assessing quality of Pedagogical University

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master students' empathic training; statistical methods of data processing and verifying hypotheses put forward.

2.2. Forming Empathic Competency in Pedagogical University Master Students

Competency model was chosen out of various existing models for the given study (see Table 1).

Competency models reveal characteristics of non-procedural and static phenomena in their content. This type of models includes knowledge models, profession-grams, qualification models, specialists training models for a particular type of professional activity, etc. (Yakovlev, 2016).

Taking into account innovative developments of latest period "empathic competency" concept should include: substantial generalizations of theoretical and empirical knowledge, presented in form of concepts, principles, meaning-forming provisions; activity (procedural) knowledge, skills, abilities, generalised action methods; focus (readiness), i.e. aiming at achieving work results and professional development; social and professional qualities: observation, sociability, sympathy, compassion etc.

If empathic competency is viewed as set of different levels competencies, then it is possible to present it as set of key, basic, and special competencies. Key competencies are necessary for any activity type. They are related to individual's ability to function in modern society. They are based on information flow used in communication (knowledge of democracy foundations, democratic institutions in their country and other countries, humanistic teaching foundations and humanistic trends, social and legal foundations which communicators rely on, critical perception of information, etc.).

In the context of professional activities, core competencies are necessarily complemented by specialised competencies which ensure carrying out specific professional tasks.

Core competencies reflect specific features of professional activity, but in most general form. As for empathic training, these are competencies in the field of communication, planning, creative interaction, etc.

Special competencies reflect specific features of empathic activity; they are aimed at solving specific problems of this or that professional sphere (see Table 1).

Table 1. Special competencies of empathic competency

Knowledge (cognitive component)	Skills (meaningful-actionable component)	Personality Qualities (personal component)
– psychological phenomenon of "empathy"; – pedagogical interpretation of concept "empathy"; – pedagogical empathy as system-forming factor that underlies individual's pedagogical focus and has leading role in interpersonal interaction success; – differences and similarities of pedagogical empathy and empathy in psychological	– empathic-perceptual skills; – empathic-expressive skills; – empathic-reflexive skills; – empathic-communicative skills; – empathic-interactive	– sympathy; – empathy; – liking; – compassion; – creativity, etc.

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science, etc.	skills; – empathic-creative skills	

Empathy skills that are part of specific competence are not formed simultaneously: first, elementary ones are formed, core skills, then advanced ones, which are higher level skills, and, finally, at final stage, creative skills are formed. Here is example of advanced empathic skills:

– *empathic-perceptual skills*: ability to "recognize" the other, in particular, his/her emotional states and experiences; ability to overcome subjective errors of perception: inertial, projecting and infantile types of pedagogical perception, etc.;

– *empathic-communicative skills*: ability to motivate communication partner to present additional information; ability to provide feedback; ability to find compromise solution to conflict situation, etc.;

– *empathic-interactive skills*: ability to evaluate and predict adequate ways of communication partner's behaviour in accordance with his/her emotional state; ability to fix temporarily emerging mental states, etc.;

– *empathic-expressive skills*: ability to use expressive potential of oral word to update communication partner's emotional experiences; ability to use mimic and pantomime capabilities with similar goal; ability to imitate communication partner's verbal, mimic and pantomimic expression, etc.;

– *empathic-reflexive skills*: ability to determine degree of identifying their emotions with communication partner's emotions; ability to determine degree of your mental cognitive processes focus on communication partner; ability to generalise and draw conclusions not only on logical basis, but also on basis of unconscious comparisons with past experience and intuition, etc.

3.3. Pedagogical Experiment

Pedagogical experiment was conducted in course of study. Experiment ascertaining stage involved assessing level of empathy competency formation in Pedagogical University master students in control and experimental groups according to selected criteria and indicators. Experiment forming stage involved arranging experimental activities in experimental groups with introducing pedagogical conditions and continuing educational process in control group using traditional methods and some methods of forming empathic competency in undergraduates Pedagogical University master students. Experiment generalizing stage consisted in final evaluation of results by selected criteria and indicators in control and experimental groups, ascertaining selected pedagogical conditions effectiveness.

Proceeding from purpose and hypothesis of the study, following tasks of experimental work were performed: 1) to study state of forming empathic competency in Pedagogical University master students; 2) to determine the criteria and indicators of empathic competency, which make it possible to determine its formation level; 3) to test a set of pedagogical conditions; 4) to trace dynamics of forming the empathic competency in undergraduates of the Pedagogical University master students when introducing educational model of its formation in combination with a set of pedagogical conditions for this model functioning; 5) to develop methodological support for forming empathic competency in Pedagogical University master students for using it in educational process.

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Experimental work was organized on the basis of South Ural State Humanitarian Pedagogical University proceeding from identified conditions (creating educational environment that provides opportunities for forming empathic competency of master students in higher education pedagogical institutions (Artyuhina, 2007), developing content-semantic support for empathic training of teacher training universities master students based on communicative, contextual and neuro-linguistic technologies), criteria for forming empathic competence tolerant attitude to participants in educational process, degree of empathic skills development, technological readiness and creative activity in applying pedagogical empathy) and levels (adaptive-reproductive, interpretive-constructive, creative). An important part of this research was devoted to developing meaningful and semantic support for empathic training of pedagogical universities master students based on interactive technologies (communicative training (Sannikova, 2017; Suhovershina, 2006), training in small group collaboration, project method, student portfolio, etc.), contextual technologies (method of concrete situations, method of conflict situations, sensitivity training, brainstorming, role play game, micro-teaching, etc.) (Shkitina, 2015), neurolinguistic technologies (method of creating a "repeat effect", the method of breaking templates, use of speech strategies – "truisms", "assumptions", "opposites", "false choices", "all choices", etc.) (Alder, 2002).

As a result of our study, it was found that in EG-1, more than half of students (79,2%) were at adaptive-reproductive level of forming empathic competency in pedagogical university master students, one student reached creative level (4,2%) (according to data initial cross-section). Quantitative characteristics obtained at final cross-section show positive result. This situation is explained by the fact that organizational and pedagogical conditions for forming empathic competency in Pedagogical University master students have been implemented (see Table 2).

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Table 2. Evaluating empathic competency formation level in teacher Pedagogical University master students (final cross-section)

Group	Number of people	Empathic competence formation level in teacher training university master students					
		I Adaptive-reproductive		II Interpretation-constructive		III Creative	
		number	%	number	%	number	%
EG-1	24	3	12,5	12	50,0	9	37,5
EG-2	22	2	9,0	11	50,0	9	41,0
EG-3	24	3	12,5	13	54,1	8	33,4

Final cross-section results confirmed positive dynamics in all three groups. It should be noted that according to final cross-section results, positive changes in EG-1, EG-2, EG-3 take place according to all criteria for forming empathic competency, which is in keeping with conceptual provisions of the given study. Results also prove chosen tactic of arranging pedagogical process to be correct, and implementation of selected conditions is effective.

Comparative analysis of initial, intermediate, and final cross-sections data makes it possible to conclude that as a result of experimental work on forming empathic competency, number of students with adaptive-reproductive level of empathic competency formation declined by 33,3% in EG-1, EG-2 – up to 21,2%, in EG-3 – up to 23,0%.

Number of students with an interpretative-constructive level of empathic competency formation increased by 33,4% in EG-1; it increased by 36,4% in EG-2; and rose by 40,0% in EG-3. The number of students who reached creative level of the forming empathic competency increased by 33,3% in EG-1; it rose by 36,4% in EG-2; and this number went up by 37,0% in EG-3.

To test hypothesis of the study, as well as to quantify scientific validity, objectivity, and reliability of study results, data obtained during experimental work were subjected to processing by mathematical statistics (Gnatyshina, 2017). Fisher's criterion was chosen out of all possible criteria for evaluating the hypothesis put forward. Comparative data were obtained by the authors of the article using Fisher's statistical test.

If difference in levels of forming groups' empathic competency is essential, then $\varphi^*_{emp.} > \varphi_{crit.}$ ($\varphi_{crit.}$ is tabular value). In this case, null hypothesis is rejected, but alternative hypothesis is considered true.

Experimental work results make it possible for the authors to draw following conclusions:

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– there is increase in number of students who reached creative level of empathic competency (in comparison with initial cross-section) in EG-1 for 8 people (33,3%); EG-2 for 8 people (36,4%); in EG -3 for 8 people (33,4%);

– existing differences between groups cannot be accidental, since at beginning of experiment differences in groups in terms of empathic competency level developed by Fisher's test are insignificant;

– pedagogical conditions that have been singled out by the authors of the article are sufficient for implementing model of empathic training model for pedagogical university master students, as evidenced by positive results of experiment forming stage;

– introducing conditions for creating information and educational environment in EG-1 contributed to strengthening information component of forming empathic competency in Pedagogical University master students at several levels: adaptive-reproductive and interpretative-constructive;

– introducing conditions for developing meaningful and semantic support for empathic training of Pedagogical University master students, based on interactive (communicative and contextual) technologies, helped to make processes of adaptation and adopting pedagogical empathy by students, assimilating patterns of empathic behaviour, and creating favourable atmosphere for communication in group mode more effective;

– using neurolinguistic programming methods inarranging empathic training of Pedagogical University master students promoted development of psychological categories, such as attention, memory, imagination, which underlie pedagogical empathy.

Thus, it is possible to state research hypothesis formulated by the authors can be considered reliable. Proceeding from it following conclusion can be made: level of empathy competence formation in Pedagogical University master students is significantly increased if forming empathic competence process is built in accordance with implementing organizational and pedagogical conditions.

Conclusion

The authors confirmed hypothesis that empathic training of Pedagogical University master students will become more effective if the following conditions are observed:

– general scientific basis of research is systemic approach;

– theoretical and methodological strategy is activity-oriented;

– practice-oriented tactics is communicative-participative and competency approaches;

– content-semantic content is competency model of pedagogical universities master students empathic training;

– this system is implemented against the background of pedagogical conditions set, including creation of external and internal informational and pedagogical environment for empathic training, developing meaningful and semantic support for empathic training of pedagogical university master students based on communicative, contextual and neurolinguistic technologies.

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Evaluation Of The Effectiveness Of Modular Training In Economic Areas Of Study

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Abstract

Pedagogical reality, which is a complex system of interaction between pedagogical practice and pedagogical theory, is currently represented by a multitude of directions, among which there is one whose relevance is never questioned. This is an individual approach in education and training. A special place among the methods and means of implementing an individual approach in teaching is modular training. The purpose of the article is to assess the effectiveness of modular training in the economic areas of training. To conduct research, the authors of the article used general scientific methods of cognition, including methods of comparative analysis. As an object of study, the practice of applying modular training in Plekhanov Russian University of Economics was chosen. The principles of modular training are systematized and described in the article. The authors of the article justified that the modular approach allows not only to form, but also to consolidate the competencies for the formation of which each specific module is directed, and the study of disciplines at the student's choice promotes the consolidation of these competencies and their development, taking into account the specific nature of the company's activity.The materials of the article are of practical value for developers of educational programs, teachers, as well as educational organizations engaged in the training of personnel for the service sector.

Keywords: modular training, competences, students, vocational education

Introduction

The pedagogical reality, which is a complex system of interaction between pedagogical practice and pedagogical theory, is presently represented by a multitude of directions, among which there is one whose relevance is never questioned. This is an individual approach in education and training.

The diversity of individualities is increasingly seen as an invaluable asset of humanity, for global processes; enveloped the world, characterized as a transition period from the age of the masses to the era of individualities. Therefore, the need to take into account existing knowledge about the nature of individual characteristics, the laws of their integration in pedagogical practice, is especially acute. This requirement is also facilitated by the weakening of administrative and economic methods of regulating public life and the consequent need of society in the formation of initiative, creative professionals, while preserving their individuality (Baklashova, 2014; Ertl & Hayward, 2010; Tastan et al., 2018) .

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Today in pedagogical practice a wide range of approaches to the implementation of the individual approach to teaching is applied (Vinogradskaya, 2016; Kirillov et al. 2017; Kriemadis, Thomopoulou & Sioutou, 2017; Fartash et al., 2018; Davoudi et al., 2018). Among them, modular training occupies a special place. However, the very methods of implementing modular training do not actually carry out either a meaningful or technologically individual approach to the subjects of learning. Thus, there is a clear contradiction. On the one hand, it is necessary to individualize learning to achieve the set of goals of education. On the other hand, although there is a theoretical elaboration of modular training, designed to solve the problems of pedagogical practice in a complex way, the theoretically developed technology of individualization with the help of modular training is virtually absent.

At the heart of modern education lies the dualism of theories of holism and individualization. With regard to education, holism proceeds from the unity of the economic, social, cultural spheres in which the subject lives and acts, and which has a direct or indirect influence on its behavior. Under the influence of this concept, modern philosophical theories such as Bergson's "creative evolution" model, the "philosophy of the process" of Whitehead, the philosophy of science, etc. have emerged. But absolutization in the educational process of this concept reveals a clear contradiction. On the one hand, there is a need to create an educational universe that implements socially significant goals through the organization and management of the educational process. On the other hand, in order to achieve a set of educational goals in relation to an individual, the individualization of learning is necessary.

About results of the conducted research it is possible to draw a conclusion that if the theoretical and practical development of modular training is the basis of the curricula in the sphere of secondary, higher and vocational education, the very ways of implementing modular training do not actually carry out either a meaningful or technologically individual approach to subjects of learning, ensuring the maximum possible individual result of training in the context of personal development.

Modular training was born in the early 60-ies of the XX century in the United States. Rapidly spreading in the countries of Western Europe and the UK, modular training has found greater application in the Baltic republics, Russia, and other CIS countries, including the Republic of Tatarstan.

The meaning of the term "modular training" is associated with the international word "module" (Latin - modulus, English - module), one of the values of which is functional node (Yutsyavichene , 1988).

The basis of modular training is that the learner, to a greater or lesser extent, independently works with the educational material proposed to him, set out in the module of training. A separate training module includes a targeted program of action, an information bank, and a methodological guide to achieving the learning goals set for the students.

The principal differences between modular training and other types of education, as pointed out by P.S. Yutsyavichene (1988), are the following:

1. The content of training is represented in completed independent educational complexes - modules, which are also a bank of information, and a methodical guide to its assimilation.

2. The interaction between the teacher and the student is carried out on a fundamentally different basis - with the help of the training modules it is ensured a conscious independent achievement by the students of a certain level of preliminary preparedness for each pedagogical meeting.

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3. The very essence of modular training requires the inevitable observance of parity subject-subject relationships between the teacher and the student in the educational process (Yutsyavichene , 1988).

Methodological Framework

The methodological basis of this study was the results of advanced fundamental and applied domestic and foreign research on the problems of education, the use of modular training.

The study of the theory of the question of the organization of modular training was conducted using general scientific methods of cognition, including theoretical studies (analysis, synthesis, aggregation). Evaluation of the effectiveness of modular training in economic areas of training was carried out using a comparative analysis.

As the object of the study, the practice of applying modular training in Plekhanov Russian University of Economics.

Results

Experience of application of technology of modular training

N.D. Nikandrov (1970) pointed to the positive experience of applying the modular training technology in the higher education system of the USA, I. B. Martsinkovsky (1981) at the universities of England: since 1968, work on a number of private projects began in England. One of the projects aimed to apply to the teaching of the concept of individual or independent learning, which is "a realistic trade-off between traditional classroom instruction and the extremes of pedocentric and self-learning methods." The basis of the organization of classes on the system of individual education is the idea of so-called training packages, each of which is designed for one student.

Analyzing the problems of professional training in the US, Yu.K. Balashov and V.A. Ryzhov (1987) note that many American firms carry out in-house professional "fine-tuning" of personnel using programs developed by the consulting firms "Balash". The set of programs of the consulting firm B. Bernshrot, in which the main role in the professional training of personnel is assigned to the line manager of the lowest level of the master enterprise. In the training sessions, which are carried out by the master under the direct supervision of the shop manager, carefully designed modules are used. They are prepared on the basis of a preliminary analysis of the types of work carried out by the consulting firm.

On the question of who manages the process of personal development there are different opinions. Some prefer control devices in the form of training programs etc. Other authors consider the management role of the teacher to be the main one in the process of students' learning activity

Recently, the researchers of the theory of pedagogy consider subject-subject relations in the educational process, i.e. such that recognize the interaction in the pedagogical process of the managerial function of the teacher and the self-management function of the student (Guseynova, 2015: Buntova, 2017), and others.

In the construction of the theory of modular training, an approach is also based on the humanistic ideals of personal development.

Yu.K. Babansky (1982) points out that "Too rigid management of activities deprives the students of initiative and independence, belittles the role of the process of independence of the exercise, and the

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excessive reduction of the leadership role of the teacher in the learning process also leads to a decrease in the effectiveness of training".

Attempts to algorithmize different levels of educational activity, as well as inventive activityare of undoubted value. But the algorithmic approach cannot be idealized. Only a flexible combination of it with other types of training into a single whole can really improve the effectiveness of the educational process. One cannot leave aside such an important question as the quality of mastering the experience of students. The position formulated by V.P. Bespalko (1977), about the sequence of learning from reproductive to productive activity is of particular value here. It is expedient to rely on these propositions, formulating didactic goals in modular training and building the content of modules.

In the system analysis of modular training, it is also necessary to consider it from the point of view of integrity.

V.I. Kagan and I.A. Sychenikov (1987) under the integrity of the training system understand its ability to provide a high level of training for all students. There are two sides to integrity: order and organization. Organizationality is determined by the regulation, management, links between elements within the system itself and the links of the whole system with the environment. The system is called ordered when the natural connections prevail over random ones. "The more complete the system is, the more efficient it functions," write V. I. Kagan and I. A. Sychenikov(1987). The pedagogical system should be organized in such a way that the regulation and management of its functioning would not deprive the independence of the individual functioning elements of the system.

The general direction of modular training, its principles, aims and content determine the principles of modular training developed by P.S. Yutsyavichene (1988) in accordance with the main provisions of the theory of modular training set out above.

As a result of the analysis of the pedagogical literature, the principles of modular training were singled out:

1. The principle of modularity defines such an approach to learning, which is expressed through the form, content and methods of instruction. In accordance with this principle, modular training is built on separate functional blocks-modules, designed to achieve specific didactic goals.

2. The principle of structuring the content of learning for isolated elements requires considering the educational material that is the content of the module, not only as a whole, but also as having a certain structure consisting of isolated elements. Each element of the module corresponds to a specific didactic goal. Thus, the content of the module should be presented to the extent that it ensures the achievement of an integrated goal, and the achievement of the private learning objective should be ensured by the content of the corresponding element of the module.

3. The principle of dynamism provides a free change in the content of modules, taking into account the dynamics of the social order.

F.G. Kumbe (1970), analyzing the causes of the global education crisis in the 70s of the XX century, linked his essence with the gap between education and the conditions of society. As one of the reasons that caused this gap, he pointed out the inertia inherent in the education system. As life practice shows, the inertness of education is primarily inherent in the content of education. The high rate of scientific and technological progress causes the rapid aging of special, general technical disciplines. This process also

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affects general scientific knowledge. Therefore, the training material that is part of a discipline must be updated in a timely manner.

4. The principle of effectiveness and efficiency of knowledge and their system requires that students learn only effective and operational knowledge.

V.I. Kagan and I. A. Sychenikov (1987) consider necessary the formulation of training objectives in a list of those or other types of activities that a student must be able to perform as a result of training.

Effective and operational knowledge form a unity with the skills. The system of this knowledge and skills gives the student the opportunity to freely apply them in practical training activities.

Objectives in modular learning are formed in terms of the types and methods of activity that the learner must master. The creative attitude to teaching is provided by the problematic exposition of the educational material.

5. The principle of flexibility requires the construction of a modular program and, accordingly, modules in such a way that it is easily possible to adapt the content of instruction and ways of its assimilation to the individual needs of trainees ((Yutsyavichene, 1988). As is known from the works of N.S. Leites (1960), L.N. Landa (1957) and other authors, students have a very big difference in the assimilation of knowledge, in abilities and in the speed of formation of mental operations.

Modular training provides flexibility both in constructing the contents of a single module, and in selecting by students the individual paths and pace of mastering the learning material. It should also be noted that the flexibility of modular training, manifested in the form of presentation of the training material by a separate module. This can be determined by the type of thinking students: verbal-logical or visual-shaped. According to P.A. Yutsyavichene (1988), by the individualization of the pace of learning, the possibilities of modular and programmed learning are identical. But the possibilities of modular training, in our opinion, are much wider than the possibilities of programmed instruction, because with modular training the student has the opportunity to choose the way to achieve the training goal set before him. The teacher carries out only a corrective function.

When implementing the principle of flexibility in modular training for the implementation of an individual approach to students, they conduct:

1) diagnosis of both the psychological qualities of the student, and the initial level of knowledge of the student;

2) taking into account the individual characteristics of the student, both the integral and individualized private learning objectives are placed in the training module, in accordance with them, the content of the module and the methodological recommendations to the student are selected.

6. The principle of a conscious perspective requires understanding and awareness of close and more distant prospects for learning.

The process of management of educational activity begins with the formulation of the goal. If in the educational process to use the opportunities for self-management of students in educational activities, it is necessary to clearly formulate the goals of the teaching, both private and integral. The goals in the

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modular training are as significant results of activity. Therefore, they must be recognized by the students as prospects for cognitive and practical activities.

7. The principle of versatility of methodological counseling in modular training is also a consequence of the general idea of individualization of instruction, the basis of which can be considered the idea of L.S. Vygotsky (1990) on the need to match the content of learning opportunities for the student. The choice of combinations of teaching methods, the way of presentation of educational material is carried out by the teacher. The student must independently choose the optimal ways of mastering the educational material. Inability to often organize independent work with the module raises the need for the teacher to develop methodological recommendations not only for working with educational material, but also for organizing independent work of students, to improve its effectiveness.

8. The principle of parity in modular training suggests the implementation of subject-subject relations between the teacher and the student. To transfer these relations from the subject-object plane to the subject-subject plane, as Yu.K.Babansky (1982) writes, the necessary condition is the existence of a basic level of subject-subject relations, which is the level of preparedness of students.

Subject-subject relations are realized in the pedagogy of cooperation, based on ideas of anticipation, free choice, self-analysis, large blocks, etc. The pedagogy of cooperation is based both on the traditional principles of pedagogy - visibility, science, accessibility, consciousness, and new ones, which are becoming more and more widely used in pedagogical practice, namely: high-level learning difficulties, progress in studying the material in the tempo and ways, individualized for each student; awareness of learning goals for students; self-management of educational activity, etc.

Modular training, as shown by teaching practice, is subject to these patterns. When working with an effective learning tool - module, the student organizes self-mastering of the educational material. After independent work with the module of training it is expedient to conduct a generalizing lesson. Prepared for this lesson, the student is then ready for subject-subject interaction in the process of solving problem tasks, organizing any studies, etc (Dalinger 2007; Zonova Nikolaeva & Sosnina, 2017: Petrenko, 2016).

With subject-subject education, the content of education becomes an object, therefore the interaction of two subjects is mediated by the object. Modular training is performed by modules. The teacher delegates some functions of modular program management in the process of training, in which these functions are transformed into self-management functions. Given the hierarchy of the management structure, it is necessary to note the position of the coordinating function of the teacher at the top of the hierarchical pyramid.

Thus, all the principles of modular training are based on the general democratic principles that ensure their more effective implementation. At the same time, the principles of modular learning determine concrete ways of implementing the principles of general principles, such as the principle of awareness and consistency, the principle of clarity, the principle of systematic and consistent, the principle of the strength of knowledge and their accessibility, the principle of consciousness and activity, the principle of an optimal combination of methods, forms and means learning.

Study of the practice of applying modular training in economic areas of training

As an object of study, the practice of applying modular training in Plekhanov Russian University of Economics was chosen. Calculations were made of the structure of the curriculum in the direction of preparation "Management", the profile "Management of the organization".

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Table 1. Content and structure of the curriculum in the direction of training "Management", the profile "Management of the organization" in the framework of three sub-profiles (Plekhanov Russian University of Economics, recruitment of students in 2018)

Module name	The amount of hours	Share in the total number of hours,%
Obligatory disciplines		
Module of historical disciplines, foreign language	1088	22,42
Higher mathematics and statistics	612	12,61
Computer science	252	5,19
Organisation management	576	11,87
Economic theory	360	7,42
Accounting and analysis	252	5,19
Physical culture and sport	400	8,24
Module of financial disciplines	288	5,94
The module of humanitarian and social disciplines	216	4,45
Elective Disciplines		
Module 1. Disciplines in a foreign language	252	5,19
Module 2. Practical-oriented disciplineson the sub-field corporate governance in Russian language	252	5,19
Module 3. Practical-oriented disciplineson the sub-field production management in Russian language	252	5,19
Module 4. Practical-oriented disciplineson the sub-field management of small business in Russian language	252	5,19
Module 5. Practical-oriented disciplines on the sub-field corporate governance in a foreign language	252	5,19
Module 6. Practical-oriented disciplines on the sub-field production management in a foreign language	252	5,19
Module 7. Practical-oriented disciplines on the sub-field management of small business in a foreign language	252	5,19
Elective Disciplines	52	1,07

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Total number of academic hours	4852	100,00

As it can be seen from the data in Table 1, the first module occupies the largest share in the volume of hours, which includes, in addition to historical disciplines and a foreign language, the discipline "Philosophy", "Life Safety", "Law" and "Business Communications”.

These disciplines, as well as the disciplines of the module of humanitarian and social disciplines, are aimed at the formation of the following general cultural competencies:

- the ability to use the basics of philosophical knowledge to form a worldview position;

- the ability to analyze the main stages and patterns of the historical development of society for the formation of a civic position;

- the ability to use the basics of economic knowledge in various fields of activity;

- the ability to communicate in oral and written forms in Russian and foreign languages for solving problems of interpersonal and intercultural interaction;

- the ability to work in a team, tolerantly perceiving social, ethnic, confessional and cultural differences;

- the ability to self-organization and self-education;

- the ability to use methods and means of physical education to ensure full social and professional activities;

- the ability to use first aid techniques, methods of protection in emergency situations.

These competencies are basic for a specialist with a higher education, on the basis of which professional competencies are formed. The formation of professional competencies focused on the discipline of modules, which include disciplines on economics and management. As can be seen from the figures in Figure 1, the share of such disciplines in the total amount of hours of the entire curriculum is 42% (Figure 1).

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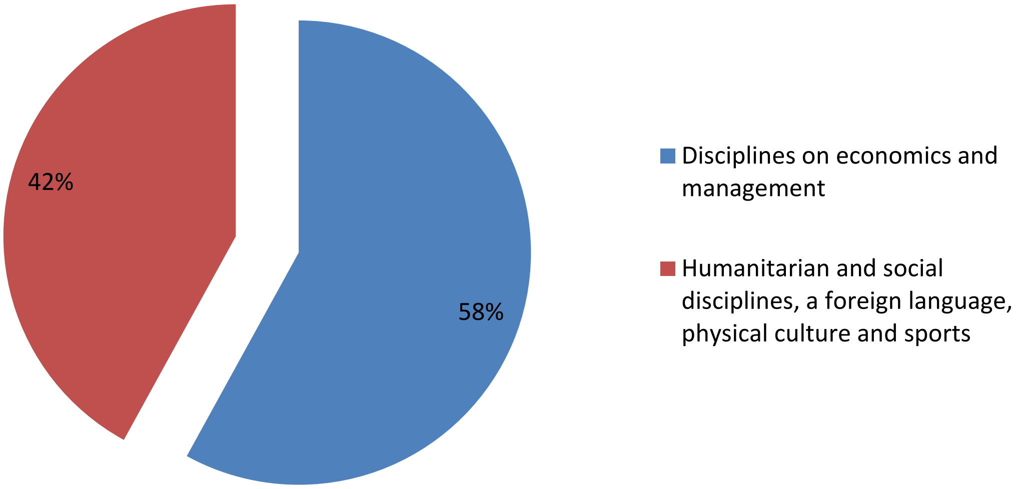

Figure 1. Structure of the curriculum in the direction of training "Management", the profile of "Management of the Organization" (Plekhanov Russian University of Economics, recruiting students in 2018)

The peculiarity of the analyzed professional educational program is that it is implemented in two languages (Russian and foreign) and within its framework three sub-profiles are envisaged: "Corporate governance", "Production management", "Small business management", within which appropriate disciplines are selected student, some of which are presented in Table 2.

Table 2. Examples of the subjects of the curriculum in the direction of training "Management", the profile "Management of the organization" in the framework of three sub-profiles (Plekhanov Russian University of Economics, enrollment in 2018)

Sub-profiles	Examples of disciplines within sub-profiles
Corporate Governance	Corporate structure strategies
	Organizational Competence Management
Production management	Modern concepts of production organization
	Development of a business model of an industrial enterprise
Small Business Management	Management of small and medium business
	Cross-cultural aspects of entrepreneurship

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Thus, those applicants who plan to work in different organizations in the future are given the opportunity to choose a sub-profile - from small enterprises to large corporations.

Based on the study of this experience of applying modular training in the development of professional programs in the economic areas of training in the university, it can be concluded that they are effective. This approach allows not only to form, but also to consolidate the competencies to which each specific module is directed, and the study of disciplines at the student's choice, helps to consolidate these competencies and develop them taking into account the specific nature of the company's activity - small, medium or large business.

Discussion

Earlier, the authors of the article repeatedly wrote about the need to improve the training system in general, in particular, on economic directions of training. (Larionova et al., 2017, Mironova et al., 2017, Zaitseva, et al., 2017).

In continuation of these studies, in this article, based on the analysis of pedagogical literature, the principles of modular training are singled out and described.

In addition, as a result of the studies reflected in this article, the authors confirmed the effectiveness of modular training in the development of professional programs in the economic areas of training at the university.

Conclusion

According to the results of the study, it can be concluded that when implementing modular training in a modern on-line version, students will become more autonomous, will take greater responsibility for vital decisions, including for education. When implementing on-line education, there will be no need for any "controlling bodies". People will begin to educate themselves, and really realizing what exactly and in what amount of knowledge they need.

In the process of modular training, an individual educational trajectory is realized, which will take into account the individual psychophysiological and personal characteristics of students, as well as their intellectual, age and gender characteristics.

In the transition to the knowledge economy, the learning process is no longer based on simple memorization by the students of a large amount of information. Computers provide the ability to quickly download all the information that the learner needs. On the one hand, it will not be necessary to overload students with unnecessary information. On the other hand, the liberated volume of hours can be directed to the development of the ability to think, analyze, argue and, in the end, make the right decisions in the chosen professional field.

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The Use Of Digital Technologies To Improve The Quality Of The "Social Taxi" Services'

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Abstract

Today, the digital economy has become firmly entrenched in various fields of activity. However, the introduction and development of electronic, digital technologies in the social sphere lags behind the general trends, which outstripped the relevance of this study. The purpose of the article is to develop ways to improve the quality of the "Social Taxi" service based on the use of digital technologies. The leading approach to the study of this problem was the methods of studying analytical, survey and other materials, classification, systematization and generalization of the data obtained, and information analysis of data. The article presents the results of a study of the organization and development of social taxi services on the basis of factual data obtained from all without exception subjects of the Russian Federation, which allowed to generalize problems that impede the introduction, development of informatization of these services and determine ways to overcome them. The authors developed a system of key indicators that can be used to assess the quality of the service "Social Taxi". The article reflects the results of the evaluation of the level of the quality of the "Social Taxi" service in terms of indicators - the percentage of coverage of the service of low-mobile categories of citizens and the cost of the service. The use of the results of this research by the regions of Russia will contribute to the creation of a methodological basis for timely identification of problems that impede the introduction and development of informatization of the "Social Taxi" service, both at the national and regional levels.

Keywords: social services, people with disabilities, low mobility groups, transport accessibility, social taxis, service quality, key indicators

Introduction

For the first time, the term "Digital Economy" was introduced in 1995 by the founder of the Massachusetts Institute of Technology MIT Nicholas Negroponte. And today the whole world uses it. In China, this

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segment of the market brings 6.9% of GDP, in India and the US - 5.4%, and in Russia already 3.7% (Neumann, 2018; Tastan et al., 2018).

Life itself forces us to enter the digital economy into various spheres of activity, including the social system of the Russian Federation. In 2017, analysts of the Russian Association of Electronic Communications divided the ecosystem of the digital economy into hubs. Each hub is a large backbone segment of the Runet, to which subsystems adjoin. One of these hubs is the "State and Society". According to the forecasts of RAEC by 2020, 86.7 million Russians will be Internet users, i.e. 59% of the population of our country.

Unfortunately, if we consider the social sphere, namely the disabled, here the situation is extremely opposite. So, based on the results of a comprehensive observation of the living conditions of the population in 2016, 66.8% of disabled people aged 15 and over do not have access to the Internet, and in rural areas this figure is 71.6%, people with disabilities living in urban areas settlements - 64.9%.

Therefore, the introduction and development of electronic, digital technologies in the social sphere are of particular relevance (Maloletko et al, 2016, Vinogradova et al, 2016; Fartash et al., 2018; Davoudi et al., 2018). As part of the implementation of the Strategy for the Information Society Development in the Russian Federation for 2017-2030, the Digital Economy of the Russian Federation Program has been developed, one of the main goals of which is the formation of a new technological basis for the development of the social sphere, including the production, development and processing of data in the digital form. In this regard, I would like to take a closer look at the service of the Social Taxi for disabled people and other low-mobility groups of the population.

The service "Social Taxi" provides transportation of a certain category of citizens to medical organizations, general educational institutions, administrative and legal organizations, to other priority facilities.

The creation of a digital platform in the provision of social taxi services would improve the quality of these services at all stages of implementation, from the acceptance of the application, in the process of implementing the service, in assessing the quality of the provision of this service.

Methodological Framework

The methodological basis of this study was work in the field of transport accessibility of low-mobile groups of population, as well as the use of digital technologies to improve the quality of these services. To analyze the development of the relatively new social taxi service in Russia, the authors of the article used methods of studying analytical, survey and other materials, classifying, systematizing and generalizing the data obtained, and informational analysis of data.

The initial information for the analysis were the official statistical data (Russian Statistical Yearbook, 2014-2017) of the Federal State Statistics Service (2018), analytical materials of the State Program of the Russian Federation "Affordable Environment" for 2011-2020 (2015), the State Program "Digital Economy of the Russian Federation" (2015), Strategy for the Information Society Development in the Russian Federation for 2017-2030 (2017).

To summarize the results of the research, methods of expert evaluations, generalizations and syntheses were used that made it possible to make author's assessments of the state and prospects of using digital technologies to improve the quality of the service of the "Social Taxi" service, and also to substantiate the

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directions for creating a digital platform in the provision of social taxi services, that will help to improve the quality of these services.

Results

The main problems that prevent the introduction and development of informatization of the "Social Taxi" service, and ways to overcome them.

The posteriori analysis of the organization and development of the services of the Social Taxi on the basis of factual data obtained from all without exception subjects of the Russian Federation made it possible to identify a number of problems that impede the introduction, development of informatization of these services and requiring solutions at the level of the Government of the Russian Federation and regional leaders. Let us single out only a few of them (interrelated and interdependent):

1. There is no normative - legislative document directly obliging the Ministry of Finance of the Russian Federation, Ministry of Labor of the Russian Federation, subjects of the Russian Federation to create and develop the service of the Social Taxi. Almost everything is "left to the mercy" of the subjects of the Russian Federation, and, first of all, the financial security that is urgently needed for the stable development of the services of the Social Taxi. In other words, the main share of material costs is assigned to the subjects of the Russian Federation, that is why it is extremely necessary to take measures at the level of the Federation Council, the State Duma, the Government of the Russian Federation to allocate the services of the Social Taxi to a separate subprogram of the state program "Affordable Environment" and the extension of the state program to 2030.

2. The proposal is based on data from the survey on the level of coverage of disabled people, other low-mobility groups in Russia as a whole. Comparison of the total number of social taxi service recipients during the year and the total number of disabled of 1, 2 groups, disabled children (only this category of citizens from the total number of citizens needing the services of the Social Taxi) showed that only 16% of the disabled annually receive these services. And this is under the assumption that only disabled people of 1, 2 groups, disabled children receive these services, although in reality services are provided in many regions and veterans of the Second World War, the elderly (in some regions older than 80 years, in some older 70 or 75 years old) experiencing problems in self-movement on vehicles.

3. The extremely low percentage of coverage of the services of the Social Taxi is due to the different financial possibilities of the regions and the different approaches to providing services in terms of the cost of services provided to the recipient of services. In 8 subjects, the service "Social Taxi" is not available at all. In some RF subjects, services are provided to privileged categories of citizens free of charge, in other subjects - at reasonable prices, in some regions by sky-high process, which makes the proposed service for the disabled unacceptable.

4. A significant impact on the growth in the number of users of Social Taxi services is provided by various kinds of restrictions in the provision of services in the regions (Kvon et al 2018): restrictions on the number of services provided to the user, the time limit for waiting for the service recipient in the process of rendering the service itself, absence of "Social Taxi" service in most rural settlements.

5. There are no indicators to evaluate the quality of social taxi services. To improve the quality of this type of service, it is proposed to develop and implement a digital platform that will allow assessing the quality of service delivery by the KPI system - key performance indicators. To do this, it is necessary to oblige all

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regions of the Russian Federation to annually make data on key indicators in the information system that will process the data with the ranking of the regions in terms of the quality of the "Social Taxi" service.

The suggestions made will allow creating a system for managing the introduction and development of the service "Social Taxi", to improve the quality of services, to provide equal access for disabled people, other low-mobility groups, who are in dire need of external assistance, motor transport for movement to objects and services in priority spheres of life.

Key indicators of the quality of the "Social Taxi" service

In the process of system analysis of the level of development of the "Social Taxi" service in the constituent entities of the Russian Federation, based on the use of annual statistical compilations (Russian Statistical Yearbook, 2014-2017), it was decided to determine quality indicators, the growth of which will ensure positive dynamic changes in the provision of services. 11 indicators were developed that fully characterize the quality of the work of the service of the social services bodies of the population of the subjects of the Russian Federation. Among the identified indicators, the most significant are identified, the growth of which is crucial in achieving the maximum level of service quality provided to disabled people and other low-mobility groups. A comparative assessment of the weighting of indicators, selection of priority indicators were carried out using the KPI system (key performance indicators). For objectivity and comparability, these indicators in the KPI system must be necessarily computed. Since no more than five indicators are recommended in this system, Pareto analysis was used to select the key, most significant indicators.

The results of the analysis and application of the KPI system in assessing the importance of indicators, selecting five key rankings and ranking by weight are presented in Table 1.

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Table 1. The most important indicators of the quality of "Social Taxi" service of the subjects of the Russian Federation

№	**Key Quality Indicator Name**	**The weight of the KPI Quality Score**
1.	Percentage of coverage by the service "Social Taxi" for the extremely needy of this service low-mobile categories of citizens	**0,3**
2.	Availability of service cost	**0,2**
3.	The possibility of obtaining the "Social Taxi" service by the low mobile groups of the population living not only in the cities, but also in rural settlements	**0,2**
4.	Completion of the "Social Taxi" service by road transport, including specially equipped for disabled wheelchair users	**0,15**
5.	Absence (availability) of restrictions for the privileged category of users of the "Social Taxi" service	**0,15**
Total		**1**

Quality indicators that are not included in Table 1 are also important as indicators of the quality of the "Social Taxi" service, but still they can be classified as less significant.

The choice of five key quality indicators, ranking them according to their importance with the use of the KPI system, is worth briefly describing. In the process of research it was established that, firstly, the main quality index included in Table 1 under the first number most fully characterizes the quality of the service. Secondly, overwhelmingly the majority of other quality indicators provide the rate of growth or decrease in the percentage of coverage of the service that is extremely in need of this service for low-mobile categories of citizens. Indeed, the value of the main indicator of the quality of the analyzed service depends on the level of accessibility of the service cost, and on the completeness of the service "Social Taxi" by motor transport (for wheelchair users with special lifts), and on the level of awareness of the categories of citizens who are in desperate need of the service for the very existence of the service and from other quality indicators. It turns out that most indicators "work" on the main quality indicator. That is why in order to improve the level of service quality for people who are in great need of a service, effective actions to ensure the dynamic growth of other indicators are needed. The results of the research of the level of development of the "Social Taxi" service for the most significant indicator of quality are summarized in Table 2.

Table 2. The level of quality of "Social Taxi" service for the most important indicator - the percentage of coverage of the service that is extremely in need of this service for low-mobile categories of citizens

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№	Name of the subject of the Russian Federation	Percentage of coverage of the extremely needy in this service low-mobile categories of citizens
Subjects of the Russian Federation with the maximum percentage of recipients of the "Social Taxi" service		
1.	Republic of Kalmykia	**168,85 %**
2.	Chukotka Autonomous District	**148, 75 %**
3.	Perm Region	**70,8 %**
4.	Moscow	**68,6 %**
5.	Kamchatka territory	**47,43 %**
Subjects of the Russian Federation, which have minimum indicators for the percentage of coverage of services that are in extremely poor need of this service for low- mobile categories of citizens (less than 1%)		
1.	The Republic of Dagestan	**0,022 %**
2.	Karachay-Cherkess Republic	**0,046%**
3.	The Republic of Mordovia	**0,063 %**
4.	Tambov Region	**0,24 %**
5.	**Leningrad region**	**0,3 %**

Among the especially important indicators of the quality of the service provided by the "Social Taxi" service, the authors included the level of accessibility of the service cost (item 2 in Table 1).

Assessment of the level of accessibility of the service "Social Taxi" at a cost in the subjects of the Russian Federation

Analysis of the cost of the service "Social Taxi for all regions of the Russian Federation showed a different approach to setting the price for the service. In 29 regions of the Russian Federation, the service is provided to one degree or another free of charge, of which in 15 constituent entities of the Russian Federation (plus in the city of Baikonur) - absolutely free of charge, without any reservations, restrictions. The results of the regional study on this key indicator are selectively presented in Table 3.

Table 3. The level of accessibility of the "Social Taxi" service at a cost in the subjects of the Russian Federation

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№	Name of the subject of the Russian Federation	The level of cost availability	Notes
Five of the 15 subjects of the Russian Federation, in which the "Social Taxi" service is provided free of charge and without any restrictions			
1.	Chukotka Autonomous District	Free of charge	**For the year, an average of 2 975 people are serviced: the entire number of disabled people (2 000 people) and non-working pensioners. One of the highest percentages of the extremely needy citizens of the "Social Taxi" with a free service is 148, 75%**
2.	Tver region	Free of charge	**For a year, an average of 25 332 people is served. The percentage of coverage of the extremely needy in this service low-mobile categories of citizens - 39.82%**
3.	Tyumen region	Free of charge	**For a year the service is provided on average 16 972 times. The percentage of coverage of the extremely needy for this service low-mobile categories of citizens - 26.7%. In 29 institutions (5 in cities, 24 in rural areas) there are 35 cars, 34 of which are adapted for the carriage of wheelchair users**
4.	Orenburg region	Free of charge	**For a year, the service is provided to an average of 16 000 customers. The percentage of coverage of the extremely needy in this service low-mobile categories of citizens - 12.33%**
5.	Ulyanovsk region	Free of charge	**The service "Social Taxi" is organized in the cities of Ulyanovsk and Dimitrovgrad. For the year, the service is provided on average to 7 318 applications from consumers. The percentage of coverage of the extremely needy in this service low-mobile categories of citizens is 10%**
Subjects with the highest cost of the service "Social Taxi"			
1.	The Republic of Mordovia	The cost of the service is 571.36 rubles per hour	**Because of the high cost of the service, the percentage of coverage for extremely needy low-mobility categories of citizens for the year is approximately 0.063%**

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2.	Orel region	The cost of the service is 270 - 300 rubles per hour	**The high cost of the service is one of the significant reasons for the low percentage coverage of the extremely low-mobile categories of citizens, who need it - 1.76%**
3.	Kaliningrad region	The cost of the trip is 280 rubles per hour	**Negative impact on the quality of the service is provided by the established limit for a free trip - no more than 5 hours per quarter. If the range of travel is more than 200 km or 300 km, the duration of the trip to the quarter is 8 hours or 10 hours, which is unlikely. In this regard, free trips are rare.**
4.	Khabarovsk region	The cost of a trip by car is from 177 to 187 rubles per hour, on a specially equipped vehicle - from 200.4 to 223 rubles per hour	**As only disabled people of I, II groups and children with disabilities can use the service, at a high cost of services for a year, only 6 204 people from almost 49 000 citizens who are in dire need of the service "Social Taxi" are served.**
5.	**Murmansk region**	**The cost of a trip to remote settlements is up to 500 rubles**	**The service is provided to people with restrictions in movement:** **- lonely disabled invalids of I, II groups;** **- lonely citizens living at the age of 80 years and older (including married couples) - that is, to a very limited number of persons. In this regard, the payment of 25% of the fare (from 15 to 70 rubles in one settlement, up to 500 rubles - when traveling to remote settlements) does not give the proper effect: out of 19 776 people who were in great need of service, 1 406 people used service.**

As it follows from the results of the study, including from Table 3, the peculiarity of the manifestation of the indicator of accessibility of the cost of the "Social Taxi" service in the regions and municipalities consists primarily in the dominant influence on the main indicator of service quality - the percentage of coverage of the extremely needy low-mobile people . So in the Chukotka Autonomous District, absolutely free provision of services to all categories of disabled people (including disabled children), non-working pensioners allows servicing the entire number of disabled people in the district (2000 people), with a service coverage rate of 148.75%. The preferential payment for the service of the "Social Taxi" service in the Republic of Kalmykia makes it possible to use the service not only to disabled children, of I, II, III group invalids in the number of 24 000 people, but also to veterans of the Great Patriotic War, Veterans of

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Labor, pensioners (on average 40 525 services for the year). Thanks to such an effective approach to the development of the "Social Taxi" service, the Republic of Kalmykia achieved the first place in Russia in terms of the main quality indicator - the percentage of coverage of the extremely needy low-mobile categories of citizens - 168, 85%. Due to absolutely free service provision the following average coverage rates are achieved: in the Tver region (39.82%), the Tyumen region (26.7%), the Orenburg region (12.33%), the Ulyanovsk region (10%). At the same time, the establishment of an unprecedentedly high cost of the "Social Taxi" service leads to extremely low rates of coverage of the poorly mobile categories of people who are in desperate need of the service.

Discussion

Earlier, the authors of the article repeatedly published the results of a study of both the service "Social Taxi" (Moskaleva et al, 2018) and the economic conditions for its implementation on the terms of public-private partnership (Moskaleva, 2015, Moskaleva, 2016), as well as the training of qualified personnel for sphere of services (Mironova, Zaitseva, Larionova et al, 2017).

In the studies of M. Cononey, S. Gannon & D. Wolsh (2007), E.V. Zlotnikova et al (2017), I.B Akhunova. & G.A. Guk., (2017) I.A. Plokhova (2013), E. E Moon (2010), some aspects of ensuring transport accessibility of low-mobility groups of the population are reflected.

The author's research allowed to form a methodical basis for the timely identification of problems that impede the introduction and development of informatization of the "Social Taxi" service, both at the national and regional levels.

Conclusion

In conclusion, the following three aspects of the introduction of digital technologies in the provision of the "Social Taxi" service should be noted:

2. Electronic provision of the service itself at all stages of its implementation, from the moment of the possibility of calling a taxi through the Internet, the process of submitting the machine and to assessing the quality of service upon completion of the service.

3. Annual assessment of the quality of the provision of the "Social Taxi" service for the subjects of the Russian Federation, i.e. on a national scale.

4. Periodic assessment of the level of development of key indicators in the regions with a view to timely action.

The use of the results of this research by the regions of Russia will contribute to the creation of a methodological basis for timely identification of problems that impede the introduction and development of informatization of the "Social Taxi" service, both at the national and regional levels. The developed system of key indicators that can be used to assess the level of accessibility of the service "Social Taxi" at a cost in the constituent entities of the Russian Federation will facilitate an operative comparative analysis of the effectiveness of this type of services in the regions of Russia. All this is the basis for making sound socio-economic decisions to improve the quality of the "Social Taxi" service based on the use of digital technologies.

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Modeling The Network Integration Space For Educational Programs

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Abstract
The study of the questions of modeling the space of network integration on educational programs in the modern world is extremely topical. It is very important to solve the issues of acquiring a more valuable educational resource in the future by the younger generation, thus ensuring their further labor demand, on the one hand, and, on the other, increasing the competitiveness of national economies. The purpose of this study was to identify the main factors influencing the modeling of network integration in general education programs and assessing its dynamics. Theoretical and empirical methods, quantitative and qualitative analysis methods, methods of data aggregation, factor and structural-functional analysis, expert evaluation, classification and structuring of information and reference data, comparison method were used to analyze the existing problem. The authors of the article justified that the set of tools for regulating the process of providing services is conditioned by a combination of the sectoral approach (the view "from the outside to the inside") and the resource approach (the view "from the outside out"). As a result of the research, the dynamic possibilities of networking for general education programs were substantiated. The article will be useful for specialists in the field of network integration under general education programs, for other scientists engaged in researching problems of improving the quality of educational programs.

Keywords: space modeling, network integration, quality of educational programs

Introduction

As it is known, subject-object relations, which take place in the sphere of general education concerning the upbringing and education of children and adolescents, are subject to regulatory influence. The instruments for regulating the Russian sphere of general education are predominantly non-market-based. Nevertheless, organizational structures with high, medium and low levels of choice are present in the territorially localized markets for general education services (mainly municipal ones). It is connected with consideration by parents or their legal representatives of the following basic trajectories of the formation

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of personality - an educational trajectory and a professional trajectory. The first of these is the strategy of acquiring a more valuable educational resource in the future by the younger generation. It is determined by the transitions from obtaining one level of education to another, which is usually the case for "successful" students, who easily absorb the educational programs (basic and additional). The second is the strategy of expanding the set of practical skills that are subsequently converted in the labor market in the form of qualifications (Vinogradskaya, 2016; Davoudi et al., 2018). It is adhered to by children and adolescents with insignificant results in educational programs or "unsuccessful", which are identified as trainees at risk of a social nature (Abankina et al, 2006).

Formation of the educational and professional personality trajectory is carried out mainly on the local territory, where the activities for providing general education services are regulated by the state administration and local government. A set of tools for regulating the delivery of services is due to a combination of the sectoral approach (the view "from the outside to the inside") and the resource approach (the view "from the inside out"). Researchers of the sectoral approach (Klyachko, 2013, Mitrofanov, 2004, Novikov & Glotova, 2004; Tastan et al., 2018) study the legal and normative provision of state guarantees in the interests of a single person (satisfaction of individual demand for general education services) and society as a whole (meeting the demand for graduates of basic and secondary general education from the labor market, the market for professional and higher education services). The results of the resource approach, confirmed by numerous theoretical and empirical studies (Zhiltsov & Kazakov, 2007; Fartash et al., 2018), point to the high importance of knowledge-sharing processes in order to achieve the advantage of one general education organization over another (with a known effect of environmental factors).

The reality is that both approaches, named above, are implemented through centralized management in various forms, including integrated ones. For general education, founders, as a rule, use a "rigid" form of integration according to the levels of educational programs: "preschool-general", "general-vocational-higher", "general-higher". It is carried out primarily as a merger, and it is characterized by a change in the system of internal (corporate) control and structure. Groups of social partners of general education organizations also implement both approaches. They realize organizational integration, including in a "soft" form - a network. Interactions which are built on a network basis are distinguished by the preservation of the internal (corporate) structure of each participant.

In connection with organizational integration, Clayton M. Christensen pointed out the relevance of modeling the aggregate opportunities for cooperation as the core competence of its participants, including the network (Clayton, 2004). While agreeing with its conclusion as a whole, we will point out the need to use the process approach in addition to the two approaches mentioned earlier - industry and resource.

We emphasize that in modern literature the conditions and possibilities of organizing network interaction are well revealed, as a result of which "successful" students master educational programs of an increased level of complexity and a certain orientation using the resources of general education organizations and their partners. For students at risk of a social nature, such studies are not enough, in addition, their results are obtained for subject-object relations organized in the elements of the following chain: home - general educational organization - society. In this case, families, which are considered unfavorable for some of the students at risk of a social nature, are usually studied.

Proceeding from the fact that trainees at risk of a social nature have a weak motivation for training in general education programs, in our opinion, it is preferable to divide them into groups based on the

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criterion "the level of risk of demotivation to learning" and for each of them to organize the process service in form of the network. For example, there may be three groups: "Norm - Risk" (persons who show a tendency to violate established norms); "Risk" (persons who violate the norms of behavior from case to case); "Socially dangerous situation (hereinafter referred to as SDS)" (persons in socially dangerous situation and systematically violating the norms of behavior) (Kondratieva, 2013).

Methodological Framework

In this study, integration was seen as a merger, the coordination of the interaction of different parts, which are included in a single whole group collaboration, was presented by Blois K. (Blois, 1972) as a quasi-integration model of interactions a little over 40 years ago. She developed her development in connection with the study of the specifics of vertical and horizontal integration (Monteverde & Teece, 1982, Shelanski & Klein, 1995, Joskow, 1985, 1987), the variability of the organizational boundaries of the firm and ownership of economic resources (Aldrich & Whetten, 1981; Pfeffer & Salancik, 1978).

The issues of systematization of interrelations and factors of influence on them, as well as the establishment of rules for the exchange of information and resources, and the modeling of organizational integration systems, are considered in Russian scientific literature (Katkalo, 2006, Sterligova, 2014, Tretiak, 2008), as well as other authors (Mohr & Spekman, 1994; Johnson, 2004; Keupp, 2011).

In the course of modeling organizational integration systems, the authors of the article studied the following processes:

- production processes (a system of elements and resources: people and their specific properties, capital, materials, technology and information) that ensure the satisfaction of an updated request of the external environment;

- organizational processes of monetization by the subjects of economic activity of the value (goods or service) created jointly by the request of the external environment (consumer);

- processes of regulation of mutual requirements of entities (physical or legal persons or their totality), connected by common tasks in terms of achieving the desired result or goal for a limited time and required resources.

To carry out the research, the authors of the article used methods of factorial and structural-functional analysis, complex analysis, expert evaluation, information classification and structuring, comparison method, and others.

Results

Modeling the network integration space for general education programs

According to the arguments of O. Williamson (1975, 1981, 1985, 1988, 1991) and other followers of Coase's scientific views (Coase, 1990, 1998), networks are constructed consciously by the subject of the value chain for the consumer who has the most important assets. The initiator involves the most profitable business partners in network interactions with a certain goal - adaptation to the market through the operational coordination of resources and competences. Partners should be configured not so much to increase the costs associated with the growth of a single participant in the network, but rather to increase

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market potential for all. The change in potential occurs in connection with the increase in the use value of the products of labor offered on the market.

First, we consider the production processes of direct conversion of the attracted resources (internal and external) into a product or service. They are relatively rare in the field of view of economists (for example, network companies or business networks, partially and rigidly integrated network organization models (according to O.Yu. Michurina (2011)), network organizations taking into account the stages of the production process, as well as combined structure according to A.N. Asaul (2015). It is believed that the material order is, first of all, the material aspect of the implementation of the demand of the external environment, taking into account the technological possibilities, and the basis is: the development of standards and control of their use, the functioning of the quality assurance system.

Taking into account the above, it is necessary to consider the specificity of assets (resources and competences) used in the educational process and the frequency of admission to educational programs as the main characteristics of general education services. In essence, these are the very characteristics that O. Williamson proposed for the classification of transactions (Williamson, 1996). In general education, nonspecific assets are used in the implementation of general pedagogical technology, oriented to conventional educational programs. While specific assets are used in the private pedagogical technology of implementing correctional, gymnasium educational programs, which are characterized by low reproducibility and narrowness of distribution. Both technologies contain procedural, quantitative and computational components, but general pedagogical is distinguished by the sustainability of results and the absence of many "ifs" (if a talented teacher, if capable children, caring parents ...).

According to the results of the study, it can be concluded that the production aspect of the conversion of attracted resources in the process of providing general education services reveals the objective nature of the development of network interactions in the "territorial localization-specialization" plane. The formation and maintenance of interactions, taking into account the territorial localization of the educational complex and the specialization of the educational organization associated with it, are caused by technological features of obtaining a reproducible result, that is, those parameters of the characteristics of services that are important to their consumers, in a timely manner.

In addition, the organizational aspect of fulfilling the requirements of the external environment for general education services reveals the quasi-organizational nature of the development of network interactions in the "territorial localization-competition" plane. Objectivization of interactions taking into account the territorial localization of the educational complex and the competition associated with it in the general education services market is conditioned by the transformation of information of interaction with the external environment.

At the intersection of production and organizational perspectives there are processes of regulation of mutual requirements of subjects (physical or legal persons), connected by common tasks on execution of requests of the external environment. The problems of regulation are of interest to economist scholars most often. Based mainly on the theoretical positions of strategic management, social networks, organizational ecology and new institutional economic theory, they focused more on the forms of integration of subjects (Sheresheva, 2010).

Meanwhile, it is customary to call regulation the maintenance of an object on the trajectory of motion. The essence of regulatory processes is to ensure the necessary (given) intensity of the implementation of all works of an industrial and organizational nature in an integrated system for a limited time and the

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required resources so that the satisfaction of the requirements of the external environment is accompanied by the receipt of benefits. It is in this aspect that the tasks of, for example, logistics and supply chains are considered (Williamson, 2010; Christopher, 1998).

It can also be concluded that the regulatory aspect of mutual demands of subjects associated with common goals for achieving the desired result in general education reveals the institutional nature of the development of network interactions in the "specialization-competition" plane. Maintaining interactions with the specialization of the educational organization and related competition in the general education services market is due to the intensity of the transformation of information and resources in the processes of satisfaction actualized the requirements of the environment and the positive changes in the total system resources. And as evidenced by best practices in dealing with this problem (profiled) educational organization promoting infrastructure networks.

Modeling the dynamics of network integration in general education programs

The role of the compensator of uncertainty in the reproduction of value on a network basis is performed by the general education organization. And for this it is necessary to solve a non-trivial problem: to satisfy the requirement for the availability of various data (hidden knowledge and information) supported by network participants from different organizational systems that differ in properties, time scales, methods of performing work, evaluation and management methods. This understanding of the role is based on the concept of the dynamic capabilities of the process of providing general education services in relation to the logical chain: "people and their knowledge, experience - common actions and rules of behavior - common ways of creating value." In it the first two parts should be considered as the information base of network processes, which is the zone of responsibility of the general education organization. The third part of the chain means the movement of information in the labyrinth between the elements of the network. Appropriate information exchange in jointly implemented processes provides a mechanism for coordination of communication links. It links elements "tangled" in different organizational systems and information as "islands" of data that people accumulate over time through their own experience, in successive stages of development of organizational and economic relations in the life cycle of the network.

The existence of the network begins with self-organization ("organized disorganization") of the parties involved. It continues all the time while the process of meeting the actualized requirements of the external environment is being executed and when using it, an external resource is used. At the initial stage of joint activities, all participants should have an idea of the values that are yet to be created, and the anticipated time for cooperation to create a new value. In the time segments of the existence of the network, there are differences in the aggregate state of the processes of converting the attracted resources. In the course of changing the relationships realized in the space of discrete network states, information evolves (goes into a new quality). Along with the change in information and the network in general education will consistently pass the stage of development of relations in the life cycle, the stage of stagnation, the stage of decline (Figure 1). And its main difference from another organizational system will be determined exclusively by the time of implementation of each stage.

The movement of the process of knowledge and information process: a multi-stage process, accompanied by transaction costs to coordinate subject-object relations.	
	Support of standard practices: achievement of operational excellence of information and subtle relationships.

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<table>
<tr><td colspan="2">Support for innovative practices: the organization and planning of information and subtle relationships.</td><td rowspan="2">recession</td></tr>
<tr><td>development</td><td>stagnation</td></tr>
<tr><td colspan="3">Stages of realization of network interactions in general education programs</td></tr>
</table>

Figure 1. The movement of the process of knowledge and information process through the stages of network integration in general education (compiled by the authors of the article)

The organization of network integration requires that each participant openly represent key competencies and share important components of the core value with other partners. And it seems that everything is just to realize the favorable opportunities of a particular market. In the assessment there are only two dimensions: the proximity of the relationship and the dynamism of the relationship (Wellborn, 2004). At the same time, in such simplicity the deepest complexity of choosing a viable model of joint activity is hidden as a tool for maximizing the costs of innovation while controlling the associated costs. Its choice determines the prospects for the implementation of innovative and standard practices of providing general education services. An effective network integration strategy ensures prioritization and choice among the various innovations that can be most successful and have the greatest positive result (Table 1).

Table 1. Dynamic opportunities for organizing network interactions in general education programs (compiled by the authors of the article)

<table>
<tr><th colspan="3">Stages of a strategy to ensure the transition of students from one level of education to another</th></tr>
<tr><td>research</td><td>viability</td><td>expansion</td></tr>
<tr><td>Creation of the base of consumers of services: to understand and formulate the idea of the perceived need, to realize the idea into hidden knowledge.</td><td>The retention of consumers of services: to make the hidden knowledge, concluded in various methods and processes, more codified and realizable.</td><td>Scaling the number of consumers: actively apply codified knowledge.</td></tr>
<tr><td colspan="2">Creation of an environment that makes sense for consumers and which they can use, with high costs of refusing to interact within this environment: the organization and planning of information and subtle relationships.</td><td></td></tr>
<tr><td></td><td colspan="2">Minimizing the risk of implementing information and resource conversion processes and maximizing the impact of institutionalization of hidden knowledge, translated into scale: achieving operational excellence of information and subtle relationships.</td></tr>
<tr><td colspan="3"><i>The movement of the process of knowledge and information process: a multi-stage process, accompanied by transaction costs to coordinate subject-object relations.</i></td></tr>
</table>

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At the same time, the task of transforming the organizational-economic relations between direct participants in the interaction in support of the "horizontal" connections of the executors of network processes can be solved on the theoretical basis of the research of business models, marketing of partner relations, competitive advantages of organizations.

And, the more time is required to create a new value in general education, the higher the probability of loss of interest for individual participants to share significant, valuable assets. So, let us return to the multistage process of the movement of knowledge and information in the life cycle of the realization of joint activity. Its stages coincide with the stages of achieving the strategic goals of implementing general education programs, which is traditional for process management. At the stage of development and the stage of research, it is important to understand and formulate the idea of the perceived need, to realize the idea in hidden knowledge with a high potential advantage in competition. Hidden knowledge, concluded in various processes of transformation of information and resources, becomes more codified and implemented at the stage of stagnation and the stage of viability. The active application of codified knowledge is inherent in the stage of decline and expansion.

Discussion

Issues of research into the processes of improving the development and implementation of educational programs were repeatedly raised by the authors of this article (Razumovskaya & Ermushko, 2016; Zaitseva, Larionova et al, 2017; Larionova, Zaitseva et al, 2017, Mironova, Zaitseva, Larionova et al., 2017). However, the problems of modeling the network integration space have not been sufficiently studied so far.

In the process of this study, on the whole, agreeing with the views of Coase R., Williamson O. (Coase, 1990; Williamson, 1998), the authors of the article still consider it important to emphasize that the integration opportunities of the general education organization are due to transaction costs of exchange in external and internal processes. At the same time, each member of the network builds joint activities around processes (the choice taking into account transaction costs), which by their nature are different from the organizational processes existing in it (selection taking into account coordination costs). The very problem of ambiguity of choice is resolved by the one who generates external events, has the ability to influence the characteristics of interactions. In other words, who dominates the network processes, acts as the leading compensator of uncertainty in it.

The results of the research lead to the conclusion that the participants of network integration will always have organizational and technological barriers to the overall opportunities for cooperation as the main competence that helps to innovate and do it quickly thanks to supporting or "subversive" technologies (Clayton, 2004).

Conclusion

Based on the conducted research, it can be concluded that network integration contributes to resolving the main contradiction in general education, namely, it ensures the realization of trainees from the perspective of private choice, on the one hand, and the implementation of the educational program as a public choice, on the other hand.

In the space of the territorially-localized market for general education services, network interactions are organized in three areas of the transformation of the attracted resources - substantive, quasi-organizational and institutional.

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Coordination of subject-object relations is realized as a multistage process of moving knowledge and information, accompanied by transaction costs. The appeal to it helps to realize the importance:

- the organization and planning of information and subterranean relationships in relation to those processes that occur both in the course of innovative practices for implementing networking interactions in general education programs, and in creating an environment that is of strategic importance to consumers of general education services;

- movement towards operational excellence of information and subtle relationships, which provides strategically important characteristics of institutionalization and scaling of hidden knowledge - minimizing risk and maximizing impact, as well as implementing standard practices for implementing network interactions in general education programs.

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University Student Information Mobility As Component Of Education Quality

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Abstract

The relevance of the study is determined by the need for the knowledge, skills, and value attitudes of university students to information, knowledge and information resources, which are the driving force of modern society. The purpose of the article is to identify, substantiate and verify the organizational and pedagogical conditions of the process for the formation of university students’ information mobility. The authors refined the structure and content of information mobility of university students. The criteria and diagnostic apparatus for studying the process of formation of university students’ information mobility are determined. It includes: criteria (cognitive, operational and value-motivational); indicators and levels of the studied quality's being formed (low, medium, high). The organizational and pedagogical conditions necessary and sufficient for the formation of university students’ information mobility in the context of informatization of the society and the development of high technology information technologies are revealed. The article is intended for educators, heads of educational organizations, researchers dealing with the problems of information mobility.

Keywords: quality of education, information mobility, organizational and pedagogical conditions, student, information and educational environment.

Introduction

Informatization and computerization of society, the improvement of technology, and the introduction of new information technologies in the educational and professional activities of a human require from the education system the training of specialists who are ready quickly to adapt, effectively interact and actively transform a changing information environment using modern information technologies and communication means. The ability to work with information for a modern person is a prerequisite for his successful educational, professional and creative work (Knyazkova & Sorikhina, 2016; Kruglova & Popova, 2011; Manaeva, 2015; Milovanova & Fomina, 2015; Rybakova, 2015; Sizikova, 2016; Zubarev & Sokolova 2015; Kvon et al., 2017; Mironova et al., 2017; Tastan et al., 2018; Fartash et al., 2018; Davoudi et al., 2018). Taking into account the current level of information technologies implementation in all areas of activity, it is not enough simply to master technologies at a high level, it is also necessary to be ready for changes, to be able to adapt to new conditions, and therefore to be mobile. In modern science there are complex prerequisites for solving the problem at philosophical, sociological, psychological and pedagogical levels. At the philosophical level, the essential characteristics of mobility phenomenon are

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revealed, which make it possible to regard it as an integrative quality of personality (Egorychev et al, 2016; Gdanskiy, Ivanov & Rysin 2012; Kharitonova & Fomina, 2010; Gdanskiy et al, 2013; Igoshev, 2014; Kiriakova, 2009; Leontiev, 2005; Levina, 2017). At the sociological level, various types of mobility are identified: social, professional, cultural, sociocultural, academic, personal, designing, knowledge, cognitive, and innovative. In most psychological studies, the quality of mobility is characterized as a determinant of the emergence of a competitive personality (Manaeva, 2015; Mardakhayev & Nikitina, 2012; Odenbach, 2011; Polat, 2008; Fomina, 2012; Kalmykov, 2010). At the pedagogical level, the process of formation and development of students' various types of mobility is considered: vocational (Algaev, 2012; Bespalko, 2002), personal (Amirova, 2007; Egorychev & Fedoseeva, 2014), academic (Bespalko, 2002; Lobachev, 2012) knowledge (Artamonova, 2010), cognitive (Piletskaya, 2014), innovative (Robert, 2010; Selevko, 2006).

In the age of global informatization, when information has become one of the global main resources, and information and communication technologies are continuously developing and improving, it is important for modern students to be able to learn new types of information activities quickly and apply them for education, self-development, and professional development. However, the results of the ascertaining experiment show that 64% of students are not ready to master new activities, 63% - show low speed of information activities, 42% have low cognitive activity when studying new information and educational and professionally oriented technologies. Information activity of students is manifested more in achieving personal goals (entertainment, communication, leisure) than for education and self-development. It is necessary to increase the importance of information and educational technologies for students, the formation of readiness for changes and the timeliness of inclusion in new types of information activities. The problem is exacerbated by the absence of a theoretical understanding of the phenomenon of information mobility and the methodological apparatus for the formation of the quality under consideration.

Materials and methods

Theoretical and practical prerequisites for studying the information mobility of students

The concept of "mobility" is very in demand in modern science. Scientific works of modern Russian scientists are devoted to such types of mobility as vocational (Algaev, 2012; Bespalko, 2002; Zaitseva et al., 2017a,b,c), personal (Amirova, 2007; Egorychev & Fedoseeva, 2014), academic (Bespalko, 2002; Lobachev, 2012) knowledge (Artamonova, 2010), cognitive (Piletskaya, 2014), innovative (Robert, 2010; Selevko, 2006).

The theoretical analysis of approaches and views on different types of mobility allows us to consider information mobility as *an integrative quality of the individual, manifested in students' readiness to search for, perceive and actively use of new information, rapid adaptation to modern technologies and a changing information environment.*

Information mobility is not only the ability to carry out information activities effectively. It has a focus on development and self-development, the need to change according to the new realities of society (Lobanov, 2009; Odenbach, 2011; Rybakova, 1996; Volzhina, 2015). This allows the student to be an active participant in the modern educational process and to be a demanded professional in the future, since the level of information mobility largely determines the level of academic and professional mobility of the student.
Based on studies of the phenomenon of mobility and the main provisions of the theory of professional

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mobility, the *adaptability, activity and readiness for creative activity* will be referred to the basic characteristics of information mobility.

The formation of informational mobility of university students is facilitated by the information and educational environment of the university, which allows modeling the accessible information and educational environment of the university discipline and organize the educational process using advanced science-intensive information technologies, new means of communication and interpersonal interaction. The main tools for the creation and operation of the University's information and educational environment include: LSM educational resource management systems, Web 2.0 and Web 3.0 information and software tools, and cloud technologies. The Learning Management System is a network platform that is used to develop, manage, and distribute online learning materials with shared access (Moodle, Blackboard, Sakai, etc.). The most popular Web 2.0 and Web 3.0 services used in the educational process include: wiki projects, blogs and micro blogs, webinars, forums, social networks, social presentations systems, multimedia information dissemination systems. Cloud technologies allow storing data on virtual servers, saving on purchasing and supporting software, working together on a common project, and using modern network services.

Analyzing the views of researchers on the formation of information, screen, Internet and media culture, one can identify the most relevant requirements for our research in the conditions of informatization of the society, the informatization of education and professional activity: the formation of an integrated world view and outlook, the unity of information laws of nature and society, the leading role of information and society informatization; ability to implement information activities competently: effective search, organization, interpretation, analysis and systematization of information found, evaluation of its usefulness and reliability, taking into account ethical norms and copyrights; the ability to work with various types of information in modern software applications, including vocationally-oriented, preparation for professional activities in the information society; the ability to use Internet resources, electronic and media environments in order to search for educational and professionally relevant information, the presentation and transmission of information, communication and interaction with classmates, colleagues.

In order to be an active participant in the modern educational process, students, in addition to the above mentioned requirements, need to take the initiative and *immediately respond to changes in the external environment, adapt to transforming conditions* and achieve an effective result through self-development and self-control. All these requirements are met by the quality of informational mobility of the university students we are considering.

Based on the identified requirements for the future professional in the context of informatization of society and also the characteristics and structural components of various types of mobility, the components of information mobility of students are determined: cognitive, operational, value-motivational. *The cognitive component* of information mobility is characterized by a system of knowledge necessary for successful adaptation to new conditions, the nature of cognitive activity of students, nature and the means of the scientific search. *The operational component* determines the level of practical skills necessary for the rapid implementation of information activities, active inclusion in new activities and effective interaction of subjects of the educational process. *The value-motivational* component characterizes the level of motivational motives that influence the choice of value orientations in the new information environment.

Tasks and methods of research

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We determined the following research objectives: 1) to clarify the structure and content of the concept «of university students' information mobility". 2) To identify the possibilities of the university information and educational environment, that can be used when simulating the information and educational environment of university discipline in the process of information mobility's formation. 3) To develop and test in the experimental work the organizational and pedagogical conditions for the formation of university students' information mobility. 4) To develop and implement in the educational process the methodical support for the problem under study.

During the research the following research methods were used: informational monitoring and analysis of scientific literature and normative legal documents on the research problem, questioning, testing, interview, Internet survey, pedagogical observation, studying the products of students' activity, ascertaining experiment, modeling, statistical data processing, analysis, generalization, mathematical statistics methods, tabular and graphical interpretation of experimental data.

The basis of the research

Experimental work was conducted between 2013 and 2017 at the Tomsk Polytechnic University. In total, 104 students participated in the experiment.

Results

Criteria, indicators and levels of information mobility of university students

The information mobility of university students is interpreted as an integrative quality of personality within the research. The essence of informational mobility of a university student is his readiness to search, perceive and use actively new information, adapt rapidly to modern technologies and a changing information environment.

The considered criteria and indicators of professional mobility made it possible to outline common features of mobility: accuracy, efficiency, speed of decision-making and response to new conditions or changing situations, motivation for success, goal-setting, activity, self-development. Taking into account the integrative nature of the concept of "mobility," according to the logic of theoretical analysis, we determined a set of criteria and indicators on the basis of which it is possible to access the formation of information mobility of university students. The criteria are the components of information mobility: cognitive, operational, and value-motivational.

The cognitive criterion of information mobility is represented by the following indicators: the systemic nature and strength of knowledge in the field of informatics and information technologies; the speed of adaptation to new knowledge and transferring them to practical activity; cognitive activity in the study of new types of information activities.

The operational criterion of information mobility is characterized by indicators: the efficiency of information activities related to the search, analysis, processing and transmission of various types of information using the appropriate software; readiness for innovative activity, which is understood by us as a development of the newest educational and professionally oriented information technologies and means of communication; effective interaction of the subjects of the educational process, manifested in active work in the group in order to exchange information and gain new knowledge and experience using modern means of communication.

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The value-motivational criterion of information mobility is determined by the indicators: the value attitude to the process of cognition and self-development, contributing to self-realization in the future occupation; value attitude to creative activity, manifested in the awareness of the need to apply non-standard and creative approaches in the performance of tasks put forward; motivation to achieve the goals set, the desire to succeed in solving the tasks.

Criteria and indicators for the formation of university students' information mobility according to the structure described above are presented in Table 1.

Table 1. Criteria and indicators of information mobility

Information Mobility Criteria	Information Mobility indicators
Cognitive	Systematic nature and strength of knowledge
	The speed of adaptation to new knowledge
	Cognitive activity
Operating	Efficiency of information activities
	Readiness for innovation
	Effective interaction of subjects of the educational process
Value-motivational	Valuable attitude to the process of cognition and self-development
	Valuable attitude to creative activity
	Motivation for achievement

Based on the revealed characteristics of information mobility, we will select the levels of its formation. In the framework of our research, it seems to us appropriate to distinguish three levels of information mobility of university students: low, medium, high.

Table 2. Characteristics of levels of information mobility formation

Levels of formation			
	Low	**Medium**	**High**

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Cognitive component	Knowledge in the field of information technology is fragmentary, fact-finding. Low speed of adaptation to new information in educational activities. Poorly formed cognitive activity.	Knowledge in the field of information technology is strong, systematized and interrelated. Adaptation to new knowledge is situational and depends on external conditions; the manifestation of cognitive activity is also situational.	High level of knowledge, rapid application in information activities. Interest in independent study of modern methods and technologies of information processing. Cognitive activity is highly developed.
Operational component	Information activities are slow, because the practical skills are poorly developed, there are errors and ill-conceived decisions. There is no ability to analyze information and choose the optimal software tool for its processing. The ability to work in a group using communication tools is poorly developed.	Practical skills in working with information and standard software applications are well developed. There is an ability to determine the goals and objectives of the problem, as well as solve it using the most usual means of information processing or new software products with the help of a teacher. Effective work in the group using modern means of communication.	Operative inclusion in the work, clear and competent execution of any kind of information activities. High level of use of familiar technologies and quick adaptation to new software environments. Manifestation of independence in determining problem situations in solving problems and choosing the optimal means on the basis of experience comprehension. Coordination of work in a group using remote interaction means.
Valuable-motivational component	There is little or no interest in learning new information technologies. There is no sense of responsibility for the work performed. Motivation has the character of avoiding failures, there is no desire to apply new creative ideas and implement them using information technology.	There is a presence of value attitude to information, to the process of cognition and self-development. There is a sense of responsibility for the work and interest in the development of new information technologies. The motivation for success is of a situational nature and depends on external conditions. Creative activity depends on the interests of the student.	Clearly formulated value orientations are aimed at professional self-awareness, creative activity, learning and cognition. There is a presence of interest in modern information technology; there is a desire for constant self-development. The motivation for achievement is determined by purposefulness, perseverance in mastering the academic disciplines and self-searching for information.

Organizational and pedagogical conditions for university student information mobility formation.

The first pedagogical condition assumes modeling of the information and educational environment of the subject area of the university discipline by the teacher, built on the interaction of the teacher and student with the use of open educational resources and modern high capacity information technologies.

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In the simulation of the information-educational environment of discipline "Computer science", the Moodle learning management system was used, which integrated: electronic teaching course support (hyperlinked tutorials and workshops, multimedia lectures); links to the open educational resources of the network (news tapes, disciplinary forums, blogs, webinars, master classes, video lectures, electronic educational aids and simulators, etc.); means of knowledge interaction, communication and control (forums, chats, surveys, questionnaires, tests). Such an environment that is based on Web 2.0 and Web 3.0 services and cloud technologies can significantly accelerate the process of finding and sharing of information and facilitate communication between the participants in the educational process, makes learning mobile, flexible, accessible from any device which has internet access, and contributes to the formation of information mobility of university students.

The second pedagogical condition for the formation of students' information mobility is the use of professional value-oriented assignments in the educational process on the basis of various options for program and technological support that stimulate a change in the nature of the student's educational activity from the reproductive into the creative one.

The goal of professional value-oriented tasks is to actualize the importance of informational technologies and information, the skills of competent and operational information activities for self-education, self-development, and successful professional development in the future. The complex of the considered tasks includes such types of information activities as search and analysis of information, selection of the optimal means and processing of the information found, information representation. It is especially important to be included in new activities, to work with information using new software products and technologies, as a result of which the student's adaptive potential is developed, which allows him to cope with new tasks and requirements. Therefore, the tasks were carried out using both familiar and new information processing tools for students.

The third pedagogical condition for the formation of information mobility involves the organization of creative Internet projects based on joint distance interaction and aimed at creating readiness for innovation and the professional development of the student. In the result of this work the remote interaction skills based on the modern communication technologies will allow students in the future to overcome space limitations, interact with professional communities and lead project activities far beyond the audience and the university. To form information mobility is important to equip the student with the skills not only to adapt quickly to new conditions, *but also to anticipate and foresee new trends in the development of the information society.* Therefore, the main direction of the project work was to study and analyze the prospects for the development of modern technologies in the future profession. For this we used known foresight projects, for example, "Atlas of new professions", created by the Agency for Strategic Initiatives and the innovative center Skolkovo.

Within the framework of the current stage of the study, diagnostics was carried out, based on the characteristics of the levels of university students information mobility (low, medium, high).

The ascertaining experiment was conducted in 2013-2017. It covered 422 students from the first courses of the automated information processing and management systems faculty (ASPIM), FSBEU "Tomsk Polytechnic University". This stage of the experiment provided for the identification of an initial level of information mobility. To this end, various complementary research methods (observation, testing, questioning, interviewing, analyzing the products of students' activity, methods of mathematical statistics) were used.

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The analysis of the data obtained at the stage of diagnostics showed that the majority of students (57.5%) had fragmentary knowledge in the field of information technology; they poorly oriented in new situations that required skills in analysis, synthesis, and critical evaluation of information. Practical skills are developed at a higher level, however, students tried to minimize intellectual and time costs, replacing active creative activity with passive reproductive (47.5%), showed a low rate of information activity (63.5%). Students preferred to use only well-known software products, were not ready for innovation and found it difficult to choose the optimal software solution for the problem (64%). A significant part of the respondents (42.5%) did not associate the used information technologies with educational and future professional activities. Despite the high information activity, students pointed out "entertainment", "communication", "filling of free time" as the main motives for acquiring information.

Diagnostic results at the ascertaining stage showed that 55% of students had information mobility at a passive-executive level, 36% had a situational-adaptive level and only 9% had an active-creative level. At the same time, there are favorable prerequisites for the effective formation of information mobility: students realize the value of information technologies and information, actively use the network resources in preparation for classes, carry out information activities with familiar software applications, and want to learn new types of information activities.

At the *formative stage* of experimental work, the effectiveness of organizational and pedagogical conditions was tested, allowing students not only to enrich and systematize knowledge in the field of informatics and information technologies, but also to increase the speed of adaptation of new knowledge in solving the tasks posed. The interest in independent study of modern methods and technologies of information processing has been increased. There was a positive dynamics of using the external information space and information technologies in the study of other disciplines of the curriculum. The overwhelming majority of students, by the end of the first year, actively used the open educational resources of the network to prepare for classes in different disciplines, while they were more critical in choosing information sources, preferring information and educational portals, professional sites, electronic libraries and encyclopedias. The spectrum of network resources use in the educational process has expanded, and not only for personal purposes. Thanks to the experience gained in innovation, students demonstrated a high level of adaptation to new software environments, actively used remote interaction tools in the joint implementation of training tasks and projects. There was a positive dynamics in motivation to solve problem situations and analytical work, the percentage of students who are interested in research-oriented problems that require knowledge from other scientific fields has grown. General indicators of information mobility formation on the ascertaining (AE) and forming (FE) stages of the experiment are presented in Table 3.

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Table 3. Dynamics of information mobility formation

Indicators	**Levels of formation,%**					
	Low		medium		High	
	AE	FE	AE	FE	AE	FE
Systematic nature and strength of knowledge	57,5	32	35	44	7,5	24
Readiness for innovation	64	32	32	44	4	24
The speed of adaptation to new knowledge	57,5	38,5	39,5	47,5	3	14
Efficiency of information activities	63,5	32	26	41	10,5	27
Effective interaction of subjects of the educational process	52,5	29,5	30,5	48,5	17	22
Valuable attitude to the process of cognition and self-development	52,5	21	36,5	43	11	36
Motivation for achievement	57	25	32	44	11	31
Cognitive activity	42,5	31,5	49,5	47,5	8	21
Valuable attitude to creative activity	47,5	27	43	47	9,5	26
General level	**55**	**30**	**36**	**45**	**9**	**25**

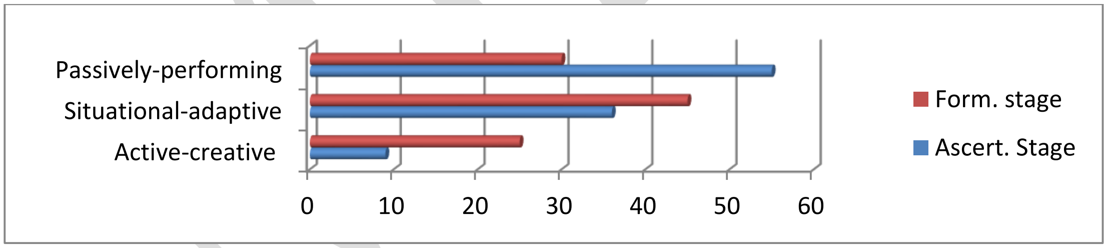

Figure 1. Dynamics of university students' information mobility formation

Analyzing the data presented in the table, we note that at the ascertaining stage of the experiment, diagnostic studies showed the development of information mobility at the passively-performing level among 55% of respondents. This level is the minimum necessary for the student, but it should not be the final product of the educational process. For successful educational and future professional activities, the student needs to enrich his knowledge and skills related to information activities. 36% of students showed a situational-adaptive level of information mobility. These are students who had the potential to further develop and improve their abilities in the presence of certain pedagogical conditions. The active-creative level was shown by 9% of students at the ascertaining stage.

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Diagnostic tests performed at the final stage of the forming experiment showed a positive dynamics in the formation of university students' information mobility. Thus, the number of respondents with an active-creative level of information mobility increased by 16%, situational-adaptive - by 9%. At the passively-executive level, information mobility was 25% less than at the ascertaining stage.

Based on the results of the experimental work, we calculated the statistical significance of the difference in the results at the ascertaining and forming stages. To carry out statistical calculations, we used Student's t-test, a two-sample test with different variances. The results of the calculations have confirmed the assumption of a significant change in the levels at the forming stage; therefore, such differences are statistically reliable.

Diagnostics of the component level dynamics of the process of university students' information mobility formation allowed us to note the changes in the criteria indicators and the minimization of organizational, educational and personal risks in the formative stage of experimental work. The effectiveness of the methods used in the study and the statistical significance of the diagnostic results confirmed the expediency of using the totality of the identified organizational and pedagogical conditions in the educational process for the formation of university students' information mobility.

Discussions

Social life is impossible without information; it acts as the main point of cognition, revealing multifaceted links with reality, and as a reflection of this reality (Sizikova, 2016). Improving the means of transmission, exchange of information and communication channels allows the information society to enter a new stage of its development - a smart society. The main idea of a smart society is the qualitative changes in the interaction of entities that are achieved through the use of modern technical means, services and the Internet and allow receiving new social, economic and other advantages for improving life (Knyazkova & Sorikhina, 2016; Kruglova & Popova, 2011; Manaeva, 2015; Milovanova & Fomina, 2015; Rybakova, 2015; Sizikova, 2016; Zubarev & Sokolova 2015). The transition to a smart society gives the person boundless opportunities for self-realization in various fields, wide access to information resources, expanded opportunities for communication. At the same time, modern society requires people to live and work with the constant use of information and communication technologies, quickly adapt to changing living conditions, competently implement information activities and strive to update their knowledge constantly. The mobility of the information society requires *information mobility* from the person. Analysis of modern research (Egorychev et al, 2016; Gdanskiy, Ivanov & Rysin 2012; Kharitonova & Fomina, 2010; Gdanskiy et al, 2013; Igoshev, 2014; Kiriakova, 2009; Leontiev, 2005; Levina, 2017) shows an increasing attention of scientists to the phenomenon of mobility in various spheres.

The new educational paradigm is based on cooperation and co-authorship of a teacher, a student and open global intellectual resources using modern science-intensive technologies and communication media. This implies the knowledge and skills necessary for flexible and adaptive interaction with a changing information environment, as well as the formation of special valuable attitudes to information and knowledge, which are the most important driving force of modern society, and information resources as the main strategic resource.

Conclusion

The authors consider the tendencies of the information society development, the distinguishing feature of which is the shift of the center of gravity in the social division of labor into the sphere of information services. The risks (organizational and educational: the underestimation of the importance of students

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information mobility formation by the professor faculty, the fragmentary nature of introducing modern high technology into the educational process, personal: the low level of students' motivation to study information and educational technologies, inability to use the network resources effectively in the self-organization of educational activity, lack of experience in innovation), knowledge and accounting of which allow to predict the effectiveness of the process of a university student information mobility forming.

Positive dynamics of the results of the conducted research makes it possible to consider the practical use of the organizational and pedagogical conditions for university students' information mobility formation in pedagogical practice to be reasonable one, because it facilitates the vocational training of specialists able to adapt and efficiently operate in a dynamically changing information environment, and quickly fulfill their functional duties.

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Integral Scoring System Of Workout Sessions In Modern Pentathlon

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Abstract

The relevance of the study is determined by the fact that there is as hort age of literature on modern pentathlon, there are almost no text books for athletes and coaches, which may be useful in selection of required exercises for workout sessions. Many examples can be found in any other sports, when exercises, methods and organizational focus are inadequate to the target state of the body to be reached for implementation of the planned result. Consequently, such training impacts create adaptation processes in the body, directed to some extent off the target, and in some cases in the opposite direction. The purpose of the study is to develop a system of integral scoring of training exercises and workouts in modern pentathlon sports. The main approach of the research is a systematic approach lying in the study of the training structure by means of scoring the training activity specialization in training of pentathletes – high-class athletes. The main study result is a developed scoring system of training exercises and workouts, ensuring optimization of pentathletes' training due to appropriate balancing of correlations between different loads in terms of direction and type of work performedin micro-cycles, considering the conditions and stages of training. The proposed variants of competitive activity simulation at development of workout sessions of mass-class pentathletes (1-3 senior degree) are effective at high load density and with significant specialization of training activity.

Keywords: physical training, workout session, competitive activity, modern pentathlon.

Introduction

Optimization of athletes' trainingfor competitions is one of the most relevant problems. Constantly increasing results and aggravating competition at competition events require maximum self-fulfillment from athletesin the competitive activity. In this relation the experts emphasize that one of the main characteristics of an optimally developed system of athletes'training, focused on body development and adaptation to extreme factors of competition, is a systematic simulation of competitive activity according to the peculiarities of stages of large training-competitive cycles. (Gogunov & Martyanov, 2000)

The system of training high-class athletes is based on the complex of three subsystems: workout session, competition and usage of subsidiary means of non-training and non-competition preparation (food, physiotherapeutic, special hygienic etc.). The main component of professional athlete activity is the system of competitions. It becomes the central part of a long-term training, defining the structure of a training process and creating specific content of its main stages. The success of implementing the

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potential of readiness to such competitions, achieved in the process of deep workout sessions, mostly depends on the effectiveness of arrangement of training micro cycles (Platonov, 2004).

The stage of pre-competition training takes a special place in the structure of a long-term training of athletes, and is a key link connecting the basic training with the activity calendar in conditions of sport competitions, and to a significant extent defines the effectiveness of the whole foregoing long-term process of athletic performance (Rodionov, 2015; Davoudi et al., 2018).

This issue is of key importance in multi-sports because the result is determined by the total points, acquired by an athlete in multi-sport events; achievements in such events depend on the balance between “lead” and “weak” moving abilities of an athlete. Competitive activity in modern pentathlon requires consideration of both sport event peculiarities and positive and negative factors arising out of the complex specifics,individual advantagesin one or another exercise. A special attention is given to the combined event in modern pentathlon (running 4x800 meters with four shooting ranges in pauses between the distance fractions). It was remarked that a combination of such exercises makes competition activity of athletes more difficult (Dryukov, 2000; Dryukov, 2003; Tastan et al., 2018).

Athletes shall gain a competition form by the beginning of a competition period. Their competition form shall be high by the beginning of the main competition event. For this reason, a training process shall be composed using a correct method, with alternation of work with rational rest and using recovery tools and following strict regimen. Moreover, training micro-cycles in modern pentathlon shall be composed in the way ensuring development, on the one side, the necessary motor skills, and on the other side – development of some skills shall not harm other skills. It’s quite difficult to reach it, because the modern pentathlon consists of five conflictingsports: running and swimming, shooting and fencing, show jumping (horse riders overcoming a certain route consisting of obstacles) (Lysenko, 2006; Fartash et al., 2018).

Materials and Methods

Glossary

Sports training - is a pedagogical process focusing on physical education and development of functional capabilities, creating friendly environment for human life support.

Workout is a controlled pedagogical process of mastering sports skills and their improvement.

Competitive activity provides for demonstration and assessment of athletes’ capabilities in various sports in compliance with the corresponding rules, content of physical capacities, methods of competition and results estimation.

Modern pentathlon is a kind of multi-sports, where athletes compete in five disciplines: show jumping, fencing, shooting, running and swimming.

Bibliographic survey

Bibliographic survey on the problem of developing the integral scoring of workouts in the modern pentathlon disciplines.

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The possibility of improving the effectiveness of training via usage of research papers on competitive activity is raised by V.S. Rodichenko et al. (2010) – in organizational, by Yu.A. Talaev (2006) – in social aspects.

L.P. Matveev (1972) states that target simulation as a methodological approach in a workout session has wide opportunities in special mental training, tactic and physical training (at development of endurance and other physical qualities), as well as at composing of a workout session on the whole, at the stage of direct training for competitions and in the Olympic cycle.

That is why, as M.A. Godik (2006) states, when choosing exercises one shall first define the structure of competition exercises and identify what components of the structure are related to the sports result, and to what extent.

Since one of the primary and quite significant tasks of workout session planning is development of a competitive activity model, it is reasonable to consider further in the survey one of the research aspects of G.V. Mellenberg (1993) related to the problem. He states that for effective competitive activity simulation in the process of sports training the following is required for the studied disciplines:

Identify the specifics and correlation of motor skills, determining sports achievements in the studied sports

Classify the means and target methods with impact on such skills;

Define in time the dynamics of loads related to the usage of the chosen means and methods of training, the ones which are in unity with formation of the structure of the upcoming competitive activity.

The issues of pre-competitive training arrangement have a special place in the structure of a long-term training of athletes and are reflected in the research papers of many local authors: V.G. Lagoyda (1999), Yu.A. Popov (2007), A.V. Skoblikov (2007).

The question of composing training micro-cycles in the structure of pentathletes'workouts was studied by many local authors, first of all, such as: N.E. Kalinina et al. (2014), Yu.F. Kuramshin & V.I. Popov (1999), R.G. Gostev (2005), S.Y. Dutov (2012).

The question of optimizing athletes' training for competitions is studied in detail in the papers of V.I. Zagvyazansky (2004), E.P. Ilyin (2007), I.A. Kolesnikova (2005).

The problem of developing an integral scoring system of workout sin modern pentathlon

We have defined the following tasks to solve the problem of **developing** an integral scoring system of workout sessions in modern pentathlon:

1. Identify a contemporary vie won the process of composing a workout session in different multi-sports;
2. Specify the peculiarities of composing a workout session in modern pentathlon;
3. Justify the peculiarities of mutual influence of disciplines in modern pentathlon;
4. Develop an experimental project of integral scoring of workouts;

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The research problem: development of an experimental project of integral scoring of workout sessions in the disciplines of modern pentathlon.

The purpose of the research is to develop an integral scoring system of training exercises and workouts in disciplines of modern pentathlon.

As a research hypothesis an assumption was taken that the structure of a training process may be optimized if adequate balance of load parameters on certain pentathlon disciplines is defined, on the one side, and meaningful correlation between them, on the other side, is identified basing on the system of integral scoring of training exercises.

Results

1. The workout session structure acknowledged in the sports theory is acceptable for definition of the basis of composing a workout session of pentathletes. It provides for a strong tendency of increasing the level of the workout session specialization as the target competition approaches.

2. The research made gives grounds to acknowledge the theoretical and practical significance of the holistic approach to the study of the workout session structure by using scoring of training activity specialization in training of pentathletes –high class athletes, generally expressing the level of similarity between the training exercises and competition tasks, as well as the level of similarity between the training micro-cycles and the competition cycle in terms of main components of the activity in the cycles. Usage of such an approach contributed to the search of appropriate training variants.

3. It has been observed that one of the most important factors of athletes' adaptation to the conditions of competition is formation of a target rhythm. Such rhythm has a positive effect by tuning the activity of all body systems to work simultaneously with the target activity rhythm and plays a role of a "leader-adaptator".

4. The developed system of integral scoring of training exercises indicators makes it possible to generalize different characteristics of training activity, such as pedagogical, medical-biological, psychological and other, in their organic compound as characteristics of essentially unique activity. It makes for example psychological interpretation of training variants equally necessary in relation to the physiological. Thus, one of the ways of overcoming the known gap between psychological, pedagogical, medical-biological and other researches and the problems of workout composition as an overall process is shaped. Explanation of the effectiveness of the target practical simulation in the competition activity training shall be searched with consideration of the above mentioned, both in its organizational, psychological and other advantages given by the integrative approach to training.

5. Developed the idea and technology of practical usage of a methodological approach to adjustment of a training process in the studied sports, based on simulation of competition activity in the range of the whole training macro-cycle. At the same time the main requirement of target simulation is fulfilled – reflection of the core base of the competition activity structure in a micro-cycle – program mode of competitions, simulated in different degrees of "proximity" to the target activity, but different for each particular training stage.

6. The developed scoring system of training exercises and workouts provides for optimization of pentathletes' training due to reasonable balancing in micro-cycles of correlations between the loads,

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different in terms of their focus and the character of the work performed, taking into account the conditions and stages of training.

7. The proposed variants of simulating competition activity within the data obtained, may be as well recommended for composition of work out sessions for mass-class pent athletes (1-3 senior degree), with high load density and significant specialization of training activity.

Discussions

The problem of composing a work out session indifferent types of multi-sports has attracted more attention of scientists and coaches lately. A great difficulty rises at composition of a workout session in "no uniform" multi-sports (sea multi-sports, modern pentathlon etc.). These complex sports include varying physical exercises with peculiarities related to the specifics of technique and power supply capacity. It's quite evident that without organization of scientific work in multi-sports, as well as without theoretical conceptualization of the method, it's not possible to create an athletic training system in them (Gostev, 2005).

The problems arising in planning of training loads in multi-sports are related to definition of micro cycles structure, first of all. When characterizing the structure of small training cycles of athletes training, L.P. Matveev (1972) underlines, that "the dependence of the training structure on the characteristics of sports specialization is obvious.

The structure of work outs in multi-sports is more difficult, as a rule, than in sports with a limited number of competition exercises". That is why it's reasonable to combine disciplines of multi-sports in micro cycles, taking into account mutual interaction of training effects. In this case we mean to find such a combination that would increase the positive and decrease the negative "shift" of the effect from the preceding discipline of the complex to the following. Accordingly, it is not recommended to combine a large scope of swimming and running training, since in this case the mutual interaction of training effects may be negative. It is considered to be correct to alternate maximum loads in one discipline with a maintaining training in another (Ignatyev, 2014).

Apart from that, when composing small cycles of training it's important to define the appropriate number of training spells. It'sachallenging task, and it can be solved only by arranging complex training spells, i.e. arranging training exercises in two or three multi-sports disciplines per one day.

Another problem: what appropriate number of workouts for every discipline of the complex needs to be planned in small cycles and what is the load on different stages of training athletes-multi athletes.

In order to solve the above mentioned problems and to develop an effective model of training activity, it's necessary to define the basis for composing the whole model. Such analogue will be the target competitive activity of pentathletes.

Since it is not possible to simulate fully competitive activity in a training processon a permanent basis, the training activity model shall consider different variants and opportunities of simulating the similarity with the target activity to some degree. And for this purpose, scoring of training exercises specialization is required. That is the purpose of the thesis, and one of the main tasks is to develop an experimental project of scoring workouts in modern pentathlon for high class female pentathletes. The main method used in the research – method of observation of the competitive activity of women athletes.

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It's known that specialization is one of the main significant indicators of training loads effectiveness. Specialization means distribution of training exercises into groups depending on the level of their similarity with the competitive ones. According to this indicator training means are divided into specific and non-specific groups, which is important for practice.

First groups have the greatest training impact and are used as special training means. Their application provides direct and positive shift of skills and qualities, and as a consequence, quick growth of athletic-technical results. Specializing exercises include exercises with biomechanical, biochemical, physiological and other factors similar to the analogous factors of competitive exercises. The higher the similarity, the higher the degree of specialization. Specialization of exercises is also defined by the compliance of power supply mechanisms of competitive and training exercises. Specific training effect of second-group exercises is not significant, that is why they are used as general training means. We developed tables of integral scoring of training exercises for all five disciplines of modern pentathlon based on the processing of observations of female pentathletes' competitive activity. The tables include the indicator boundaries of the studied factors, graded according to the five-point scale.

The starting point ("1" grade) - the parameters of competitive activity indicators. The first grade parameters characterize the maximum and the minimum level of similarity with the target parameters of competitive activity. The last "5" grade has the maximum or the minimum indicator value identified during the analysis of observations of athletes' competitive activity in relation to grade "1". Calculation of intermediate values of boundaries of the studied indicators according to the five-point scale is based on calculation of a pitch of the interval. At determination of specialization of training exercises, the main feature of half of the assessed indicators is that they have values significantly exceeding the limits of the first grade of specialization, and significantly smaller values such as: meterage, speed, heart rate, time of performing of the main task at training on running, swimming and fencing. Values of such indicators are indicated in the table in two lines. The upper line indicates the values increasing in relation to "1" grade of specialization, the lower – decreasing. In some cases they have common in statistics "±" (for example, workout schedule in relation to competition). Qualitative features –psychological attitude, external performance conditions, warm-up specifics – are scored according to the binary scale and have "1" point of specialization if they coincide with the target description, and "5" points if they are contrary. The tables include the most specific results for Russian women pentathletes at the present.

The result of using the above mentioned methods is the development of an integral scoring system of work out sessions for disciplines of modern pentathlon, presented in tables 1-5.

Table 1. Integral scoring system of specialization of competition activity indicators of running in modern pentathlon

The estimated indicators	Groups of the estimated indicators				
	1 point	2 point	3 point	4 point	5 point
1. Mode indicators: - general time of occupation (min.) - warm-up duration	42±5 30±5 12±0,5 ±1 from	48-53 36-31 36-41	54-59 30-25 42-47	60-65 24-19 48-53	66 and more 18 and less 54 and more

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(min.) - duration of performance of the main task (min.) - lesson schedules (hour.) - the rest mode when performing the main task (s.)	competitive 100±40 (4x25)	24-19 12,6-13,1 11,4-10,9 ±2 from competitive 150-190 50-10	18-13 13,2-13,7 10,8-10,3 ±3 from competitive 200-240 Without rest	12-7 13,8-14,3 10,2-9,7 ±4 from competitive 250-290 Without rest	6 and less 14,4 and more 9,6 and less Более ±4 from competitive 300 and more Without rest
2. As at competitions: - specifics of warm-up - metric area of the main task (m.) - speed of performance of the main task (m/s) - rate of performance of the main task cycle /min) - heart rate (beat /min)	As at competitions 3000±200 (4x800) 4,4±0,1 85±5 195±5	3300-3500 2700-2500 4,6-4,7 4,2-4,1 91-96 79-74 201-206 189-184	3600-3800 2400-2200 4,8-4,9 4-3,9 97-102 73-68 207-212 183-178	3900-4100 2100-1900 5-5,1 3,8-3,7 103-108 67-62 213-218 177-172	Other more 4200 less 1800 more 5,2 lesss 3,6 more 109 less 61 more 219 less 171
3. Relation to the equipment	Complete running movements	Special exercises with a combination of 4 and more elements	Special exercises with a 4-2 combination of elements	Special exercises in separate objects	The all-developing exercises of the athlete
4. Mental set	"To work, suffer, give all the best", etc.				On health
5. The number of the athletes participating on occupation	More 8	7-6	5-4	3-2	Individual work
6. External conditions of performance (clothes, soil, route,	As at competitions				others

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etc.)					

Table 2. The system of integral assessment of the specialization of the indicators of training activity in shooting in the modern pentathlon

The estimated indicators	Groups of the estimated indicators				
	1 point	2 point	3 point	4 point	5 point
1. Mode indicators: - general time of occupation (min.) - warm-up duration (min.) - duration of performance of the main task (min.) - lesson schedules (hour.)	23±1 20 3±1 ±1 from competitive	25-26 21-20 21-26 19-17 5-6 1 ±2 from competitive	27-28 19-18 27-32 16-14 7-8 less 1 ±3 from competitive	29-30 17-16 33-38 13-11 8-9 less 1 ±4 from competitive	31 and more 15 and less 40 and more 10 and less 10 and more less 1 Более ±4 from competitive
2. Load indicator: - specifics of warm-up-total of shots empty on warm-up - total of fire shots at a distance	As at competitions 10 and less 28±8	20 37-45 19-11	30 46-54 10-2	40 55-63 less 2	other 50 and more 64 and more less 2
3. Relation to the equipment	Complete performance	Combination more than 5 elements	Combination of 4-5 elements	Combination of 4-5 elements	On separate elements
4. Mental set	"It is built, sure, technical", etc.				On health
5. The number of the athletes participating on occupation	more 8	7-6	5-4	3-2	Individual work

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6. External conditions of performance (shooting gallery, weapon, clothes)	As at competitions				Others

Table 3. The system of integral estimation of the specialization of the indicators of training activity in swimming in the modern pentathlon

The estimated indicators	Groups of the estimated indicators				
	1 point	2 point	3 point	4 point	5 point
1. Mode indicators:					
- general time of occupation	22'20"	27'32",5 17'20"	32'45" 12'20"	37'57",5 7'20"	more 43'10" less 2'20"
- duration of warm-up (min.)	20	25 16,25	30 12,5	35 8,75	more 40 less 5
- duration of performance of the main task	2'30"±10"	2'41"-2'51" 2'19"-2'09"	2'52"-3'02" 2'08"-1'58"	3'03"-3'13" 1'57"-1'47"	more 3'14" less 1'46"
- lesson schedule (hour.)	±1 from competitive	±2 from competitive	±3 from competitive	±4 from competitive	more ±4 from competitive
- the rest mode when performing the main task (s.)	Without rest	1-30	31-61	62-92	93 and more
2. Load indicator:					
- specifics of warm-up	As at competitions				Other
- metric area of the main task (m)	200±50	275-325 125-75	350-400 50 and less	425-475 50 and less	500 and more 50 and less
- speed of performance of the main task (m/s)	1,43±0,1	1,45-1,46 1,41-1,4	1,47-1,48 1,39-1,38	1,49-1,5 1,37-1,36	1,51 and more 1,35 and less
- rate of performance of the main task (rabble/mines)	72±2	75-77 69-67	78-80 66-64	81-83 63-61	84 and more 60 and less
- heart rate	185±5	191-196 179-174	197-202 173-168	203-208 167-162	more 209

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(blows/min.)					less 161
3. Relation to the equipment	The complete movements in water	special exercises with a combination of 4 and more elements	special exercises with a combination less than 4 elements	special exercises of the swimmer on the land	the all-developing exercises of the swimmer on the land
4. Mental set	"To work, suffer, give all the best!"				On health
5. The number of the athletes participating on occupation	5 and more	4	3	2	Individual work
6. The number of the athletes participating on occupation	As at competitions				Others

Table 4. The system of integral assessment of the specialization of the indicators of training in fencing in the modern pentathlon

The estimated indicators	Groups of the estimated indicators				
	1 point	2 point	3 point	4 point	5 point
1. Mode indicators:		3,6-4,1	4,2-4,7	4,8-5,3	5,4 and more
- general time of occupation (hour)		2,4-1,9	1,8-1,3	1,2-0,7	0,6 and less
	3±0,5	41-51	52-62	63-73	74 and more
- duration of warm-up (min.)	30±10	19-9	8 и менее	8 и менее	8 and less
- duration of performance of the main task (hour)	3±0,5	3,6-4,1	4,2-4,7	4,8-5,3	5,4 and more
	±1 from competitive	2,4-1,9	1,8-1,3	1,2-0,7	0,6 и менее
- lesson schedule (hour)	5±2	±2 from competitive	±3 from competitive	±4 from competitive	more ±4 from competitive
- the rest mode when performing the main task (min.)		8-10	11-13	14-16	17 and more
		2 and less	2 and less	2 and less	2 and less

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2. Load indicator: - specifics of warm-up - the number of the had fights - heart rate (blows/min.)	As at competitions 30±10 185±5	41-51 19-9 191-196 179-174	52-62 8 and less 197-202 173-168	63-73 8 and less 203-208 167-162	Иная 74 and more 8 and less 209 and more 161 and less
3. Relation to the equipment	Complete performance	special exercises with a combination of 4 and more elements	special exercises with a combination of 4-2 elements	special exercises on separate elements	the all-developing exercises of the fencer
4. Mental set	"To fight for each prick, to move!"				On health
5. The number of the athletes participating on occupation	More 14	13-10	9-6	5-2	Individual work
6. External conditions of performance (form, paths, swords, etc.)	As at competitions				Others

Table 5. The system of integral estimation of the specialization of the indicators of training activity in jumping in the modern pentathlon

The estimated indicators	Groups of the estimated indicators				
	1 point	2 point	3 point	4 point	5 point
1. Mode indicators: - general time of occupation (hour) - duration of warm-up (min.) - duration of performance of the main task (min.) - lesson schedule (hour)	21,5±0,5 20±1 1,5±0,5 ±1 from competitive	22,5-23 20,5-20 22-23 18-17 2,5-3 0,5 and less	23,5-24 19,5-19 24-25 16-15 3,5-4 0,5 and less	24,5-25 18,5-18 26-27 14-13 4,5-5 0,5 and less	25 and more 17,5 and less 28 and more 12 and less 5,5 and more 0,5 and less

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- the rest mode when performing the main task (s.)	Without rest	±2 from competitive 1-31	±3 from competitive 32-62	±4 from competitive 63-73	Более ±4 from competitive more 74
2. Load indicator: - specifics of warm-up - height of barriers (cm) - quantity of jumps on a route - driving time without stirrups (min.)	As at competitions 105±5 15±5 Depends on a situation	111-116 99-94 21-26 9-4 0,1-1,1	117-122 93-88 27-32 3 and less 1,2,-2,2	123-128 87-82 33-38 3 and less 2,3-3,3	Other 129 and less 81 and less 39 and more 3 and less 3,4 and more
3. Relation to the equipment	Complete performance				Other
4. Mental set	"To work up to the end, surely, accurately!"				On health
5. The number of the athletes participating on occupation	1	2-3	4-5	6-7	more 7
6. External conditions of performance (form, route, obstacles, etc.)	As at competitions				Others

The project presented in the form of tables 1-5 may be used by coaches for integral scoring of training exercises specialization in pentathlon disciplines, as well as for calculation of total indicators of complex workouts of a training day, micro cycle, meso cycle and other athlete training stages required to compose a workout session.

Conclusion

The central link of athletes' long-term training is competitive activity. It defines the structure of a training process and forms specific content of its main stages. By the beginning of a training process an athlete shall gain a competition form. For this reason, a training process shall be composed using a correct method, with the right choice of training exercises. It is a complicated issue for modern pentathlon, because all the required motor skills need to be developed, but at the same time with no harm to other skills. Mostly the process of composing workout sessions is worsened by shortage of literature on modern pentathlon. There are almost no textbooks which could be useful in selection of the required exercises when composing a workout session.

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The workout session structure acknowledged in the sports theory is acceptable for definition of the basis of composing a workout session of pentathletes. It provides for a strong tendency of increasing the level of the workout session specialization as the target competition approaches.

The research made gives grounds to acknowledge the theoretical and practical significance of the holistic approach to the study of the workout session structure by using scoring of training activity specialization in training of pentathletes – high class athletes, generally expressing the level of similarity between the training exercises and competition tasks, as well as the level of similarity between the training micro-cycles and the competition cycle in terms of main components of the activity in the cycles. Usage of such an approach contributed to the search of appropriate training variants.

It has been observed that one of the most important factors of athletes' adaptation to the conditions of competition is formation of a target rhythm. Such rhythm has a positive effect by tuning the activity of all body systems to work simultaneously with the target activity rhythm and plays a role of a "leader-adaptator".

The developed system of integral scoring of training exercises indicators makes it possible to generalize different characteristics of training activity, such as pedagogical, medical-biological, psychological and other, in their organic compound as characteristics of essentially unique activity. It makes for example psychological interpretation of training variants equally necessary in relation to the physiological. Thus, one of the ways of overcoming the known gap between psychological, pedagogical, medical-biological and other researches and the problems of workout composition as an overall process is shaped. Explanation of the effectiveness of the target practical simulation in the competition activity training shall be searched with consideration of the abovementioned both in its organizational, psychological and other advantages given by the integrative approach to training.

We developed the idea and technology of practical usage of a methodological approach to adjustment of a training process in the studied sports, based on simulation of competition activity in the range of the whole training macro-cycle. At the same time the main requirement of target simulation is fulfilled – reflection of the core base of the competition activity structure in a micro-cycle – program mode of competitions, simulated in different degrees of "proximity" to the target activity, but different for each particular training stage.

The developed scoring system of training exercises and workouts provides for optimization of pentathletes' training due to reasonable balancing in micro-cycles of correlations between the loads, different in terms of their focus and the character of the work performed, taking into account the conditions and stages of training.

The proposed variants of simulating competition activity within the data obtained, may be as well recommended for composition of work out sessions for mass-class pent athletes (1-3 senior degree), with high load density and significant specialization of training activity.

Recommendations

The study materials may be useful for coaches in fitness industry. The system will help in planning workouts, their cycles of a training process in practical coach activity in modern pentathlon. A number of explicit conclusions and recommendations made may be useful for development of coaches in training of pentathletes.

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Word Order Role In The Development Of Sentence Informational Structure In The Ergative Languages Of Dagestan

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Abstract

The article introduces an attempt to establish suitable principles of defining a subject as one of the main parts of sentence for ergative languages of Dagestan.

The problems of syntactic division of a sentence and peculiarities of its members in Dagestani languages are still examined only in general. Even the question of a number of principle members of the sentence is still under discussion. As the criteria for distinguishing of members of the sentence are traditionally used only semantic or pure formal features. There are no special researches in Dagestani languages studies, devoted to this question.

To distinguish the predicative of the sentence we suggest using three levels of the language: syntactical, semantic and pragmatic. However, we give advance to syntactical features as members of the sentence are syntactical category, and their specifics should be found in peculiarities of combination of words while forming a sentence. Formal criteria are also very important, but apart from morphology, syntax is interested not in forms of words separately, but in their combination with each other.

In some constructions of the sentences it is exactly the word order that is the only criteria of the subject as a principle member of the sentence.

Subject as syntactic element is characterized by definite relationship with other parts of sentence; therefore, word order is suggested to be the first identified feature of subject, the first left position in a sentence.

In every language there are some means which express syntactical connection between the words in the sentence, which provide “recognizing” the members of the sentence. These are morphological (structural), semantic and syntactical means. In ergative languages these means play different role for different structures of the sentence.

For absolute construction of the sentence morphological means of expressing the connection between the words in the sentence are rather important. Correlation is a morphological means of connection, as it is used through the forms of words.

For ergative construction of the sentence semantic means of expressing the syntactical connection are also very important. In this case semantic factor is leading in defining the members of the sentence. Defining the subject in this case is done by means of comparison of semantic contents of the sentence (only in the meaning), as functional homonymy of ergative and absolutive cases prevents distinguishing between the subject and the object of the sentence.

As for ergativoide (bi-absolutive) construction, their criterion is a pure syntactical means of expressing the syntactical connection, i.e. the word order.

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For other types of constructions word order is not the main criteria for distinguishing members of the sentence, however, any change of word order influences the meaning of the sentence. In ergative and absolutive constructions syntactical connections and functions of certain words during the change of word order, in contrast to ergativoide construction, do not change, but the sentence as a whole gets rather a new shade of meaning. Thus, the word order in Dagestan ergative languages has a very important meaning for the structure and contents of the sentence.

Keywords: Sentence structure, word order, ergative languages, nominative languages

1. Introduction

It is customary to identify the main (subject and predicate) and the secondary (attribute, adverbial modifier and object) members of the sentence in Indo-European studies. This tradition was also adopted by the researchers of the ergative system languages, including the Daghestani ones. However, ergative languages are characterized by other structures of a sentence as compared to nominative languages and other syntactic correlations, which complicates the allocation of sentence nominal members considerably.

A sentence takes a special place in the syntactic structure of a language due to its special role in the process of language communication. A characteristic feature of the Dagestani language syntactic system is the simultaneous functioning of several sentence structures. Here two main members of a sentence (subject and predicate) are presented only in the nominative structure of a sentence [Magomedov 1995: 39-44]. In the remaining structures (ergative, dative, locative and affective one), three main members of a sentence are distinguished traditionally: two nominal members (subject and direct object) and predicate. The variability of dative, locative and ergative construction application takes place in all Dagestani languages [Abdullaev 1986: 248-250]. The verbs of the same semantics in different languages or in different dialects of one language can form different structures. So, Z.M. Magomedbekova, singles out a group of verbs in Segobi speech of the South dialect of the Akhvakh language - "know", "see", "hear" - which require RS (real subject) in the ergative case, i.e. form the ergative construction of a sentence, "whereas the ergative case is not used for these verbs in the Andian languages (including the northern dialect of the Akhvakh language), as well as in the Avar language" [Magomedbekova 1977: 248]. In the Avar language, for example, one of the locative cases, superessive is used with the verbs of perception such as "know," "see," "hear," for example:

Дида цебего рагIана гьеб хабар.

I-LOK heard for a long time ago -AOR it 3rd gr. of the cl. news -NOM

"I heard this news for a long time."

2. The Methods Of Sentence Member Identification In Dagestani Languages

In Dagestani languages, belonging to the languages of ergative typology, subjects, depending on the type of syntactic structures of the sentence, are represented by different logical categories. For this reason, it seems to us, that the subject in different syntactic constructions is formed by different cases [Magomedov 2000: 124-127]. In order to substantiate this thesis, it is necessary to determine the criteria which determine the members of a sentence in general and the subject, in particular.

As you know, there are certain logical requirements for any scientific classification: the first and the main requirement is that when you distribute the objects or the concepts to separate classes, you must take into account one and the same characteristic or the combination of the same characteristics. It is noteworthy

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that this principle is violated at the classification of grammatical relations. When the main members of a sentence are distinguished, formal characteristics are preferable, and in the selection of the secondary members, th meaningful characteristics are preferable.

Until recently, it was believed that the categories of subject and object belong to the universal linguistic categories, represented in all languages of the world. However, the universality of these categories does not imply their unambiguous interpretation at all. The most popular is The tradition of a subject identification is the most popular one, that is, there is the combination of different concepts: logical (subject) and grammatical (subject) [Mallaeva, Adukhova 2008: 110]. The attempts to combine different levels of concepts are evidenced by fairly common terms recently: "grammatical subject" and "grammatical object." The terms, in our opinion, are not very successful, because they represent a combination of different levels: a subject and an object are the categories of formal logic; grammatical relations are expressed by the concepts of subject and object. Obviously, therefore, these terms are the units of different levels of language analysis. So, the term "grammatical subject" is used for the subjects on some cases, and it is an active figure in other cases.

In this regard, it makes sense to turn to the experience of a subject universal definition, proposed by Edward Keenan, which justifies the insolvability of a subject unified definition problem for all languages and even for all types of sentences of the same language. There are no functionally equivalent subjects in each specific language and even in different sentences of one language. The syntactic properties of the subject are mandatory in some languages, and they may be optional for others. Therefore, the scale of the subject similarity is proposed [Keenan 1982: 252]. The essence of this approach is that E. Keenan uses the multifactor approach to determine a subject, based on the identification of all subject properties that are found in the basic sentences. The scale of subject similarity is composed of these properties. The nominal terms of a sentence, which have all the potential properties of subjects, are as close as possible to an ideal subject. And vice versa: the nominal terms of a sentence, which have the minimum properties of subjects or do not have them at all, are as far from an ideal subject as possible.

E. Keenan does not give a specific definition of a subject, since a subject as a language unit is not universal, he considers the inventory of subject properties and the ways of their potential combination with each other to be universal [Keenan 1975]

3. Subject Determination Criteria

It is impossible to give a universal definition of a subject, since a subject is not identical with itself in different types of sentence constructions. In ergative languages, the subject as a multifactor concept is first considered by Hugo Schuhardt, who singled out three obligatory components from which a subject grammatical expression is composed:

1) the sound form: "nom." - "ergat.";

2) location: before a verb - after it;

3) voice increase: strong - weak [Schuchardt 1895: 11-15].

The traditional point of view, considering a subject as a universal phenomenon for all types of sentences and for all languages, has been revised recently. The difference in views on a subject is reduced by A.E. Kibrik to the "presumptions that underlie these views. Perlmutter-Postal-Johnson proceed from the premise that a subject and other syntactic relations are syntactic primitives, and one should study not

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them, but by the processes connected with them. Cheif believes that a subject is a single and a universal category that can provide a single definition. Finally, most other researchers (Fillmore, Keenan, Shakhtar, Van Valin, and others) view the subject as a secondary entity, defined in terms of some other, more elementary properties or relationships. Summing up the attempts to explain the nature of a subject, we can state that a single theory with a single terminology has not been worked out yet and that the creation of such a theory is the task of the future" [http://nashaucheba.ru/].

Ya.G. Testelets considers that there are serious reasons to believe that the notion of a subject is not a universal one: "Typological data make us doubt that a subject is a universal category" [Testelets 2001: 317].

In order to distinguish the nominal member of a sentence as a subject U. Cheif uses the arguments of three language levels: syntactical, informative and pragmatic one. Of these, syntactic arguments are considered as preferred by him, because they "are classified easier and cause less controversy" [Cheif 2003: 280]. The main syntactic argument, according to which the status of a subject is determined in Indo-European languages, is a verbal agreement. This sign is unacceptable for most Daghestani languages, because the verbal agreement here depends on a name case form, and not on a sentence member status [Mallaeva 2002: 94]. It turns out that one of the formulas of traditionally established canonical definitions of the subject as a sentence member, with which the predicate is consistent, turned out to be unacceptable for the realities of the Daghestani languages.

Another canonical definition of a subject by a syntactic sign: a subject is the nominative case of a subject. This definition is also unacceptable for the overwhelming majority of Daghestani languages, since the case form of a subject in the Dagestani languages varies depending on a verb-predicate semantics. It can be a nominative with actual verbs, ergative with agent verbs, dative with the verbs of sensory perception, locative or affective with verbs of external perception, etc.

4. The Role Of Word Order During Subject Definition

A word order, namely, the leftmost position in a sentence can be called a general one for the nominative and for the ergative languages of the syntactic sign identifying a subject. In separate constructions of a sentence, it is the order of words that serves as the sole criterion which allows to distinguish a subject. S.D. Katznelson gave a great importance to the order of words: "A subject is the syntactic function for us inconceivable outside a linguistic form. But not only a case can be a subject form, but also a place in a sentence. In caseless languages, word order is the basic form of basic positional function detection for the nominal members of a sentence. The role of an order of words in this matter is so great that in some constructions the order of words appears as a more significant way of a subject isolation than the nominative case" [Katznelson 1972: 63-64].

In the Dagestani languages, the order of words in a sentence is relatively free one. Ordinary word order: subject-object-predicate (S-O-V). The change of such order of words is possible. As a rule, it is connected with a logical accent and it is used to change the semantic nuances of a message. The order of words is "an important means of semantic-syntactic relation expression in phrases and sentences" [Magomedov 2016: 45]. A strict order of words is mandatory, as in all languages of ergative typology, only in one of many constructions of a sentences, namely, biabsolute one (in other terminology, indefinite or ergativoid). In this construction of a sentence, subject-object names are characterized by case identity, and only the word order makes it possible to differentiate a subject and a direct object, since the subject is invariably located at the beginning of a construction, and the object follows it and it is located in the

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middle between a subject and a predicate [Nurmagomedova 2007: 17]. The structure (S-O-V) characteristic for this construction does not allow a word order change, because it will lead to the change of a sentence subject, for example, in the Avar language:

Эмен вас веццулев вуго.

Father-NOM son-NOM praising.

"Father praises the son."

Вас эмен веццулев вуго.

Son-NOM father-NOM praising.

"The son praises his father."

Дун дов какулев вуго.

I-NOM he is swearing.

"I scold him."

Дов дун какулев вуго.

He-NOM, I-NOM scolding.

"He scolds me."

If an analyzed indefinite construction is the combination of a reasonable and an unreasonable subject, then the changing of the word order (the moving of a subject and an object) leads to the structure destruction, for example:

Эмен тIехь цIцIалулев вуго.

Father-NOM, book-NOM reader is.

"Father reads the book."

But you can not say:

ТIехь эмен цIцIалулеб буго.

Book-NOM Father-NOM reading is.

«The book reads the father».

Вас лъльим гьекъолев вуго.

Boy -NOM water -NOM is drinking.

«The boy is drinking water».

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But you can not say:

Лълъим вас гьекъолеб буго

Water -NOM boy -NOM is drinking.

«The water is drinking the boy».

Here, logical categories reveal a complete isomorphism with grammatical categories. V. Schmidt allows the regularity of the fact that certain relations of reality, reflected by our consciousness, are regularly transmitted by very specific types of a sentence. Nevertheless, W. Schmidt does not agree "with the identification of conceptual structures (Denkstrukturen) and the structure of a sentence (Satzstruktur), since this would contradict our basic understanding of language and thought relationship as two inseparably connected, but nevertheless, different social phenomena, each of which has its own specifics" [Schmidt 1965: 294].

5. Case Differentiation Of Subject-Object Names

An indefinite construction is not represented in all ergative languages of Dagestan. This construction is not represented in the Lak, Lezgin, Tabasaran, Agul, in all the non-written Andian languages. In Dargin it is found in Mekega and Haidak dialects. For example, in Mekega:

Ну хъу балцулера.

I - NOM the field - NOM plowing

"I am plowing the field."

In the Darghin language, this construction is extremely rare, for example:

Дудеш жуз бучIули сай.

Father - NOM book - NOM reading

«Father reads the book.»

The reason that the ergatoid construction in the Dargin language is very rare and, for this reason, has a somewhat artificial character, is considered by Z.G. Abdullayev as follows: this construction disappears. The construction like Дудешли жуз бучIули сай is being developed as the replacement in the language. This process has not been completed yet, therefore, at the present stage of the language syntactic structure development, these structures coexist and form a correlation" [Abdullaev 1986: 235].

The languages of the nominative system also have sentence constructions, in which the subject-object names are characterized by case identity. In such sentences, a subject and a direct object can also be differentiated only by word order. For example, in Russian:

The daughter praises her mother.

The mother praises her daughter.

In German:

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Die Mutter lobt die Tochter.

Die Tochter lobt die Mutter.

In English:

The mother praises the daughter.

The daughter praises the mother.

A special significance of word order for this structure is conditioned, first of all, by the lack of case-by-case differentiation of subject-object names. The violation of this word order leads to the change of subject, that is, not only the sense of an utterance changes, but also the grammatical characteristics of a sentence [Mallaeva, Adukhova 2008a: 83]. If such a construction is characteristic for the syntactic structure of the English language due to the absence of case-based inflection, they have a limited nature in Russian and German and are possible only in the cases where the forms of the nominative and the accusative coincide.

6. Conclusions

On the basis of the foregoing, it can be concluded that the languages with a "strict" order of words have a lot of exceptions that allow an arbitrary word order in any given positions. R.A. Budagov wrote about the conventionality of this division: "The languages with a "strict" order of words, have numerous "free" combinations of words, so the languages with a "free" order of words have a high role of a "strict" arrangement not only in separate word combinations, but also in certain types of sentences" [Budagov 1958: 174].

In principle, the division of languages into the languages with so-called "strict" and with so-called "free" order of words is very relative.

7. SUMMARY

Thus, the study of word order role in the development of a sentence information structure in the ergative languages of Dagestan has shown that the definition of sentence nominal member status - one of an actively discussed and urgent issues of modern Dagestan studies - is of great importance both for the syntax of the Daghestani languages and for the general theory of language, as for the intra-genetic typology of ergative languages, and for the linguistic typology as a whole. The prospects of the solutions and approaches proposed in the work are seen in the fact that they allow to overcome the differences in the allocation of sentence main members in various syntactic constructions of the Dagestani languages. Therefore, the study of various models of a sentence is very important not only from the theoretical point of view, but also for purely practical purposes - from the point of view of linguodidactics (the methodology of syntax teaching) and the linguistic picture of the world study within this ethnic-linguistic community.

The ambiguity of the interpretation and the absence of clear criteria for the allocation of sentence nominal members in the Dagestani languages creates problems not only in the study of the Daghestani language syntactic structure, but also in their teaching at schools and universities of the republic.

Conflict Of Interest

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The author confirms that the presented data do not contain a conflict of interest.

List of abbreviations

LOC - locative; AOR - aorist; NOM - nominative; RS - a real subject.

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The Conversion Of Syntactic Units Into Bashkir And Kazakh Words

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Abstract

The article under consideration is devoted to the linguistic description of the transition process of syntactic units i.e. the process of adding words, set phrases, or word patterns to a language – that is, of adding items to a language's lexicon. A comprehensive review of the scientific literature on Russian philology, Turkic studies and Mongolian studies concerning the given issue is conducted in the scientific work as well; the article considers the history of the study of transformation process from word combinations and sentences into complex words in linguistics. Particular attention is paid to the terms that define this word-formation phenomenon; the authors of the article offer several terms to indicate this new word formation method. This linguistic phenomenon is closely connected with the history of language development and complex words, distinguished by their structural and phonetic features, are formed as a result of this word-formation process; in the proposed article, the criteria for delineating complex words from phraseological units and free word combinations are determined.

Keywords: the Bashkir language, the Kazakh language, a syntactic unit, word formation, compound word, lexicalization, lexico-syntactic word formation.

1. Introduction

Many issues of Turkic word formation in the theoretical and descriptive terms require further study and detailed consideration. So, separate ways of the formation of new words in Bashkir and Kazakh languages have not been adequately disclosed and studied, in particular, it concerns such word-formation phenomenon as the transition of word combinations and sentences into the composition of derived words.

This suggests that one of the most important problems of Turkic linguistics is the detailed study of the ways and methods of formation of new words, it is important to consider the nature and peculiarities of the transition of syntactic units to complex words as one of the ways of replenishing lexicon with new words.

Formation of new words i.e. word formation plays a significant role in enriching and replenishing the vocabulary of any language as one of the numerous and diverse ways of developing the language. The newly emerging facts of daily life must receive their own wording. And this new formulation captures listeners or readers in an imaginative and expressive way. The unique feature of all existing languages is that they always correspond to people's communicative needs. All this implies that word formation is the use of the internal capabilities of a language for naming culture-specific concepts.

2. Literary Review

2.1. Reference Sources in General Linguistics

The transition of syntactic units into the composition of lexical items is one of the ways of word formation and replenishment of lexical structure of the language. This way of forming new words is both important and productive and now ranked among the top in word-formation systems of language. To denote this

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language process, the terms “lexical and syntactic process of word formation” and “lexicalization” are used.

The term “lexical-syntactic” or “syntactic word formation” [11, 19, 24] usually means the formation of complex words on the basis of non-predicative phrases in Russian linguistics, and in Mongolian studies [6], Turkology [12], including Bashkir linguistics [13, 14, 15], and Kazakh linguistics [1, 2, 5, 7, 8], the lexicalization of non-predicative and predicative word combinations are considered here and as a result of this process composite and compound complex words are formed [4].

V.V. Vinogradov speaking about the lexical-syntactic word-formation implies the lexicalization of word combinations (*mad- to be out of one’s mind*), and on the other hand the syntactic transformation of verbal sentences into words (for example, *almost*, *a kiss*; *touch- me- not*, etc.). The scientist uses the terms "lexical-syntactic word formation" and "lexicalization" to describe the same word-formation process: the transition to complex words of syntactic constructions i.e. word combinations and sentences [11].

According to N.M. Shansky, the lexical-syntactic method is the emergence of new words as a result of the cluster of two and more words or more juxtaposed lexical units in the process of their use in the language. The researcher also argues that the words composed by lexical-syntactic method of word-formation are the result of merging into one lexical item or a set expression i.e. phraseology, or a combination of an independent word with a grammatical word: *eleven* from *one on the ten, firsthand* from *with one's own eyes* etc. [24].

The transformation of elements of language (morphemes, word forms) or the combination of elements (set phrases) into a separate significant word or into another dictionary unit equivalent to it, is considered by the term “lexicalization” in the Encyclopedic Dictionary" (Linguistics); it should be noted that the following cases of lexicalization are distinguished: 1) the transformation of a grammatical morpheme (affix) into a word: *akmeisty (acmeists), futuristy (futurists)* and other *исты*(ending *-ists);* 2) the transformation of a word form or prepositional-nominal unit into an independent word: *verchom (on horseback), vniz(downhill)*; 3) converting the word combination into a word: *spasibo (thank you)* out of *spasi bog (God save)*; 4) phraseology, occurrence of an idiomatic expression combining independent words: *bit baklushi (idle around)* [28]. In this case, the concept of "lexicalization" covers a wide range of linguistic phenomena, including the formation of new words based on word combinations [25].

The lexical-syntactic word formation is defined by V.N. Nemchenko as the formation of new words as a result of compounding (blending, joining) of two or more lexical units into one and eventually become new words: *vechnozelyeny* (from *ever green*), *maloznakomy* (from *little-known*), etc. As the researcher points out, the distinguishing feature of words added by the lexical-syntactic way of word-formation is that they are equivalent to words produced in terms of their lexical values and coincide with them in morphemes in all word forms [19].

2.2. Reference Sources in Turkic studies

The scientific literature on Turkic languages contains various approaches to distinguishing complex words from other similar linguistic units.

F.A. Ganiyev distinguishes two types of complex word formation with the help of lexicalization in the Tatar language: 1) a simple transition of a word combination into a compound word without suffixation; 2) the transition of a word combination into a compound word where a suffix is attached simultaneously. According to the scientist, compound words obtained by converting the word combination without

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suffixation are complex in composition, and not in the word-formation way. Also F.A. Ganiyev notes the word-formation productivity of the method of lexicalization of word combinations with simultaneous suffixation [11].

A.A. Yuldashev, studying the word formation system of the complex verbs of the Bashkir language, notes that this process occurs as a result of the contracting of interconnected components and the lexicalization of the latter; at the same time, in his opinion, the general meaning of the whole is due to the modification of the semantics of the constituent parts of the phrase. Concerning the semantics of a neologism, he believes that the first component-the verb stem in the form of verbals *-a, -ŭ* or *-n*-represents the semantic nuclear of the general verbal content of the given word combination [27].

According to T.M. Garipov, nominal combinations, built on the basis of the first type of a postpositional attributive group, lexicalized over time and acquired the semantics of individual words. The researcher notes that word-formation in this way has its roots in the distant past and belongs in Turkic languages to one of the most productive types of analytical word-formation[13].

K.G.Ishbayev regards lexical-syntactic method of word formation as the formation of independent complex words by lexicalization of set word combinations and separate sentences. Primarily nouns, adjectives and numerals, pronouns, verbs, adverbs and interjections are formed with the method of lexicalization in the Bashkir language. In addition, he emphasizes that specific features are observed in the formation of each part of speech [14].

One of the ways of forming complex words that appear as a result of the transition of word combinations, according to M.Kh. Akhtyamov, can be called the lexicalization of word combinations; he also notes the role of the change in word stress in the composition of components of correlative phrases [26].

Whereas we have good reason to call this word-formation method a lexical-syntactic method, since in this case new lexical units are formed on the basis of syntactic units, that is, word combinations and sentences.

At the same time, in the process of describing the word-formation phenomena that occur as a result of the lexical-syntactic method, as the working terms, along with the terms “transition to a complex word”, “transformation into a complex word”, “change into a complex word” the terms “lexicalization of word combinations” and “lexicalization of sentences” are used as well which does not contradict our interpretation of the word-formation method.

3. Methods

For a comprehensive study of word formation, a descriptive method has been applied, alongside with elements of analysis and synthesis. We used descriptive and historical methods while collecting and cataloging, as well as in the systematization of linguistic material. Using the descriptive method linguistic units i.e. word combinations, sentences and compound words in particular were divided into forms and types. The historical approach in the study of sources on word formation made it possible to show the relationship of this phenomenon with the history of the development of the literary language. When using the analysis method, the structure and composition of word combinations, sentences and complex words were revealed. The results of the work can contribute to compiling textbooks on word formation, descriptive vocabulary and terminology. Separate conclusions can be used in the study of word formation and lexicology of the Bashkir and Kazakh languages, as well as other Turkic languages. The

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practical significance of this study is that the results of the work can be applied in research works on the history of Turkic languages.

4. The results

4.1. Varieties of conversion of syntactic units into word

Lexical syntactic word formation includes two processes:

1) Simple word combinations in the process of historical development of the language have been transformed into set lexical-syntactic constructions; becoming the names of one concept, they are perceived as complex words: *temir yul* (Bash.), *temir zhol* (Kaz.) '*railway*', *umalishyenny (mad), spasibo (thank you);* 2) individual sentences with time lose their communicative functions and are transformed into complex adherence words, that is, in nominative lexical units: *Bure kyrgan* 'The wolf destroyed' (a sentence) > *Burekyrgan* 'Burekyrgan' (hydronym); *Uraz bakty* 'Uraz watched' (a sentence) > *Urazbakty* 'Urazbakhty' (anthroponym, placename); *Kulanutpes* 'Kulan(onager) will not pass' (a sentence) > *Kulanutpes* 'Kulanutpes' (hydronym, Kaz); *Kalmak kyrgan* 'Kalmyk destroyed ' > *Kalmakkyrgan* 'Kalmykkyrgan' (placename, Kaz.). There are three varieties of this way of word formation in the Turkic languages:

1) lexico-syntactic way of word-formation on the basis of word-combinations (lexicalization of word-combinations);

2) lexico-syntactic way of word-formation on the basis of sentences (lexicalization of sentences);

3) lexico-syntactic way of word-formation with simultaneous suffixation (lexicalization + affixation).

As a result of the lexicalization of word combinations, the transformation of non-predicative word combinations into an independent word occurs; while the word-combinations do not change and preserve their former phono-morphemic structures; transformation occurs only in the field of semantics; as a result of this phenomenon, complex words are created [1].

In the process of lexicalization of sentences, there is a transition of individual predicative phrases, that is, sentences, into complex words.

In the process of word formation by the method of "lexicalization + affixation," two word-formation techniques merge: a) transformation into an independent word of word combinations or sentences; b) adding of word-building affixes to the basic syntactic units.

The process of the formation of new words by lexicalization of word combinations and sentences and the simultaneous joining of word-forming affixes to them could be called a method of "lexicalization + affixation". In the Bashkir language in this way complex and complex words are formed:

"word combination + -*sy* (-*er*)(with options)": *at karau* + -*sy* > *at karausy* 'horsekeeper' (Bash); *kabyldau bolme*+ -*si* > *kabyldau bolmesi* 'parlor'(Kaz.);

"word combination + -gys (with options)": *hyu utker-* + -*ges* > *hyu utkerges* 'plumbery' (Bash.); *su tart* + -*kysh* > *su tartkysh* 'plumber' (Kaz.).

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“word combination + -ly (with options)”: *кun han* + *-ly* > *кun hanly* ‘numerous’ (Bash.); *kup kyr*+ *-ly* > *kup kyrly* ‘multifaceted’ (Kaz.).

4.2. History of the reserach

Lexicalization as a linguistic phenomenon was noted at the beginning of XX century. The first works covered the phraseology, that is, the transition of free word combinations into phraseological units and were associated with the names of I.A. Baudouin de Courtenay, Sh. Bally and others [9, 10]. These scientists indicated the integrity of the value of phraseological units and their use in speech as a function of individual words, and in the sentence as its member. These and other features made it possible for scientists to call lexicalization the process of converting free word combinations into set expressions.

The concept of "lexicalization" appeared for the first time only in the 60s of XX century in the works of representatives of the Prague linguistic circle. In subsequent years, the meaning of this concept expands, and it begins to denote the transformation of the grammatical form of a word, free phrase to an independent word or phraseology.

The term "lexicalization" is actively used in the study and explanation of word-formation process. For example, N.G. Cherepanov believes that the implementation of a word-formation process with a word combination or sentence as the producing basis is a phenomenon widely represented in the word formation of modern German ... The constituent parts of the cluster before their lexicalization into a single word are in direct syntactic contact, forming a syntagma [23], and M.D. Khangereev believes that the process of lexicalization of phrases is intensively going on in the Avar language, but it is not yet completed, but continues [22]. According to A.M. Missiev, the essence of the phenomenon of lexicalization in Karachay-Balkar language consists in the formation of new words, in which the emergence of a new word occurs through a semantic rethinking of the grammatical form of the word without changing the external form. Besides the scientist believes that this way of word formation is reasonable to be called a semantic word formation [18]. V. Andreeva, investigating the development of word formation in the Buryat language, notes that all words formed by lexico-syntactic method were born directly in the sphere of connected speech from word combinations; further lexicalized, and diverse word combinations turned into words t [6].

So, linguists in the study of word-forming processes of different languages with the help of the term "lexicalization" explain the transition of word combinations and sentences into complex and compound words.

4.3. Features of complex words formed as a result of the transition of syntactic units into a word

In Turkic languages, the formation of new words in a lexical-syntactic way (lexicalization) is a kind of linguistic process, and the words created with this method differ from other derivatives by certain features; we can list the following characteristics, which to some extent determine their identity:

1) the bases in the composition of the compound word do not change formally and preserve the phono-morphemic structure;

2) the semantics of compound words are formed as a result of merging the meanings of two or more notional words;

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3) the derivatives formed by the method of lexicalization have a broader, fuller and more concrete meaning;

4) In creating words in this way, two or more producing bases can participate;

5) syntactic constructions i.e word-combinations and sentences take part in the formation of words in a lexico-syntactic method;

6) the derived word is formed on the basis of the syntactic connection;

7) there is a simultaneous synthesis of two word-building techniques in the formation of lexical units with the help of a lexico-syntactic approach - "lexicalization + affixation": a) the transition into compound words of word combinations or sentences; b) adding the word-building affixes, that is, the method of affixation.

4.4. Complex words, phrases and phraseological units

Considering everything stated above, the question arises: how to distinguish complex words from other externally similar linguistic units? There are other units consisting of two or more components and similar in form to complex words in languages: free phrases, set expressions, that is phraseological units. In some cases, there are certain difficulties in distinguishing free word combinations from complex words, since a certain part of complex words are formed on the basis of word combinations, and therefore complex words show a significant affinity with them [17].

First of all, the phrase, like a compound word, consists of two or more words; a word-combination, like a word, serves as a material for constructing a sentence, is realized in it, performing this or that syntactic function. Proximity to the word also manifests itself in the inherent combination of the ability to act as a nominative means, used to denote objects, phenomena, processes, properties [20].

Thus, many complex words are outwardly similar to free phrases, but with an obvious affinity for a compound word, the phrase is sharply delimited from complex words.

5. Discussion

The basic principle for determining the differences between a compound word and a word combination is the nonseparability of a word, that is, the delimitation is clearly manifested in their structural difference: a complex word is whole-form, a word-combination is always a set of grammatically organized components; always a unit, separately combined.

The nonseparability of complex words formed by the method of lexicalization are expressed in the following:

1) lexicalized combinations denote one concept and function as one part of the sentence: *Он теперь превратится в полновластного хозяина волости и станет господином Ферапонтом Хитровым'* (*He will now turn into an absolute master of the township and become the master of the city, Feropont Khitrov)*. In the above sentence the word *polnovlastny* (with plenary powers)expresses one lexical meaning and funstions as one part of the sentence - an attribute;

2) there is a fixed order of components in complex words as noted by T.M. Garipov, a characteristic feature distinguishing these composites from phrases compiled on a similar principle, is the impossibility

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of inserting any words between former members of the phrase without damaging the semantics of the entire complex [13]. This is indicated by F.A. Ganiev, believing that the components of a complex word in the Tatar language cannot be separated by a third word, having an independent word meaning, that is, they cannot be located distantly [12]. Thus, for example, it is impossible to separate the components of a word *polnovlastny*. When the compound word *polnovlastny* is separated with another word in the sentence, the sentence will acquire quite a different meaning and becomes a free combination. *He will now turn into a stout, great, powerful master of the volost and will become the master of the city of Feropont Khitrov.*

3) V.I. Kodukhov believes that a complex word is characterized by the reproducibility, the generality of meaning and the unity of form, so that words, becoming components of set combinations of words, lose the remaining meanings and the freedom of individual change of word [16]. This is also pointed out by F.A. Ganiev also believes that there is interdependence and interpenetration between components, so that it is impossible to omit any component without losing the meaning and wholeness of the word [12]. For example, in the words *temir yul* "railway", when one of the components is omitted, their integrity and meaning are violated;

4) complex words differ from free combinations also by the presence of one principal stress with two stresses in the phrase. In general, the stress falls on the last component, but the first component can have a secondary stress. For example, in compound words *bash bala* 'first-born', *bala sak* 'childhood' the second component is stressed [3].

Another sign of the wholeness of complex word is the absence of a pause between the components of the word, which occurs between separate words in the composition of a word combination. The absence of a verbal pause is a differentiating sign of a compound word and a syntactic phrase. So, there are phonetic-prosodic differences between complex words and free phrases;

5) it is possible to distinguish the external sign of complex words - their special graphic form. In Turkic languages, the majority of complex words formed by the lexico-syntactic method are characterized by the separate spelling forms: *kurdeli suz* (Kaz.), *kushma hyz* (Bash.) 'complex word, *vegeze bir*- (Bazh.), *uade ber*- (Kaz.) 'promise' [21].

6) T.M. Garipov proposes the semantic criterion. Free word combinations may have word for word translation of their components, whereas the composites already have unmotivated meanings. For example, compound words *ui koyany* (Kaz.), *iort kuyany* (Bash.) 'rabbit' literally means – 'a house hare " etc.. [13].

Thus, the distinctive features of a compound word from free word combinations are identified in the following: 1) the independence of components is lost, and as a result, the combination expresses a single concept; 2) the micro-pause between the components of the word combination disappears, and there is a single stress on one of the components; 3) fixed components, the inability to separate them by a third word.

Conclusion

The transition of syntactic units into compound words is a common phenomenon both for the Bashkir language and for the Kazakh language. We have noted the structural features of words, formed as a result of the lexicalization of word combinations and sentences. New words formed as a result of the transition of syntactic units into lexical ones have certain common characteristics with free phrases and

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phraseological units. The above criteria make it possible to clearly delineate complex words from other linguistic units, that is, from free phrases and phraseological units.

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I. A. Aksenov – translator of Ben Jonson

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Abstract
Objectives: The article analyzes the Aksenov's interpretation of Ben Jonson's plays «Sejanus. His Fall» and «Volpone». **Methods**: When studying the subject, we used some cultural-historical, comparative-historical and historical-typological approaches, as well as elements of the socio-psychological method, for recreating certain biographical realities, often necessary to make an objective perception of the literary text. **Findings**: The activities of I.A.Aksenov as an editor, researcher and translator in the late 1910s – early 1930s contributed to Ben Jonson discovery in Russia (he prepared and published a two-volume edition of Ben Jonson's works, translated the plays «Sejanus. His Fall» and «Volpone», wrote literary-critical essays). In his articles «Ben Jonson: Life and Creativity» and «Ben Jonson in the struggle for theater», I.A.Aksenov recognized the English playwright as the most outstanding representative of the literature of the Elizabethan era, who influenced the shaping of the worldview aspects of contemporary dramaturgy. **Novelty**: I.A.Aksenov's organizing, editing, literary, and translating activities contributed to the promotion of Shakespeare's younger contemporary legacy among the Russian readers. I.A.Aksenov was one of the first, who started to interpret Ben Jonson's works in Russia in the first post-revolutionary years. Recognizing the low quality of the translations of «Sejanus» and «Volpone» and the failure of the conclusions, made by I.A.Aksenov as a literary critic, one cannot but admit that his activities became the basis for the further literal activities of Russian translators and researchers of Ben Jonson's biographies and plays.

Keywords: I.A. Aksenov, Ben Jonson, «Sejanus His Fall», «Volpone», dramaturgy, Elizabethan era, literary translation, Russian-English literary connections, intercultural communication.

1. Introduction

A two-volume edition of Ben Jonson's «Dramatic Works», published by Academia under the editorship of I.A.Aksenov in 1931–1933, became the first collection of translations of plays by an English playwright in Russia. Now-a-days, many decades later, this two-volume edition has not only retained its significance, but still remains the most complete edition of the works, written by the younger contemporary of Shakespeare, in Russia. I.A.Aksenov first turned to the translation of Ben Jonson's plays (the tragedy «Sejanus», the comedy «Volpone») back in the years of the Civil War; in the biographical information about the deceased husband, who in 1937 published his articles about Shakespeare, S.Aksenova (Mar) noted that «even in the fever of the Civil War Aksenov did not part with the Elizabethans», «at this time he was translating Ben Jonson, <...>, who he loved most of all» [1, p. 5]. However, I.A.Aksenov took interest in Ben Jonson a little earlier, back in the pre-revolutionary years, but was busy with other work, which for a long time did not allow him to realize it. Thus, in a letter to S.P.Bobrov of September 13, 1916, I.A.Aksenov noted: «I wish you knew my hands itching to translate Jonson and my depression on recognizing that Dekker and Heywood separate me from him! My gods! Just think that no one knows Volpone. I also love The Alchemist, but less» [2, p. 110]. In another letter to S.P.Bobrov, sent from Petrograd on September 15, 1918, there is the information about his direct work on «Sejanus», which «is coming up today to the act 3 and, I hope, will be ready by December» [3, sheet 36].

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At the time when I.A.Aksenov was actively translating Ben Jonson's plays, he probably expected to become the first publisher of his Russian translations. However, this was not the case: in 1921 the publishing house of Petropolis released the comedy «Epicoene, or the Silent Woman», translated by Ya.N. and R.N.Blokh, while I.A.Aksenov's translations were waiting for publication for more than a decade.

2. Literature Review

The tendencies of literary criticism and literary perception of Ben Jonson's creativity in Russia, outlined in the works of I.A.Aksenov (two-volume «Ben Jonson: Dramatic works» [4, 5], the book «Shakespeare. Essays» [6]), were developed and corrected in later studies in the field of comparative literary studies, and Russian-English literary and historical and cultural ties, in particular, in the works of A.T.Parfenov «Ben Jonson and his comedy "Volpone"» [7], A.A.Smirnov «Ben Jonson's dramaturgy» [8], A.S.Romm «Ben Jonson: 1573–1637» [9]. Theoretical observations, which are of interest to our study, also contain in the articles of M.D.Zabludovsky «Ben Jonson» [10], V.V.Zabrodin «The Playwrights – The Contemporaries and Continues of Shakespeare» [11], A.T.Parfenov «"Epicoene, or the Silent Woman": The Method and Style of Ben Jonson» [12] and «The Artistic Function of Antique History in the English Renaissance Drama (Roman Tragedies of Ben Jonson)» [13], M.K.Popova, «The Late Renaissance Vision of the World and Nostalgia for the Middle Ages in the comedy of Ben Jonson "The Devil Is an Ass"» [14].

3. Materials and Methods

The I.A.Aksenov's translations of Ben Jonsons's plays «Sejanus. His Fall», «Volpone» together with his critical articles «Ben Jonson: Life and Creativity» and «Ben Jonson in the struggle for theater», became the material for analysis. According to the principle of historicism, certain facts and circumstances are considered in connection with others, taking into account historical, literary and cultural experience as well. In accordance with the subject of study, comparative, comparative-historical, cultural-historical and socio-cultural methods, methods of complex, problematic, aesthetic and comparative analysis are regularly used.

4. Results

Along with the I.A.Aksenov's translations, the following comedies by B.Jonson: «The Alchemist», translated by B.L.Pasternak, «Bartholomew Fair» and «Every Man in His Humour», translated by P.N.Sokolova, and «The Staple of News», translated by T.M.Levit, saw the light in the two-volume edition of «Academia». I.A.Aksenov, being the initiator of the publication, the author of articles and comments, and the translator of two plays, became a central figure, uniting creative forces around him. Some of the works included in the collection («Sejanus. His Fall», «The Staple of News», «Every Man in His Humour») were no longer translated; others were re-translated in the 1950s («Volpone» and «The Alchemist» by P.V.Melkova [15, p. 209–422: 16, p. 313–481], «Bartholomew Fair» by T.G.Gnedich [15, p. 589–726]); At the same time Yu.B.Korneev first interpreted the tragedy «Catiline: His Conspiracy» for the Russian reader [15, p. 423–588].

In 1986, the publishing house of Moscow University released the collection of translations «The younger contemporaries of Shakespeare», including the translation of the comedy «The Devil Is an Ass» by Ben Jonson, performed by G.M.Kruzhkov [17, p. 397–487]. What is interesting to note – only the translation of B.L.Pasternak, included in the two-volume edition of «Academia», was reprinted, which is in part due to the rarity of the publications of Ben Jonson in Russia, in part due to the changed principles of literary translation, resulting in the opinion that the translations of the 1920s – early 1930s were not worthy to be republished.

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In his articles and translations, the general provisions, related to the world view and artistic practice of Ben Jonson, were reduced by I.A.Aksenov to his vision of the playwright as an opponent of individualism, who created the theory and practice of «humors» in order to ridicule the individualistic predilection of certain human traits. I.A.Aksenov considered Jonson as a moralist, noting that the super-personal categories like *conscience and the public benefit* were important for a playwright. According to I.A.Aksenov, the role of these categories in the XVI – XVII centuries increased against the backdrop of economic processes – the «price revolution», the depreciation of gold, which had an important impact both on the world view, and on the creative method of the playwright.

The tragedy «Sejanus His Fall», elucidated by the case of the Earl of Essex, describes the fall of an almighty favorite, showing unlimited tyranny of an aging despot and the heinousness of the regime of the all-pervasive network of spies»: «Rudeness, servility and venality of courtiers, senators and servants of all sorts and ranks have been in detail and energetically expressed within the limits of five actions set forth in the white verse, the laconism of which is close to the epigrammatic ideal» [18, p. 56]. According to I.A.Aksenov, Ben Jonson's plot was originally constructed around the image of another favorite; he intended to call the tragedy as «Mortimer's Fall». However, unwilling to provoke the lofty circles of monarchical England, where «espionage and cross-denunciation» was the basis of the established world order, and trying to protect himself from «the volunteer backbone masters, ready to pull up any game of mind on the rack», Jonson, veiling English reality, transferred the action to «harmless» Rome, building the speeches of the characters on quotations, specified in the notes to the text, and ultimately resurrecting «not only the life of the era of the Caesars, but also the very situation of the ancient tragedy» [10, p. 75]. A characteristic feature of the tragedy is the interpretation of the function of the choir, taken by Ben Jonson out of the orchestra pit and put directly on the stage; he divided it into separate performers, giving them the right to comment on the action in the course of its development. Based on the judgment of Aristotle, who spoke of the need for both terrify and arouse pity, Ben Jonson deliberately tried to influence the audience, forming compassion for Sejanus, because there was not one active person in the tragedy, capable of causing sympathy [see: 18, p. 57–58].

When compiling the two-volume «Dramatic Works» by Ben Jonson, I.A.Aksenov used the opportunity to choose the plays, which were the most significant, historically notable, and consonant with the epoch, from the vast heritage of the English playwright. The selected by I.A.Aksenov plays «Sejanus» and «Volpone» were consonant with the Soviet era by clear condemnation of the bourgeoisie, and satirical comprehension of individual topics that were in the public eye: «One is the theme of soulless and ruthless pursuit of profit, the theme of the power of gold, distorting all natural feelings and human relations. <…> Another theme is the one of bourgeois individualism, the desire of the petty bourgeois owner to isolate himself from society by opposing his egoistic whims and fads (his «humor») to the needs and moral standards of other people» [8, p. 8].

When comparing the original of «Sejanus» with the translation, made by I.A.Aksenov, it is interesting to note, that the interpreter did not just divide the play into phenomena (acts) (like Ben Jonson's), but to scenes as well [see: 19, p. 734]. The Aksenov's translation is also characterized by negligence, which involves using incorrect, inaccurate lexemes, introducing new shades of values, for example: «I do not know / The heart of his designs» [20] – «I do not know / His core desires» [4, p. 132]; «You are observ'd, Arruntius» [20] – «Arruntius, they're listening» [4, p. 132]; «Here comes his lordship» [20] – «Their Grace is coming» [4, p. 133]; «Grief» [20] – «Illness» [4, p. 133]; «I minister unto her» [20] – «I use» [4, p. 134]; «Whom hatred frights, / Let him not dream of sovereignty» [20] – «To fear / the evil – not to find the kingdom» [4, p. 160]; «Still dost thou suffer, heaven!» [20] – «How long, heaven!» [4, p. 227]; «Where now are all the hails and acclamations?» [20] – «Where are the greeting and praise?» [4, p. 287]. Another

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manifestation of the untidiness of the translation can be found in an inappropriate use of colloquial and vernacular vocabulary in a number of episodes, which reduce the sublime tone of the «antique» tragedy: «I knew him, at Caius' trencher, when for hire / He prostituted his abused body / To that great gormond, fat Apicius; / And was the noted pathic of the time» [20] – «It was then the common place for revelry» [4, p. 130]; «Give me your hand – we must be more acquainted» [20] – «Give your hand, let us be closer» [4, p. 133]; «Go» [20] – «With God blessing!» [4, p. 138]; «When Agrippina's fires are quite extinct» [20] – «When the lights of Agrippina die out» [4, p. 153]; «Leave your courtings» [20] – «Down with courtesy» [4, p. 212]; «That the dear smoke would choke him, / That would I more» [20] – «Let the smoke suffocate him, / This is more for you» [4, p. 235]; «Sentence by the senate, / To lose his head» [20] – «Sentence of the Senate / Take off the head» [4, p. 295].

While the addition of lexemes that were not present in the original (for example, «I know she's quick and quaintly spirited / And will have strange thoughts, when she is at leisure» [20] – «I know her quick, sharp and fighting nature / And her thoughts are strange, when she is by herself» [4, p. 136]) were a rare exception in translation, the omissions, causing the loss of individual semantic nuances, were taken by I.A.Aksenov as a rule, in particular: «I hear you are / Physician to Livia, the princess» [20] – «You are a doctor of the princess / Libya » [4, p. 134]; «Where I will nail your pride at breadth and length» [20] – «Where I will crucify your insolence for ever» [4, p. 149]; «The rest of poor respects, then, let go by; / State is enough to make the act just, them guilty» [20] – «The rest does not matter – forget» [4, p. 160]; «More altars smoke to him than all the gods» [20] – «Less altars are smoked for the Gods» [4, p. 235]. In some cases, such omissions caused text distortions, which acquired an incomprehensible, even punning, shade, cf.: «I like this study to preserve the love / Of such a man, that comes not every hour / To greet the world» [20] – «I like to care for saving love / Of a husband, who does not come every hour / To glorify the world» [4, p. 155]; «Is he come too! nay then expect a trick» [20] – «So he came! No, then there will be hickeys» [4, p. 181].

In many cases, one can see I.A.Aksenov's striving for laconicism, for eliminating the verbosity of individual fragments, for the sake of greater artistry. For example, the replica of Macro from the third scene of action III, cleared of floridity and excess details, becomes extremely clear and understandable: «If then it be the lust of Caesar's power, / To have raised Sejanus up, and in an hour / O'erturn him, tumbling down, from height of all; / We are his ready engine: and his fall / May be our rise. It is no uncouth thing / To see fresh buildings from old ruins spring» [20] – «When the one who guides us / Strives to raise Sejanus and in a short time / To overthrow him from the height of all – / We are his sure ladder: the fall of his / Is our rise. Not once and not a single / Palace have risen above the heap of ruins» [4, p. 214]. In general, his striving for an artistic clarity, made I.A.Aksenov to follow the path of creating translations, oriented to the mass reader.

Being the first translator of «Sejanus», created more than three centuries ago, telling about a long ancient past, I.A.Aksenov experienced the inevitable difficulties in terms of exact understanding of individual historical realities, the interpretation of the meaning of some of the replicas of the heroes. «Sejanus», being difficult to perceive, did not interest other translators in subsequent years; it is still accessible to the Russian reader only thanks to I.A.Aksenov, who, despite all the imperfections, was able to convey the main thing – the mood of the original.

The most famous play by Ben Jonson in Russia is the comedy «Volpone», which attracted the attention of domestic Anglicists back in the 1920s. The main ideas, expressed in different years in the works of I.A.Aksenov, I.I.Anisimov, A.A.Smirnov, A.K.Dzhivelegov, are «a sharp criticism of bourgeois money-grubbing in "Volpone"», and the perception of Jonson himself, influenced by vulgar sociological

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concepts, as «a representative of a large merchant bourgeoisie, close to the Puritans» [see about it: 7, p. 42]. Though Ben Jonson valued gold in the way it is understood in society, rather than in itself, he, according to I.A.Aksenov, condemned the accumulation, money-grubbing, and the absoluteization of money. «Volpone» is perceived by I.A.Aksenov not as «a comedy of events, although events do happen», neither as «a comedy of characters, although the characters are outlined there», nor as a «situation comedy, although the system of scenic situations is obvious», but as «*a comedy of relations, possible due to the unchanged characteristic features of the actors, which provide certain provisions and entail certain events in the course of action*» [21, p. 20–21]. Speaking about the playful nature of «Volpone», I.A.Aksenov noted «an entire depiction of life hypocrisy » in it [21, p. 18], consisting in the continuous acting of characters rather than in changing clothes: «The main intrigue is that Volpone plays a hopeless sick man, being extremely healthy for his years. All other persons are vying with each other to express feelings, they do not experience, say words, not corresponding to their thoughts, commit acts, contrary to their nature» [21, p. 19].

I.A.Aksenov sees the peculiarity of the «new» comedy «Volpone» in the perception of the author's *indignation* about the false relations in society as a positive hero: «In order to keep the relationship in the center of attention, I had to give a secondary place to the development of the character, and in order to better identify the bearers of these relations, it was necessary to cover the character by specificity, that was aimed at fixing the definite assessment of the person by the audience» [21, p. 21]. In his analysis of Volpone, I.A.Aksenov emphasizes Jonson's malevolent rejection of moral decay, he opposes reading Volpone's image in the mainstream of a tragedy of Marlowe's Tamerlane and Faust, believing that «there is no need to look for tragedy, and not in the field of romance there is a real pathos», which consists of taking responsibility for the committed in reality» [21, p. 42].

It is about what was I.A.Aksenov writing in the article «"The Twelfth Night" in the Moscow Art Theater II» (1934): «Ben Jonson claimed the falsity of the personality cult, so glorified by Marlowe and his closest friends. He argued that the desire for individuality led to the cult of insignificant personality quirks that became a caricatured monstrosity of their owners and glorifiers. He sought means of healing people from these whims and saw them in the subjection of the individualism to the public interests» [2, p. 393]. At the same time I.A.Aksenov was convinced that «Ben Jonson did not deny the tragedy», but «fought with what he thought was its perversion, he reformed it» [21, p. 43].

Apparently, the translation of «Volpone» was completed later than «Sejanus», approximately in 1921. There is interesting indirect evidence left. In 1921 S.M.Eisenstein wrote to his mother that he was translating Jonson's play «with one of my friends» [11, p. 100]. N.L.Adaskin makes a reasonable assumption that he was writing about «Volpone» and I.A.Aksenov [2, p. 629]. In his essay «Sergey Eisenstein. Portrait of the Artist» (1933–1935, published in 1991) I.A.Aksenov spoke in detail about the first acquaintance of S.M.Eisenstein with «Volpone»: «He was quite solidly interested in the Elizabethan drama and, having once bought the Beardsley edition of «Volpone» in one of the proliferated secondhand booksellers, <with illustrations by Aubrey Beardsley (Beardsley), published in 1898 in London>, after having studied the illustrations, for the sake of good faith, decided to read the text, relating to them. This reading had a decisive impact on his view of Shakespeare's contemporaries, and the only copy of the theater of Ben Jonson in Moscow at that time, an absurdly thick one-volume book by an exceptional nonpareil, was torturing for a long time his eyes, being borrowed with great difficulty from the university library, which failed to get in time more harmless to the eye text» [2, p. 421].

It is difficult to judge about the importance of S.M.Eisenstein's participation in the creation of I.Aksenov's translation: no evidence or documentary material is left. We only note that Eisenstein's interest in Ben

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Jonson was not fragmentary and not limited to «Volpone», which can be, in particular, confirmed by his sketch of the scenery of «Bartholomew Fair» (paper, graphite pencil; 1919), preserved in RGALI (file 1923, item 1, unit of storage 714). At the direction of V.V.Zabrodin, S.M.Eisenstein was planning to stage Ben Jonson's «Bartholomew Fair» in 1921 using telary, triangular pedestals with painted faces, which provided a change of scenery [see: 11, p. 99].

The reissue of Volpone in the translation of I.A.Aksenov would have made little sense to date, since the later translation by P.V.Melkova is characterized by the artistic description, the skillful recreation of individual images and expressive details, the absence of obvious inaccuracies, incorrectness in the choice of words, and stylistic confusions available in I.A.Aksenov's. To compare: «Struck out of chaos, when all darkness fled / Undo the centre» [22] – «When fell into chaos and the darkness fled / To the bottom world» (translated by I.A.Aksenov; [5, p. 69]) – «Burst out of chaos suddenly, / Dissipating the darkness» (translated by P.V.Melkova; [16, p. 317]); «Room for fresh gamesters» [22] – «Give way to young actors» (translated by I.A.Aksenov; [5, p. 72]) – «Give room for new actors» (translated by P.V.Melkova; [16, p. 320]); «When you do come to swim in golden lard, / Up to the arms in honey, that your chin / Is born up stiff, with fatness of the flood, / Think on your vassal» [22] – «When you start bathing in gold / And wiping with honey, so that the fat cheeks / become hard as a stone, – / Remember the vassal» (translated by I.A.Aksenov; [5, p. 85]) – «When you swim in affluence, / in honey up to shoulders, so that your chin / climbs haughty upward with the excess, / Remember my service» (translated by P.V.Melkova; [16, p. 329]).

Trying to soften the rudeness, that is characteristic of the works of Elizabethan era playwrights, I.A.Aksenov unnecessarily edits the source text, reducing the «atmospheric spirit» of comedy: «You shall have some will swallow / A melting heir as glibly as your Dutch / Will pills of butter, and ne'er purge for it» [22] – «Others / will devour the heedless heirs in Dutch /like bread and butter, – then search for them» [5, c. 71]; to compare «The other will swallow / The heir like a Dutchman / who swallows butter without grasping diarrhea» by P.V.Melkova [16, p. 318]. When translating certain episodes of the comedy, I.A.Aksenov uses tautological combinations, designed, probably, to strengthen the sound of individual fragments, but ultimately looking extremely non-winning. For example, in the dialogue between Corbaccio and Mosca («My life for his, 'tis but to make him sleep / *Volpone (aside)* Ay, his last sleep, if he would take it» [22]), I.A.Aksenov unsuccessfully interprets the alternating expressions «My life for his» and «his last sleep»: «I bet my head that he will fall asleep. / *Volpone (aside)* I bet my head, so as not to wake up» [5, p. 87]; to compare «I vouch for life, will put him to sleep. / *Volpone (aside)* will put to sleep forever, as soon as you take it» by P.V.Melkova [16, p. 331]. Equally unsuccessful is the tautological turn «in the wreckage among the wreckage» in the replica of Mosca in the first scene of the third act: «O! your parasite / Is a most precious thing, dropt from above, / Not bred 'mongst clods, and clodpoles, here on earth» [22] – « What – the dependant – / A rare thing, fallen from the sky, / Not bred in the wreckage among the wreckage» [5, p. 142]; to compare «Oh, dependants – they are the jewelry / Fallen from the sky, / Not like that fools, boobies on Earth» [16, p. 375].

I.A.Aksenov again, like in the translation of «Sejanus», uses vernaculars, which look inappropriate in comparison with the verified translation of P.V.Melkova: «I gain / No common way» [22] – «I've chosen / Unsmooth way» (I.A.Aksenov; [5, p. 70]) – «Unusual / I chose the path» (P.V.Melkova; [16, p. 318]); «His mouth / Is ever gaping, and his eyelids hang» [22] – «His mouth is open out, / his huge eyes are like a horn» (I.A.Aksenov; [5, p. 89]) – «his mouth yawp, / The eyelids hang» (P.V.Melkova; [16, p. 333]); «nay quickly» [22] – «eager to get rid of» (I.A.Aksenov; [5, p. 147] – «show the door» (P.V.Melkova; [16, p. 380]); «adversaries» [22] – «opponents» (I.A.Aksenov; [5, p. 197] – «enemies» (P.V.Melkova; [16, p. 420]).

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The I.A.Aksenov's interpretation of Korbaccio's words, addressed to Mosca, as a macaronic text, seems not quite correct, – «'Tis aurum palpabile, if not potabile» [22] – ««Aurum palpabil, if not potabil» [5, p. 92]; in this case P.V.Melkova is more accurate in translating the artistic sense as a whole, although a significant «play of words» in this case is lost: «Although you can not drink, but you can touch» [16, p. 335]. When recreating Peregrin's words «and your lion's whelping, in the Tower» [22], the word-by-word version of P.V.Melkova is also more preferable, to compare: «And in the belfry the lioness has kittened» (translated by I.A.Aksenov; [5, p. 111]) – «And in the Tower the lioness has kittened» (translated by P.V.Melkova; [16, p. 351]). In general, the later interpreter is more careful about English proper names; she refuses their deliberate Russification, which is characteristic of I.A.Aksenov: «Saint George» [22] – «holy Egor» (I.A.Aksenov; [5, p. 192]) – «Saint George» (P.V.Melkova; [16, p. 416]); «Sir Politic Bawd» [22] – «Sir Paul Pimp» (I.A.Aksenov; [5, p. 195]) – «Politician matchmaker» (P.V.Melkova; [16, p. 418]).

At the same time, when estimating the translation of I.A.Aksenov, one can not help but notice its significant merits; thus, in a number of cases this literalism makes it possible to more accurately convey the intention of the English author, for example: «With hope that when I die (which they expect / Each greedy minute) it shall then return / Ten-fold upon them» [22] – «With hope that, when I die (and this / what they are every minute waiting for), they will return to them / With a tenfold profit» [5, p. 70] (to compare P.V.Melkova: «With hope that I'm going to die and that everything / will return to them with multiple profits» [16, p. 319]); «A piece of plate» [22] – «A piece of plate» [5, p. 77] (to compare P.V.Melkova: «Luxury cup» [16, p. 323]);]); «<…> he says, they flay a man, / Before they kill him» [22] – «Like flies, they say, fly / Above those who will be killed» [5, p. 88] (to compare P.V.Melkova: «<…> healers, they say, are happy / To tear off the skin from a sick man before / they kill him» [16, p. 332]); «I am alive» [22] – «I live anew» [5, p. 157] (cp. P.V.Melkova: «I revive» [16, p. 388]).

In some cases, the choice of artistic details, designed to recreate not only the semantic nuances, but the overall tonality of the original as well, was the undeniable success of I.A.Aksenov. The translator, in particular, is not just talking about wisdom, but a *natural, innate wisdom* («Riches are in fortune / A greater good than wisdom is in nature» [22] – «For happiness – wealth / is more useful than wisdom from nature» [5, c. 70]; to compare P.V.Melkova: «Wealth / is more useful for happiness than wisdom» [16, p. 318]), he uses Russian phraseology «The beast flees to the catcher» [5, p. 143] to transmit the English verse «The person I was bound to seek» [22] (to compare P.V.Melkova: «I was just looking for him» [16, p. 376]), he focuses on the reader when translating poetry «And the envious, when they find / What there number is, be pined» [22], thus preventing semantic «opacity», committed later by P.V.Melkova,: «If the envious to find, / Then from grief they are to die» (translated by I.A.Aksenov; [5, p. 170]) – «Every number of the envious – / Are gone to the grave» (translated by P.V.Melkova; [16, p. 399]); he is more correct in transmitting certain historical nuances, in particular, when translating the English expression «Ay, your Whitefriars' nation» [22] with the concretized phrase «From the Monastery Settlement» [5, p. 192], which is justified from the historical and cultural positions (compare with P.V.Melkova: «From the kind of courtesans» [16, p. 416]), and also when translating the syntagma «***juggler divine***» [22] as «***a divine juggler***» [5, p. 71] (compare with P.V.Melkova's ***«square charlatan***» [16, p. 319]).

Trying to reveal the meanings of some lexemes, not specified by Jonson, the translators offered various interpretations; for example, the expression «***heap of corn***» I.A.Aksenov translated as «***a pile of rye***» [5, p. 71], while P.V.Melkova as «***a heap of wheat***» [16, p. 319]. The abstract notion of «***bitter herbs***» evoked some disagreement in the interpretations, I.A.Aksenov translated it as «***burr***» [5, p. 71], while P.V.Melkova – as «***wormwood***» [16, p. 319]); the interpretation of the poly-semantic word «***diamond***» proposed by I.A.Aksenov as «***adamant***» [5, p. 101] looks better compared to the Russified version of

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P.V.Melkova «***diamond***» [16, p. 342]. The lexeme «***ape***», translated by I.A.Aksenov as «***martin***» [5, p. 146], is more traditionally represented in the translation of P.V.Melkova as «***marmoset***» [16, p. 379]. The lexemes «***grasshopper***» were also differently interpreted (I.A.Aksenov as a «***grasshopper***» [5, p. 151], P.V.Melkova as a «***cricket***» [16, p. 383]) and «***locus*t**» (I.A.Aksenov – «***acrid***» [5, p. 166], P.V. Melkova – «***locust***» [16, p. 395]); botanical term «***bugloss***», conveyed by I.A.Aksenov by a vernacular expression «***bull tongue***» [5, p. 151], is more successfully represented in the interpretation of P.V. Melkova – «***ox grass***» [16, p. 383].

In the translation of the play, there were some fragments left unclear by the translators, in particular, the English expression «*fly me not*» [22], in our opinion, is not quite correctly interpreted in both translations as «do not run me» [5, p. 167; 16, p. 397], and the expression «*the horned flood*» [22], in both cases translated literally as «horned river» [5, p. 167; 16, p. 396], while it was «a hint at Achelous (Greek myth.), a river God who, when fighting against Heracles, took on various forms, including creatures with a bullish (horned) head and a human torso» [23, p. 268].

Despite the scenic nature of most of the plays of Ben Jonson, they were not often performed in the theatre, which is due to the specific historical and cultural flavor of works, vividly reflecting their era, and to a small number of translations, which are of (in many cases) low quality. The «Sejanus» tragedy was never put on the Russian stage, the comedy «Volpone» was staged three times, but not in the translation of I.A.Aksenov. In 1932 there was a reworking of Ben Jonson's play «Volpone» under the title «It is mine», made by the playwright G.Ye.Vechora in Yu.A. Zavadsky Studio Theater [2, p. 562]. Two other productions refer to the newest time and continue to go on stage. On December 25, 2008, the premiere of the play «Venetian Entertainers» (based on the play «Volpone», translated by P.V.Melkova [see: 24]), directed by N.A.Kugel, was held at the «Theater of Doctor Dapertutto» at the Museum of V.E.Meyerhold in Penza; the play «Volpone and Heirs», staged by the director and actor V.A.Filippov, is still in the Drama Theater of the Baltic Fleet named after Vs.Vishnevsky (Kronstadt) with success; the creators of the performance were able to concentrate the audience's attention on the «classic picaresque plot, which has now become actual to the point of impossibility» [25], to create images that are close to the present [see: 26; 27].

5. Discussion

The views of I.A.Aksenov about «Volpone» were not fixed in domestic literary criticism, as evidenced by the research of later decades. In particular, A.A.Smirnov, who proposed to consider the one-sided satirical characters in Volpone from the point of view of the classical typification, that is close to the English playwright, wrote that « the disease of the century», revealed by Ben Jonson, is «a distortion of natural human feelings, the triumph of the spirit of profit and parasitism», that «the painted picture is very gloomy», but, nevertheless, the playwright «is far from misanthropy or pessimism» because «the very nature of Ben Jonson's laughter, the dynamics of his images, and language contains something cheerful and life-affirming» [8, p. 14]. According to M.P.Alekseev, the text of «Volpone» was a «real mosaic», being composed «most of the artfully selected quotations of writers of the ancient world and the Renaissance» [28, p. 549].

Claiming that Jonson was «strongly associated with the traditions of English advanced culture of the Renaissance» [29, p. 98], R.M.Samarin in 1954 saw the features of «bourgeois rationalism» and Bacon's materialism in his world view. The researcher saw Jonson's limitations in his rejection of the bourgeois

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morals, his «remoteness <…> from people's ideals», manifested, in particular, in the «weakness of the positive heroes who should have brighter shaded and stressed the repulsive essence of Volpone» [29, p. 104]. Like I.A.Aksenov, R.M.Samarin considered the court judgment of Volpone in the final of the comedy as a failure: «This essentially limits the criticism of the entire system that generates Volpone: their greed and crime are presented as private, correctable defects, punishable by society, inherent only in its individual representatives» [29, p. 113].

The subsequent interpretations of «Volpone» deviated even more from the position of I.A.Aksenov. Thus, in the book «Ben Jonson» by A.S.Romm the comedy «Volpone» is considered in the context of the crisis of humanism, and Jonson himself appears as a playwright, debunking «one of the brightest images created by the art of the Renaissance, i.e. – the image of a titanic individualist» [9, p. 77], depicting vulgarization of both the titanic personality and the Renaissance culture. A.S.Romm noted the particular role of the state in the formation of the moral foundations of society; according to her observation «the spirit of profit and self-interest in "Volpone" subjugates the entire system of not only family-household, but also state-legal relations of modern society» [9, p. 79]. From the point of A.T.Parfenov, in «Volpone» the object of satire becomes the «Renaissance personality in its negative variant» [7, p. 55], «a generalized and a large-scale image of the "egoist"», depicted «not only as a cunning, energetic and insatiable to pleasure person <…>, who is using gold and lies for his criminal purposes, but also as a kind of "Egoism" ideologue, a representative of pseudo-culture, in which the Renaissance ideals are distorted by the domination of individualistic and monetary relations» [7, p. 58].

6. Conclusions

As we see, in the XX century many plays by Ben Jonson were translated in Russia – «Epicoene, or the Silent Woman» (Ya.N. and R.N. Blokh), «Sejanus» (I.A.Aksenov), «Volpone» (I.A.Aksenov, P.V.Melkova), «Every Man in His Humour» (P.N.Sokolova), «Bartholomew Fair» (P.N.Sokolova, T.G.Gnedich), «The Alchemist» (B.L.Pasternak, P.V.Melkova), «The Staple of News» (T.M.Levit), «Catiline» (Yu.B.Korneyev), «The Devil is an Ass» (G.M.Kruzhkov); the literary scholars of A.A.Smirnov, R.M.Samarin, A.T.Parfenov, and others tried to literary comprehend the heritage of Shakespeare's younger contemporary. The bright «Renaissance» figure of I.A.Aksenov stands at the origins of the Russian discovery of Ben Jonson, who was simultaneously an interpreter, compiler and editor of translations, and a literary critic. Due to the activities of I.A.Aksenov in the first third of XX in Russia the ideas about the Elizabethan era in the history of English drama, about the work of the most significant contemporaries of Shakespeare have been significantly expanded.

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Geographical Factors Of The Crime Rate Among The Minors In Russia

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Abstract
The article is devoted to the study of the problem of minors’ deviant behavior and determination of geographical factors of juvenile delinquency in the RF regions. The article contains the results of theoretical analysis of the problem of children and teenager’s delinquent behavior and results of the analysis of the statistical data on a number of crimes committed by the minors in the regions of the Russian Federation. Four groups of factors have been identified that determine the crime situation in the region and the regional scale in the number of crimes committed by minors has been presented. The article can be of use to pedagogical workers of the system of education (teachers, psychologists, social workers), as well as staff members of the penitentiary system.

Keywords: deviant behavior, delinquent behavior, minors, criminogenic and geographical factors.

Introduction

The solution to the problem of deviant behavior among children and teenagers, the problem of reforming and resocialization of convicted minors has assumed a special importance at present not only in connection with the processes of reforming the activity of penitentiary institutions where offenders are held, the improvement of their complex rehabilitation and full-fledged social recovery, but with the necessity of psychological recovery of the whole society.

Social and economic processes that take place in contemporary Russia are accompanied by the change of people’s consciousness and behavior models (Larionova et al., 2017; Ezhov et al., 2017; Zaitseva et al., 2017). These phenomena have led to a significant change of morals and values in a person’s personality, first of all in the younger generation. Contemporary teenagers living in the world which is very complex in its content and structure, depend, probably more than any other age categories on the norms and values cultivated in the society. Unfortunately, our society has a very serious deficit of positive influence on the younger generation which is bound to take its toll on the formation of the sphere of values and meaning of contemporary Russian teenagers. This sphere is an internal regulator of their behavior and one of the most significant factors of teenagers’ inclination to commit offences.

Teenage period is a special stage of the personality development in the course of which qualitative changes take place in self-consciousness that are a determining condition to form the personality on the whole.

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Often in practice of teaching and upbringing the notion «morality» serves as a philosophical category understood as compliance with the set of behavior norms accepted in society. In the methodology of preventive work with minors to prevent offences and rehabilitation work with deviant teenagers it is required to rely on the psychological category – moral consciousness which due to established social circumstances in deviant teenagers did not get any development that is correspondent to the norms-compliant developing personality (Efimova, Oschepkov & Salakhova, 2015; Gnedova et al., 2015; Kalinina et al., 2017; Masalimova & Chibakov, 2016; Mitin et al., 2017; Salakhova et al., 2016a, 2016b; Shukshina, Mizonova & Katainen, 2017; Vasyakin et al., 2015).

The problem of reforming and correcting the unlawful or any other deviant personality must touch upon the study of the individual specifics of inner life, the reconstruction of the subjective picture of the world of the individual. In the situation of the social stereotypes' breakdown and the new socio-cultural tendencies that are gaining strength, the formation of "abnormal" structures of individual consciousness, including value-semantic entities, is taking place. Taking account of the fact that the value-meaning sphere is the central, nuclear construct of the personality and, acting in general, on the behavior of a person in each specific situation, determines the overall direction of his life, the system of value orientations and the orientation of the person associated with this system are the central link, ultimately determining the lawfulness or wrongfulness of human behavior. As D.A. Leontyev (1977), points out "in order to understand the behavior of a person, it is necessary to reveal his meaning."

However, the problem of reforming and correcting the deviant personality should include not only the study and analysis of the personality characteristics of a teenager as a psychological category, but also the study of the factors and mechanisms of its formation under the influence of socio-cultural factors, including geographic ones.

Materials and Methods

Deviant behavior is the behavior that does not correspond to generally accepted or officially established social norms, which causes a negative evaluation of society. While assessing the teenager's behavior as deviant, the following points should be taken into account:

- the socio-cultural nature of the person's deviant behavior determines the historically changeable nature of deviant behavior, linked with changes in social norms and rules in different historical times;

- a negative evaluation of deviant behavior can be represented in the form of public condemnation or the application of social sanctions, and in case of delinquent behavior this can be a criminal penalty;

- the result of deviant behavior is the real damage to people around and society, as well as the subject of such behavior in various forms – the destabilization of public order, moral and material damage, physical and mental violence, deterioration of physical and mental health and well-being;

- deviant behavior is persistently repetitive (multiple or prolonged);

- deviant behavior is combined with the general antisocial and antisocial orientation of a person;

- deviant behavior does not go beyond the limits of the medical norm and should not be identified with mental illnesses, although it may be its consequence, passing into pathological behavior;

- deviant behavior leads to social disadaptation of varying degrees of severity;

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- deviant behavior has a marked individual and age-gender identity (Shukshina et al., 2017; Oshchepkov & Struchkova, 2015; Masalimova et al., 2014; Salakhova et al., 2016c, 2016d; Ovsyanik et al., 2016; Efimova et al., 2015; Lipatova et al., 2015; Yemelyanenkova et al., 2017).

E.V. Zmanovskaya (2003) identifies three main groups of deviant behavior:

1) antisocial (delinquent) behavior, which breaks legal norms and threatens social order and well-being of the people around;

2) antisocial behavior as a violation of moral standards, threatening well-being of interpersonal relations;

3) auto-destructive (self-destructive) behavior, including suicidal, fanatical, autistic, victimized, risky, addictive behavior, including food dependence and dependence on psychoactive substances.

Typical examples of teenagers' deviant behavior are systematic absenteeism, cases of running away from home, vagrancy and begging, addictive behavior (dependence on psychoactive substances, alcoholism, smoking), early sexual life and auto-destructive behavior (parasuicidal and suicide). Early alcohol and drug addiction in the teenage period is associated with the desire for an external adulthood, falsely understood, curiosity and a desire for new experiences, with the motivation to be accepted in a group of peers, to be uninhibited and to gain a sense of self-confidence.

The psychological nature of deviant behavior lies in compensatory defensive behavior in the form of a protest, retreat, anxiety and uncertainty, emancipation from parents and grouping reactions. The causes of deviations are low social success and unrealized claims for social recognition in the family, school and peer group. F. Pataki (1983) used the term "pre-deviant syndrome", defining it as a complex of symptoms – the precursors of deviant behavior. These include the affective type of behavior, the orientation to getting pleasures, difficulties in school, the manifestation of aggression, family conflicts, a low intellectual level, a negative attitude to learning. These symptoms make it difficult for the teenager to communicate and interact with other successful peers and make them look for a company of those who also have the above-mentioned symptoms (Salakhova et al., 2017a).

In the sphere of psychopathology, the phenomenon of behavioral disorder is distinguished separately in respect to deviant behavior, defined as a repetitive and persistent pattern of behavior, in which the basic rights of another person or social norms, requirements and rules correspondent to this age, are violated. In the manual on diagnostics and statistics of mental disorders - DSM-IV, the following forms of behavioral disorders are distinguished: mild (a small number of behavioral problems with minor damage to other people), moderate (moderate and moderate severity of behavioral problems) and severe (a large number of behavioral problems with significant damage to others). The development of behavioral disorders is often associated with other disorders: the presence of the syndrome of attention deficit and hyperactivity, an oppositional-defiant disorder (manifested in persistent anger and emotion symptoms not related to the age norm), learning difficulties, depression, and alcohol and drug abuse.

One can distinguish two variants of the behavioral disorder genesis:

1) behavioral disorders that began in childhood and continued in the teenage period, and

2) behavioral disorders that occurred only in the teen age.

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Behavioral disorders in the teen age, which initially appeared in childhood, have distinctive characteristics in comparison with behavioral disorders first found precisely in the teen age. These disorders are usually more stable and severe, are manifested in more aggressive forms of behavior and physical violence. Teenagers often show inattention, impulsiveness, low school performance. Teenagers with the diagnosis of "behavioral disorder" made in childhood, are more likely to commit violent crimes (the threat of physical violence, rape, the use of weapons).

It is necessary to briefly dwell on the notion of delinquency and point out that the term "delinquency" is fixed in the framework of international legal acts as a legal term related to the commission of an offense or a crime by a person. Thus, the notion of "delinquency" abroad is customarily used to characterize the commission of a serious misconduct, unlawful action, including by a minor (Salakhova et al., 2017b).

In domestic science, delinquency is used in two different meanings. For example, A.E. Lichko (1979) and other researchers assert that delinquency is a repetitive antisocial misdemeanors that slot into a certain persistent stereotype of actions that break legal norms but do not entail the criminal liability because of their limited public danger or the failure to reach the age at which the criminal liability begins. E.V. Zmanovskaya (2003) et al. point out that delinquent behavior is "the actions of a particular person who deviate from the laws established in society and at the present time, threatening the well-being of others or social order and can be punished in their extreme manifestations".

In domestic psychology, a rather wide range of terms is used that correspond to foreign notions of delinquency (unlawful, criminal, criminal behavior, etc.). At the same time, there is a significant number of studies devoted to the study of both the phenomenon of delinquency and the teenager's personality prone to commit an offense (Belicheva, 1994; Oryol, 2002; Salakhova & Oschepkov, 2016; Mitin, 2016).

Delinquent behavior is a kind of deviant behavior, while deviant behavior is not always delinquent. Cases of running away from home are a common form of delinquent behavior of teenagers. The causes of running away lie in the fear of punishment, the reaction of protest against excessive demands and control in the family, lack of care and attention in the family, neglect of the parents, rejection and cruel treatment of peers; the search for pleasures and new impressions, entertainment, unmotivated wish for a change in the situation, boredom, despondency, accentuation of the nature of teenagers.

Crimes are anti-social actions provided for by criminal law, such as murder and physical violence, theft (theft, extortion, fraud), vandalism and intentional destruction of material and spiritual values, theft of cars, motorcycles and bicycles; terrorist acts, rape, illegal trafficking in narcotic drugs, arson, etc. In case of committing crimes committed by people who have not reached the age of criminal responsibility, the measures of educational effect are applied, including placement in a special educational institution.

The most important criminogenic factors that cause difficulties in personal self-determination of teenagers are the general dehumanization of society; the family destabilization and ineffective family fulfillment of the socialization function; inconsistency of the actions of social institutions (family, teachers' staff, law enforcement bodies, youth associations, etc.) aimed at solving the problems of offenses prevention; the lack of real prospects for teenagers to obtain the desired education and profession, which provide a decent lifestyle in an economic recession; negative influence on the formation of the teenagers' personality of anti-culture and subculture of criminal circles and antisocial youth groups, romanticization and idealization of the criminal way of life; a low level of legal culture, legal and social devaluation of the principle of the inevitability of punishment in relation to the disclosure of crimes; the lack of a clear youth

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policy strategy, children's, teenagers' and youth public associations and organizations directed to resolving the tasks of ideological upbringing.

Offenses have become one of the objects of research in social geography today, which is primarily due to the identification of territorial differences in these phenomena and the geographical factors that determine them. The analysis of social and territorial aspects of crime is reflected in such a synthetic category as the geocriminal location, which in turn determines the criminal situation in the region. Offenses of minors are also part of the criminal situation, they are an essential factor in destabilizing public systems of various ranks from a settled area to the federal districts and the country as a whole and can become a catalyst for adult crime.

Results and Discussion

Geographical aspects of the study of juvenile delinquency are directed, first of all, to the identification of groups of factors that determine the territorial heterogeneity of manifestations of this phenomenon. The region serves as a territorial unit within which the interaction of these factors determines the criminogenic situation. According to the results of the conducted research aimed at studying statistical data of the number of crimes committed by minors in the regions of the Russian Federation (2015-2017), four groups of factors determining the criminal situation in the region were identified (Fig. 1, Fig. 2).

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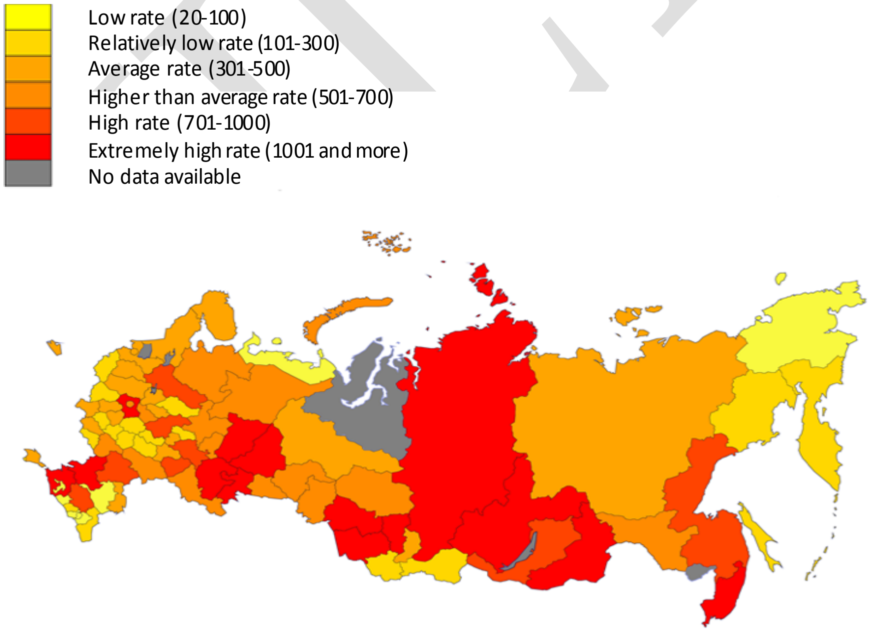
Low rate (20-100)
Relatively low rate (101-300)
Average rate (301-500)
Higher than average rate (501-700)
High rate (701-1000)
Extremely high rate (1001 and more)
No data available

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Figure 1. The number of crimes committed by minors (based on the data of the General Prosecutor's Russian Federation)

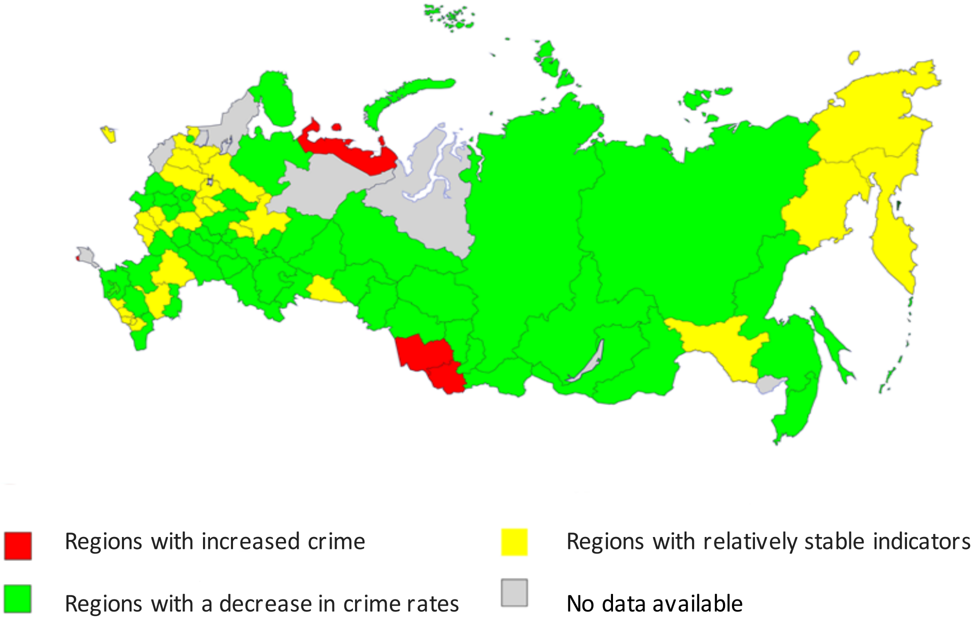
🟥 Regions with increased crime
🟨 Regions with relatively stable indicators
🟩 Regions with a decrease in crime rates
⬜ No data available

Figure 2. Typology of the Russian regions in relation to the juvenile crime rate for 2014-2016 (based on the data of the General Prosecutor's Russian Federation)

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The first group of factors is socio-economic. Demographic, economic and social factors can be referred to this group. The level of social and economic development of the region can have a significant influence on the level of juvenile delinquency. Thus, the growth of the number of crimes is typical of the regions with a low level of social and economic development (The Republic of Altai, the Altai Territory). A decline in juvenile crime rates is observed in the regions with a high level of socio-economic development (Moscow, St. Petersburg, the Khanty-Mansi Autonomous District, and the Republic of Sakha (Yakutia)).

A high level of urbanization serves, on the one hand, as a factor in the social stratification of society and as a result of the growth of crimes, including in the youth milieu. In the European part of Russia, in southern Siberia, the leading factor is the level of urbanization of the territory. Cities are the centers of concentration of organized criminal groups, which also contributes to the growth of the crime rate. At the same time, the law enforcement bodies are more effective in the cities. It contributes to a reduction in crime rates in the centers themselves and outflow to the neighboring regions. For example, with a decline of crime rates in Moscow, the Moscow region keeps high figures. High rates of youth crime are in the large industrial centers of the Urals (the Republic of Bashkortostan, the Perm Territory, the Sverdlovsk and Chelyabinsk regions), Siberia (the Irkutsk, Novosibirsk, Kemerovo regions, the Krasnoyarsk Territory) and the Far East (the Trans-Baikal and Primorsky Territories). On the contrary, the regions with a low level of urbanization are among the relatively prosperous (the Republic of the Northern Caucasus, the Nenets and Chukotka Autonomous Districts).

The second group of factors is natural and geographical ones, among which the recreational potential of the territory is particularly worth highlighting. A high recreational potential of the territory (the Krasnodar Territory, the Rostov Region, the Republic of Crimea) attracts wealthy tourists, thereby contributing to an increase in the level of the crime rate in relation to them. In these regions, as a rule, the control over the law enforcement bodies' activity is weakened.

The third group of factors - ethno-cultural in different ways can affect the level of the crime rate. So the traditional religiosity of the population reduces the crime rate growth among the Islamic population in the republics of the Northern Caucasus, the Buddhist population of Kalmykia. At the same time, the ethnic community creates a fertile ground for the formation of national organized crime groups, which also involve young people. This is clearly manifested in large cities, where there are many ethnic groups with a certain "criminal specialization".

The fourth group of factors is organizational and legal, among which it is necessary to single out the activity of the law enforcement and judicial bodies and the penitentiary system. Thus, there is a clear territorial relationship between the geographical location of institutions of the Federal Service for Punishment Execution and the level of juvenile delinquency. The top five in the number of the FSPE institutions are the Krasnoyarsk Territory (42), the Sverdlovsk region (36), the Perm Territory (35), the Kemerovskaya Region (26), the Primorsky Territory (25), which are the regions with an extremely high level of juvenile delinquency. At the same time, in the two regions where there are no FSPE institutions (the Chukotka Autonomous District and the Nenetsky Autonomous District), the level of juvenile delinquency is low, as well as in the North Caucasian republics, where the number of FSPE institutions is much lower in relation to the population than in other regions of the country.

Conclusion

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Geographical aspects of the study of juvenile delinquency are directed, first of all, to the identification of groups of factors that determine the territorial heterogeneity of manifestations of this phenomenon. The region serves as a territorial unit within which the interaction of these factors determines the criminogenic situation.

Thus, based on the above-stated, we draw a conclusion that socio-economic, natural-geographical, ethno-cultural and organizational-legal factors have a direct influence on the growth of juvenile crime in the region.

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Strategy And Tactics Of Students Readiness Formation To Counter Cyber Extremist Activities

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Abstract

The urgency of the article is conditioned by the problem of serious information threats spreading connected with the global Internet network. The authors emphasize that young people are most affected by cyber-extremism, as this social group, although an active user, is not trained consciously and critically to perceive and process the information flow that is on the Internet. The purpose of the article is to develop mechanisms for University students' readiness formation to counteract cybercrime activities. The authors present in the paper methodological, organizational and pedagogical mechanisms of students' readiness formation to counteract cyber-extremist activity. The complex of pedagogical conditions is developed: identification of cases of cyber extremism and coordination of social and personal values of students; and the development of reflexive position of students for security in cyberspace; development of the experience of students on prevention of cyber extremism in the preparation of educational projects; the teachers' functions' description (informational, motivational and Advisory, consulting) and functions of University students' readiness to counter cyber-extremist activities (adaptation, functions of self-determination and self-realization). The scientific and methodical resource presented in the article creates conditions for increasing the level of students' readiness to counteract cyber-extremist activities.

Keywords: security, cyber-extremism, readiness of University students to counteract cyber-extremist activity, the complex of pedagogical conditions, pedagogical mechanisms.

Introduction

To date, there is an extensive theoretical base in various fields of modern science on related aspects of the process under consideration. A number of researchers (Akaev & Shamsuev, 2011; Pokhilko, 2016; Fridinsky, 2015; Morozov, 2017a,b; Larionova et al., 2017; Ezhov et al., 2017) studied issues of information and psychological security. The study of the nature of computer crime has been reflected in many modern studies (Verkhoglyadov, 2015; Kaftan, 2016; Popov, 2015). Problems of students' readiness formation for professional activity in psychological and pedagogical aspect are considered in works of scientists (Izmailov, 2012; Chernov, 2013; Morozov, 2016a; Zaitseva et al., 2017a; Mironova et al., 2017). Problems of values and value orientations' formation of the person are reflected in the works of teachers (Bochkarev, 2015; Bolshakov, 2012; Zaitseva et al., 2017b,c; Tastan et al., 2018), sociologists (Vaile, 2013;

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Maslova, 2012; Serebrova, 2016; Morozov, 2016b; Kvon et al., 2017), psychologists (Olshansky, 2012). Pedagogy of higher education pays great attention to the students training to counteract cybercrime activities (Antonyan, 2010, Belotserkovsky, 2012; Shalagin, 2015); the formation of values among students (Valitskaya, 2010); the emergence of cyber-extremism (Avdeev, 2014; Bikeev, 2011). V.I. Chuprov (2010), analyzing the extreme behavior of youth, calls such reasons as the confrontation between generations and a sense of high expectations; he emphasizes that when faced with the difficulties that inevitably arise in the realization of inflated expectations, and without finding ways to overcome them, the young man falls into a state of frustration, accompanied by irritation, discontent, anger. In addition, experts link the growth of youth extremism with the shortcomings of education, with the growing propaganda of violence in the media, with the "heroization" of the extremist image" (Belikov, 2014; Vershinin, 2016; Mozhegova, 2014).

Summing up the above mentioned, we note that the problem of University students' readiness formation to counteract cybercrime activity is relevant for vocational education, but poorly developed and studied. Such aspect of students' readiness formation as counteraction of cybercrime activity not in due degree found reflection in the theory and practice of the higher education, in particular, there is no integral system of students' readiness formation for counteraction to cybercrime activity; the complex of pedagogical conditions of its effective functioning is not developed. Insufficient scientific and methodical development of the mentioned problem has led us to the need to determine the strategy and tactics of University students' readiness formation to counter cybercrime activities and highlight the pedagogical conditions of effective flow of this process.

Materials and Methods

Methodological grounds of University students' readiness formation to counter cybercrime activity

The complexity and diversity of the phenomena of the surrounding reality, their relationship and interdependence make it necessary to apply a set of methodological approaches and principles to ensure the receipt of objective, reliable information that allows you to create a holistic picture of the phenomenon under study. We consider approaches and principles in combination with each other, since only a comprehensive study using this set allows us *strategically* to consider the problem of University students' readiness formation to counteract cyber-extremist activities (table 1).

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Table 1. Description of research methodological approaches and principles

Methodological approaches for the construction and implementation of the model	*Purpose of approaches*	*Applied principles*
system-processive	provides a holistic view of the research problem	integrity, structurization
Axiologic	reveals the direction of theoretical research, fixes its General plan	integration of personal and social priorities, social activity
personality-activity-based	reveals the peculiarities of practical use of the phenomenon under study	cooperation of subjectivity, autonomy, co-event
reflexive approach	defines the basis of the system of students' readiness formation to counteract the involvement in cyber bullying activities	reflexivity, self-determination, self-realization

The importance of the *system approach* in our study is that it allows: to consider the preparation of University students to counteract cybercrime activities as a holistic system; clearly define the objectives of the system; determine the content of the components of the system, defining the functions, levels and stages of the process; the dynamics of its functioning and to reveal the relationship of all components.

Competence-based approach in our process allows us to provide the main result – to form students' respective competences, providing them with effective counteraction to cyber-extremist activities and contributes to its practical, pragmatic and humanistic orientation.

Preparation of University students to counteract cybercrime activities on the basis of *personality-oriented approach* provides support for the potential of the student's personality and the development of its makings and abilities, represents the organic interaction of the teacher and students, during which the teacher creates conditions for the self-development of the student.

The following *principles of students' readiness* to counter cyber-extremist activities are determined: integrity; conformity to culture; integration of pedagogical and information technologies; cooperation; activities; professional mobility. The *principle of integrity* involves a holistic perception by the student of the world around in the Internet system through virtual communication in information networks. The principle of *conformity to culture* is aimed at cultivating certain ethical attitudes in relation to social norms, rules, principles, customs and traditions. The *principle of integration* of pedagogical and information technologies provides improvement of quality of university students' preparation according to requirements of modern information society by use of the latest information technologies in educational process. The *principle of cooperation* ensures the formation of subject-subject relations between the participants of the educational process, the recognition of the equivalence of each other, the manifestation

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of respect, trust and individual responsibility for building dialogue in the process of real and virtual communication on the Internet. The *activity-based principle* suggests that preparing students to counter cyber-extremist activities is successful due to the active position in life and self-realization in educational and professional activities aimed at obtaining new knowledge acquisition, comprehension of the values and processes of information obtaining and processing. The *principle of professional mobility* provides for the development of students' readiness quickly to master the information technology, the transfer of knowledge to real-world professional activities, flexible response to innovations, and the development of the need for continuous self-education in the field of new information technologies and the latest methods of prevention of the cyber-extremism phenomena.

The development of pedagogical support of students' readiness formation to counter cyber-extremist activities.

In accordance with the approaches and principles that determine the strategic basis of the study, as its tactical implementation is the development of a multi-component pedagogical support of the process under consideration: cognitive (development, application and generalization of knowledge about cyber-extremist activities); activity-based (accompany, support and advice to students in the process of countering cyber-extremist activities); 3) methodical (contains methods, tools and products of pedagogical support). The content of pedagogical support includes the functions of the teachers as certain actions for the promotion, regulation and support students in mastering specific competencies in their provision of information search and processing of extremist nature in cyberspace and to build a dialogical interaction in groups to discuss it (informational, motivational and Advisory, consulting) and role of students as steps for access to certain information of extremist nature, understanding and reflexive understanding of the proposed material (adaptation, self-determination and self-realization).

Experimental base and stages of research:

Experimental research was conducted on the basis of Kazan universities (a sample of students was 128 people). Experimental work was built in the process of educational and extracurricular activities of students in high school in the framework of professional education using the possibilities of academic disciplines, in the form of lectures, seminars, workshops, mini-trainings, role-playing, business games, in the course of educational practice; resources of scientific activities (conferences, seminars, round tables); various forms of educational work (debates, reviews, competitions, festivals, thematic and festive events, club meetings, actions, adaptation meetings).

The first stage was associated with the theoretical analysis of the literature on the problem under study, the definition of a strategic position, object, subject, purpose and objectives of the study, formulation of the working hypothesis, the identification of criteria, indicators of evaluation of the process under study, the conduct of the ascertaining experiment and the processing of its results. Methods used at this stage are: theoretical (theoretical analysis, conceptual analysis, historical analysis of the problem, generalization, structuring, and abstraction) and empirical (conversation, testing, questioning, and ascertaining experiment).

The second stage is characterized by the development and implementation of a set of pedagogical conditions of students' readiness to counter cyber-extremist activities, experimental verification of its effectiveness and the developed methodical toolkit of pedagogical support of the process under consideration. The main methods of work at this stage of the study are: modeling, comparison,

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systematization, questioning, and testing, expert evaluation method, forming experiment, graphical methods, mathematical and statistical methods.

The third stage is related to the systematization, analysis, evaluation and interpretation of experimental results, theoretical understanding and generalization of the main conclusions of the study problem, the design of the results of the study and determination of the work's future prospects. The main methods of work at this stage are: analysis, synthesis, comparison, generalization, graphic methods, mathematical and statistical methods, computer methods of processing results.

Results

Pedagogical conditions of University students' readiness formation to counter cybercrime activity

The following pedagogical conditions of university students' readiness formation to counteraction of cybercrime activity are developed and tested:

1) Detection of cases of cybercrime and coordination of social and personal values of students at purposeful search and processing of information from Internet sources;

2) Formation of the reflective position of students on security in cyberspace in the analysis of situations and tasks;

3) Development of students ' experience in the prevention of cyber-extremism among young people in the preparation of educational projects.

In our study, pedagogical conditions are considered in a complex, as they are not only interrelated, but also complement each other (table 2).

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Table 2. Methodical map for the implementation of complex of pedagogical conditions

The first condition is information search and processing from Internet sources by students in order to identify the dangers of cybercrime, reconcile social and personal values	
The technique for realization of the first pedagogical condition	
Purpose	Identification of cybercrime dangers, coordination of social and personal values of students
Content	Working programs of disciplines: "Social Informatics", "Information security", " Basics of IS in professional activity»
Technology	Methods: observation, explanation, systematization, discussion methods, exercise, self-realization, game methods, demonstration and viewing of movies and videos, analysis, collection and information processing Means: cinema means, questions, tasks and assignments aimed at formation of values, information means(personal computer, Internet), diagnostic tests, technical means, methodical means, electronic educational resources Organizational forms: round table, seminar, multimedia lecture, discussion, games
Result	Awareness by the students of the dangers of cybercrime and harmonization of social and personal values by them
The second condition: the analysis of learning situations and tasks to form a reflexive position on security in cyberspace	
The technique for realization of the second pedagogical condition	
Purpose	Formation of a reflexive position on security in cyberspace
Content	Working programs of disciplines: "Social Informatics", "Information security", "Basics of IS in vocational activity»
Technology	Methods: demonstration, discussion, self-realization, situational analysis, observation, exercise, explanation, brainstorming, method of generating ideas, reflexive methods, game methods Means: projection material, electronic educational resources, audiovisual,

	technical and methodical tools, diagnostic tests, information tools (personal computer, Internet), situations ("analysis of situations: I appreciate...", "analysis of situations: Feedback"), forming a reflexive position of students on security in cyberspace, tasks on working with sources of information on the Internet Organizational forms: a workshop, a multimedia lecture, discussion, essay on the topic "I am against cyber-extremism ", situational and story games ("not fabulous problems", "the Celtic wheel of being," etc.)
Result	Improving the level of formation of the reflexive position of students on security in cyberspace
The third condition: the implementation of student projects aimed at the development of subjective experience in the prevention of cybercrime among young people	
Methods for realization of the third pedagogical condition	
Purpose	Development of subjective experience in the prevention of cyber-extremism among young people
Content	Working programs of disciplines: "Social Informatics", "Information security", "Basics of IS in vocational activity»
Technology	Methods: projective, demonstration, observation, explanation, self-realization, problem-based and research method Means: projection material, handouts (at the defense of students projects), e-learning resources, audio-visual AIDS, technical means, methodical means, information means (a personal computer, the Internet) Organizational forms: protection of author's projects, multimedia lectures, seminars, consultations, monitoring
Result	Expanding the subjective experience of work on the prevention of cyber-extremism among young people

The necessity of *the first pedagogical condition* was dictated by the fact that the coordination of social and personal values is an important factor determining and regulating the motivational sphere of personality. In the structure of the personality values act as the basis of its behavior, largely determining the personality and characterizing its readiness to perform specific activities. The harmonization of these values among students and the detection of cases of cybercrime and its dangers are possible on the example of specific information received by young people from Internet sources, when they are perceived not superficially, but analyzed, studied and realized. In this regard, a purposeful search for information from movies, TV programs by students in the Internet space was organized. Among the films

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recommended by the teacher a special place is occupied by the films turned into the past, as without the memory of the cultural and historical past is impossible to form the value orientation of the person. When selecting the information received from the films, students of experimental groups paid attention not only to what feelings these works cause, but also to what dangers of cyber-extremism can be met by the heroes. Independent search and selection of films contributed to the students' awareness of the dangers of cyber-extremism, helped to analyze and coordinate social and personal values. Films selected by students of experimental groups were systematized into three thematic categories: 1) films aimed at civic and Patriotic education ("Brest fortress", "We are from the future", "Schindler's List", etc.); 2) films aimed at countering cybercrime ("Cyber-terror", "The history of Julian Assange", "Hacker", etc.); 3) films demonstrating universal and cultural values ("Seven lives", "Metro", Poddubny", etc.). The next stage in the implementation of this pedagogical condition was associated with the implementation of tasks to search for and process information received in real time and provided on television channels, in order to immerse students in the issues of concern to the world community today; and the formation of a reflective position. Students of experimental groups formulated and analyzed acute problems of discussion TV programs ("Sunday evening with Vladimir Solovyov", "Posner", "Besogon TV", "Time will show", "Post-Scriptum", "structure of the moment", " To the barrier!"), prepared questions for discussion, wrote an essay on the issues discussed. These assignments allowed the students of the experimental groups with the support of teachers to carry out targeted searches, to see problems, analyze situations, and behavior of heroes, to determine their civic, Patriotic and cultural values, to form their own position, to look for ways out of situations of value choice, to put oneself in the place of the protagonist of the film or program participants to submerge oneself into information and value environment.

Immersion in this environment; analysis of situations of moral choice, the behavior of the characters of films and programs; characteristics of civil, Patriotic, cultural values determined the choice of the second pedagogical condition, the purpose of which is the need to assess the information obtained from the Internet sources and the formation of students’ reflexive position when working with information of this kind. To realize the given pedagogical conditions a complex of methods was used (demonstration, discussion, self-realization, situational analysis, observation, exercise, explanation, brainstorming, method of generating ideas, reflexing, play) and organizational forms (seminar, multimedia lecture, group discussion, essay on the topic "I am against cyber-extremism "), situational and story games ("not fabulous problems ", "the Celtic wheel of being," etc.). Students in the experimental groups were asked to discuss different situations in the discussions: "Looking through a news website, you witness the following dialogue in the comments to the news about the migrants ..."; " You’ve known that your friend is an active participant in extremist community on the Internet which is banned in Russia", etc. As a final task, students lost certain positions when performing the task "not fabulous problems", aimed at solving problems when working with information on the Internet. At the same time, teachers actively supported students, motivating them and conducting the necessary consultations.

The choice of the third pedagogical condition is due to the need to obtain subjective experience in countering the involvement of University students in the cyber-extremist activity. Preparation of training projects and cooperation with online communities allowed students to gain such experience in the process of their training. With the implementation of the pedagogical conditions projective, problem-based and research methods, methods of demonstration, observation, explanation, and self-realization; such forms as the protection of author's projects, multimedia lecture, seminar, consultation, monitoring were actively used. Participation in the projects helped students to better understand the problems of countering cyber-extremist activity on the Internet, taught them to detect the threat and protect themselves from the most common dangers of the World Wide Web. In carrying out educational projects, students used knowledge and skills from various fields of science and creativity, and also formed the social and personal values

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helping to resist involvement in cyber-extremist activity. Implementation of educational projects on the basis of information technologies allowed students of experimental groups to use a variety of information placed on open and free network resources, to study information competencies, to include them in their activities, to observe the participants of network communities. Preparation of projects required a lot of independent work of students, during which they were engaged in the search and processing of a significant amount of information. The themes of the proposed projects were of three categories: 1) topics aimed at civil and Patriotic education ("I am a citizen", "Heroes of our time", "Patriotism – not nationalism", etc.); 2) topics aimed at countering cyber-extremism ("Information war", "Terrorism with the keyboard", "Cyber-terrorism: history and modernity", etc.); 3) topics aimed at universal and cultural values ("Culture of the modern world", " *Cultural* Internet", Etc.). "New time-new values", etc.). These topics were of a recommendatory nature. The student could choose the topic of the project, but within these categories. The projects were prepared by one student and a group of no more than three people. Implementation of this pedagogical condition helped not only self-determination of students in independent work with information in cyberspace, but also contributed to the acquisition of students' experience in the prevention of cybercrime among young people.

Checking of the effectiveness of the complex pedagogical conditions of students' readiness formation to counter cybercrime activity

The main criteria and indicators of the level for readiness to counteract cybercrime activity were defined: 1) cognitive criterion (completeness of knowledge about cybercrime, methods and means of countering cybercrime activity); 2) operational and activity criterion (development of basic competencies for working with information on the Internet; formation of motives to counteract the involvement of young people in cybercrime activity; formation of a reflexive position in countering cybercrime activity).); 3) axiological criterion (formation of Patriotic, cultural and universal values; formation of civil values). The following levels are distinguished: high (creative-value), medium (situational- reproductive) and low (passive-adaptive) levels of students' readiness to counteract cyber-extremist activities.

The calculations obtained during the ascertaining stage of the experiment on cognitive, operational-activity and axiological criteria for assessing the level of readiness to counter cyber-extremist activity allowed to draw the following General conclusions: 1) the process of students' readiness formation to counteract cyber-extremist activity in the traditional conditions of the University is not productive; 2) in the usual traditional conditions of work of the University students, regardless of specialization, passive-adaptive (low) level of readiness to counteract cyber-extremist activity prevails; 3) the introduction of additional pedagogical conditions is required for more effective formation of university students' readiness formation to counteract cybercrime activity.

At the forming stage of the experiment, the same respondents who took part in the ascertaining stage of the experiment made a General sample of students. The distribution of students by groups remained unchanged. Designation of these groups and their numerical composition has not changed in comparison with the ascertaining stage of the experiment. The analysis of experimental data is presented in table 2.

Table 2. Comparison of the results of the level of students' readiness to counteract cybercrime activities obtained in the course of the forming experiment

	The level of students' readiness to counter the involvement in cybercrime activities		
	Passive-adaptive	Situational-reproductive	Creative value

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Groups	Quantity	%	Quantity	%	Quantity	%
EG-1 (H)	17	53,13	8	25, 00	7	21,88
EG-1 (K)	7	21, 88	11	34,38	14	43,75
EG-2 (H)	17	56, 67	7	23, 33	6	20,00
EG-2 (K)	8	26, 67	12	40, 00	10	33,33
EG-3 (H)	18	54, 55	8	24,24	7	21,21
EG-3 (K)	7	21,21	12	36,36	14	42,42
EG (H)	18	54,55	8	24,24	7	21,21
EG (K)	17	51,52	8	24,24	8	24,24

The number of students at the passive-reproductive level decreased in experimental groups: EG-1 – 2.43 times, EG-2 – 2.13 times, EG-3 – 2.57 times. The number of students at the situational-reproductive level increased in experimental groups: EG-1 – 1.38 times, EG-2 – 1.71 times, EG-3 – 1.5 times. The number of students with a creative-level value has increased in the EG-1 and in the EG-3 2.00 times and in EG-2 – 1.67 times. The most intensive transition of students to a higher level under the influence of complex of pedagogical conditions was observed in the experimental group EG-3. The control group showed slight changes at the passive-adaptive and creative-value levels. The obtained results allow drawing conclusions about the effectiveness of the complex of pedagogical conditions of students' readiness formation to counter cyber-extremist activities. To prove the hypothesis of the experiment the nonparametric criterion χ^2 was used. We put forward a null hypothesis (H0): the level of readiness of University students to counteract cyber – extremist activities in the control and experimental groups at the end of the forming stage of the experiment is the same. An alternative hypothesis (Hi) was also formulated: the level of readiness of University students to counteract cyber – extremist activities in control and experimental groups at the end of the forming stage of the experiment is uneven. After analyzing the obtained calculation data on χ2 of University students' readiness assessment to counteract cyber-extremist activities (with different percentages of error in EG-1 and EG-3 at the end of the forming stage of the experiment), we received confirmation of the alternative hypothesis (Hi), 2obs. > 2 crit. (6, 26 > 5, 99; 6, 60 > 5, 99). These data allow us to formulate the following General conclusion: the change in the level of students' readiness to counteract cyber-extremist activities in experimental groups 1 and 3 is not accidental, but is due to the implementation of pedagogical conditions or its complex. However, the introduction of a set of pedagogical conditions allowed obtaining a higher result in the EG-3 group.

Discussions

Review of educational research on the topic of youth extremism (Archakov, 2013; Bocharov, 2013; Lelekov, 2015; Mironov, 2011; Pilyavec, 2015) showed that the systemic factor in the growth of almost all kinds of extremism, experts have called for specifics on youth. Experts attribute the influence of these features on the growth of youth extremism to the shortcomings of education and to the growing propaganda of violence. The urgent task is the need to develop conceptual and terminological notions, which would determine the pedagogical, psychological, informational and other aspects of the fight against this dangerous phenomenon. In the religious context S.N. Chirun views extremism as "a

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commitment to extreme views and actions," which "can take place in any sphere of public life where different views and opinions on the solution of certain problems are encountered "(Chirun, 2014). L.V. Yarmolenko (2015) emphasizes that extremism is an ideology that provides for the forced spread of its principles, intolerance to opponents and their violent suppression (Yarmolenko, 2015).M. K. Archakov (2013) reveals the definition of extremism as a commitment to "extreme interpretations" and "methods of action" based on intolerance to a different point of view and tough confrontation. Based on these definitions of the term "extremism" and the meaning of cyberspace as a synonym for the global Internet, we have formulated the concept of "cyber-extremism". Cybercrime is a phenomenon that occurs in cyberspace, based on the implementation of extraordinary, resolute views and measures, using information technologies aimed against the existing norms, rules, principles, customs and traditions in society. Thus, having identified the definition of the term "cyber-extremism" on the basis of the provision that it is young people who are most at risk from cyber-extremism, the prevention of this type of threat should be carried out with young people, i.e., University students on the basis of the following methods: upbringing, educational, aimed at the formation of moral and spiritual values (including Patriotic education), developing tolerant interpersonal communication.

Conclusion

Thus, the results of the research presented in this article give grounds for the following conclusions:

it is established that to date, work on countering the involvement in cyber-extremist activities is carried out mainly at the regulatory and legal level, so there is a great need to organize work with young people, in particular with University students, to form a readiness to counter the involvement in cyber-extremist activities, since it is the younger generation that is the most vulnerable to the propaganda of various radical ideas on the Internet.

- the developed complex of pedagogical conditions: detection of cases of cybercrime and coordination of social and personal values of students in the targeted search and processing of information from Internet sources; formation of a reflexive position of students on security in cyberspace in the analysis of situations and tasks; development of students’ experience in the prevention of cybercrime among young people in the preparation of educational projects contributes to the formation of students' readiness to counteract cybercrime activities;

- the developed and tested technique, including specially selected methods (demonstration, reflexing, game, situational analysis, observation, exercise, explanation, etc.); means (electronic, audiovisual, technical, information, diagnostic, etc.) and forms (multimedia lecture, group discussion, protection of author's projects, problem seminars, etc.) increases the efficiency of students' readiness formation to counteract cyber-extremist activities.

Forecast of application: the study of this problem can be continued in other areas: the development of electronic educational and methodical complex as a means of forming the University students’ readiness to counter cyber-extremist activities; consideration of theoretical - methodological and methodic aspects of the implementation of continuity principle in the formation of students’ readiness to counter cyber-extremist activities; the study of the formation of students’ readiness to counter cyber-extremist activities in different professional profiles. The results obtained in the course of the study can be recommended for use in educational institutions of vocational education.

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Influence Of Time Management On The State Of Health Of Students And The Quality Of Their Life

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Abstract

This article examines the issue of human development at the stage of education in the university through maintaining and improving the health and quality of life of students. The purpose of the study was to identify the nature of the impact of time management on students' health status and the quality of their lives and to determine the possibility of using time management to improve them. It took place in three phases during 2016-2017. The students of the Russian State Social University (81 respondents) took part in the study. The developed methodology included a system of methods and approaches. The empirical base was made up of data obtained through surveys, focus groups, timing. As a result, it was found that 42% of students were ill during the past year, and in the last five years, health worsened in 60% of the respondents. Factors that adversely affect health: stress from learning conditions, malnutrition, overwork and physical fatigue. As a universal tool, time management was proposed. Optimization of time management was different for organized students from the unorganized. Organized students focused on increasing the time for sports, proper nutrition, timely visits to the doctor. Unorganized students could not do this and realized that their quality of life was unsatisfactory. All students positively assessed the possibility of time management, which served as the basis for working on themselves, improving their health and quality of life. The use of time management can improve the health of students.

Keywords: Time management, students, health, quality of life, human potential

Introduction

In the conditions of the development of society, the economy, human potential becomes one of the main factors for increasing the competitiveness of any organization, corporation, the country as a whole (Larionova et al, 2017; Zaitseva et al, 2017; Tastan & Davoudi, 2015). Its maintenance, development often consists in getting people new competencies and working experience. In this aspect, the employer, the administration, the HR service, health issues are treated less often and deeply, despite the fact that the human potential is reduced on the basis of the disease, working days are lost, the quantity and quality of goods and services are reduced, and the benefits are lost.

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Leading companies are attentive to the potential of staff. They are sensitive to the health of employees, plan to maintain their health by increasing their ability to work and efficiency - pay for additional medical insurance, food, fitness, allocate funds for restoring health in sanatoria, etc. Besides this, there is a search for modern technologies for maintaining and developing human potential, preserving health and improving the quality of life of employees. One of such technologies is time management, although in theory and practice of fighting for health, improving the quality of life, it has not yet found its worthy place.

Modern approaches to the use of time management in education

Recently, questions of time management are increasingly raised by researchers from different countries. It is studied by specialists in the public sector, business. A separate place is occupied by the study of the educational sphere. Some scientists comprehensively examine the time management, find out how organizations and / or individuals can influence the management of time and the attainment of goals by other people (Aeon & Aguinis, 2017; Tastan et al., 2018), identify new approaches to understanding and prospects for time management (Brad & Herman, 2017). Others seek to study time management in the formation of the concept of didactic teaching (Alvarez, et al, 2017), the desirability of working in groups using online patient care programs (Hampton & El-Mallakh, 2017; Davoudi et al., 2018), online training for beginners in the field of gardening (Moore & Pearson, 2017). Time management skills in modeling the development of managerial competencies (Mustata, et al, 2017), development in the talent management system (Vinichenko et al, 2017), in the personnel reserve (Kirillov et al., 2017; Fartash et al, 2018) are important.

Turkish researchers are considering time management in the educational process, focusing on the complexity of calculating the time for training questions and the complexity of monitoring the actions of students when using tablets with access to the Internet (Durak & Saritepeci, 2017).

A number of scholars consider time management issues in the gaming of student learning, cognitive training (Bartel et al, 2017, Lumsden et al, 2016; Wang et al., 2018), the development of creativity (Miguel et al, 2017), the nature of the influence of computers on the behavior of trainees (Landers & Armstrong, 2017). Other researchers focus on security issues, confidentiality, age and gender characteristics of gaming, and fragmentarily consider its role in time management, health effects (Baxter et al, 2016, Gjertsen et al, 2017, Marti-Parreno et al, 2016; Kvon et al., 2018).

Of interest are works that reveal the notion of personal time management. American and Chinese scholars are exploring the problem of the independence of young people, students in planning their lives, time management (Wolters et al., 2017; Zhang, 2017). Personal life planning, personal time management of students became the subject of research and Russian scientists. They proposed the system of effective use of individual human resources (Demcheko et al, 2017) as a definition of personal time management (self-management). The method of group decision-making helps to enter the personal time management in collective actions (Wittenbaum et al, 2004). For the benchmark of the effectiveness of personal time management Mason Currey (2014) took the experience of planning the lives of great people (Currey, 2014).

Health and quality of life in time management

Despite the lack of systematic research on the place of health and quality of life in time management, developments on this issue are ongoing. Stephen R. Covey (Covey R. Stephen 2009), in the framework of his methodology to improve the efficiency of life and work of people to health, has given very significant

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significance. Some authors have wondered how to reduce weight and maintain a good shape by eating healthy foods (Patterson et al, 2014, Johnson, 2014). Leo Babauta (2013) noted a certain positive effect of procrastination on human health and quality of life through optimization of the time management - do not rush, calmly walk, postponing business for later (Babauta, 2013).

Recently, there is an increasing number of works in which the nature of the influence of learning on the health of students and the quality of their life is explored (Vinichenko et al, 2018). Information on people's health is collected and systematized (Henderson, 2017). The nature of the effect of distance learning on the health of Chilean medical students (Salinas et al, 2017), the Internet dependency on the incidence of pupils in Hong Kong (Lau et al, 2017), the experience of students receiving the skills of the Hamburg University using time management (Bachmann, et .al, 2017). On the agenda are the problems of drinking alcohol at night by English students (Gant & Terry, 2017), the unhealthy lifestyle of Chinese students (Lolokote et al, 2017), the changing emotional intelligence of Australian medical students due to stress and other factors in the course of training (Foster et al, 2017).

All these student's problems of preserving health and improving the quality of life need to be addressed in a timely manner, using actively modern technologies, especially the time management. Based on this, the goal of the study was to identify the nature of the influence of time management on students' health and quality of life and the possibility of using time management to improve health and improve the quality of life of students

Methodology and data

The sociological research was conducted in three stages within 12 months (the first stage: June - November 2016, the second stage: December 2016 - February 2017, the third stage: March - June 2017). At the first stage, students' health status and the main factors affecting their health, as well as the quality of life, were identified. The second step was the optimization of time management of students with the help of timing. At the third stage, the nature of the influence of time management on students' health status and the quality of their life was determined.

A total of students from the Russian State Social University (81 respondents) took part in the sociological study, including the direction of training personnel management, state and municipal management, and management.

To achieve the goal of the study, the author team developed a methodology for assessing the health status of students and the quality of their lives, identifying problem areas in the organization and using their time (time management) and assessing the impact of time management optimization on student health and quality of life. It includes a system of methods and approaches that provide a comprehensive study of the health of students and the quality of their life at the university.

First of all, general scientific methods were used. Content analysis, the method of comparison, was widely used. Sociological surveys, questionnaires, focus groups, included observation, interviewing, timing served as the basis for the formation of an empirical basis. This allowed determining the position of university students on issues related to the problem of improving their health and quality of life during their studies at the university. The main indicators were: assessment of the state of health and the dynamics of its change; conditions of education; favorable and unfavorable factors affecting health and quality of life; the nature of the impact of the disease on learning outcomes; reflection of health issues in the planning of life by students; the administration of the university preventive maintenance of diseases; frequency of students undergoing medical examination.

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The application of statistical methods allowed to obtain the data necessary for system analysis and scientific justification of the proposed recommendations for improving time management in order to improve the health and quality of life of students.

It was hypothesized that with the help of time management it is possible to improve the health status of students.

Results

The first stage. Students' health status and the main factors affecting their health

Analysis of the results of the questionnaire survey of students of the Russian State Social University during the first stage of the study made it possible to establish that 93% of respondents positively assessed their health condition (Fig. 1). 67% of them "well" and "excellent" - 13% of respondents.

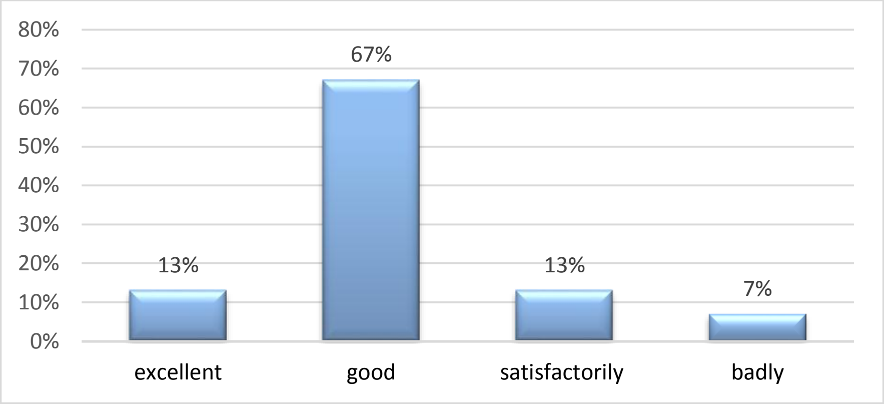

Figure 1. Results of students' answers to the question: "How do you assess your state of health?" Source: own research (2017).

Over the past year, more than half of the students did not hurt (58%). 42% of respondents were sick with various diseases. The main diseases were acute respiratory viral infectious disease (ARVI) (48%), catarrhal disease (31%), and influenza (17%), most of the students became sick with airborne transmission. All diseases were associated with weakening of immunity in conditions of being students in places where a large number of people are crowded, both at the university and outside it during a period of mass disease (epidemic).

A separate question was asked about the presence of injuries in the period under study. 12% of respondents confirmed their injuries during their studies at the university. In this case, not all students have confirmed the injury with the relevant documents.

In the course of the study, some students expressed the opinion that among young people it is generally inappropriate to conduct a study on the impact of training, time management on health. They believed that health is an invariable companion of youth. However, in the course of the questionnaire, it was

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possible to find out that over the last 5 years (this included senior school classes and the first years of study at the university), health deteriorated in 60% of the respondents.

The conditions of education in the university by respondents were evaluated mainly positively (80% of respondents). Despite this, the respondents attributed stress to the main factor negatively affecting health (excitement during the preparation and passing of the examination session, organization of training, conflict situations in solving specific issues of documentation support, etc.) - 30%. Also, negative factors included malnutrition (21%), overfatigue (lack of sleep) (19%) and physical fatigue, due to the strain and high costs of effort and time to move to the place of study (18%)) (Fig. 2).

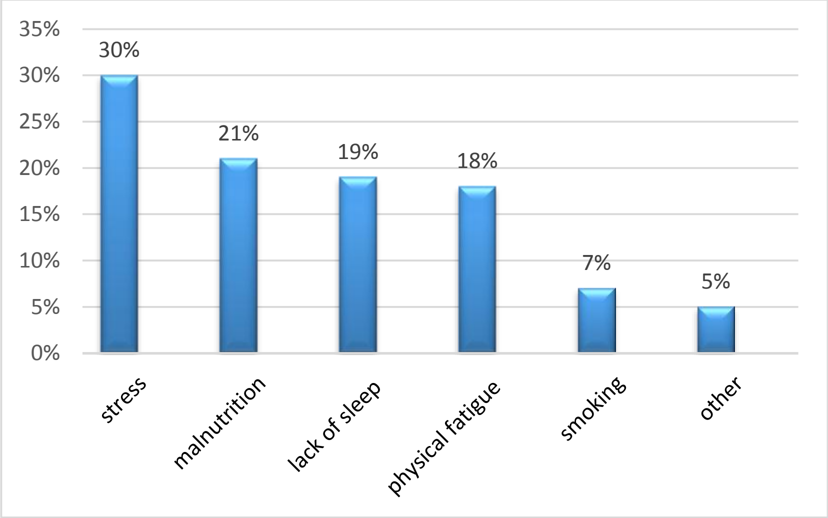

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Figure 2. The results of students' answers to the question: "What factors negatively affect your health?" Source: own research (2017).

Students rated the right food (29% of respondents), sports (25%), communication with relatives (21%), timely medical examination (13%) and favorable climatic conditions (12%) to the favorable factors (Fig. 3).

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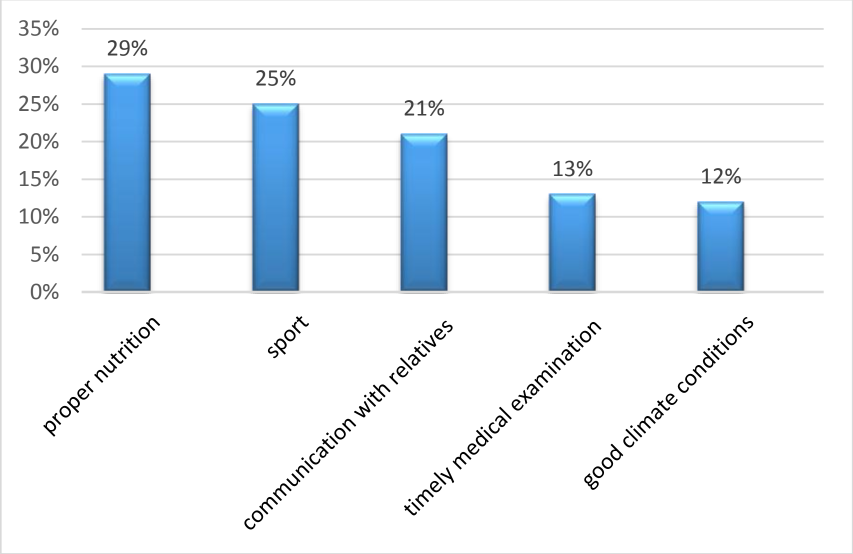

Figure 3. The results of students' answers to the question: "What factors favorably affect your health?" Source: own research (2017).

The responses of respondents to the question of the nature of the effect of the disease on learning outcomes were interesting. 82% of students noted that the disease did not affect the training in the university.

The administration of disease prevention positively assessed 48% of respondents, while only 15% said they were negative. 37% of respondents found it difficult to answer this question.

The respondents spend their diagnosis of their health in most cases once a year (58%) or every two years (14%). In general, 14% of students do not undergo clinical examination (Fig. 4).

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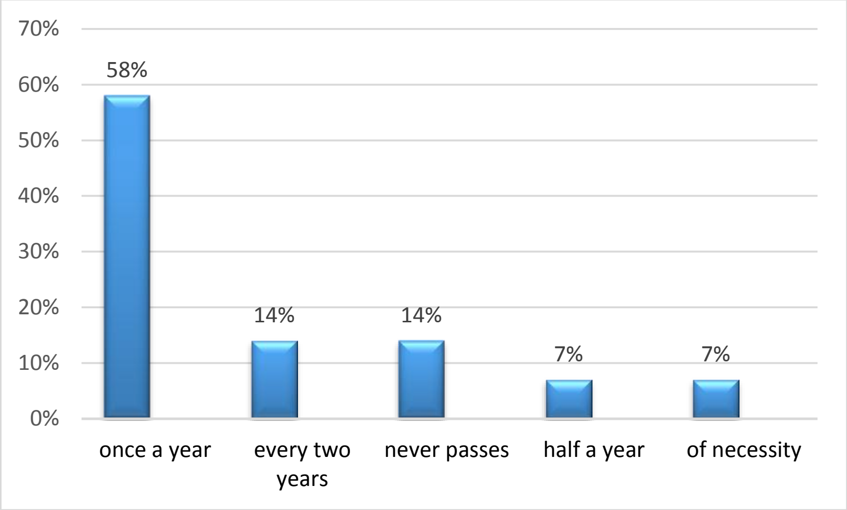

Figure 4. The results of students' answers to the question: "How often do you go through medical examination?" Source: own research (2017).

Typical were the students' answers to the question: "Do you reflect health issues when planning your life (working day, week, month, year ...)"? 73% of respondents answered this question positively. Noting that the planning was not systemic, fragmentary.

Also relevant was the question, especially for girls, concerning health in the planning (birth, education ...) of children. 87% of respondents take care of health to the beginning of pregnancy, childbirth and after childbirth was good.

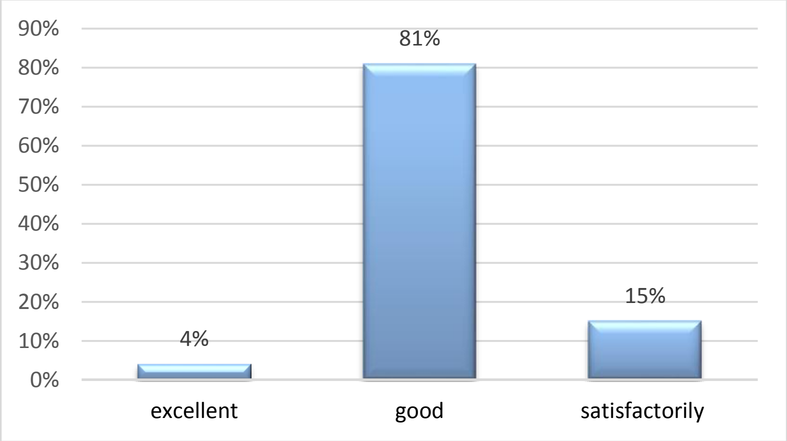

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Figure 5. The results of students' answers to the question: "How do you assess the quality of your life?" Source: own research (2017).

In general, the students rated the quality of life positively: 4% "excellent", 81% - "good" and 15% - "satisfactory" (Fig. 5).

The second stage. Optimization of time management of students with the help of timing

At the second stage, measures were taken to optimize time management with the help of double timing. After establishing the state of health of students and the quality of their lives, a number of actions were taken to improve them with the help of time management. The first step was timing - monitoring the daily activities of each respondent in absolute and percentage terms. Timing lasted for a week. As a result of the survey, it was possible to identify the nature of the time spent by students on various activities, including such elements of health care as sleep, sanitation, sports, eating (Table 1). It should be noted that during the analysis of its timing, students saw the main shortcomings in spending their time in the long duration of sleep, playing on the computer and viewing entertainment sites on the Internet.

After the purposeful work of the students to improve the effectiveness of their time management for four weeks, the timing was repeated (Table 1).

Table 1. Results of the timing of students 1 and 2 weeks Source: own research (2017).

Actions of students	1 week	2 week
	%	%
Studying at the University	7	15
Homework, self-development, reading books	4	10
Sport	2	5
Sanitary and hygienic measures (cosmetic procedures)	8	10
Foreign language	0	4
Transport, road tolls	11	8
Housework	6	4
Computer games, entertainment sites on the Internet	3	1
Reception (+ preparation) of food	6	4
Meetings with friends, visits to exhibitions, cinemas, etc.	16	11
Sleep	37	28

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Comparative analysis of the first and second timings showed the students' commitment to the more rational use of time in favor of deep study of subjects in the university, additional foreign language training, individual development. Priority in increasing the time for health and quality of life can include sports, sanitation (female gender separately - shower), optimizing the time for sleep. In a direct statement, no respondents improved their health.

The third stage. The influence of time management on student health and quality of life

In the third stage, after optimizing the personal time management of students, a sociological survey was conducted to determine the state of their health. As a result, it was found that all respondents rated their health as "good" (88%) and "excellent" (12%). Essentially (by 21%), the number of respondents who rated their health as "good" increased. This indicates a positive effect of time management on the health of respondents and an additional reserve, which hides the clear organization of students' activities in space and time.

According to the results of the survey, it was also found that when optimizing time management, objective factors (climate change (28%), genetic / chronic diseases (14%)) and subjective factors (fatigue (28%)) influenced the students' health in a restraining way. , smoking (10%), malnutrition (10%), conflicts / experiences - 10%)) Fig. 6.

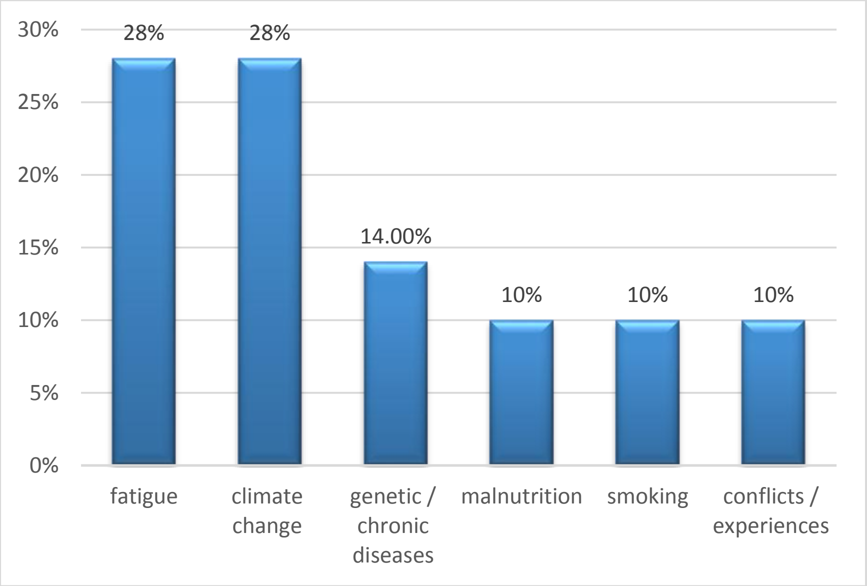

Figure 6. The results of students' answers to the question: "What factors negatively affect your health?" Source: own research (2017).

To improve their health, students spent more time on sports (42%), tried to eat right (29%), more often went to the doctor for advice on their health condition (21%) and took all prescribed medications during illness (8%).

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Based on the improvement of time management, 79% of respondents planned to change their health and 21% of respondents did not plan to change their health.

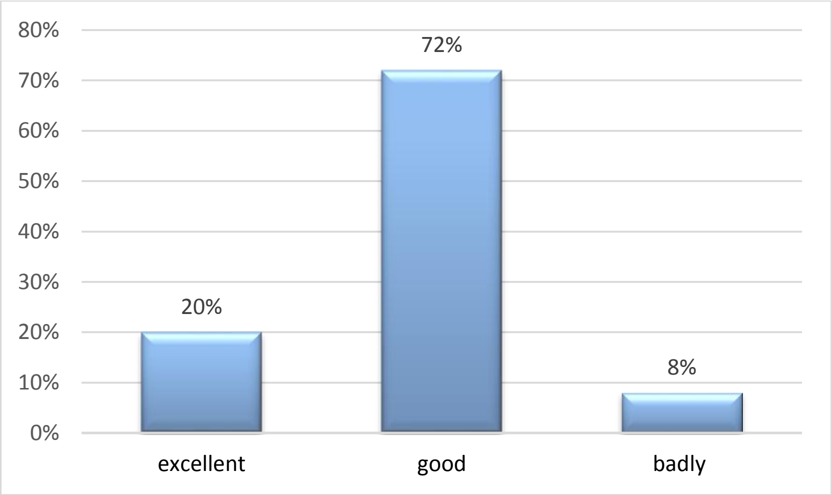

Figure 7. The results of students' answers to the question: "How do you assess the quality of your life?" Source: own research (2017).

The quality of life after optimization of time management was assessed by students as follows: "excellent" - 20%, "good" - 72% and "unsatisfactory" - 8%. Fig. 7.

Discussion

In the course of the study it was possible to establish that students are generally familiar with time management, but in practice they do not make full use of its potential. Especially it concerns health and quality of life. Health issues fully or partially reflect in their plans 73% of respondents. More attention is paid to health in the planning of pregnancy, childbirth and after childbirth (87% of respondents). This is characteristic mainly of female representatives.

The most significant sinks of the time were called a long duration of sleep, playing games on the computer and viewing entertainment sites on the Internet. First of all, it was necessary to exclude or reduce to a minimum the games on the computer and viewing entertainment sites on the Internet. It was also necessary to optimize sleep, as it harbored a certain time resource without deteriorating health. A healthy sleep within a reasonable time frame also improved the quality of life.

The main factors that adversely affect the health status of students include such things as stress from training conditions, overwork, smoking, and improper nutrition. During the optimization of time

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management, climate change and genetic / chronic diseases were added. This indicates that the survey on the given indicators of health and quality of life forced students to think more seriously about their lives, about what adversely affects it.

In the course of training, the students were sick in 42% of cases. The main diseases were cold and infectious diseases, widespread in the period of mass disease (epidemic). This fact indicates insufficient measures both of the university and the students themselves to prevent the disease, the use of sterile masks in the period of epidemics.

It was characteristic that 82% of the respondents had no effect on the training. This fact speaks of the students' not serious approach to their health and the health of others. Having been infected with an infectious disease, the student became the carrier of this disease and could cause a mass illness in the student environment and among the faculty and administration of the university. Carrying the disease on its feet, the student worsened his health, which could lead to a more serious illness. Also superficially, students treated injuries. After the injury, they did not attach much importance to this, sometimes resorting to self-treatment.

Quality of life and health status is not a major element of students' attention and planning their life. At the first poll they highly appreciated the quality of their life - 85% for "good" and "excellent" and 15% - "satisfactory".

After optimization of personal time management through double timing, the quality of life of students on the one hand improved - the absolute number of respondents who rated this indicator as "excellent" increased. On the other hand, there were students who found the quality of their lives unsatisfactory.

This fact does not indicate that students began to live worse. Quite the contrary. Before the sociological survey, they did not think about it at all. Some of them believed that it was not advisable to plan improvement of health, to focus on improving the quality of life. Timing forced students to more deeply and systematically assess their lives, health. They began to devote more time to sports, eat better, call a doctor more often when symptoms of the disease occur, take prescribed medications. At the same time, students with a low organization did not manage to do much. As a result, they came to the conclusion that there were a lot of wrong actions in their lives that they could not correct in the course of optimization of time management.

This finding correlates with the fact that 60% of students have deteriorated in the last 5 years. This is influenced by factors noted by foreign authors (Gant & Terry, 2017, Lolokote et al, 2017, Foster et al, 2017). At the same time, students realized that they have a real opportunity to improve the quality of their lives, health, improving the order of using their time through time management.

In practice, the solution to this problem rests in the overwhelming majority of cases in the high level of infantilism among students with a low organization of life and the reluctance to plan in detail their time, deeds, and health. During the 10-year pedagogical experiment on the individual planning of students' life, study, health, it was possible to find out that the overwhelming majority of unorganized students (92-98%) even plan to live their lives with great reluctance. As a rule, all this is done formally to report. Almost no one lives by these plans. No more than 2-5% of such students under the pressure of the teacher begin to use time management and achieve high results.

Conclusion

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In the modern world, the struggle for competitiveness takes the form of a struggle for human potential. Leading companies are one of the ways to maintain and develop it, they care about the health of employees and the quality of their lives. This issue is also worried about universities. They are looking for modern technologies to improve the health of students. In connection with this, this study was conducted. As a result, it was possible to establish that the nature of the influence of time management on the state of health and quality of life by the students was considered, but not systemically. Despite the positive assessment of students' health, over the past five years, it has worsened in 60% of respondents. It was necessary to find ways to improve the quality of life and health of students. As a universal tool, time management was proposed.

Analysis of factors influencing the health and quality of life of students, conducted double timing, allowed to identify the main "sinks of time" and shortcomings in the time management of students.

Optimization of time management in the course of the research was to allocate more time for professional, individual development and learning of foreign languages. Improving health was provided by increasing the time for sports, proper nutrition, timely visits to the doctor and taking medication. In addition, students paid more attention to sanitary and hygienic measures and optimize the duration of sleep. All this led to an improvement in the quality of life of purposeful and organized students.

The study made it possible to establish that after the timing, students began to take their health more seriously, take measures to restore it, maintain it, and, most importantly, plan it. The paradox is that people often start planning for health in the case when there is little health and the plan is reduced to intensive treatment. Nevertheless, the time management of health is always aimed at achieving good health and (or) complete relief from illness (s), or reducing the strength of its (their) impact. This significantly improves the quality of life.

After timing and optimizing time management with emphasis on improving health, the quality of life assessment received new coverage. The number of students appreciating the quality of their lives "excellent" has increased significantly, from 4% to 20%. However, at the same time, there were students who assessed the quality of their lives as bad - 8%. This indicates that time management has had a different impact on the health and quality of life of students. For the purposeful and well-organized students, time management allowed them to optimize their lives, study, which beneficially affected their health and quality of life in the long run. At that part of students who could not self-organize, the state of health has not improved. In addition, they became more aware of their shortcomings in the organization of study, life, health, which in addition disappointed and upset them.

Thus, the goal of the research was achieved - the nature of the influence of time management on students' health status and the quality of their life was revealed, and recommendations for its improvement were suggested. The hypothesis was basically confirmed - the proposed tool in the form of time management systematized to a certain extent, improved the health and quality of life of organized students. Unorganized students made an attempt to improve them, but could not achieve the desired results. However, they were able to assess the possibility of time management, and some of them more aggressively began to work on themselves, improving their health and quality of life.

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Preventing And Counteracting Youth Religious Extremism And Terrorism

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Abstract

The theme of this article has gained added relevance over the past two or three decades due to the unprecedented rise of extremism and terrorism among youth in practically all countries of the world. The article looks at the worldview-related and ideological foundations of preventing and counteracting religious extremism among youth. The main research method used to study the problem is comparative analysis of the Holy Scriptures which offers a comprehensive view and identifies the worldview values underlying the destructive activities of the young people who are recruited by extremist and terrorist organizations. The article reveals and describes the role and significance of the data set forth in the monotheistic Holy Scriptures (the Torah, the New Testament and the Quran) for civilizational mentality for the preventing and counteracting religious radicalism among youth. The distinctions are described of the religious perception of the world (paganism and monotheism) from the scientific world perception whose inevitable advent is predicted in the monotheistic Holy Scriptures. The article has practical value for all those who seek to promote a tolerant attitude not only to religious views, but to any views, positions and life styles as long as they do not break the laws of the country. The case is made for the need to reappraise state policy in promoting tolerance, legal consciousness and law abidance in the country.

Keywords: Religions, extremism, terrorism, civilizational mentality.

Introduction

In the recent decades Russia, and indeed the entire world community of nations, have faced some fundamentally new problems. These include organized forms of extremism and terrorism in the youth milieu such as the skinheads, the AUE (first letters of “Prisoner Rules Are the Same for Everyone” or, alternatively, “Prisoner Hood Unity”) which is gaining momentum in the eastern parts of the country; the ASAB group in St Petersburg espousing right-wing radical ideology and targeting policemen; diverse groups calling themselves Natsiki (nationalists), or the National Socialist Initiative (NSI) declared to be extremist because it promotes inter-ethnic hatred and hostility under the guise of advocating a healthy life style, combating drug addiction and alcoholism. The spread of the world view and ideology of religious radicalism among youth is a particularly worrisome trend. Religious fundamentalists are way ahead of all the other groups in terms of the number of people involved in religious and terrorist organizations, their spread in various countries, the rate of unlawful acts they commit, including terrorist attacks (Ziebertz & Simon; Gnedov, 2014; Kvon et al., 2018; Wang et al., 2018).

The authors of this article share their vision of the main ways of tackling the problem of preventing and countering religious extremism and terrorism in the country.

Naturally, these problems did not exist in the USSR with its official ideology of militant atheism. Therefore the Russian academic community had no previous experience or research results to fall back

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on. Because of this and many other reasons of which more will be said below, there is a lack of experience in Russia and other countries in preventing and countering this highly destructive phenomenon. On the other hand, the studies of the problem from the psychological, legal, sociological, philosophical and other angles are, in our opinion, rather superficial because they do not touch upon the underlying civilizational roots of these phenomena in the modern world and are of little help in developing a scientifically valid system of preventing and countering religious extremism and terrorism among youth. Why do we focus on the youth? First of all because an overwhelming majority of those who embrace religious extremism and terrorism are young people aged between 17 and 25 (Isik-Yigit, 2011; Gnedov, 2014). This is not accidental. Youth is the driver of humanity's development in all spheres. Not finding support for their perception of justice and harmony in the world, a task which modern society signally fails to address, they try, first, to find answers to the existential problems of the modern world in religion.

Secondly, they mistrust the official religious organizations in the country believing that they are in the service of the establishment and are therefore incapable of solving their personal problems or indeed the social problems facing the country as a whole.

Third, with the all-or-nothing attitude characteristic of the youth they feel that social well-being cannot be achieved in the framework of current constitutions and under current regimes. They think the government should be immediately toppled, even by violence, in order to build a theocratic state based on God's behests, laws and prescriptions clearly set out in the Holy Scriptures.

Fourth, most of them have very vague notions of the historicity of religious views and the tasks religions tackled throughout human history. This is no accident because over the past decades education systems in this country and in many other countries have neglected the issues connected with the history of people's mental development and the ideological foundations of states. Suffice it to say that the Federal Law on Counteracting Extremist Activities in the RF was only passed fifteen years ago under the overwhelming pressure of the problems that had piled up in this field (Federal law, 2002; Criminal Code of the Russian Federation, 2015).

Fifth, we have come to the conclusion that only the actual texts of the Scriptures can be instrumental in changing the mentality of the young people who, under the influence of their "spiritual" mentors, have chosen the road of extremism and terrorism, and in persuading them to abide by the law and seek to change life in the country for the better on the basis of the Constitution. The reason for this is not only that the Holy Scriptures command unchallengeable authority among them, but also that the Scriptures very clearly predict an inevitable transition from religious (canonic) law to secular law which is the product of human intellectual activity (Oganesyan, 2017; Oganesyan, 2018).

Research Methods

The main methods of the study of the problem addressed in this article are the analysis of the monotheistic Holy Scriptures and the holy legends of the pagans to reveal the worldview and legal similarities and differences between them; observation of the behavior of people convicted of religious extremism and terrorism in penitentiary facilities; conversations with fundamentalists to reveal their values and the norms and rules they preach.

Because it is impossible within a single article to highlight all the significant aspects of counteracting and preventing religious extremism and terrorism, we thought it would be useful to focus only on the sources of religious radicalism in the modern world in order to then build an effective system of promoting religious tolerance in the modern world.

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Research findings

Let us define some terms and concepts used in this article that are crucial for our topic and that are variously interpreted in modern specialized and general dictionaries. By "civilization" we mean "the level of social development, material and spiritual culture achieved by a given socio-economic system" (Bolshoi, 2003). By "mentality" we mean the intellectual and spiritual qualities of people in their interaction and unity. In turn, the core meaning of the concept of "spirituality" is the specificity of the person's world view that influences the person's psychological (mental) reaction to the events in the surrounding world and ensures a stable pattern of behavior in various life situations (Oganesyan, 2017; Oganesyan, 2018).

As we wrote in our previous works, there are three main types of perception of the world and people's behavior in human history: paganism, monotheism and, in the past two or three centuries, what we call "scientific perception of the world." That does not include mixed (usually transitional) types.

This classification is by and large similar to the three types of human perception of the world and behavior set forth in the Torah, the New Testament and the Quran. They are people with pagan mentality who, according to the Torah, the New Testament and the Quran lived in the era of innocence and ignorance (The Bible, 1992; Quran, 2008). Then came people with monotheistic mentality who worshipped the One God, who is the creator of "heaven, earth and man." They are the followers of Judaism, Christianity and Islam. They are to be followed, according to St Paul, by people with the mentality of the Father Who is in Heaven: "The first man is of the earth, earthy; the second man is the Lord from heaven." (The Bible, 1992).

As for the concept of "religion" in the majority of modern languages the word denotes a certain perception of the world (worldview)which predetermines the inner (mental) state of man, his emotional reactions to the phenomena and events in the surrounding world and influence his behavior in various life situations. The world perception of religious people is based on their faith in the existence of God (or gods) or other terrestrial or extra-terrestrial forces that govern the world and directly influence a man's fate. The important thing is that a religious person's behavior is based strictly on the norms and rules prescribed by corresponding Scriptures. Therefore the semantic fields of the words "mentality" and "religion" overlap to a certain degree. This is borne out not only by entries in the dictionaries of various languages, but by philosophical, political, religious and other dictionaries (Diccionario, 2012; Englert, 2002; Miller, 2002).

It should be noted that the Scriptures say that only that person can be considered to be a follower of a faith who does not only believe that the God of the Holy Scriptures exists, but observes the prescribed norms and rules of behavior as well as the corresponding worship and veneration rituals (The Bible, 1992; Quran, 2008; Pentateuch, 1993).

So, what are the sources of religious extremism and terrorism and what are its manifestations in the modern world?

The religious worldview has engendered extremism and terrorism at all times. However, the forms and scale on which they manifested themselves and their spread varied widely in different mental epochs.

Thus, in the pagan era when human life was strictly regulated by religious attitudes, customs and rituals that existed in every family and tribe, extremism manifested itself only with regard to the members of other tribes. According to pagans, when their ancestors move from the earthly world to "the other world"

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where they live as ghosts, they protect from there only their offspring. Therefore the pagan tradition demands from every family not only total isolation from other families and tribes in terms of rituals, but categorical rejection of all the "alien" dwellings, labor implements, land ownership and other life support means which are under the protection of "alien" family and tribal gods. They include dead fathers, grandfathers, great grandfathers down to the seventh and, with some tribes, down to the ninth generation.

F. Coulange (2010), a well-known student of pagan religious views, wrote: "Antique religion was exclusively domestic; this was matched by ethical norms. Religion did not tell man, pointing to another man, this is your brother. It told him, he is a stranger, he cannot worship together with you in front of your family fire, he cannot approach the grave of your family, he has other gods, he cannot join you in a common prayer, your gods reject his worship and consider him to be an enemy, so he is also your enemy".

That was why the norms and rules of the life of families and tribes were carefully hidden from strangers. There was no question of imposing one's gods and worship rituals on other families and tribes.

Of course, there were woodlands, fields, rivers, seas, etc., outside the territories belonging to pagans. The pagan world view peopled these "no man's lands" with creatures that protected these places. These creatures, like the gods of their own families and tribes, had to be placated with gifts and offerings in strict accordance with rituals to earn their benevolence and to prevent them from causing harm to those who were using the lands that belonged to these "ghosts." However, for a pagan the main protectors against the elements and their god-ghosts were his family and tribal gods who protected him always and everywhere against all and sundry ensuring safety and well-being.

As for the attitude of the pagans to other tribes, their temples and religious customs, they were extremely hostile. Thus, for example, when going to war with other tribes, pagans were convinced that they were fighting not so much hostile people as the gods who protected them. Pagans were convinced that they had obligations only to their gods, but on no account to alien gods (Coulange, 2010). Therefore members of other tribes and their religious temples were ruthlessly destroyed, burned, etc.

By contrast, the pagans studiously protected and hid their own gods (and the idols embodying them) from all aliens, just like the customs and traditions of worshipping their ancestors because personal ancestors (gods) guaranteed success and luck in all their deeds, including wars, capture and enslavement of members of other tribes. On the other hand, pagan families and tribes which lost the war, sought to worship the winners' gods because in their opinion the winners' gods had proved their prowess and turned out to be stronger than their own gods. Thus, religious extremism during the pagan times manifested itself not in imposing one's gods and rituals on members of other tribes, but in destroying all the attributes of the worship of alien gods.

Over time, as trade-economic and other links between tribes grew leading to the emergence of ethnically mixed communities, there appeared gods shared by all the members of such communities. City (village) folk worshipped them like they worshipped their family gods and thought it impossible to worship the gods of other communities. If a city was prosperous and powerful, those who came to live in it considered it to be necessary (beneficial) for them to worship and venerate the gods of "that city" and the possessions that belonged to its citizens. That explains why the warriors in conquering other cities, never imposed their gods on the conquered tribes. The citizens considered their own successful gods, their

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rituals, norms and usages to be the "precious ancestral heritage." That is why pagan victors were chary of sharing this heritage with the vanquished enemies (Kuzishchin, 1892).

This is highlighted by ancient Rome whose citizens believed that every territorial gain increased not the city state of Rome, but the territorial reach of the people of Rome. The conquest of new territories was attributed by the Romans to the protection of their own gods who were leading Rome and the Romans towards world dominance. It is clear, then, why no member of ethnic groups who lived on the conquered territories, became a Roman citizen, hence did not worship its gods and accordingly, was not bound by the laws of Rome (Coulange, 2010; Kuzishchin, 1982).

It would be appropriate to illustrate the above by citing the Acts from the New Testament dealing with the preaching of St Paul. The Judaists in Jerusalem accused Paul of inviting pagans to the Solomon Temple and took him to be tried in Synedrion where he might have faced death for his ungodly deed. However, because the Jews could not themselves execute Paul, who was a Roman citizen, he was eventually sent to be tried in Rome.

As for the mentality of the ethnic groups and peoples who adopted monotheism, it matched the new historical conditions of the people who were moving from family and tribal life to polyethnic communities and states. Under the pressure of new historical conditions the majority of humanity gradually abandoned family, tribal and "community" norms and rules in favor of monotheistic religious views with corresponding life styles.

For instance, the One God declared Himself to be the sole true God of all men regardless of their family or tribal affiliation. He announced that He was the almighty living Personality that had created all the worlds visible and invisible to man and man himself. He demanded worship and veneration of Himself claiming that He rules all the elements and natural phenomena on which depend the life and death, success, well-being, suffering and woes of all the earth people. All the traditions and customs of the pagans were banned on pain of cruel punishment. All the material attributes of paganism (idols, graven images, heathen temples, altars, etc.) were to be destroyed. The One God could not be "tolerant" of "false gods" who embodied a different mentality and were associated with norms and rules that had outlived themselves. New norms and rules of life activity had to be introduced which had been vouchsafed and clearly formulated in the Torah, and then in the New Testament and then in the Quran. The fact that all these three Scriptures spring from the same world view, ideological and legal principles, is unfortunately, unknown to our enlightened contemporaries (especially young people). Likewise, many do not know that the Quran considers the Torah, the New Testament and the Quran itself to be the three messages of the One God to the whole humankind.

It is noteworthy that monotheism puts spiritual kinship of people above blood, family or tribal kinship. It is on spiritual grounds, according to the Torah, the New Testament and the Quran, that all people are members of a single family, "brothers, sisters and close ones" who deserve respect and mutual assistance. Monotheism declared to be "enemies" all those who chose the worship of family and tribal idols and images above faith in the One God. The tradition of negative attitude to "infidels" who did not believe in the behests, laws and precepts of the One God and of treating them as the "enemies" of the true God has been cultivated in monotheism for millennia and survives in Judaism, Christianity and Islam to this day.

Therefore, on the one hand, a thousand and five hundred years after the Torah, the New Testament was vouchsafed, followed by the Quran six hundred years later, but on the other hand, there appeared a multitude of interpretations of various norms of the Scriptures. Any interpretation (opinion) already

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implies the existence of a different opinion (interpretation, position) and consequently leads to dissent. Each of the new religious interpretations, as a rule, took the shape of a current or school of thought which considered its own interpretation of the Holy Scriptures to be the only correct one and all the others to be false. Examples are the Jerusalem and Babylon Talmuds, countless interpretations by the "Church fathers," countless interpretations of the Quran by various theological schools.

Gradually, mutual accusations of departure from the norms and rules set forth in the Scriptures became the norm of the spiritual life of monotheism. Alongside with established interpretations of the Scriptures which were not subject to questioning or change, there appeared a host of other interpretations which were cruelly suppressed by the authorities. The reason for that was that over millennia religion was the instrument of ideological control and world view (spiritual basis) of the state.

There was no question of any tolerant attitude to other religious views. The whole history of monotheism shows that extremism and terrorism with regard to those who adhered not only to other religions, but to trends and narratives within the same religion were considered to be not only the norm of the religious life of states, but were encouraged by "official" religious organizations as "righteousness" aimed at eradicating "sinful," heretical and other "ungodly" deeds. Thus, while the pagans regarded as their enemies only those who had gods other than those of their families and tribes, under monotheism even those people who, while worshipping the same One God, were thought by the priesthood or government officials to have dissented from the proper fulfillment of God's were considered to be enemies. Thus, for example, we know from the New Testament that among the Jews the religious trends (parties) of Pharisees and Sadducees were at loggerheads. But while the Torah restrained manifestations of religious extremism and terrorism towards "close ones and brothers" from amongst the sons of Israel, both took up arms against the followers of the teaching of Jesus Christ considering it to be false and Jesus himself to be a "blasphemer." Of course they sentenced to death not only Jesus, but spread their "terror" to all the followers of the Messiah.

Christianity at its birth too, was far from monolithic. St Paul, lamenting the fact wrote: "I appeal to you, brothers, in the name of our Lord Jesus Christ, that all of you agree together, so that there may be no divisions among you and that you may be united in mind and conviction." (The Bible, 1992).

(The Bible, 1992). It is significant that it was not until Christianity was proclaimed to be the state religion in the Roman Empire and Ecumenical Councils were convened, initiated as a rule by the Roman Emperors for purely political reasons, that independent churches (Alexandrian, Antiochian, Jerusalem, etc.) began to unite into the single Christian church which provided the world view and ideology of the Roman Empire (Kuzishchin, 1982).

It was not by chance that shortly after the Roman Empire split into its eastern and western parts in 395 the struggle began for primacy within what used to be a single Christian church which of course espoused different theological interpretations of the Bible (Kuzishchin, 1982).

The political implications of division into "us and them," "friends and foes" as well as a clear case of extremism and terrorism were highlighted by the events surrounding the separation in June 1992 of the Kiev-based Ukrainian Orthodox Church from the Russian Orthodox Church.

The division of Muslims into Shiites and Sunnites also happened for purely political reasons. Shortly after the death of the Prophet Mohammad in the 7th century some believers wanted Caliphs to be elected while others wanted Mohammad's favorite son-in-law, Ali ibn Abu Talib to be the next Caliph. The Wahhabite movement and practically all the other "right" interpretations of the Quran aimed at bringing

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the faithful back into the fold of “pure Islam” which would liberate the peoples from injustice and oppression and bring them peace and prosperity also arose due to purely political motives.

It has to be said for fairness sake that in accordance with the principles contained in the Torah, the News Testament and the Quran tolerance of the people who do not worship the One God began to be encouraged. Tolerance was encouraged not only of the pagans but of all those who strayed, to use the words of the Quran, from obeying God’s will and do not judge as God sent down and break his laws (Quran, 2008, p.144. In Russian). Therefore those who disbelieve are the inmates of the fire and their abode is the fire (Quran, 2008, p.183, in Russian).

An ultimate example of tolerant attitude even to those who persecuted “Christian faith” is the pleading of St Paul addressed to the early Christian preachers” Bless those who persecute you; bless and do not curse”. The Quran considers the Torah and the New Testament to be true messages of the One God and demands unqualified respect for them. Moreover, while St Paul urges the Christians not to be divided into different trends, the Quran preaches tolerance not only with regard to Pagans but also with regard to those who, having adopted monotheism, divided into sects.” Indeed, “those who have divided their religion and become sects, you O Prophet, are not associated with them in anything. Their affair is left only to Allah and He will inform them about what they used to do.” (Quran, 2008, p.92). because He forbade coercion in religion (Quran, 2008, p.71). And yet it can be said with confidence that in spite of all the calls to tolerance in the New Testament and the Quran, humanity owes to monotheism manifestations of religious extremism and terrorism owing to its features that go well beyond the framework of families, ethnic groups, peoples and states.

What are the fundamental features of the new mental era which is set to replace paganism and monotheism, which on the one hand posits freedom of “conscience and religion” and on the other hand calls for a robust response to religious extremism and terrorism in spite of tolerance to various ideas and views that manifest themselves in a variety of ways?

The features of human civilization with a new mentality that need to be explained to the modern youth, are as follows. The scientific world view, unlike the religious one, does not recognize ultimate truths. It cannot exist without doubts and vacillations, without openly and freely expressed alternative ideas, opinions, positions, views, judgments and points of view. The scientific world perception allows of dissenting views, discussions and disputes as key methods of cognizing the world. It cannot exist without a critical analysis of established positions and opinions, and novel ideas, hypotheses and propositions, and ground-breaking new approaches to the analysis and solution of existing problems. Therefore the scientific world perception and thought, which have today been adopted by a significant part of humanity, does not offer “faith in the simplicity of the heart” and does not defer to the authority of leading theologians, scientists or scientific schools. It is not by chance that one of the foremost representatives of the nascent new mental civilization based on the scientific perception of the world, Rene Descartes (1596–1650), declared at the very start of the Enlightenment era: “Doubt all things” (Philosophy, 2017). And a hundred years later Immanuel Kant (1724– 1804) when asked what is Enlightenment replied that "Enlightenment is man's emergence from his self-incurred immaturity. Immaturity is incurred not from a lack of understanding, but from the lack of courage to use one's reason, intellect, and wisdom without the guidance of another. Sapereaude! – have the courage to use your own reason. This is the motto of Enlightenment (Kant, 2017). The fundamentally new civilization mentality of the ”scientific perception of the world” undermined the centuries-oil blind faith in the immutable authority of the Holy Scriptures and of religious leaders and organizations.

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There has been no discussion of the problems from the angle set forth in this article in specialized literature devoted to the prevention and countering of religious extremism and terrorism.

Conclusion

Without dwelling any further on the fundamental features of the new civilizational mentality of people that began to be formed during Renaissance, Enlightenment and Reformation eras in European countries and then spread to all the other countries, let us state the following.

It is our strongly held conviction that the prevention of and counteraction to terrorism must, first, be based on the content of the monotheistic Scriptures (the Torah, the New Testament and the Quran) which clearly demonstrate the inevitability of the transition of ethnic groups and peoples from pagan perception of the world to monotheism and from the latter to the scientific perception of the world and living and, consequently, from canonical (religious law) to secular legislation which is the fruit of independent intellectual activity of man. Second, the state must take in its hands the education of a personality tolerant of differing positions and views and the inculcation to the youth of a high level of legal consciousness and law abidance.

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Linguistic Diversity In Russia Is A Threat To Sovereignty Or A Condition Of Cohesion?

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Abstract

The current state of linguistic diversity in the world in the context of globalization is characterized by various political and legal regulations of linguistic relations. On the one hand, the process of giving global status to only those languages whose dominance in the world has developed historically and is conditioned by geopolitical processes continues. On the other hand, we can say with confidence about such a global trend as the preservation and development of minority languages. As a result of the research the author makes a well-founded conclusion that giving the status of state to a large number of languages in Russia does not guarantee political stability and national security. The growing influence and dominance of the world's major languages is inevitable. But, first, among them, the position of the Russian language should be restored, and secondly, the desire to create a single global language-a utopian and destructive phenomenon. A balance must be found between the unique palette of linguistic diversity on the planet and the undeniable presence of several well-known world languages. One of these harmonious and evolutionary ways is the development of bilingual education.

Keywords: minority languages, language policy, international legal regulation, language conflicts, lingua-franca.

Introduction

One of the generally accepted scientific versions is that in antiquity there was a single proto-human language. This is what, in one way or another, is written in the Holy Scripture, as well as in the texts of various ancient ideological and philosophical doctrines and concepts.

According to S.A. Starostin (Starostin, 1986, Starostin & Burlak, 2005) 15 thousand years ago there was a Nostratic family - a community that gave birth to Indo-European, Altai, Ural and some other languages. Nostratic family consists of Indo-European, Kartvelian, Ural, Dravidian and Altai language families.

There is also the so-called Afrasian language family (in Western literature it is commonly called Afro-Asian, also known as the Semito-Hamitic or Hamito-Semitic language group) - a macro family of languages common in northern Africa from the Atlantic coast and the Canary Islands to the coast of Red Sea, as well as in Western Asia and the Island of Malta. Mostly these are different dialects of the Arabic language, spoken today by about 270 million people. (Diakonoff, 1988).

The Afrasian language family includes Semitic languages (for example, Arabic and even Maltese); the Egyptian branch (for example, Coptic (today a dead language); the Berber-Canarian branch (for example, the Tuaregian or Old Libyan epigraphic languages); the Chad branch (for example, mountain, river, Central Chad groups of languages); the Cushitic branch (for example, the North Cushitic, Central

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Cushitic, East Turkic, etc. groups of languages); and the Omotic branch (for example, Southwind, Northwind, etc.) (Porhomovskij, 1990).

Recently, the Afrasian macrofamily is excluded from the Nostratic and is considered along with the latter as separate and independent, but as the closest relative of a Nostratic family.

S.A. Starostin (1986) notes the similarity between Nostratic and Afrasian families as a result of finding common vocabulary.

In addition to these two families, there are also Sino-Tibetan languages that existed in the 5th millennium BC. They contain a lot of terminology related to livestock and agriculture. The most probable habitat for these peoples was Nepal.

The Sino-Tibetan language family includes about 300 languages. The total number of speakers of these languages is at least 1.2 billion people - thus, according to the number of speakers, this family ranks first in the world.

The Sino-Tibetan family is divided into two subfamilies - Chinese (sinitic), consisting of several Chinese languages (for ideological reasons referred to as dialects), and Tibetan-Burmese (Starostin, 1996). By the way, the Chinese language constitutes a collection of very differently different dialects, and therefore is considered by most linguists as an independent language branch, consisting of separate, albeit related, linguistic and/or dialect groups.

Nostratic, Afrasian and Sino-Tibetan (or Sino-Caucasian) families in their unity could have existed 18-20,000 years ago. Among these languages, connections and correspondences are established, and chronological calculations are carried out (Zelenko & Starostin, 2003).

The arguments in favor of the existence of the proto-world's language are rooted in anthropology, the direction of human migration and the assumption of the ability of prehistoric people to speak. From Africa, along with the first proto-language, the Cro-Magnon people spread from Kenya to Spain or the south of France. The isolation of the language occurred along with migrations, and the population growth only contributed to the splits of the groups, which left their native territories and set off to master the other lands. Separation of the groups leads to the separation of languages. They change, and within 1000 years become unrecognizable.

Most scholars agree that language originated from a single source. The theory of monogenesis - the origin of all languages of the world from a single proto-language is found throughout the globe.

The earliest human ability to speak is the fundamental ability of the Homo sapiens. The word in this sense is an expression or manifestation of the ability to think and translate one's thoughts into being. In order for these thoughts not to disappear without a trace, there is the ability to record them with the help of any symbols and signs. That is how written language came about. The entire subsequent history of mankind is inseparably linked with the origin and development of written languages, and is based on them.

The farther the people spread around the planet, the more their language became increasingly unrecognizable, but all the stages of historical and geopolitical transformations were reflected in each specific language, absorbing the unique and inimitable gamut of expressive linguistic means. This range of language means was absorbed by new generations, and thus culture, traditions and customs were

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born. All contemporary cultures and traditions of civilized (not feral) peoples also have much in common.

With the formation of states, a new trend is beginning - linguistic enslavement and, as a result, the loss of languages. In fact, the destruction of the people first of all means the destruction of the language, and vice versa. Not surprisingly, the saying goes: if you want to conquer the people, conquer or destroy their language. In translation from the Church Slavonic, the Russian word "language" means "people". The writer Fedor Dostoevsky has an equally well-known phrase: "The language and people, in our language these words are synonyms, and what a rich deep thought it is!"

As O.M. Smetanina notes (2001), at the largest world forum of scientists, workers of culture and education - the 31st session of the UNESCO General Conference in Paris in late 2001 (it was attended by officials from more than 180 countries) – the delegates stressed that the process of globalization, which is fundamentally of a financial and economic nature, and is essentially directed by the largest transnational corporations, increasingly undermines the economic and political positions of a number of states, causes damage to their sovereignty and national development, and tries to subordinate the sphere of culture and education of these countries to the single standards developed in the think tanks of these corporations. The most vulnerable area in this respect is multilingualism. Preservation of the diversity of native languages, the main guardians of civilizations, is presented as an outdated practice. At the current pace of the inconspicuous destruction of native languages, according to UNESCO studies, about 3,000 languages are on the verge of extinction. The processes of globalization, the creation of an information society lead to the situation where fewer and fewer languages become a means of international communication. They are gradually being taken out of the life of the world community, and the disappearance of even one language means an irreparable loss for the entire world civilization. The situation with the study of foreign languages is similar.

One of the important outcomes of such studies, for example, as noted by E.S. Gritsenko, A.V. Kirilina (2014), became the conclusion that in the new geopolitical conditions characterized by globalization shifts and transnational expansion, as well as the growth of local nationalisms, the cultural and linguistic sovereignty of large states, communicatively powerful regional non-English languages, is at risk; there is a theoretical disavowal of cultures and ethnic groups through the weakening of the position of the language and the politicization of its concepts (Gricenko & Kirilina, 2014).

Currently, there are up to 7,102 languages in the world. The 40 most common languages are spoken by about 2/3 of the world's population.

The preservation of national languages varies from country to country (Lorenzo, 2017).

As P.S. Bitkeev (2014) notes: "The extinction and dying of languages is a real negative process, the intensity of which is threatening for culture on a world scale. It is a well-known fact that today every day one language disappears from the face of the earth. And the speed of this process is growing, unfortunately, year after year. Each language is a cultural and historical value for all humankind, therefore the loss of a language is a tragedy for its bearers and an irreparable loss for the world civilization. Progressive people of the world are concerned about this circumstance, take the necessary measures and many international organizations, in particular UNESCO, announced, as is known, February 20 the Day of Native Language. The solution of the problems of the language situation is directly connected with the preservation and development of national cultures, which are an integral part of the world civilization. This program is also aimed at implementing the provisions of the President's

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Address to the Federal Assembly regarding the need to develop the cultures of the peoples of the country and the moral improvement of our society. However, the problem of the language situation is one of very complex phenomena, regardless of the language or place of its functioning. It has a multidimensional character; it affects many aspects of the sociocultural life of native speakers. Naturally, it requires scientific study of the language system, speech activity, the functioning of the language, its interaction with other languages, the creation of a scientifically grounded set of teaching materials, the development of language teaching methods that meet the modern requirements of teaching foreign languages "(Bitkeev, 2014).

At the same time, in the era of globalization, it is no longer necessary to say that humanity can interact without using several major world languages.

There are 7 world languages today. The Han, Chinese language occupies the first place – there are over a billion speakers. The second places goes to English and Spanish - 500 million, then French - about 400 million, Hindi - 330, Arabic - 270 million and finally - Russian - about 250 million.

The current situation in the world testifies that no language has ever reached the status of a regional or universal "lingua franca" without having a large number of speakers being citizens of a strong state. However, once the language conquers the leading position and becomes a means of international communication, the strength of its position does not directly depend on the influence of the nation that originally spoke it: more than a thousand years have passed since the fall of the Roman Empire, but the educated layers of the European population still use the Latin language.

Even taking into account the possible decline in the US influence in the coming half-century and the development of other economic centers, especially in Asia, and given the desire of many foreigners to learn not only English, but also Chinese, Arabic or Spanish, it is unlikely that people will be ready to master at once all the languages of the world - no, they will all also need a common means of communication, which, most likely, will remain to be English.

Over the past 20 years, teaching English as the first foreign language in schools has spread throughout the world: this happened even in the former Soviet countries. Not so long ago English became compulsory for study in China (Yuan, 2017). To the obvious displeasure of the French, it is even used as the working language of the European Union, although only two of the 25 EU member states (Great Britain and Ireland) are English-speaking. Even the Germans - the allies of France in the affairs of the European Union - have replaced French to English as the second foreign language in the sphere of education and business. A similar situation is observed in Sweden and the Netherlands.

It is interesting to note that the further pace of English expansion now depends on the language policy of India, a country with countless number of local dialects. The British promoted the popularization of Hindi on a national scale, however, since the middle of the XIX century it was English that was proclaimed the official administrative language of India. Even people from low-income Indian families strive to master English perfectly, realizing its importance for a further career.

Today we can confidently say that by 2050 India will become the largest country in the world (with a population of 1.6 billion people). By this time, China will be a state with a highly developed economy, not much behind the United States. As a result, two of the three largest world powers will actively use English for communication purposes. It is likely that China will be bound to follow the general English-speaking trend.

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Global globalization requires a single means of communication, and the amount of investment contributed by millions of people from all over the world in the study of the English language suggests that it will acquire this honorary status of "lingua franca" (Kaur, 2014).

Moreover, as some researchers from Malaysia point out, learning English stimulates income growth, and is also an important factor in the continuous education of a citizen (Yunus et al., 2012).

Knowledge of English, Spanish or French today has already become an indispensable component of the modern civilized individual. Moreover, the researchers are already asking questions about the development of a single unified English language, which will be understood by everyone without exception, given that international communication in the business context today is largely not conducted by native English speakers, and their language can be described as BELF (English as Business Lingua Franca), which in many respects differs from "standard English" (Louhiala-Salminen & Kankaanranta, 2012).

However, we should not neglect the Russian language historically dominating the world's largest state-territorial formation. The Russian language is an eastern subgroup of the group of Slavic languages of the Indo-European language family of the Nostratic group. As the state language of the Russian Federation, it is the form and the highest variety of the existence of the national Russian literary language, accepted by its bearers for an standard, historically developed and stable system of commonly used linguistic means and rules for their use in the spheres established by the Federal Law "On the State Language of the Russian Federation".

In the process of forming new independent states in the post-Soviet space, a gradual disintegration of a single language space occurred. The status of the Russian language in each country in the post-Soviet space has its own particularities. This is due to a number of factors, such as: the particularities of the country's economic and political development in the post-Soviet period, the number of Russian-speaking population residing on the territory of the country, the specifics of the foreign policy of the Russian Federation in relation to a particular state.

Russian is the only major world language that has not only lost its position in the world for the last 20 years, but has lost it rapidly. Currently, the Russian language is native to 130 million citizens of the Russian Federation, for almost 25 million residents of the republics of the Commonwealth of Independent States and the Baltics, for 7 million residents of foreign countries. That is, about 160 million people now speak Russian as their mother tongue. But still a significant number of people, the exact number of which is very difficult to establish, speaks Russian as a second language mainly in the CIS and Baltic countries.

Article 35 of the Charter of the Commonwealth of Independent States (1993) stipulates that the working language of the Commonwealth is Russian, and in the analytical report on the results of the CIS activities for 10 years and tasks for the future it is noted that the Russian language is a native or second native for most of the population of the CIS, largely remaining a means of inter-ethnic communication in the post-Soviet space. It is very important that the decision on the analytical report was signed by all the leaders of the CIS member states (including Georgia).

At the same time, it is also interesting to note that in Israel and the USA today the Russian language has some official functions. In Israel, manufacturers and importers of drugs are required to put detailed information on the medication packaging in Russian and Arabic.

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In the US, New York state, according to an amendment to the electoral law introduced in 2009, in all cities in the state with the population of over a million people, all documents related to the election process should be translated into Russian. In 21 US states out of 50 you can take a written exam for obtaining a driving license in Russian.

The Russian Federation today has a complex state structure: it is divided into 85 subjects of the federation (including Crimea and Sevastopol), unequal neither in size or value of the economic activities of the country, nor of the social and national composition, among other factors. The real conditions for the existence of a particular language and, consequently, its social functions depend on the type of the subject of the federation, which ultimately affects its status - legal and factual (functional).

In the Russian Federation, 277 languages and dialects are used today, 89 languages are used in the state education system, of which 30 are used as the language of instruction, and 59 as the subject of study.

The linguistic revolutions that swept the USSR in 1989 led to the adoption of laws on state languages in the union republics that approved this status for the languages of the titular nation. The Russian language was defined, at best, by the term "language of interethnic communication", which has no clear legal interpretation (Mitrofanova, 2017; Tastan et al, 2018).

Laws on languages became the first legislative acts that divided the population of the republics according to a linguistic characteristic, yet, in fact, by ethnicity. The destruction of the Soviet Union began with the splitting of one of its supporting structure – one common language for all peoples (Zatullin, 2011).

Many researchers make conclusions on this basis that a metropolis should have a single language that is the basis for the unity, sovereignty and integrity of a huge multinational country (Framing, 2014; Hardya & Woodcock, 2014; Abas, 2015).

And this is even despite the opinion of some scholars that "the national language is largely artificial, based more on "public opinion" and socio-political motives than on the actual linguistic characteristics of the integration of different dialects into a single super-structural entity" (Terkulov , 2012). This opinion, of course, is very controversial.

Russia's aspiration to developing the study of the Russian language in the country and in the neighboring countries is no longer just a whim, but a matter of national security, the so-called "linguistic security." Of course, it should be noted that such aspirations in Western countries are often perceived as neo-imperial ambitions. Despite this, Russia continues to increase efforts in strengthening the positions of the Russian language in the far abroad countries as well. Currently, the Federal Target Program "Russian Language" for 2016-2020 is being implemented, aimed at increasing the number of teachers of the Russian language as a non-native and foreign language, increasing the number of textbooks of the Russian language and literature, expanding the range of participants in cultural and educational activities, etc.

However, the most important aspect of modern political linguistics or, as it is possible to say, socio-educational geopolitics, is the general achievement of modern pedagogy and philology, namely, the realization that the unique formation of individual personality occurs in the language environment in which a person is born and bred. That is, the basis of personality formation is the recognition of its unique national and linguistic identity, and the construction of its own mental worldview with the help of native language tools and national and cultural traditions and customs. And thereupon, a person must be able to express his or her views with the help of some general "lingua franca". Therefore, the issue of bilingual

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education is fundamental in the modern world. It is inconceivable without the issues of preserving and developing national (minority) languages.

Most researchers agree on the need to develop bilingual education (Rogers & McLeod, 2006; Nair-Venugopal, 2013; Prouta & Hill, 2012; Egana et al., 2017).

As Professor Z.M. Zagirov (2017), ethnocultural education is an education aimed at preserving the ethno-cultural identity of a person through familiarizing with the native language, culture, traditions and customs of one's people while simultaneously mastering the values of world culture. Ethnocultural education is a component of the general primary education, which has wide possibilities for the formation of national identity among the younger schoolchildren, the system of positive national values, including the spiritual, moral, social, general cultural and intellectual development of the individual.

Therefore, we can say with confidence that the basis of the national security of any state is every individual who grew up in native conditions and received education in their native language, who gratefully accepts the state that has preserved and allowed to absorb their national mentality, who feels being part of a large multinational family. After all, in the end, any of us, in defending our country, first of all thinks about what is dear and valuable to us, and what one wants to preserve for the next generations. And national culture, traditions and particular customs perform in this capacity based on various cultural traditions, including the religious ones. And all this together is unthinkable without one’s native language and its linguistic means, which have shaped a particular mentality so dear to each individual.

Methodological Framework

The author used several research methods in order to form the most complete, comprehensive and objective conceptual opinion on the further development of Russian statehood: the historical digress allowed to assess the general features of the occurrence and development of languages on the planet as a whole, a comparative legal analysis demonstrated the trends in the development of legal views of the world community that revealed a number of problems of the implementation of international legal norms in the Russian legal system. Structural and logical analysis made it possible to concentrate the main attention on the phenomenon of linguistic diversity as a whole and to justify the scientific construction of objects of pedagogical bilingual reality.

Results and Discussions

And now it is time to go on to the most important part of the article, from the point of view of this research: regarding the legal means to preserve and develop minority languages.

In modern democratic states, the normative legal framework in the field of legal language relations and national and cultural development includes, to varying degrees incorporates the implemented principles and norms of the fundamental international legal instruments, such as the Universal Declaration of Human Rights (2018), International Covenant on Civil and Political Rights (2018), International Covenant on Economic, Social and Cultural Rights (2018), as well as various international treaties of cooperating states in the field of ensuring human rights and freedoms.

The minorities rights for the member states of the Council of Europe, as well as in the OSCE region, were generally formulated in the document of the Copenhagen meeting of the Conference on the Human Dimension (2018) and are reflected in the package of recommendations adopted by the High

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Commissioner on National Minorities: The Hague Recommendations on the rights of national minorities in the field of education (1996); Oslo recommendations on the language rights of national minorities (1998); Boltsantskih recommendations on national minorities in interstate relations (2008).

Technical progress and development of modern television, radio broadcasting and the information and telecommunication network of the Internet, increasing opportunities for the use of several languages in the field of communications are reflected in the Recommendations on the Use of Minority Languages in Broadcasting (2003). In addition, the European Charter on Regional and Minority Languages (1992) is the most important document in the field of ethno-linguistic policy of the European Union.

The European Charter, however, cannot be considered an effective instrument, primarily because many countries have refused to ratify it, for example, France and Italy.

In France, for instance, the signing and ratification of the Charter was subject of political conflicts. The Charter was signed by France under the government of L. Jospin, but the Constitutional Council considered that it contains provisions that are contrary to the constitution. In this decision of the Constitutional Council of France of June 15, 1999 (1999), it is noted that the use of French is mandatory for all subjects, and private individuals cannot invoke the right to use another language in relations with authorities and public services. Having analyzed the Preamble, according to which "the right to use the regional or minority language in private and public life is an inalienable right", as well as Article 7 of the Charter, the Court considered that the Charter, granting special rights to groups using regional or minority languages, encroaches on the constitutional principles of the indivisibility (indivisibilite) of the Republic, equality before the law and the integrity (unicite) of the French people. These provisions were also found to be contrary to Article 2 of the Constitution ("Language of the Republic - French"), since they recognize the right to use a language other than French, not only in private but also in public life (Sampiev, 2013).

Moreover, on March 20, 2018, the French leader Emmanuel Macron called on French-speaking countries to promote French as a "world language" (Le Monde, 2018).

In addition, the Charter cannot become an effective tool for international legal regulation of language legal relations also because the main means of its provision is the system of periodic reports, which, based on the results of the study, may prepare the recommendations of the Committee of Ministers of the Council of Europe.

That is, the Charter is an international treaty with a very complex structure, the objects of protection of which are languages. This document refers to mandatory documents, and not to documents guaranteeing the observance of rights, as the participating States take upon themselves the choice of a system of paragraphs (paragraphs) to protect the non-dominant or less used languages spoken by the citizens of these states.

The basis of the mechanism for fulfilling Charter commitments, in addition to the already mentioned periodic reporting and the findings of the Committee of Experts of the Council of Europe, as S.V. Sokolovskij (2010) points out, is the idea of constantly improving the system of commitments aimed at the gradual development of languages and ensuring the linguistic rights of citizens of participating states. As new reporting cycles and the following tasks of managing linguistic diversity were passed, practically all participating states had acquired new tasks and goals, under the Charter's protection, new and previously unaccounted language communities were located, and the number of language units that were protected by the Charter is constantly growing.

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An important place in the system of international legal instruments in the area under consideration is the International Covenant on Civil and Political Rights of 1966, in particular its second article. The position of the international legal community of states in the field of securing the rights of peoples and national minorities, in particular, with regard to linguistic rights, is formulated in article 27 of the said Covenant: "In countries where there are ethnic, religious and linguistic minorities, persons belonging to such minorities cannot be denied the right, together with other members of the same group, to enjoy their culture, to practice their religion and perform its rites, and also to use their native language.

In addition to the above, there is a whole group of international legal documents directly aimed at satisfying the rights of peoples and national minorities in the field of their national, cultural and linguistic development. The Declaration of the United Nations General Assembly on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities is the most important among them (2018); Framework Convention for the Protection of National Minorities (1995); Convention of the International Labor Organization 1989 No. 169 "On Indigenous and Tribal Peoples in Independent Countries" (1989). The mentioned documents contain norms aimed at satisfying the national and cultural needs and interests of peoples and national minorities.

In the Russian Federation, the history of the development of modern language legislation has gone through a difficult path, beginning in 1991, when the entire political structure of our state was subjected to complete deformation, reformation and transformation. In general, it is built on the basis of the basic international legal principles adopted, signed and ratified by Russia, but, nevertheless, has its own essential features and even contradictions.

Studying by the Russian Federation of the international experience in carrying out language policy allowed the introduction of some developments of foreign countries in this field. Moreover, in Russia, language policy has its personal very rich history of development and unique features that have no equals in any other country.

For example, in accordance with Part 2 of Art. 68 of the Constitution of the Russian Federation, the republics constituent of the Russian Federation are entitled to establish their own national languages as state languages, on a par with Russian. Thus, the Constitution of the Russian Federation recognizes the distinctive features of the legal status of the republics within the Russian Federation as state entities. Today, Russia is the only country in the world where 34 state languages are legally established. The Republic of Dagestan alone has 13 state languages!

Adaptation on the basis of knowledge of the Russian language, respect for history and culture, traditions and lifestyle of Russians, is an effective means of balancing the inter-ethnic relations between the indigenous population and migrants.

At the same time, a lot of problems exist in the mechanism of legal regulation of language legal relations, which will be covered in subsequent research articles. Here it can be said that the situation with the underdeveloped language law, in our opinion, is a consequence of the legal uncertainty that exists now since the formation of ethnocratic models of the state power structure in our country. In this regard, the threat of taking advantage of the position of the state language to achieve certain political goals, and not for the comprehensive functional development of the national language has immeasurably increased. It should be noted that the consolidation of state language of titular nations is still not a guarantee of a balanced language policy in individual republics.

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According to P.M. Voronetskij (2009), the introduction of the state language of the republic can be due only to the need to involve the titular peoples of the given republic in the process of democracy and ensure their participation in realizing the sovereignty of the multinational people of the Russian Federation. The establishment of the state language of the republic cannot be motivated solely by the desire to maintain and preserve this language as a cultural value, since there are other mechanisms for solving this problem (Voroneckij, 2009).

We consider it necessary to agree with the opinion of L.N. Vasil'eva (2006), who believes that the right given to the republics to establish their own state languages without the legal fixation of the definition of this concept may provoke further disputes over the extent of the sovereignty of these subjects of the Russian Federation, and again "bring to life" those tendencies that were distancing some of the republics from the Federation. She suggests granting the republics the right to establish languages with official status on the territory of these subjects, rather than state ones. Unlike the state language, the official language does not indicate the state-forming role of a certain ethnos that has fulfilled the integration function of uniting different peoples into a single sovereign state, so it cannot become a symbol of this state (at least as long as such an ethnos exists). It is a language that is not connected with a certain "domestic content". The essence of establishing the language as an official language is the fulfillment of organizational tasks, primarily related to its use in official spheres of communication, which would ensure the full operation of judicial, state power bodies, etc.

In the last decade, the government bodies, the public and scientific circles hold discussions about the European Charter for Regional and Minority Languages, namely, the possibility of applying the Charter's strategy in the regulation of the language situation in the Russian Federation. Russia signed the European Charter for Regional or Minority Languages in 2001, but has not yet ratified it. The purpose of the European Charter is to regulate the use of minority and regional languages in education, consumer services, the media, cultural, economic and public life. At the same time, these obligations are applicable to all regional and minority languages within the state. The state that ratified the Charter must report to the Council of Europe on the measures taken to fulfill these obligations.

Discussions on the ratification of the Charter were held at the state level, with the involvement of the authorities and experts from the constituent entities of the Russian Federation. It was not yet possible to reach a compromise; it was suggested that there could be developed a State Charter program, in spite of the European Charter, for regulation and organization of the language life in Russia.

As A.N. Bitkeeva (2014) points out, the factors hampering ratification of the Charter in Russia are the following: the insufficiency of the social and communication system in Russia, the status of languages (the state language, the state languages of the republics, minority languages, etc.), the number of peoples, the nature of their settlement (compact / dispersed), which are important social factors in the expansion of social functions, the uneven social and cultural development of Russian territories, the undesirability of translating the language issue into the political sphere in the regions, with a significant conflict potential and financial costs that can follow ratification.

For example, according to the terms and conditions of the Charter, languages should function fully in all spheres of state power, workflow management, legal proceedings, etc., which is problematic in the context of the prevailing language situation in the country, the different structural and functional status of national languages in the regions, etc. There are difficulties with translation of business records into the national languages, and consequently the question arises whether this is a rational step, since not many native speakers actually speak their mother tongue in the majority of republics, there are terminological

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problems with respect to national languages in the subjects of the Russian Federation, the languages, which are proposed to be nominated as regional. Some peoples do not find this option acceptable, for example, the Republic of Tatarstan. It is worth noting that it is important that the Charter's approach should guide legislation and policies to solve the problems of non-dominant languages as such, and not to support ethnic communities. In Russia, it is traditionally considered that the object of state-legal protection should be the ethnic communities per se, and language is considered to be an inherent attribute of such communities. If the state supports ethnic communities through the legislation and other institutions, it automatically allows preserving their culture and language.

From all of the above, it is possible to formulate five fundamental reasons why ratification of the Charter by the Russian Federation at the present time is still premature.

Thus, the first reason is the particularities of Russian linguistic diversity. And here, among other things, it should be noted that the legislation of the Russian Federation regulating the legal status of languages was adopted in the era of the formation and foundation of Russian statehood in its present form. This factor, in our opinion, influenced the different character of the norms regulating language relations in the regions of the country, which, given the background of multinational relations, require legislative improvement and a more detailed elaboration of the legal mechanism for their implementation. The absence of a full-fledged legal regulation could very likely lead to an increase in the imbalance within the linguistic relations, which conceals a potential threat to inter-ethnic accord.

In addition, the territorial aspect is also important here, which constitutes the second reason. The territory of Russia is twice as large as the whole of Europe; therefore, the collection of sociolinguistic information and monitoring of needs would cause significant difficulties, and would also require a multiple increase in the costs of such studies.

All this preconditions the third reason - the economic one. The greatest financial costs would require quite the non-written, restored languages or languages with interrupted tradition. S.V. Sokolovskij (2010) refers to such languages as the ones "with weakened infrastructure support".

The fourth reason is the conflictogenic. It is well known that in countries with high linguistic diversity and a complex linguistic situation, there is a danger of language conflicts occurrence and even the so-called “school wars” arising during the "linguistic expansion" among languages with the declared “state” status and other linguistic communities. One of the most striking examples today is the situation with the teaching of the Tatar language in the general educational institutions of the Republic of Tatarstan. The teaching of the Tatar language exceeded the time allotted for the teaching of the Russian language, which caused a rather acute situation, which has not yet found its peaceful and final solution. In Ukraine, the ratification of the Charter led to a socio-political crisis.

And the last, the fifth reason. These are the risks associated with Russia's foreign policy image. Ratification should be so thoughtfully and carefully planned that the commitments undertaken minimized the risk of conflicts and at the same time created real opportunities for a more effective protection of each language. Any mistakes in this sensitive area could entail a worsening of the already low image of Russia in the eyes of the world community..

Conclusion

There is no need talking today of the advantages of preserving and developing native languages. They are the depository of folk wisdom; they trace the dynamics of historical change and development of

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speech in the life of the peoples. But, as a living organism, languages need constant attention. Yet, the officials, parents, and pedagogues mistakenly think: the earlier the children are introduced to the Russian language, the faster and better they will acquire it. They tend to forget, however, that the most important didactic principle of education is violated herewith: from the known to the unknown, from the simple to the complex, from the native to the non-native, from the easy to the difficult, etc.

The state should create conditions for the preservation, maintenance and development of minority languages. The main means of achieving an optimal balance between linguistic groups from the point of view of linguistic security is the elaborated system of legislation that provides a clear and understandable mechanism for the legal regulation of linguistic legal relations, as well as the improvement of the teaching system of the Russian language in the educational organizations of the republics that constitute Russia, taking into account regional and ethno-cultural peculiarities, and in situations with a long ago and systematically experienced shortage of development programs with these components, teaching aids, that help the teacher cope with the historically established multicultural and multilingual situation. Undoubtedly, such activities are inconceivable without the creation of bilingual teaching aids and comparative grammars that facilitate the early acquisition of phonetic and phonological, lexical and semantic, morphological and syntactic features of Russian and other national (minority) languages of the Russian Federation.

The experience of foreign, in particular European, legislation in this sense presents the most valuable and acceptable source (Thuy, Hoa & Nguyen, 2017; McCormick, 2014; Henderson, 2017).

In Russia today, lawmakers have refused to give even a definition, that is, a legal definition of the state language in the Law on the State Language. Taking into account the fact that more than 10 years have passed since the adoption of the Law, it is necessary to recognize the validity of the V.M. Baranov’s and M.D. Hajretdinova (2007) words: "In the legal literature and practice, the social danger of the lack of key concepts has not yet come to awareness... that is why and therefore many legislative definitions, with the general recognition of their necessity, are not formulated for decades "(Baranov & Hajretdinova, 2007). In the case of the concept of "state language", the absence of a legal definition is undoubtedly caused by the difficulty of its formulation, including because of the lack of a thorough linguistic elaboration of the problem.

As Russia's experience shows, the granting to a large number of national (minority) languages the status of the state language does not ensure the proper level of development of the legal relations under consideration and the implementation of a balanced state language policy, since other methods do exist or can be found for this purpose. In this connection, the indicative example existing in Russia is of interest: in the Republic of Karelia the status of the state language belongs only to the Russian language, the Karelian, Finnish and Vepsian languages receive stable state support, without possessing the status of state languages, and at the same time are not infringed. By the Decree of the Government of the Russian Federation No. 2237-r dated December 3, 2012 (revised as of October 31, 2015) "On the Approval of the Program of Fundamental Scientific Research of the State Academies of Sciences for 2013-2020" (2012), scientific research topics have been approved, including, for example, the study of the wedding ritual Karelian folklore, the publication of the folklore heritage of the ethno-local group of the Pomor coast of the White Sea; comprehension of tendencies in the development of the literature of Karelia of the XX century in four languages (Russian, Karelian, Vepsian, Finnish). And for this very significant funds have been allocated.

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Therefore, one of the most important conclusions here is the realization that the presence of 34 state languages in one country conceals a potential threat to national security in Russia. Just as the lack of appropriate legislative, socio-political and organizational-structural measures aimed at preserving and developing such rich linguistic diversity like in Russia. This variety is the most straightforward answer to those who think that it is enough to have 6-7 languages in the world, or even better to have just one universal language, as well as with cultures - one global, universal would be enough.

As V.S. Nesterenko, E.V. Vychuzhanina and O.I. Milovanov (2015) noted, the English language and the situation in which it became involved during the 21st century are truly unique. None of the languages in history had received the same distribution and popularity in such a short period of time. The socio-cultural conditions in which this transformation takes place are also unique. The fact is that at the moment we are witnessing overwhelming processes in Western countries that lead to the elimination of any kind of differences: religious, national, gender, etc. This dominant tendency is based on the idea of freedom. The very idea is of great importance for the civilized humanity, but when it becomes predominant and dominant in all other values, it turns out to be destructive and even dangerous, since the basic social institutions, for example, the family, sharply decrease in importance. In this regard, it should be highlighted that the eastern countries are ready to defend and preserve their identity with every means. This desire has a favorable effect on the demographic situation in these countries, which, in turn, plays a significant role for the status of their languages.

The centuries-old search for a universal language and, correspondingly, the failure of artificial languages (for example, Esperanto), as noted by other researchers V.M. Smokotin and G.I. Petrova - are connected with the search for a means of overcoming linguistic and cultural barriers and satisfying the need for a lingua franca especially now, throughout the period of globalization. Numerous language projects were based on assumptions about the imperfection of natural languages as the products of the masses. Another reason for the alleged inability of natural languages to achieve the status of a universal language is their close links with the corresponding ethnic or national languages, which would be a serious obstacle to their recognition as the language of general communication. However, what was considered their weakness was their strength: natural languages derive their power from the power base of ethnic groups and peoples who use them, which allows them to become powerful communication tools. Artificial languages, devoid of any ethno-cultural ties, are very difficult to respond to the challenges of a changing world in all spheres of life. Equally important, artificial languages lack the political support to ensure changes in international law, so that they can be incorporated into national education systems with the aim of making them a means of global communication.

Therefore, certainly, the broadest language spectrum of the peoples of Russia is a blessing. It guarantees the salvation of the identity and uniqueness of such a huge multinational family. But this is a given that requires scrupulous, careful, consistent, and very cautious management and regulation, which is lacking in Russia today. Otherwise, this same national and regional uniqueness may become a bone of contention, especially given the developed modern "dirty" political technologies.

The entire millennial experience of humankind, traversed from one pre-language to today's more than seven thousand languages, attests to the constant process of enriching cultures. Children who enter rural schools directly from the family home (and there is an overwhelming majority in the world) bring with them ready-made forms of thinking in the mother language: knowledge about all the phenomena of nature, the surrounding world, social life, etc. Such diversity contains in itself the superhuman beauty of special and unique formation of the human personality, as well as the special and unique formation of worlds in the infinite universe. Therefore, artificial attempts undertaken by individual representatives of

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various philosophical or ideological schools of thought to return humankind to the original proto-language and monoculture is, in our deep conviction, destructive and capable of casting back humankind many million years back.

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Pedagogical Directions Of Providing Spectrality In University Educational Process

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Abstract
The purpose of the article is to substantiate the theoretical positions of ensuring the spectral nature of the educational process in the university, which makes it possible to reveal in the personality of the future specialist an integral set of meta-professional qualities. The spectrum nature of education includes a set of professional, pragmatic and cognitive factors. The article defines the significance of three subsystems' interaction in the educational environment of the university: technological; psychological-pedagogical and subsystem of cultural and personal development. The main components of the spectral nature providing are revealed: 1) taking into account the whole spectrum of various sociocultural contexts in which the educational process in the university is carried out; 2) the priority of the active-activity role of students in the context of entity-entity relations between participants in the educational process; 3) involving students in the reflexing of the boundaries and the results of their educational and professional activities and its success. High-level criteria for the spectral nature of the educational process are singled out. The technology of creation of interuniversity groups of students on realization of socially oriented projects is described. The results of experimental work on the spectral nature of the educational process in a number of higher educational institutions of Moscow are given.
Keywords: spectral nature of education, environment, socio-cultural context, development of motivation, meta-professional qualities, didactic support.

Introduction

The need for implementing the spectral nature of higher education is determined by the needs of the contemporary socio-cultural situation, which is characterized by a combination of the interests of the economic development of society and culture (Kvon et al., 2017; Mironova et al., 2017, which certainly has a significant impact on the training of specialists-in particular, on changing the nomenclature of specialties in higher educational institutions (Zaitseva et al., 2017c; Larionova et al., 2017; Kvon et al.; Wang et al., 2018).

The spectral nature of the educational process at the university makes it possible to ensure the quality of the operational training of students, creating conditions for the productive development and further application of knowledge and skills obtained in the university on the basis of rational goal setting and

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building their professional path as a phased achievement of clearly formulated goals (Altbakh & Knight, 2008; Zaitseva et al., 2017a; Tastan et al., 2018).

In particular, the spectral nature provides the conditions for mastering the technologies of solving complex professional (psychological, pedagogical, organizational, scientific-methodical) problems. In the course of preparation, students master the spectral educational process, for example, the technologies for constructing an effective communication process, the technologies for stimulating the activities of the participants in the interaction within a project, the skills of monitoring and evaluating performance, etc. (Asmolov, 2008; Zueva, 2013; Olesina, & Radomskaya, 2017; Zaitseva et al., 2017b; Ezhov et al., 2017).

Spectral nature presupposes multilevel vocational training, multi-functionality of higher education institutions, the variability and flexibility of educational programs implemented in them.

In addition, the spectral nature is based on the principle of openness to pedagogical innovations. It is obvious that the spectral nature of the educational process in the university:

1) reflects the formation of a new educational paradigm, focused mainly on the development and self-development of the individual (Egorova & Lopatukhina, 2017);

2) Characterizes the increase in the flexibility of the educational system, the ability to be rebuilt in a fairly short time, with the need for changes in the quality of training specialists (Gorbina & Belai, 2014; Viskova, 2013; Levina et all, 2015).

Organized on the basis of spectral nature, education is thus transformed into the field of designing by the student of the creative realization of his personal and professional potential.

It is important to note that a high level of professional training is provided in this case and through productive interaction of the principles of activity-based (Khutorskoy, 2012), axiological (Nussbaum, 2015), personality-oriented (Bondarevskaya, 2000), contextual (Bakshayeva & Verbitsky, 2006) and competence-based approaches (Khutorskoy, 2012 et al.), if the system-forming role of the spectral organization of the educational process is preserved.

The forecasted result is reflected in the following indicators:

- Personal and professional development,
- self-actualization, self-development and self-realization in professional activity,
- Achievement of a high level of professional skill.

Researchers (V.A. Slastenin (2000), J. Russel (2012), Maslov & Maslova (2013) et al.) have identified skills that are effectively mastered in the spectrally organized educational process of the university:

- Gnostic (the ability to expand their knowledge, study the experience of colleagues, analyze their own professional experience);
- constructive and designing (skills associated with designing a professional process);
- Organizational (the ability to organize activities in accordance with the goals set);

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- communicative (skills necessary for interaction and constructive communication);
- Applied ones (skills defined by a student's abilities or the requirements of a professional situation).

The most important methodological foundations of personality formation in a spectrally organized process in a university are:

1. Triad of unity of general and vocational development of personality;
2. axiological principle;
3. Approach to the organization of education as a form of socio-cultural being and a way of self-realization and self-actualization of the individual (Stukalova, 2017);
4. organizational modeling of the educational process;
5. Openness to modern innovative processes in the pedagogy of vocational education;
6. 6. The orientation of the educational process on the upbringing of the socio-cultural activity of the personality of the future specialist;
7. Development of readiness for the continuous growth of professional skills and continuing education.

Literature Review

As the scientific research show, conditions are provided for creating a special cultural and educational environment on the basis of the spectral nature of higher education, where organically there is a spiritually-moral, communicative and creative growth of the personality at the expense of stimulating the process of self-knowledge, the desire to develop an informed personal strategy of life, which means active learning the skills of self-regulation of behavior; the formation of a civic position and the upbringing of the humanistic orientation of the individual; development of the ability of creative thinking (Berulava & Berulava, 2010), raising the level of professional competence in the chosen field of activity.

The researchers also revealed the conditions for the organization of vocational training in the university, taking into account the requirement of spectral. The problems of theory and practice of higher education and the influence of spectral nature on its quality have been studied in the works of such scientists as A.A. Verbitsky (Bakshayeva & Verbitsky 2006).

Scientists have revealed the possibility of creating an "image" of the personality that realizes the functional need for cognition and self-realization in the learning process at the university.

In the study of approaches to professional formation of personality in conditions of spectrally organized higher education, the theories of multilevel continuous professional education are important A.M. Novikov (2012) and others; theoretical concepts of personally oriented and problem-based developing education.

Theoretical contribution of the study

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In general, the analysis of scientific literature makes it possible to determine the significance of three subsystems' interaction in the educational environment of the university: technological; psychological-pedagogical and cultural and personal development. In the theoretical part of this study, the main components of the spectral nature provision are identified: 1) taking into account the whole range of diverse sociocultural contexts in which the educational process in the university is carried out; 2) the priority of the active-activity role of students in the context of entity-entity relations between participants in the educational process; 3) involving students in the reflexing of the boundaries and the results of their educational and professional activities and its success.

Materials and Methods

Stages of research. The study was conducted in several stages. *Stage 1* (2014) search. The result was the assumption that it was necessary to justify the components of spectrum maintenance in the educational process of the university. *2 stage* (2015-2016) - the stage of approbation of the proposed components and technologies for their implementation. At this stage, practical implementation of the components for ensuring the spectral nature of the educational process in the university was carried out. Particular attention was paid to the development of evaluation criteria for the high level of spectral nature in the educational process in the experimental groups of the Moscow State Institute of Culture (MSIC) (580 people) and the Oryol State Institute of Culture (294 people); requirements for the fulfillment of experimental tasks are specified. *Stage 3* (2017) included the completion of the experiment, analysis of its results, generalization, systematization and interpretation of the data obtained.

Approbation of the research was carried out in such a way that a wide coverage was achieved of all areas represented in the socio-cultural sphere, such as developing, entertainment, rehabilitation, social support, etc., as well as all forms, both traditional and innovative - of club, studio, circle, and family-group and remote.

At the same time, teachers and students received recommendations and then carried out certain tasks that developed the necessary qualities in them (for example, the ability to improvise, communicative competence, etc.), they compiled a map of the professiogram of the specialist (in this case, the socio-cultural sphere) and researcher's portfolio.

The tasks were divided into modules of three levels:

- reproductive,
- search (problem-based),
- creative.

The independent work of students with texts of textbooks, articles, monographs, compilation of fact sheets, schemes, etc., can be attributed to reproductive tasks aimed at the exact reproduction of theoretical material on the problems of the professional activity of a specialist in the social and cultural sphere. Tasks of search and problem-based nature were carried out in the form of assignments, projects, reports, presentations. Creative tasks included essays, dramatizations, organization of the debate, business games, interviews, etc., performing creative work in one form or another of art, as well as conducting a fragment of the activity by the student himself, etc. The most important direction of work to ensure the spectral nature of the educational process was stimulation of students to the practical application of theoretical developments: an attempt to analyze specific situations arising in professional

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activity, independently simulate them and conduct a micro-study of their own professional experience. For an objective assessment of the quality of the work carried out, a complexity factor corresponding to the difficulty of the tasks performed was introduced.

Methods for assessing the level of spectral nature of the educational process in the university

The monitoring expertise was built in several directions. The changes in the professiogram of the participants in the experiment, as well as the results of their creative activity, represented by one or another creative product were tracked, analyzed and evaluated. In addition, parameters the "professional - the beginner specialist" interaction emerging in the process of organizing the spectral educational process in the university were studied, in which the directions for the exchange and generalization of professional, personal, innovative experience, the development of professional reflection, searching for creative professional individuality, to increase the theoretical comprehension of practical experience and further its consolidation in the form of a "researcher's portfolio". High-level criteria for the spectral nature of the educational process at the university were also highlighted (Table 1). They were used to monitor the effectiveness of the proposed components.

Table 1. Criteria for a high level of spectral nature of the educational process in the university

Criteria	**quality of a specialist**
1. Mastering of knowledge, skills and techniques necessary to carry out chosen vocational activities	1. being educated; 2. being informed; 3. purposefulness; 4. consistency in actions.
2. information competence	1. the ability to absorb a significant amount of information; 2. selectivity of perception; 3. curiosity; 4. The striving to acquire professional competence.
3. readiness of the specialist for further personal and professional growth	1. social and civic activity; 2. creative direction; 3. the ability to rational goal-setting; 4. adequate self-esteem.
4. "experience of masters"	1. Comprehensive awareness in this professional field; 2. respect for traditions;

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	3. Ability to address the primary sources; 4. Research orientation.
5. skills of professional reflection and rational goal setting	1. the ability to look at oneself from the outside; 2. the ability to conduct an unbiased assessment of their activities; 3. the ability to plan their activities; 4. Ability to correct mistakes.
6. psychological stability	1. freedom of expression; 2. ability to the "planned improvisation"; 3. quick reaction; 4. aesthetic appearance; 5. Possession of voice and motor expressiveness.
7. personal involvement in the implementation of the project	1. responsibility; 2. being interested; 3. Congruence.
8. productivity of professional activity.	1. striving for a positive result; 2. the developed sense of harmony; 3. responsibility; 4. The need to achieve the result of their work.

In addition, in the experimental work, a blitz-poll method was used, which included one question: "Does your professional activity include a career in your chosen specialty?" A blitz-poll during the study covered 1268 students. Analysis of the results of the blitz survey was taken into account when assessing the effectiveness of the effect of spectral nature on the professional development of students.

The research also applied the technology of creation and work of interuniversity groups of students on the implementation of socially oriented projects, which made it possible to organize the educational process more effectively on the basis of spectral nature.

Results

Based on the results of experimental work, the dynamics of increasing the level of professional development of students-future specialists in the socio-cultural sphere were tracked, which were trained in a spectrally organized educational process. In this direction, 180 people took part (table 2).

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Table 2. Dynamics of increasing the professional development level of students-future specialists in the socio-cultural sphere (in%).

Criteria	**Initial fraction**			**The fraction after carrying out independent socially-oriented projects as part of the interuniversity group**			**Fraction after the feed-back phase and correction**		
	Levels			**Levels**			**Levels**		
	L	**M**	**H**	**L**	**M**	**H**	**L**	**M**	**H**
1.possession the knowledge, skills and techniques necessary to carry out selected vocational activities	15	58	27	6	62	32	-	32	68
2.Information competence	78	16	6	52	36	12	46	36	18
3. readiness of the specialist for further personal and professional growth	14	66	20	6	62	32	-	45	55
4. "experience of masters"	82	10	8						
5. skills of professional reflection and rational goal setting;	92	6	2	34	58	8	8	45	47
6. psychological stability	44	52	4	34	60	6	30	62	8
7. personal involvement in the implementation of the project	12	75	13	10	68	22	8	72	20
8. The efficiency of the professional activity.	64	20	16	24	38	38	2	24	74

The conditional indications: L - low level; M - medium level, H - high level.

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In the course of the experiment on ensuring the spectral nature of the educational process in the university, the results of the criteria "knowledge, skills and techniques necessary for the performance of selected professional activities", "the specialist's readiness for further personal and professional growth", "skills of professional reflexing and rational goal setting", "Productivity of professional activity" were significantly improved.

The system analysis of theoretical works and practice of spectral nature realization in a number of Russian universities of culture (in particular, in the Moscow State Institute of Culture, Oryol State Institute of Culture) allows us to elicit several components in the process of providing spectral nature as well as structural directions.

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The main components of ensuring the spectral nature of the educational process in the university are:

- Component of educational and creative activity:

- adequacy of the content of education with modern requirements of psycho-pedagogical science, organization of higher education;
- Disclosure in the educational process of a specialist's professional activity nature and content;
- integration of the disciplines' study of the psychological-pedagogical cycle, the humanitarian-artistic cycle and the cycle of professional disciplines;
- Activity orientation of students' independent work;
- problem-based presentation of information at class;
- Application of active teaching methods (trainings, business games, etc.);
- the formation of positive motivational attitudes to comprehend the foundations of the professional skills of a specialist, the development of professionally significant knowledge and skills, the improvement of the personal and professional qualities of a specialist;
- inclusion in the educational process of special courses on the basics of professional mastery with a psycho-pedagogical dominant, with a cultural, socio-cultural dominant;
- master classes;
- A cycle of socially-oriented projects into which students of different courses are gradually included.

- Component of information and analytical activity:

- a cycle of training activities that develop skills of research work for future specialists (scientific and practical seminars, conferences, project competitions) ;
- rating method of monitoring the results of independent research work of students;
- publication of annual thematic collections of scientific articles by students and teachers;
- Reviewing, abstracting theoretical works on problems of socio-cultural sphere;
- organization of various forms of discussions (discussions, debates) of the most acute problems of the professional activity of a modern specialist;
- participation in the projects of graduates of this institution;
- Participation in expert councils, jury competitions, etc.

- Component of planning and forecasting activities:

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- choice of pace and volume of independent work, taking into account individual opportunities and personality characteristics of the future specialist;
- Individual psychological and pedagogical consultations on problems of self-evaluation, professional self-determination, etc.;
- The drawing up a tree of goals to achieve a certain level of professional skill;
- active use of methods of pedagogical support to increase the level of motivation of future specialists for professional growth and the formation of professional skills (Carvalho, 2013).
- use of developmental trainings for the formation of a system of qualities professionally significant for a specialist in the social and cultural sphere;
- Assimilation of the system of professional values and identification with activities in the chosen profession during the participation in the cycles of activities for the exchange of professional experience (meetings with masters "Steps of skill", talk shows, etc.);
- Development of an individual style ("master's handwriting") in professional activity in accordance with the individual psychological characteristics of the individual;
- development of self-monitoring criteria (Boud, Lawson & Thompson, 2015; Norkina, 2013);
- Thematic round tables "My professional achievements" and "My professional failures".

- *the feedback component* is implemented in the process of ensuring the spectral nature based on the use of different forms - written testing, pedagogical observation, interviews, expert evaluation of the projects, analysis of students' own assessments of their own projects and other creative and research manifestations (Jackel et al., 2017; Cumming et all, 2015; Zhokhov, 2011).

The research has developed a *technology for creating interuniversity creative groups of students*, united in order to solve the task of developing and implementing a socially-oriented project. The creative group includes students of different ages and different educational specialties, which provide a broad coverage of the studied problems, a differentiated view of these problems and contributed to the development of the communicative sphere of the student's personality.

Among the problems offered to these groups for consideration and possible solutions: "Career and healthy lifestyle", "Library - the center of creative interaction", "Social advertising - form and content", "Culture in the student environment." Inside these problems, urgent topics are identified that meet the interests of students. They cover a wide range of ethical, aesthetic, general cultural, social and educational issues, in the process of solving which, as the experiment has shown, positive changes in the level of professional development of future specialists occur.

Discussion

Generally, the structural directions of spectral nature can be represented as follows:

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- *Programmatically-profile spectral nature,* which consists in providing different directions, services and programs in the conditions of educational institutions' functioning belonging to the same type. This kind of spectral nature expands the possibilities of choosing programs and forms of education (Kamyshev, 2014; Tkachenko, 2014).

- *Technological spectral nature*, which reflects the diversity of technology and teaching methods. Particular importance in this context belongs to the development of a system of author pedagogical technologies and techniques. Modern teaching practice was influenced by didactic developmental training systems developed by outstanding domestic teachers (Zagvyazinsky, 2012; Gilmeeva, 2016). Within the framework of the direction of technological spectral nature, there is a significant change in the functions of using technical means of training - first of all, it concerns multimedia technologies. In this case, we can state the transition from the use of technical means as demonstration to training ones. In this case, we agree with the following position of the modern researcher: "The accessibility and diversity of all computer technologies (three-dimensionality, animation, video, sound, imitation of traditional visual techniques, interactivity, hyper-textual nature) allows the computer to be viewed as an open learning and development environment for creativity and self-education as of students, and so of teachers (Masalimova et al, 2017).

- *structural spectral nature,* which is associated with the response to the need for a more productive education appropriate to modern demands, characteristic of certain territorial, administrative and climatic conditions.

The study also highlighted:

1) the purposes of ensuring the spectral nature: the development of creative, organizational, communicative abilities of specialists; increasing the motivation of specialists for the growth of professional skills in conditions of continuous education on the basis of ideas of progress in the formation and enrichment of the creative potential of the individual, the integration of educational and practical activities; accounting pedagogical features of the structure and content of educational needs of people at different stages of his life; unity of professional, general and humanitarian education; scientific and methodical and psychological-pedagogical support for self-education of each specialist.

2) spectral *mechanisms*: creation of conditions for independent acquisition of professional knowledge and development of professionally significant skills; systematic nature and continuity in the process of professional skills' growth; individualization of training, allowing to develop a conscious need to improve the level of professional skills; the variety and flexibility of the types, forms and technologies used.

3) Factors of productive maintenance of spectral nature of educational process in high school:

- Macro factors: the scale of socio-economic and socio-demographic changes in society; the pace acceleration of sociocultural society development; conducting a purposeful policy on the organization of education in the socio-cultural sphere; expansion of educational opportunities in the socio-cultural sphere; scientific achievements; increasing competition in the market of various socio-cultural services; mechanisms for public financing of higher education, attraction of extra-budgetary funds;

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- micro factors: information competence at different educational levels; the need for a qualitatively new level of thinking and an innovative way of life; system stability and stability of functioning of higher educational institutions, capable of self-development; modernization of the content-technological provision of higher education.

4) *structural components of spectral nature*: the provision of independence in the choice of educational programs in accordance with the requests of society; development and introduction of appropriate innovative technologies for training future specialists, covering the main value-oriented areas of the life of the individual.

6) *principles*: the principle of multi-levelness, the principle of complementarity, the principle of maneuverability, the principle of integration, the principle of continuity, the principle of syncretism, the principle of voluntariness and general availability, the principle of system, the principle of development of initiative and self-organization, the principle of facilitation, the principle of diversification of educational services, the principle of poly-functionality.

7) *indicators of the productive realization of the spectral nature of the educational process in the university:* a system of measures reflecting the current period of the development of the educational system, its educational paradigm; continuity and step-by-step organizational and structural reform of the system; creation of new types of sociocultural institutions and development of versatile educational programs.

Conclusion

One of the fundamental conclusions in the study of the processes of ensuring the spectral nature of higher education is the provision that the result is the formation of a *human culture,* i. e. humane person, well prepared for professional activity, having formed cognitive inquiries and spiritual needs, capable of independently satisfying them.

The connection of these phenomena is explained by the fact that the formation of such personality occurs due to the development of the sociocultural adaptive capabilities of a person throughout his life through the acquisition and development of knowledge, abilities and skills, including vocational in the continuing education system, and also through the development of motivation and skills of self-education.

The need for ensuring the spectral nature, which determines the orderliness and interconnection of the components in the whole process on the wide coverage of all the directions presented in the socio-cultural sphere (developing, entertaining, rehabilitation, social support, as well as all forms, both traditional and innovative) is confirmed by the content of the whole body of research, from different sides revealing the essence and features of the formation and development of professional skills in the socio-cultural sphere.

Thus, we affirm that the sphere of formation and development of the future professional is characterized by multicomponent and multilayer nature. In other words, it can be viewed, on the one hand, as the interaction of several components that are in interaction with each other, and, on the other hand, as a phenomenon, the intensity of the manifestation of the qualities of which can be represented ranked, in the form of several layers reflecting the intensity of this manifestations.

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Specific Features Of Normative Ideals And Individual Priorities Of The Deviant Personality

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Abstract

The article deals with the problem of resocialization (social reintegration and rehabilitation) and specific features of individual values of the convict's personality. Normative ideals and individual priorities of convicts serving their sentences at correctional institutions are investigated in the article. Empirical research was carried out with the use of psychological tests of values, but the processing and interpretation of the results are conducted with a comparative analysis with the use of statistical criteria. It has been proved that specific features of convicts' axiological sphere (personal values and the system of personal meanings) who get higher professional education in the penitentiary system, differ from the specific features of the axiological sphere of convicts who are not involved in the educational process by more pronounced tendencies of socially accepted norms and rules in society. Moreover, it has been found that the value-motivational structure of the personality of convicts who get education is characterized by a desire to achievement, to social approval, to awareness of the need to restrain antisocial motives and intentions, the renunciation of criminal involvement, independence in determining their objectives and their life path. On the contrary, in the content of the value-motivational sphere of the personality of convicts who do not get education tendencies to cultivation of a criminal orientation, the dominance of aspirations to self-reliance and independence are seen. The article can be of use to psychologists-practitioners, as well as for staff members of the service for the sentence execution.

Keywords: convict's personality, axiological sphere, deviant behavior, value orientations, normative ideals, individual priorities.

Introduction

In the course of cognitive development, convicts often acquire incorrect skills of information processing and interpretation.

The personality of a convict is formed by schemes or cognitive structures that represent certain persuasions.

These schemes begin to form in the childhood on the basis of personal experience and comparing oneself with other people significant to them. Convicts form perceptions about themselves, about other people around them and about how the world functions.

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These perceptions are supported by further life experience and, in turn, have an effect on the formation of convicts' persuasions, values and positions, which lead them as a result to such a sad consequence as the imprisonment.

Formed persuasions, values and positions form the axiological sphere of convicts – the «nuclear» construct of the personality, which exerts a significant influence on human behavior, as well as on his life in general (Bozhovich, 1995; Leontiev, 1977). The axiological sphere has influence on all sides of the personality, but this influence is most clearly manifested in behavior and activity (Platonov, 1982). This sphere is one of the fundamental in the personality organization and is the basis of stereotypes and attitudes, preferences, ideals and worldview. Because of them, among other factors, the axiological sphere has a significant impact on thinking and behavior of the individual as a whole, including the decision-making process in a certain situation (Karpenko, 2008).

The formation of «abnormal» structures of individual consciousness, including axiological constructs, is taking place in the situation of breaking social stereotypes and new mounting socio-cultural trends (Mitin, 2016; Efimova et al., 2015; Efimova, Oschepkov & Salakhova, 2015; Efremova et al., 2015; Enyashina et al., 2017; Gnedova et al., 2015; Klepach & Gridyaeva, 2017a; Kalinina et al., 2017; Orlova, 2003; Oshchepkov & Struchkova, 2015; Salakhova et al., 2016a, 2016b, 2015c, 2016d; Sidyacheva, 2010; Vasyakin et al., 2015; Tastan & Davoudi, 2015; Zotova, Plakhotnikova & Sidyacheva, 2015; Masalimova & Chibakov, 2016; Masalimova et al., 2014; Orlova, 2013; Larionova et al., 2017; Ezhov et al., 2017; Zaitseva et al., 2017; Tastan et al., 2018). Taking account of the fact that the axiological sphere is the central nuclear construct of the individual, and, acting in general upon human behavior in each specific situation, determines the general direction of his life, the system of value orientations and associated orientation of the individual are the central link, which ultimately determines law-obedience or illegality of human behavior. As D.A. Leontiev (1977) points out «to understand a person's behavior, it is necessary to reveal its purport…».

Proceeding from the above-stated, we carried out the empirical study of specific features of the convicts' axiological sphere.

We have supposed that higher professional education in a penitentiary facility is the factor that determines the process of re-socialization of the convict's personality.

Materials and Methods

The choice of methods and techniques in the study is determined by peculiarities of the object and the subject of research, as well as the goal set. The research technique comprised:

- empirical methods: observation and testing by means of S.H. Schwartz's (1992) questionnaire form to study the personality's values.
- mathematical statistics methods with the use of the software packages EXCEL, SPSS 17.0 Version For Windows, which included the determination of statistical reliability of differences in mean arithmetic values.

The choice of the methods to study the specific features of the convicts' axiological sphere is explained by the fact that the outlined techniques help to study the complexity of the organization of the axiological sphere, extensive interrelations with other characteristics of the personality, representing a fairly wide

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and diverse range of research tools. In this regard, in our opinion, the priority in the choice of the research tools except personality tests-questionnaires also belongs to the method of observation.

2.1. The Empirical Base of Research

The research was conducted at the Department of the Federal Penitentiary Service of the Russian Federation of Federal state correctional institution № 2 in Novoulyanovsk. The study involved convicted people who get higher professional education with the use of telecommunication technologies developed at the Modern University of Humanities (MUH) (Karpenko, 2008). The sample group comprised 185 convicts-students (further - CS) and 185 convicts non-students (further in the text- CNS).

Results and Discussion

To study the individual personality values we used the questionnaire (PVQ) by S.H. Schwartz (1992) to study the values of the personality. For the purpose of mathematical processing the data obtained with the help of S.H. Schwartz (1992) questionnaire the check of the correlation of the sampling distribution to normal one was conducted by using the Z criterion of Kolmogorov-Smirnov to compare empirical and theoretical distributions.

The results of the check made it possible to refer the data obtained to nonparametric (distribution differs from normal for all scales except scales: Independence, Stimulation, Hedonism, Achievement, Power on the "profile of the personality" and scales: Tradition, Kindness, Universalism, Achievement, Power on the "review of values" by the technique of (PVQ) S.H. Schwartz). In this regard for mathematical-statistical processing of the data by the method of (PVQ) S.H. Schwartz, we used the U Mann-Whitney’s criterion.

As a result the value-motivational structure of the convicts' personality was revealed at two levels: at the level of normative ideals and at the level of individual priorities (Table 1).

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Table 1. Mean values of value types significance at the level of the normative ideals

Types of values	Mean values of the value type significance		Statistical significance
	NTCs	**TCs**	
Conformity	4,54	4,8	0,032
Traditions	4,24	3,8	0,001
Kindness	5,01	4,78	0,042
Universalism	4,27	3,89	0,013
Independence	4,61	4,79	0,468
Stimulation	3,28	3,4	0,470
Hedonism	3,92	4,2	0,512
Achievements	4,51	4,93	0,001
Power	3,33	3, 82	0,004
Security	4,98	5,12	0,203

Further, each value type was assigned a rank from 1 to 10 in accordance with the magnitude of the mean values. Rankings from 1 to 3 indicate high significance for the subjects and rankings from 7 to 10 indicate low significance.

The analysis of the rank structure of values at the level of normative ideals shows that the most significant values for the CS group are the values of "security", "achievements", "conformity". A relatively low rank in the hierarchy of the values of the CS group at the level of normative ideals is occupied by the values of "power", "traditions" and "stimulation". In the hierarchy of the values of the CNS group, the values of "kindness", "independence", "security" have priority. The following values of "hedonism", "power" and "stimulation" are of no importance to convicts who do not study.

The values hierarchy analysis at the level of normative ideals has shown that some peculiarities of the dominant values for both of the CS group and for the CNS group, with a slight difference in the ranking positions.

We have also identified average values of the value types significance at the level of the individual priorities (Table 2).

Table 2. Mean values of the value type significance at the level of the individual priorities

Types of values	Mean values of the value type significance		Statistical significance
	NTCs	**TCs**	

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Conformity	2,17	2,11	0,636
Traditions	1,83	1,83	0,916
Kindness	2,42	2,26	0,040
Universalism	2,09	2,13	0,458
Independence	2,43	2,7	0,003
Stimulation	1,59	1,88	0,002
Hedonism	1,81	2,07	0,019
Achievements	1,78	2,21	0,001
Power	1,08	1,6	0,001
Security	2,24	2,44	0,115

The data obtained during the study of the hierarchy of the values at the level of normative ideals and individual priorities indicate the presence of certain features in the CS group and in the CNS group. Despite the fact that the dominant value both in the first and in the second group of subjects belongs to the same values, they occupy a different rank value. In the CS group the hierarchy of the values at the level of real actions in behavior includes: 1st rank - "independence", 2nd rank - "safety" and 3d rank - "kindness". In the group of CNS: 1st rank is "kindness", 2nd rank - "independence" and 3d rank "security."

The found significant differences (u = -2.050; at $p \leq 0.05$) in this value indicate that the CNS group shows more pronounced manifestation of positive interaction, the implementation of the need for affiliation and prosperity of the group. This value is not only dominating at the level of normative ideals of the CNS personality, but it is also the top in their hierarchical structure of values.

In general, the high rates of this value in both groups of subjects is manifested in the fact that the convicts of the CS and the CNS groups are characterized by the importance of such values as usefulness, loyalty, leniency , honesty, responsibility, friendship and mature love within their reference group (criminal).

The value of "Self-reliance" also dominates the hierarchy of values of the two groups of convicts. However, the found significant differences (u = -2,997; at $p \leq 0.01$) indicate that for the CS group this value is the guiding principle of their life (1 rank in the hierarchy of values), whereas for the CNS group this value is significant, but not crucial one (2nd rank).

Significant differences which were found in the value of "Achievement" (u = -3,918; at $p \leq 0.001$) indicate a high significance in the behavior of the desire to demonstrate competence in accordance with social standards for the purpose of social approval for the CS group (rank 4). Whereas in the CNS group this value is not shown in relation to the determination of behavior.

Low values of "Hedonism", "Stimulation" and "Power" are observed both in the experimental and in the control group. However, these values also revealed differences of high importance. In the CS group, these values have more pronounced numbers. Indexes in the value of hedonism (u = -2,351; at $p \leq 0.05$) indicate that the behavior of the CS group is characterized by the predominance of the motivation of pleasure or

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sensual pleasure. Indexes in the value of "Stimulation" (u = -3,079; at $p \leq 0.01$) determine the behavior of the CNS as aimed at finding diversity and deep emotional experiences to maintain an optimal level of activity.

The motivation goal of this group is to strive for novelty and deep experiences. Indexes in the value of" Power " (u = -4,017; at $p \leq 0{,}001$) characterize the behavior of the CNS group as aimed at achieving social status or prestige, control or dominance over people and means (desire to achievement, to social approval, power, wealth, preserving one's public image, public recognition).

Thus, the data obtained with the help of S.H. Schwartz's (1992) questionnaire (PVQ) to study personal values allowed us to analyze the value and motivational structure of the convict's personality, at the level of normative ideals and at the level of individual priorities.

In our view, the found tendencies towards the divergence hierarchy of the structure of values at both levels in the CS group seem to be very interesting. While the hierarchical structure of the values of the convict's personality in the CNS group is characterized by stability of values, both at the level of ideals (ideas) and at the level of real behavior. In addition, we also consider the differences in the hierarchy of values important between the two groups found in the comparative analysis.

Conclusion

The revealed specific features of the empirical study of axiological sphere of the convicts who get higher professional education in a penitentiary facility differ from the features of the axiological sphere of the convicts, who are not involved in the educational process by more pronounced tendencies of socially accepted norms and rules in society. The hierarchy of the value and motivation structure of the convict's personality at the level of normative ideals and at the level of individual priorities has differences in values at both levels in the CS group. Whereas the hierarchical structure of the values of the convict's personality in the CNS group is characterized by the stability of values, both at the level of ideals (ideas) and at the level of real behavior. In addition, it was found that the value and motivation structure of the personality of a convict-student is distinguished by a desire to achieve success, social approval, awareness of the need to restrain asocial motives and incentives, renunciation of criminal orientation, independence in determining the goals and life path. In the content of the value and motivation sphere of the convict's personality who does not study, on the contrary, the tendencies to the criminal orientation cultivation, dominance of aspirations to self-reliance and independence are observed (Salakhova et al., 2017a, 2017b; Salakhova & Oschepkov, 2016; Ovsyanik et al., 2016; Efimova et al., 2017; Lipatova et al., 2015; Mitin et al., 2017; Klepach & Gridyaeva, 2017b; Orlova, 2016; Yemelyanenkova et al., 2017).

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Theoretical And Methodological Basis Of Advanced Professional Training For Specialists Engaged In Secondary Vocational Education

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Abstract

The relevance of the study is determined by the importance to adopt innovative solutions for the further reformation of the Russian System of SVE. The article is aimed at the development of theoretical and methodological grounds for advanced professional training of SVE specialists. The foundation of educational and production clusters will provide SVE organizations with professional resources, enabling to employ the advanced approach to the vocational training in the environment of social partnership. Using the comparison method, the study analyzes the experience of implementing public-private partnership programs in the sphere of SVE in Russia. The analysis revealed that the motivation of social partners to interact with vocational education institutions increases with the competition growth and is considered as a way to diversify production and business risks, as well as to reduce the costs for staff training (retraining, advanced training). The analysis of the operational experience of educational and production clusters functioning in the environment of experimental sites established on the basis of leading educational organizations of SVE in the Siberian Federal District made it possible to identify and describe general changes in the system of SVE, stages of implementing the mechanism for creating the system of advanced professional training for specialists with SVE, educational technologies required to organize the educational and production process, as well as the conditions for the creation and implementation of the integrated educational and production process in the SVE system. Materials of the research are of practical importance for heads of SVE organizations in which the training of specialists is carried out or planned to be conducted on the basis of the interaction among enterprises of a real industrial sector, general education organizations, and regional executive authorities as most interested in developing effective partnerships between production, scientific and educational organizations of the region.

Keywords: advanced vocational education, partnership in education, networking of secondary vocational education institutions and social partners, educational and production cluster, innovative educational technologies.

Introduction

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National educational systems correspond to different philosophical, cultural, political and socio-economic traditions, goals and objectives. The reform of vocational education reflects the changes of these goals and objectives, and the need to preserve the existing traditions or to create new ones necessitates the search for new directions to modernize the educational system in general or some certain components (Kagakina, 2014).

The process of the socio-economic development of the country is characterized by various innovations in education, including the foundation of different clusters as complexes aimed at the integration and concentration of enterprises, scientific institutions and educational organizations in one territory. The Russian system of SVE (which in recent years has undergone significant structural and substantial reforms aimed at improving the quality of specialists' training under new socio-economic conditions) requires the adoption of innovative solutions (Tastan & Davoudi, 2013; Zhukov & Palyanov, 2014; Pakhomova et al., 2014a; Pakhomova et al., 2014b; Larionova et al., 2017; Ezhov et al., 2017; Mironova et al., 2017; Tastan et al., 2018).

A special role in the modernization of the SVE system should be given to educational and production clusters, since it is in their context that educational organizations and their social partners are able to interact in real socio-economic conditions. Such interaction will enable to solve effectively both organization issues, i.e. training and practice of future specialists and the development and change of the content component of the vocational training and retraining, which in turn will promote the concept of personnel advanced professional training (Demchenko et al., 2015; Kopytov & Palyanov, 2009; Palyanov et al., 2013; Tkachenko, Smirnov & Palyanov, 2013; Zaitseva et al., 2017).

Today the problem of advanced professional training is conditioned by the fact that organizations of SVE lag behind the reforms and are unable to respond to dynamic changes and demands of the labor market for a number of reasons, including:

- lack of understanding by the heads of educational organizations the nature and consequences of the socio-economic processes in the context of globalization and computerization. It has necessitated fundamental rethinking of the mission, tasks and responsibilities of educational organizations to graduates and the state;

- lack of understanding by the heads of educational organizations the interaction mechanisms between educational organizations and social partners in solving problems of specialists' training and retraining, in particular, conducting a dialogue on mutually beneficial issues for modernizing the content of vocational training in accordance to the requirements of modern production, taking into account the production development prospects, the organization of effective practice in real production environment with further graduates' employment. The absence of such interaction makes worse the situation with graduates' employment under conditions of objective and inevitable changes in the employment structure;

- the socio-economic situation in the regions, when technical schools and colleges founded in the twentieth century to meet the needs of a certain industrial production do not satisfy the modern requirements, either because many large enterprises have stopped their production or some of these industries have changed their profile (Pankratova et al., 2012).

The aim of the research is to develop theoretical and methodological foundations for advanced professional training of SVE specialists and prove the necessity of interaction among SVE, general and

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higher educational organizations and institutions of advanced training and professional retraining, employers, state and business structures (Abaturova et al., 2015; Sinenko et al., 2017b).

To cope with the specified goals, the following tasks should be solved:

1. to develop theoretical and methodological grounds for development of advanced training for SVE specialists with professional competencies in accordance with the requirements of innovative production, equipment and technologies (Palyanov et al., 2016a).

2. to develop a multilevel system for assessing students' achievements in the system of advanced vocational training able to favor the formation of an individual professional development trajectory.

3. to develop and implement scientific and methodological materials, standard curricula, textbooks, teaching aids, vocational programs, recommendations for teachers and social partners and to improve the effectiveness of students' professional self-determination in the system of life-long professional education (Palyanov et al., 2016b, 2016c).

4. to establish experimental sites in the regions of the Siberian Federal District on the basis of SVE organizations as centers for conducting experimental work in order to introduce theoretical and methodological foundations in the advanced training model of SVE specialists (Novosibirsk, Barnaul, Kemerovo, Novokuznetsk, Omsk, Tomsk, Uray), the Amur Region (Blagoveshchensk) (Ivanova et al., 2013; Palyanov, Pakhomova & Lapteva, 2014).

5. to design and implement an additional professional development program on 'Advanced training of pedagogical specialists in the sphere of SVE and to upgrade the skills of teaching staff and production instructors at SVE Institutions on the basis of pilot sites.

Methodological Framework

There is still a lack of monosemanticity in the definition of such concepts: as 'lifelong education', 'advanced continuous education', specialists' advanced training', 'advanced vocational education', etc., since this issue and these terms are periodically presented in some official documents and then there is no more information and citations. It can be stated that there is a lack of systematic scientific research on this issue. Therefore, this article is focused on the review of the concept "advanced education" presented in various publications (Zeer, 2003; Novikov, 2005; Novikov & Zuev, 2000). This concept is defined as "… education, that ensures the accelerated development and self-development of trainees" through developing mobility and adaptability to rapidly changing economic, industrial and social requirements.

It should be noted that the adaptability and professional development of future specialist will be more successful if student-centered, problem-solving and action learning approaches are used. This fact is validated and confirmed by the majority of scientists.

The accelerated personality development is possible in case of a clearly expressed need for self-development and self-realization in the profession, which can be defined as the personality self-actualization (Maslow, 2014). Self-actualization of a person is a conscious practical activity aimed at solving professionally oriented tasks.

Innovative activities can serve as conditions for achieving needs and motives for self-actualization. Therefore, as a working concept, the authors suggest using the definition of 'advanced vocational

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education/training' as a system-forming concept of vocational education reflected in the interaction of all the components of a pedagogical system, developed on the basis of innovative processes aimed at the professional development of future specialists, and their readiness for innovative professional activity (Zhukov & Pakhomova, 2010).

Signs of 'anticipation' are evident if the construction of a pedagogical process is based on specialist's readiness for innovative professional activity.

Based on this definition, the notion of 'advanced vocational training' can be formulated as the implementation of advanced vocational education in the professional activity of a specialist, supplemented by innovative changes (high-tech equipment, changed production relations, new forms and methods of work, etc.). Thus, the qualified activity of a specialist is supplemented by a certain innovative content which reflects the new that appears in the field of professional activity, but which has not been reflected yet either in the Federal State Educational Standards (FGOS) or in educational and discipline programs. This new content is 'dictated' by the employer, and the educational organization should 'include' it in the content of its educational program.

Theoretical and methodological foundations of SVE specialists' advanced training presuppose a change in the attitude towards a person as a valuable personality able to work and make solutions in the environment of rapid technological advances and social and economic changes. To keep step with these challenges the lifelong and advanced training, retraining and improvement of vocational competence (essential for a particular job or profession) are required.

In the study, the authors proceed from the understanding that the system of secondary vocational education specialists' advanced training should be based on the following paradigms:

1. The direction of efforts towards the advanced education, in other words, the level of vocational education should outstrip the current production needs.

2. Socio-economic responsibility, i.e. each educational organization should understand its mission in the socio-economic development of the region or state through qualitative, timely training and retraining of a sufficient number of teaching staff with necessary profiling and qualifications.

3. Motivation for self-development, i.e. the educational organization and its graduates strive for self-development, therefore, they are able and ready to self-improvement and professional development throughout the life.

4. Flexibility i.e. educational organizations of general, secondary and higher education should provide accessibility, multi-level system, integrality, maneuverability and relevance of their educational programs with flexible individual training plans and possibilities for industrial practice and further employment.

The implementation of the above mentioned project tasks is possible though a comprehensive approach to the disclosure of historical and philosophical prerequisites and organizational and pedagogical conditions for the solution of the stated issue.

Integration (composite nature) of the educational process determines the approaches to the research aimed at improving the quality of staff training for main branches of Russian economy, identifying psychological and pedagogical mechanisms required for the formation of professional self-determination

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and designing an individual trajectory for future specialists' professional development, as well as advanced training of SVE managers and teaching staff.

The logic of the research methods is determined by the stages of the project implementation.

The first stage that will have been implemented by 2018 (the analysis of the problem development in the scientific and pedagogical Russian and foreign literature) appeals to general scientific methods (analysis, comparison, analogy, deduction) as well as to a set of approaches and research methods accumulated by the traditional pedagogy and, in particular, comparative pedagogy. The main methods will be systematic and dialectical, that will help analyze the model of personnel training for the main sectors of the Russian economy as a dynamically developing structures integrated into the educational system. The most relevant research approaches at this stage are systemic, comparative, and interdisciplinary.

At the second stage that will have been put into practice by the first half of 2019 (the stage of the concept development for SVE specialists' advanced training and the implementation of the model) along with general scientific methods (generalization, classification, synthesis, modeling) the empirical method will be used. This method involves the collection, accumulation and recording the information on research materials. The rational method will be used to interpret the collected facts and create explanatory schemes for contrasting models of SVE specialists' advanced training. The historical approach and the principle of comparativism will deal with the selection of data containing the most important, typical and contrast features for advanced training models of highly skilled staff.

The third stage that will have been realized by the second half of 2019 and 2020 (the organizing stage of the pilot work for approbating the model for SVE specialists' advanced training) appeals to sociological methods associated with the survey, conversation, questioning, testing, pedagogical observation, and interviewing. It also involves conducting ascertaining and forming stages of practical and experimental work. The experimental method will allow to verify the effectiveness of the theoretical development and implementation of modern scientific approaches and new forms of acquiring professional competencies required to implement the model of SVE specialists' advanced training.

A set of methods used in 2019-2020 will be verified by the obtained qualitative and quantitative indicators (the results of the project in 2018). The preference will be given to statistical and empirical methods, in particular, to the empirical-diagnostic experiment that enables to identify the level of professional competencies of SVE participants engaged in the project: students and teaching staff. The experiment will be used to test the effectiveness of the developed programs, training forms in acquiring professional competencies.

Upon the analysis the following provisions will be theoretically substantiated and confirmed by the experimental work: the graduates can be professionally mobile and able to develop under the current socio-economic conditions through the effective integration into modern socio-economic processes, which in turn can be ensured by effective interaction between educational organizations and their social partners and business (Bibik, Morozova & Palyanov, 2014; Bibik et al., 2014; Palyanov et al., 2015; Palianov et al., 2015).

Results and Discussion

3.1. Modern Achievements in the Field of Vocational Education

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The scientific theoretical and methodological basis for the integrated SVE system of advanced training should be established on modern achievements in the field of vocational education. The authors identified the following measures as relevant for the project:

- The creation of the network advanced training and continuous retraining of the SVE scientific, pedagogical and professional staff.

- The development (in cooperation with universities and business structures) of the laboratory system for specialists’ advanced training.

- The development of the continuous training complex for specialists in the ‘school → technical school → university → postgraduate education’ system.

- The introduction of innovative educational and professional technologies to ensure the interaction of all participants involved in advanced staff training for schools, SVE institutions, universities, enterprises, and employment centers.

- The formation of innovative centers on the basis of SVE organizations: multifunctional centers of applied qualifications, resource centers for advanced training of personnel who will be employed in the key industries of the regions and the creation of educational and production clusters.

The creation of new scientific centers of the Russian Academy of Education (RAE) in the regions has enabled to concentrate the scientific and educational regional resources and pedagogical science in one place. The creation of these scientific centers in some certain territories is a timely and thoughtful act for the collaborative resolution of some specific regional problems.

The work on the creation of the RAE scientific center in Kemerovo region is under way. This center is developed on the basis of the Kuzbass Regional Institute for the Development of Professional Education and the Institute of Pedagogical Research of Children Giftedness of the Russian Academy of Education. These educational institutions are actively involved in the development of vocational education in their regions and deal with the development and implementation of the concept of the advanced vocational education in Siberia and the Far East.

3.2. Creation of Educational Clusters

The most promising direction to solve the problem associated with keeping ahead professional training in the SVE system is the infrastructure change. The creation of educational clusters, as the authors state, will contribute to these transformations in the regions.

The main driving force for the formation and development of regional educational clusters are regional executive authorities, including administrative and sectoral regional and local government. They show the greatest interest in the formation of such strategic partnerships between industrial, scientific and educational institutions and organizations located in the region.

The interaction and collaboration between professional educational organizations and regional industrial plants is the priority direction in the framework of this research. Therefore, this research is focused on regional educational clusters as the instrument of innovative development of a particular territory. These clusters are founded in the regions of the Russian Federation to meet demands for labor force required in

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priority sectors of economy as well as the needs for specialists in some strategic sectorial industrial plants and social sphere.

The authors of the project initiated the creation of an educational and sectoral cluster operating at a municipal level. It was established on the basis of the SVE institution (Uray Polytechnic College) which enables to design the prognostic model of the institution as a logistical (resource) center of a cluster type. The cooperation of this college with one of the leading enterprises in Uray (LLC Uray Oilfield Equipment) with the purpose to solve the problem of qualified specialists training in SVE institutions allowed to create a municipal cluster and to found the Coordination Council, which members are the representatives of the City Administration, enterprises, Uray Polytechnic College, Uray Education Department, as well as scientists and experts from Kemerovo, Novosibirsk, Omsk, and Tomsk vocational education institutes (Palyanov et al., 2016e). The cluster was established by the active support of Uray Administration (Khanty-Mansiysk Autonomous District of Tyumen Region).

3.3. The Mechanism of Implementation Stages for Creating a System of Sve Advanced Training in the Region

The implementation of the mechanism for designing the model of advanced professional training of specialists involved in regional SVE includes the following stages:

Stage 1 – the development of organizational and legal foundations of the public-private partnership between professional educational organizations and enterprises of a real industrial sector, as well as among general education institutions, scientific organizations, parents, regional and municipal authorities, health, education, culture and trade unions, the media and other social and professional groups.

Stage 2 – the development of forms and methods for network interaction between participants involved in the process of SVE specialists' advanced training.

Stage 3 – the development and implementation of the educational and production cluster as an effective form of advanced professional training for SVE specialists and the SVE students' giftedness development.

When developing all the stages for the system of specialists' advanced training, the organization of the educational and production process in the SVE institutions is of a particular importance.

3.4. Conditions for the Integral Educational and Production Process in the SVE System

The creation of the model of specialists' advanced training is impossible without the creation of appropriate conditions that ensure this integral educational and production process.

The conditions to be followed:

I. Content conditions (a wide range of professional modules, a multilevel system of qualifications, a practice-oriented direction of education, inclusion in production, and a dual system).

II. Activity conditions (meetings for students and representatives of different professions, internships, training in multipurpose career development centers, and compulsory practice for students in enterprises).

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III. Evaluative conditions (understanding the idea of the chosen profession, self-evaluation of the professional choice, forming the interest in the profession, responsible attitude to the career promotion, ability to make independent decisions, diagnosing and monitoring the education quality).

IV. Outcomes conditions (professional portfolio, employers' recommendations, and list of additional professional modules, the credit system and additional qualifications). The organization of the educational and production process in the SVE system is based on ideas of individualization and differentiation. In our opinion, the urgent direction for advanced SVE students’ training is the identification and pedagogical support of gifted students in the SVE system.

3.5. Multilevel Educational and Methodical Complex as Advanced Technology in the Sve System

The need for research related to the identification of the gifted students engaged in the SVE system and their pedagogical support as one of the new innovative directions has found the understanding and support in the Department of State Policy in the field of personnel training and continuous professional education of the Ministry of Education and Science of the Russian Federation. This proves the demand for further research in the specified areas. This research focuses on the concept of importance to develop the professional training system intended for gifted students with the methodological support.

Therefore, the authors together with practitioners worked out some steps to develop and implement multi-level educational and methodological complexes (packages) for SVE institutions, especially in in the framework of each profession and technical and natural sciences directions (mathematics, physics, chemistry, biology, technology, computer science), including innovative technologies and evaluative tests, control tools and measuring materials, approaches and methods suitable for working with professionally gifted SVE students To design and develop these complexes (packages) both virtual and real information technologies were used and this was done on a common methodological basis.

A multilevel educational and methodical complex (package) consists of a basic textbook, a cycle of lectures, a workbook, a collection of multilevel tests, an electronic textbook, a list of professionally-oriented Internet resources, multimedia modules with interactive exercises and simulators, a list of research projects, and methodical manuals for teachers (Sinenko et al., 2017a).

The authors consider the creation of a multilevel educational and methodological complex in the structure of an educational and production cluster as a leading technology in the SVE system.

3.6. Educational Technologies Necessary for the Organization of the Educational and Production Process

The organization of secondary professional education is a complex process which requires not only high qualification of managers and teachers but also a range of some special professional competences and acquisition of educational and professional technologies.

Technologies in vocational education include theoretical training, laboratory and practical classes, graduation qualification works, a network form of educational programs, information and distance technologies, modular training technologies, a training and demonstration complex, training and production sites, practice-oriented training, production training, practice, project method and production tasks solution, universal skills, technologies of social partnership and the participation of professionals in training and production, simulation of manufacturing processes, and new innovative professional

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technologies, developed by the leading Russian universities in cooperation with the Russian Academy of Sciences (Palyanov, et al., 2016e).

Educational technology with regard to professional education can be considered as a sequence of methods, ways and forms allowing learners to achieve the desired results in their learning process and their professional activity. The technology of theoretical training, regular classes, laboratory work, essays, course projects of students' final paper, networking or online form, modular education, information and distance learning technologies, teaching and demonstration packages, production-and-training grounds, practice-oriented learning, industrial training, simulation of industrial processes, technologies of social partnership, world skills (international skills, universal skills), project method and new innovative professional technologies, developed by the leading Russian universities in cooperation with the Russian Academy of Sciences can be referred to the technologies of professional education (Palyanov, et al., 2016d, 2016e).

The additional measures will be the use of e-learning and distance technologies. The use of new forms of e-learning contributes to "…the integration of information technologies into the educational process, constant scientific development" and is a useful tool to acquire a large amount of highly abstract theoretical material by "… visualizing, simulating complex phenomena and presenting material in a compact form by analyzing and generalizing it". (Sokolova, Golovacheva & Chernaya, 2015). It also changes the teacher's role in the organization of specialists' training; teaching staff possess deep theoretical knowledge and are able to work in cooperation with social partners and put complex tasks in practice. This results in professional and practical graduates' qualification.

3.7. The Cooperation of the SVE Institutions with Social Partners

The regional system of professional education is a field of collaborative activities with partners for the purpose to achieve the specified goals and tasks. It is characterized by the following integral components: a) a public-private infrastructure which includes both public education authorities, SVE institutions and non-profit organizations (agencies, centers, private educational institutions, personnel departments of social partners – personnel customers, bureaus, services), ensuring the coordination of the supply and demand for educational services and competencies (qualifications); b) state educational programs and technologies in the framework of general compulsory education; c) social and educational programs and technologies for informal vocational education.

The pivot in improving the efficiency of the regional management of SVE is the distribution of interests and the development of a public-private mechanism for their coordination and implementation.

The main approaches to the public-private partnership identified in the course of this research are:

a) mutually beneficial and voluntary relations between partners;

b) treaty obligations to the amount of resources for successful cooperation;

c) risk and cost diversification to ensure mutual responsibility;

d) authorized state of the parties representatives in the management structures;

e) written contracts with the obligatory determination of control procedures and sanctions for breach of obligations.

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The typology of public-private partnership in the regional vocational education model is determined by the socio-economic situation in the region and allows to solve the following basic problems: finances, investment, property, outsourcing, marketing, and insurance. These measures are able to maintain the quality, accessibility and effectiveness of SVE for consumers at different ages.

The analysis of the foreign experience concerning the public-private partnership in the SVE system has shown that the motivation of social partners to interact with vocational education institutes increases with the competition growth. It is the only efficient way to diversify the risks and reduce the costs on staff training (retraining, advanced training). A special set of methodological support is developed for various types of vocational training (training, professional practice, certification of qualification, coaching, diploma projects, etc.). Sectorial agencies at the Chamber of Commerce are responsible for developing these sets, as well as for recording and implementing. Upon the completion of training, the methodological support package is returned to the data bank of the industrial agency (Danish experience). The field experience (internship) is introduced (as the most expensive component of vocational education) at the last stages of training, after the selection of the most motivated students (the experience of the United States and Great Britain).

The experience of Sweden and the United Kingdom shows that the traditional 'vocational training institution→ company' partnership scheme must be transformed in the periods of the economic crisis into the creation of a 'network interaction' with the participation of industry vocational training institutions, chambers of commerce and alumni associations. Thus, the modern regional model of vocational education is characterized not only by the viability of its markets but also by the effectiveness of its networks. Leading institutions of professional education based on public-private partnerships are included in the educational and sectoral clusters. These clusters are aimed at solving the problems of the regional industrial business.

The analysis of Russian and foreign experience concerning the public-private partnership in the SVE sphere is considered as the leading method of this research, since it deals with determining theoretical and methodological grounds for SVE specialists' advanced training (Palyanov & Kholina, 2015; Palyanov, Zinser & Pecheritsa, 2014; Smirnov et al., 2012; Rudneva & Palyanov, 2012).

Thus, to ensure the development of the model for specialists engaged in the advanced training, the international cooperation is required. At the first stage of the study it was necessary to determine the list of countries, educational and scientific organizations with which the permanent cooperation and contacts (collaborative projects, participation in conferences, exhibitions, and collaborative publications) are established. Among these countries are the Republic of Kazakhstan (Academy of Pedagogical Sciences of Kazakhstan, al-Farabi Kazakh National University, Almaty State Polytechnic College, College of Business and Service Management Education of East Kazakhstan region), Germany (Hochschule Neubrandenburg (Institute Neubrandenburg), and China (Heihe University) (Sinenko et al., 2017a).

One of such areas of cooperation in the framework of the SVE specialists' advanced training is the study of the problem concerning the students' giftedness development. This study was suggested by the Institute for Pedagogical Studies of Children Giftedness of the RAE and has already received the support in the framework of the State program of the Ministry of Education and Science of the Russian Federation.

A number of leading SVE institutions in Siberia demonstrated successful experience in the public-private partnership and network interaction, e.g. Siberian Polytechnic College (Kemerovo), Novosibirsk College

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of Building and Mounting (Novosibirsk), Novosibirsk College of Car Service and Road Facilities (Novosibirsk), Novokuznetsk Professional College (Novokuznetsk), Yurga Technological College (Yurga, Kemerovo Region), Uray Polytechnic College (Uray, Khanty-Mansi Autonomous District of the Tyumen Region), Altai Academy of Hospitality (Barnaul, Altai Krai), Tomsk College of Railway Transport (a branch of the Siberian State Transport University, Tomsk).

These educational institutions are professionally mobile, ready to participate in the implementation of the project, and able to ensure the reliability of research results for a number of reasons:

- long-term experience in specialists' professional training according to the organization educational profile (chemical and information technology sectors, construction, car service and road facilities, modern IT technologies in education, development and operation of oil and gas fields, formation and development of entrepreneurial competencies in the system of multi-level education, etc.);

- high rating among professional educational organizations, included in the experiment on the model development concerning the interaction between educational organizations and their social partners and business (the status of the leading professional educational organizations), the availability of innovative infrastructures in the management system of a professional educational organization (resource centers, Multifunctional Center of Applied Qualifications, modern educational, methodological and technical laboratories in accordance with the requirements of world standards WorldSkills, training sites, certified quality management systems, etc.);

- effectiveness indicators are the same as by the best Russian and foreign institutions of SVE (almost 100% graduates' employment, licenses on professions or specialties from the TOP-50, participants and winners of regional, national and international working professions championships WorldSkills Russia, etc.);

- innovative activities in the regions (the experience of organizing and conducting Russian and regional scientific and practical conferences, scientific and methodological seminars, including international participation, round tables, exhibitions, craft fairs, etc., published scientific and methodological articles and collections of publications, summarizing the experience of teams on the research topic);

- qualifications improvement and staff retraining (as an example, the retraining course of 25 teachers from Novosibirsk College of Car Service and Road Facilities in 2016-2017 on the topic of additional professional program 'SVE teachers' advanced training');

- five of eight administrators (principals) heading these professional educational institutions have a candidate of pedagogical science degree.

All this requires the development and implementation of new training and methodological complexes, innovative technologies, networking of educational organizations and business structures, the development of the regional model for SVE specialists' advanced training, the search for new tools and methods that stimulate the development of the public-private partnership, which should be reflected in the project implementation.

3.8. System-Wide Changes in SVE

The authors of the study include the following aspects in the system-wide changes:

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- the improvement of training quality of students engaged in the SVE system with appealing towards innovative technologies in the engineering, economic and social spheres;
- the international certification of educational vocational programs and educational institutions;
- steady increase in the professional employment of SVE graduates with a focus on their constant career growth;
- the formation of a positive students' attitude to work as a socially significant component of their individual innovative development;
- broadening the mind and providing information about promising scientific and technological directions and the technical level of innovative developments;
- the improvement of vocational training level;
- the enhancement of students' culture, the increase of design and research competencies;
- the creation of specialized resource and applied qualifications centers, training sites, demonstration complexes, business incubators on the basis of professional educational institutions, increasing the number of students participating in exhibitions, competitions, collaborative studies and projects, etc.

Conclusion

The ideas concerning the implementation of the research project intended for advanced professional training have met with special understanding and support among teaching staff. 22 educational organizations of the Siberian region (Altai Kray, Novosibirsk, Kemerovo, Tomsk, Omsk, Tyumen (Khanty-Mansiysk Autonomous District), Krasnoyarsk Territory) and the Far East (Amur Region) are the part of the experimental sites ready to work on the project. The above mentioned regions are represented in the project by several educational organizations of secondary vocational education (technical schools, colleges), higher education institutions (universities, branches, retraining institutions), as well as general education institutions (schools, lyceums, gymnasiums, boarding schools, additional education institutions).

The authors claim that a range of real positive achievements was gained. They are:

- proposals to improve the system of personnel's advanced training for the main industrial sectors through the creation of educational and production clusters with a focus on constant career growth when implementing the basic priorities of Russian scientific and technological development;
- multilevel programs, educational and methodical complexes developed for the following subjects: mathematics, physics, chemistry, technology, informatics, applied professional orientation, physical education, enabling advanced training of scientific and pedagogical professional staff; multilevel system for assessing the students' achievements outcomes;

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- additional program intended for professional development of teaching staff involved in SVE system;
- special courses for undergraduates and teaching staff (working in Kemerovo, Tomsk and Novosibirsk regions) aimed at improving their professional skills. The name of these courses are 'Employment of young people and its regulation', 'Vocational education and trainees' self-determination', 'Methods and technologies of advanced vocational education for the changing regional labor market', etc.;
- scientific and methodological materials, programs, recommendations for teachers and social partners how to increase the effectiveness of students' professional self-determination in the system of continuous vocational education;
- comprehensive program for the territories of advanced development (TAD), the educational and methodological complex intended for specialists engaged in the advanced vocational training (for the basic branches of innovative development of the Siberian and Far East regions);
- the foundation of centers for network interaction in the regions of the Siberian Federal District, the implementation of collaborative projects, conferences, internships, technologies in the main branches of economic development in the Siberian and Far East regions, based on pilot sites.

Thus, advanced training of the teaching staff engaged in the process of vocational education is considered to be the best and the most efficient way in the SVE system

Therefore, in 2016 the temporary research team consisting of 6 doctors and 5 candidates of sciences from Novosibirsk, Kemerovo, Omsk, Barnaul, and Tomsk developed and approved the additional professional program 'SVE teaching staff advanced training'. This program was developed and approved in Novosibirsk Institute for Advanced Studies and Retraining of Education Workers.

The purpose of this training was to expand, improve and deepen listeners' knowledge in the application process of reasonable forms, methods, techniques, educational technologies required for advanced training. A special feature of the program was training specialists at their workplace and within their organization without leaving their work duties. This training was conducted according to the schedule once a month during the academic year. The defense of the graduation paper was at the end of the academic year.

Recommendations

The authors of the study recommend transforming the best experimental sites into pilot innovation sites of RAS, which will necessitate conducting experimental work accompanied with scientific and methodological support of leading scientists from the relevant industries:

- to open the Scientific Center in Kemerovo region on the basis of Kuzbass Regional Institute for the Development of Professional Education. The research directions and the specified project should be endorsed by the region and RAE;

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- to open innovative pilot sites (based on the RAE) which participants should be education organizations of Kemerovo, Novosibirsk, Tomsk, Omsk, Amur regions, Altai Kray;

- to determine the prospects for international cooperation among the Siberian and Far East educational organizations (Kemerovo, Novosibirsk, Omsk and Amur regions, Altai Kray) and educational organizations of Germany, Kazakhstan, China and other countries, and to establish the International Center for the Development of Concepts and Technologies for SVE Specialists' Advanced Professional Training.

The materials of the research are of practical importance for the heads of SVE organizations, where the specialists are being trained. The findings of this study can also be used for educational institutions which plan to train specialists on the basis of the interaction between educational institutions and enterprises of real industrial sectors. The materials will also be useful for regional executive authorities, as the most interested in establishing the effective partnerships between regional production enterprises and scientific educational organizations.

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The Problem Of Society Consolidation In The Era Of Globalization: Methodological And Axiological Aspects

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Abstract

Problem statement: the purpose of this paper is to substantiate the possibility to solve the problems of the modern society consolidation to overcome the crisis of social consciousness by increasing the role of moral values and harmonizing socio-natural existence. Materials and Methods: the socio-philosophical analysis of urgent problems of modern social consciousness, the society consolidation and socio-natural sustainability comprise the research methodology of this paper. The concept and characteristics of spiritual and moral values revealed in this study constitute the model of the optimal interconnection among all components of public consciousness and socio-natural system stability. This paper presents the characteristic features of modern social consciousness including new meanings, changed forms of its existence, mechanisms of society development, the aggravation of contradictions between cosmopolitanism and religiousness, progressive liberalism and moral crisis, as well as the desire for success and desperate humility, the search for the new and the regress in all spheres of life, freedom and hopelessness, the declaration of deideologization and the desire for consumer ideology, virtualization of the objective reality and public consciousness. Authors' attention is focused on the aggravation of existing contradictions concerning rationality and morality, virtuality and reality, transnational globalism and national cultures, resulting in conflicts and crises with a great deal of global consequences. A model of public consciousness is presented as an open system. The authors substantiate the necessity to create positive feedbacks which are defined within the framework of the developed model as the connection consolidating the society and ensuring harmonious interaction between this society and nature. The solution of problems concerning the consolidation of the modern society, the overcoming of the current crisis in social consciousness and the guarantee of socio-natural system stability is possible through the recognition and implementation of the leading role of spiritual and moral values and the harmonization of social and natural existence.

Keywords: global problems, globalization, public consciousness, spiritual and moral values, sustainable development, positive feedback, harmonization of social and natural life.

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Introduction

The beginning of the 21st century is a period of fundamental social transformations related to the reevaluation of state and world development strategies, the replacement of the modernization vector of social systems caused by their globalization, the emergence of “extended”, “hybrid” and virtual realities, considerable changes of consciousness as an epicenter of global problems of a goal-setting and goal-realizing power responsible for forming and determining the future of the socio-natural reality (Mironova et al., 2017). The processes associated with the globalization have two scenarios of their development: polycentric and monocentric. The former is related to the improvement of interstate system relations and preservation of state sovereignty, while the latter is focused on the boost to the chance of one of the parties accompanied by the destruction of the state sovereignty of other countries. The concept “tolerance” has been reinterpreted and may be defined as a tolerance to any points of view, values, human qualities and aspirations instead of the respect for the personality. It should be noted that numerous interpretations of the term “democracy” justify projects aimed at the infringement and extinction of nations, languages, ethno-national variety, the undermining of moral and ethical categories, the promotion of various business-plans and projects acting as a screen for satisfying oligarchical goals. It is necessary to discuss the moral responsibility of scientists for their discoveries and pedagogues for the learners’ outcomes and the upbringing of new generation (Pushkareva, 2016), as well as the social responsibility of the world community and big business leaders for our planet preservation and environment protection, for the mankind on an international scale, and consequently for each person, family and future generations.

Social consciousness of the modern world is characterized by the following features:

- new meanings of life, the transformation of existence and mechanisms of social processes: the transition from closed domestic social consciousness to open world one, from the consciousness of a creator to the consciousness of a consumer; the appeal to a borderline state of the humankind life, including the concepts “finiteness” and “mortality”;

- the aggravation of antagonisms: cosmopolitism and religiousness, progressive liberalism and moral crisis, the desire for success and desperate humility, the search for the new and regress in all spheres of life activity, freedom and hopelessness, the desire for deideologization and adoption of consumer ideology;

- virtualization: refers to a new virtual reality created by modern network technologies with own forms of public consciousness including elements of real and virtual worlds and can be defined as a system uniting all efforts and achievements of mankind.

The man acts in this virtual environment as a creator of reality that possesses inexhaustible abilities allowing him not only to create some “parallel” world with regard to the existing one, but also to transform this world. In this society, the higher the life pace is, the less people move. This is not the rate of motion, but the quickness of decision-making, the speed of transactions and transformations. The avalanche-like growth of information volumes and a great variety of its sources (Live Journals, Twitter, microblogs, etc.) caused the transformation of its spreading, creating the situations of the network effect. This increasing torrent of information results in enhancing impact or so-called synergetic, nonlinear effect, which can lead to some unpredictable global problems with negative consequences. On the other hand it enables the development of public consciousness as an open social system based on the interaction of the individual, the national and global (Nasibulina, 2015).

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In the era of globalization, the life style and the way of thinking are exposed to rapid changes and hence the information obtained today becomes useless the following day. It is generally accepted to change a career and the place of residence several times throughout the life. The most incredible fantasies of many generations have suddenly become ordinary. However, the scientific and technological advances in medicine, biology, nanotechnology being used mainly for business development, cause many spiritual and moral problems.

The value of a person is conditioned by his or her benefit to other people; therefore, the value of a human life and a personality becomes subjective and relative. The aim of all corporations is to use a human being according to the principle of a "squeezed sponge" by gaining maximum possible profit from his or her activity. The main concern is in discrediting the individual way of thinking and the value of each person. An independently thinking man is considered by corporations as a dangerous phenomenon, a threat to the existing order of things and thoughts. Therefore, these corporations establish their own social order, which requires a corresponding education system (Yachina, 2015).

There is a pronounced tendency of value gap increase with its gradual development into an insurmountable spiritual and moral abyss, a collision of transnational globalism with national cultures. This border line can be observed inside the countries as a confrontation of opposite views. The danger of manifestation of global risks increases in public consciousness. These risks tend to transfer from potential to real dangers and threats (Drouin & Drouin, 2017).

As a challenge to the manifestation of destructive trends, it is possible to consider the increase of the Islamic radicalism, which justifies, as Patriarch Kirill claimed at the XX Worldwide Russian Council, its bloody policy by the "aggressive secular policy and spiritual unscrupulousness of the hostile western society in their interpretation".

International migration has become a relevant problem. It is a complex phenomenon affecting our daily lives in an increasingly interconnected world and encompasses a wide variety of movements and situations involving people of all walks of life and backgrounds. We have in recent years seen an increase in international migration occurring due to conflicts, persecution, environmental degradation, and a profound lack of human security and opportunity. While most international migration occurs legally, much of the public concern about immigration is associated with irregular migration and adaptation to social and cultural conditions. Earlier these national issues were solved by special state bodies, but nowadays it is the world (European) community which tries to regulate them (meanwhile ineffectively).

Public consciousness was a subject of many scientific studies by F. Fukuyama (2016), E.V. Ilyenkov (2011), S.G. Kara-Murza (2006), K.Kh. Momdzhyan (1994), Zh.T. Toshchenko (2015) The results of their study show that there are some certain technologies of intellectual development on the basis of active-adaptive networks, a multilevel system of consciousness control, the distribution and consumption of information, the use of digital technologies aimed to change the mass consciousness, to establish a caste education (Berkut, 2002) and new moral values (Bee, Noor Banu & Zuraini, 2017), which enable to study separate components of the process of modern public consciousness formation as an open system in detail.

The concept "open system" is quite conventional: levels and forms of public consciousness are limited by historical frameworks, sociocultural traditions and political priorities. The "open system" is determined by the ability and possibility to acquire features of other social systems, to transmit its qualitative characteristics, to be included directly to the global social network. Main advantages of the public

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consciousness development as an open system are the improvement of human life quality through the increase of opportunities to use material and spiritual values with the decrease of the time for this, the reduction of losses and expenditures to obtain reliable information, etc. (Kudashov et al., 2017).

The social space extended to the global scale has also changed the functions of the public consciousness. The assimilation of the world sociocultural experience determined both world-outlook and educational functions of the public consciousness as a specific human form of social memory, norms of conscious behaviour developed by the society, the formation of public opinion based on the understanding of the benefit on a global scale. With the increase of integration processes in politics, economy, and spiritual life increase, there is a tendency of social problems internationalization.

The basis of a new conceptual approach includes the ideas of historical incompleteness of the consolidation process against terrorism, ecological disasters and other global challenges. Hence, the other important function of the modern public consciousness is the formation of international agreement and the optimization of interethnic interaction (Cooper et al., 2016).

The aim of the paper is to identify the values required to solve the problems of the public consciousness crisis and society consolidation in the globalization environment. Spiritual and moral values are considered to be fundamentals for modern social consciousness and are related to ethnic and national traditions. Upon the consideration of their system interconnection, the consolidating functions of modern public consciousness in the framework of a certain historically established culture were revealed.

Materials and Methods

The methodology of this research is a social-philosophical analysis of the relevant problems concerning the social reality, i.e. the contradictions of modern social consciousness and disharmony in the interrelations between society and nature (Berkut, 2016). Special attention is paid to: the permanent change of social life reality in the unity and variety of people relationships with corresponding organization forms of the joint activity, social interests and needs in the preservation of our environment (Rudolph & Figge, 2017), intricately interrelated accidental and causal factors, consequences (Kostyukova et al., 2015); the contradictions between rationality and morality, virtuality and reality, transnational globalism and national cultures that lead to conflicts and crises (Yilmaz & Saribay, 2017).

The observation and studies of value foundations of public consciousness through the study of the moral nature of the human life emerged in high antiquity. Profound religious and philosophical systems of the ancient East contained extensive information, sophisticated ideas and generalizations with regard to the right and the wrong in human actions. Brahmaism and Buddhism as well as Confucianism and Taoism belong to a religion based on the above mentioned principles. Judaism, Christianity, Islam also have their own spiritual and moral basis. The Ancient Greek philosophy considers the issues of social values from different angles. This issue is still of a great concern for many scientists. The study of foundations of the good and evil have resulted in the conviction that their content is still not manifested directly. It emerges, develops and improves owing to the human activity.

According to the statements made by psychologists, the moral law developed due to the life experience, resulting from unconscious desire to protect and improve the human community, is a complex manifestation of a tribal instinct. Good is something that contributes to the welfare of the entire family, society, and evil, on the contrary, causes harm to it, even indirectly. The idea of power, perfection of the action or vice versa, the idea of downfall, immorality is revealed to consciousness.

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The evaluation and differentiation of actions transform a human being into a moral personality (Jiří, 2016). A sense of duty and justice as well as freedom, approval or conscience are parts of the mind arising in a person's soul so quickly that form a comprehensive whole with his/her consciousness. This rapid, but complex spiritual process or ability reveals new human qualities and relationships in his/her own life and the entire Universe, which form the spiritual and moral world of the individual and society. The majority of researchers identify this world with the events associated with the discrimination between good and bad and the choice between good and evil (Scheler, 1994). The accumulated knowledge about actions for and against the moral law is accompanied by the awareness of moral qualities and moral responsibility (Anisimov, 1979).

Under present-day conditions, it is difficult to confirm the validity of a certain morality from the viewpoint of good or evil and decide whether this morality is veritable or false (Bondareva, 2017). To search for indisputable foundations of morality in natural sciences, for example, in biology, ecology, evolution theory or in humanitarian fields of science such as history, philology, etc. means to be off the scent. Hence, a question arises: what values should be followed? Such situation involves a risk of addressing to alien values or requires to breathe new life into the old ones (Šmajs, 2015).

In the utopian studies, from the Antiquity and the Renascence till the communist ideology, there had always been a utopian dream about the Golden Age (or Paradise), where everything is in abundance. However, the reality is quite different. This contradiction is in the inner conflict of a man, since the human reality consists of the combination of opposites – life and death, good and evil, grief and happiness, day and night, etc.

S.F. Anisimov (1979) thinks that there is a lack of absolute spiritual and moral values such as life, health, knowledge, labour, talent, beauty, justice, love, etc. He claims that there are also few absolute anti-values like death, ignorance, idleness, a lack of talent, ugliness, injustice, hatred, etc.

To give birth to ideas of good like aspiration for perfection and improvement contrary to the ideas of evil (aspiration for imperfection, downfall) a man should have a meaningful comprehension of spirituality, personality perfection or imperfection. Thus, the inner view enables the instant evaluation of any action like the awareness of warmth and cold, a state of illness and health or natural and cultural being (Kekulawala & Johnson, 2017).

Thus, the process concerning the development of the idea of good can be accelerated or decelerated on the self-consciousness basis. Thanks to these features, the value foundation is the beginning giving the force of law to all civil and political issues. The awareness of necessity and responsibility to implement an ideal doing the best and at the same time to achieve perfection, and be happy eliminates any compulsion and violence. The source of the former is the natural aspiration of a person to do all the best. This is a spiritual instinct.

2.1. Trends in the Formation of Modern Consciousness

Modern tendencies aimed at gaining super-profits at marketing outlets, predetermined the primacy of the "consumer" consciousness, which is being reproduced by pressing consumption values upon a person and forming "slave-consumer" consciousness. Following the false idea of humanism and concern for people, success, money and power are claimed to be the main values (Kantola et al., 2017).

Veiled economic rationalism forces out everything that is beyond the framework of the global consumption accompanied by impoverishment of the population majority.

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The Internet and other means of the world community integration have given rise to the formation of a global state with its mass consumer culture and a common world language with unclear national characteristics, transforming the public consciousness into mass one. The common world (western) liberal and market ideology, the integration of scientific and engineering development, the unity of scientific knowledge, the globalization of education, blurring sex differences, the formation of numerous identical professions, the unification of all aspects of life are typical characteristics of this global consumer state . Computerization creates several favorable conditions for spreading the consumption ideology and business development (Bondareva & Zavyalov, 2016). Thus, the business forms the worldview. Everything that does not facilitate this mass consumer culture is rejected. The absence of causal predictability of the public consciousness development admits three scenarios: pessimistic, neutral, optimistic.

The pessimistic scenario consists in the manifestations of global risks based on destructing individual consciousness, freethinking and true freedom. The manifestation of global problems in their aggregate will destroy not only the public consciousness, but also the individual one through the destruction of the individuality and the human being. It is no coincidence that the topic of the frontier, identified with the modern human being, has become relevant in bioethics science, anthropology, social philosophy, etc. The destruction of nature is an inevitable consequence of the consumption philosophy and the modern model of economic management.

The neutral scenario does not imply any cardinal changes in the social being, public consciousness and is based on features typical for the current situation: the development of global risks associated with terrorism, epidemics, diseases, different forms of discrimination, ongoing threat to environment, extension and armed conflict. The globalisation phenomenon imparts to the above mentioned problems a new dimension, as their scale multiplies the awareness about these risks becomes almost ubiquitous. Instability in this case is not only vivid, but has a tendency to its development.

The optimistic scenario of the public consciousness development is related to the preservation of multiculturalism based on the territorial and geographical integrity of social being as well as the cultural and historical, spiritual and moral, existential integrity of the public consciousness applied to fundamental bases of humankind life through harmonization with nature, “sustainable” development of agriculture, provincial culture, each person and society as a whole, open to dialogue and cooperation among countries and nations. It is not accidental that the problem of the ecological consciousness formation of a harmonic type, representing a cognitive-valuable form of social reflection of the interaction between society and nature, based on their harmonization, has currently become a relevant problem (Berkut, 2002).

Thus, the key factors of modern society consolidation enabling to solve various global problems must be the values associated with the fundamental sources of meaning of life, where each person is an integral part of social and natural environment and where he or she can get and realize the meaning of Space, physical world, biosphere, culture, religion, local historical commonality and family.

The change of social space features requires the upgrading of the consolidating function of public consciousness to cope with the mass culture domination, as well as with the causes of terrorism, ecological disasters and other global problems.

2.2. Existing Approaches to Public Consciousness Formation

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Let us consider the process of modern consciousness formation from two different points of view: as a vector shaping the idea of good and an opposite view, embodying the idea of evil. In both cases, these opposite contents are united into a single whole: consciousness is a vector creating the objective reality (social being) where consciousness is both derived and self-generating, on the other hand, it is formed by the objective reality (social being), which also becomes both derived and generating (Molchan, 2016).

The process of the consciousness formation in the framework of this twofold approach acts as the activity of an objective reality, while the objective reality (social being) functions as a consciousness activity. Admitting the consciousness relativity depending on a selected scale of fundamental values, let us consider consciousness from "positive" and "negative" points of view.

Since the social being of each nation can be presented as a combination of inner and outer qualities, the formation of national consciousness under the impact of social being, as well as the change of social being under the influence of consciousness and behaviour of each person or social group can have an arbitrary motion trajectory. Hence, having no stable value and moral foundation, they can be directed both to evil and good.

This is not only the search for harmony, the formation of a humanistic attitude to the world, where high moral, esthetic, religious values are consistent with legal consciousness, responsibility for one's life, family, country and even the world in the real environment with global problems, but this is a process involved in all problems solution with respect to the social being.

The development of consciousness is a complex problem. For its predictable formation contributing to the country's preservation and prosperity as well as the entire planet, experts and specialists in different fields of knowledge should make some joint efforts. The socio-philosophic and systemic-structural analysis of the problem with the identification and formalization of main parameters can be promising. Such approach was successful when studying the mass communication applying a mathematical model of the information transfer in complex systems, that resulted in the emergence of the concept of a control system (centre) for some certain C. Shannon's (1963) magnitudes and N. Wiener's (1968) cybernetic model in which the concept of feedback was introduced.

Developing of C. Shannon's (1963) idea, S. Beer (1993) determined the concept of a feedback, as the interchange of output and input signals, having distinguished their positive and negative direction. The positive reaction is caused by the positive direction while the negative reaction is the result of the negative impact.

The methodology and the model used for studying various political processes were proposed by M.N. Grachev (2004) who was involved in the investigation of individuals, socio-political communities and social institutes.

The works of these scientists proved the possibility to develop and design meaningful and researchable models with relatively small assumptions. Simulation results enabled to interpret research problems.

Three social structures were determined as main parameters: authoritative as a state structure, internal as a non-state structure (family, various social communities, professional associations, political parties, etc.) and external as a foreign one. Each social structure aims at forming the desired group consciousness, which combination represents a profile of real public consciousness. When combined, it, in its turn, has influence on people's consciousness in all structures.

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Thus, the following scenarios are viable:

1) if the influence of external structures is great, but that of the internal and authoritative ones is weak, the trajectory of the public consciousness development will be determined by other countries. Let us take as examples the intervention of western countries in Iraq, Libya and other countries, the interference in internal affairs of Ukraine for creating a so-called democratic society with the externally formed public consciousness. Civil wars, anarchy, mass human victims were the consequences of these activities. Democratic values are still on paper.

The refusal of the Russian Federation to follow the independent foreign-policy line after the disintegration of the USSR (in the 90s of the 20th century), meeting the wishes of "partners", can be considered as an example of the consciousness development complying with this scenario. This leads to the refusal of its own ideology and loss of its national interests, accompanied by the population reduction, people's impoverishment and the downswing in industrial and agricultural production;

2) if authoritative structures predominate in a social system with the negligible influence of the rest, and the institutes of civil society are promoted without having any real influence, the result is a dictatorship;

3) if the influence of non-state structures is greater than the impact of others, and the vectors of public consciousness formed by these structures follow different random direction, two scenarios are possible; the first one associated with the strengthening of some groups leading either to anarchy or federation. Both scenarios result in the disintegration of a country (the USSR, Georgia, Moldova) and the establishment of new state formations; the second vector with further strengthening of one of the groups causing the suppression of the other groups influence resulting in the transition to a dictatorship accompanied by formation of new power structures. Thus, the scheme presented above allows considering the direction of public consciousness development and its trajectory over time (Maikova, 2013).

The vector of state structures is the most conservative and historically approved (for instance, a procedure of adopting laws, conducting elections, etc.), but extremely time-consuming. By the contradictions among state and non-state structures, the anti-state consolidation of groups can be observed. It is possible due to their mobility (small time scales) thanks to their fast feedback. A sharp increase of the negative influence (defined as a negative resonance in in the management theory) leads to significant instability, resulting in variations of the vector direction of public consciousness with the transition from anarchy or democracy to dictatorship.

Thus, the era of globalization brings new global challenges, where the most probable scenario is the priority of an external control to the detriment of national cultures and interests. The evidence of this scenario is the migration crisis in Europe (2015-2016), which has become a true challenge for the European Union causing surprisingly difficulties to Russian-European relationships. The migration crisis caused the collapse of multiculturalism policy, threat to European civilization and destabilization of public security. The strenuous relationship with the Russian Federation is explained through the idea of an external enemy which is implanted in the public consciousness of European countries, making Russia guilty for disrupting the world order and the aggravation of the migration crisis in Europe by means of the military operation in Syria.

Results and Discussion

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Thus, a sustainable trajectory of the society development requires introducing a positive feedback in the system in addition to a negative one (Maikova, 2017). What is the point? Despite the vectors diversity concerning the consciousness development of different groups, there are some general directions to be followed such as universal, traditional elements of consciousness passed on from one to another generation that are congenial for all nations and cultures (Shapiro, Hobdari & Chang, 2017). These elements are similar to the harmony in nature, the rhythm in music, the verse in poems.

When combining a multitude of forms, it is appropriate to recollect the so-called "golden section" or "golden rule of morality", which enables to develop the world of people as a human society. They claim: "The whole must refer to its greater part in the same way as the latter to its smaller one"; "Treat people in the way you want them to treat you". The golden section principle is the supreme manifestation of the structural and functional perfection of the whole and its parts are available in art, science, engineering, nature, consciousness.

The facts proving the existence of golden S-sections in nature are mentioned by Belorussian scientist E.M. Soroko (1984), who suggested a hypothesis that golden S-sections are numerical invariants of self-organizing systems. This experimentally proved hypothesis has a fundamental significance for synergy – the science that studies the processes in self-organizing systems which also include the public consciousness as a spiritual constituent of social being, holistic spiritual formation with a certain inner structure.

Both in natural and artificial systems which differ in the beauty of forms, harmony is reduced to this integration. Thus, physical beauty, for example, a human body, on the one hand, is bilaterally symmetric; on the other hand, it is proportional and built according to the golden rule. Any violation of order makes a human being physically ugly. Symmetry and proportionality of the parts according to a common idea construct the physical beauty of the face. Their violation and deflection in one or another way makes the face ugly, e.g. the absence of eyes, the distorted cheek, etc.

The development of society and public consciousness represents a combination of a variety of shapes, which number is not unlimited, but may be calculated as a joint of parts of any organism characterized by its own beauty and harmony. This joint is is not random, but united by one idea that is pursuit of perfection.

If we want the society to strive for ideals, to be positive, the idea of perfection is required. It should be a trend of social development at a state level, implying the opportunity to correlate through a dialogue as an essential condition of its sustainability (to find a common vector of the development for the majority of social groups).

The methodology of the public consciousness development as an imperative for coping with global problems is correlated with the national idea of self-survival and the idea of the planet Earth protection. The origin of meaning and the power of responsibility for oneself and the world, which they cause and supplement the earthly life, and hence, the temporal life, are included in the content of spiritual and moral problems. This meaning becomes apparent at all levels, i.e. a personality, a social group, a nation, humankind. It consists in a combination of nature and the human being, person's own life and the history of a nation, as well as the desire for creative self-realization (Mayko et al., 2017). If the public consciousness is deprived of national spirit expressiveness, its social basis seems to be uncovered and losses its spiritual content.

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Thus, it is necessary to follow something traditional and fundamental, which is concentrated in the spiritual experience of a certain nation, gained through suffering and therefore universally recognized. The differences in sociocultural traditions, expressing different types of civilized changes, do not eliminate the interaction, but, on the contrary, imply, as factors contributing to self-development of nations, their mutual enrichment. Consequently, each nation has own traditions based on universal values, which contribute to humankind preservation on a global scale. They add spiritual and material values presented in different aspects of social development guaranteeing stability and acting as fundamentals capable for uniting the principle in the dynamics of modern public consciousness. National, historical, cultural, political, and ecological issues are among these important aspects. The changes taking place in all spheres of social life pose a problem of the social consciousness sustainability and its foundation (which comprises these values). This sustainability implies the coordination of key foundations of the society life according with the fundamental values of nations, certain ideals of the future.

M. Scheler (1994), M. Heidegger (1993), N. Hartmann (2002) claim that the highest universal values are spiritual, since unlike material values, they are inseparable.

Spiritual and moral values, being the basis of culture, are reflected in all spheres of social life and act as the value foundations of the society consolidation, since they are inherently objective and independent on the subjective consciousness. They are subjective as they rest on the subjective (universal) evaluation in their production and movement. Spiritual and moral values are characterized by the transcendence of individual consciousness as they are capable of performing organizational functions through symbolic forms.

In the study by N.O. Losskiy (1991) a spiritually “rich” individuality is defined as “a creature having realized the absolute spiritual and moral values and the obligation to follow them in his/her behaviour, which is the person’s background for his/her intensive spiritual growth”. He claims that “spirituality is reflected in striving for good, truth and beauty”.

The world of values implies a particular order consisting of interrelationships of values, that cause the formation of some hierarchy, where one value is defined as “higher” or “lower” compared to the other one. M. Scheler (1994) arranged the values by their hierarchic significance. In the attempt to determine the criterion of the values height, he identified the features demonstrating that they are the “higher”, the more lasting and less divisible they are, the worse they are substantiated by other values, the deeper the satisfaction they give, and finally the less relative they are.

According to M. Scheler (1994), the “eternal” values are the highest, while the short-term values are considered as the lowest. Temporal values that are more divisible, relative and dependable on other values, and able to meet only superficial demands are in the first, the lowest row. They are values of pleasure and unpleasantness. The next row is represented by values associated with the sensation of life. They suppose the opposites of the noble and the mean, the good and the ugly, which derivatives are values correlating with the concepts of well-being and ill-being.

The third, much higher row is composed of spiritual values connected with esthetics (beautiful and ugly), with the sphere of natural mode of life in the field of the law and order (fair and unfair) and with the philosophy and science, so-called values of the truth cognition. The highest row is made up of the absolute values like holiness and divinity, characterized by the eternity, integrity, and independency. Their cognition can be achieved only by the integral spiritual feeling of love (Molchan, 2016).

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These values are individual since they determine the relationship among people as individualities, between the human being and the Absolute –the God as individuality. The values inherent to individuality occupy an independent place in this row. Not his/her own usefulness is important to a human being: let the object of admiration be not in his/her power, let a human being be unable to own it, but the existence of this beautiful object what is valuable and significant to him/her. In general, the spiritual affection for the beauty is the search for general life harmony.

This harmonic, integral life is the highest ideal of the beauty, which directs the moral creatures to the contemplation of beautiful things in nature and, especially, in life. True respect and love rely on the ability of a person to find in a beloved and respected person such important traits as dignity and real perfection and appreciate them. When somebody is respected because of mercenary motives, a human being realizes the unfairness of such respect. The most reasonable right for respect belongs to the moral creatures, but to comprehend it, one must be aware of the idea of such perfection (Bondareva, 2016).

Spiritual and moral values are a living embodiment of a particular correlation of mental activity of a nation. In the integral combination of the spiritual and the moral, in the harmony of the material and spiritual, as a phenomenon of a national world-view and spirit, where the truth and life are always integrated as a result of national spirit, spiritual and moral values favor the stimulation of benevolent and lofty excitations according to the harmony and systemacy laws (Cano-Kollmann, Hannigan & Mudambi, 2017).

Due to the participation of spiritual and moral values, the responsibility is formed to do the things admitted as good without any analysis and awareness of the fact why and how the good is good, etc. The concept about the good and evil in actions is transformed into behavior and unconscious prohibition. This is the only way to form the internal imperative responsible for doing good and avoiding doing evil (Pushkareva, 2014). Applying to all spheres of human activity, this general consciousness and perception are transformed into the internal instruction and the guideline in different kinds of activity, acquiring the form of the internal law and determining the human activity in general as a civil or natural law. Gradually, one begins to admit the fact that it is impossible to avoid the discussion of issues believed to be metaphysical which are related to the comprehension of things that are real and to find out the role of the cognition. The discussion of these issues also helps understand the structure of the cognition, the operation of science, the place of a person and his/her role in the world (Reid, 2017).

Spiritual and moral values are awareness of oneself as a cause of own actions, admitting own guilt. The more distinctly and clearly one realizes that a human being is a master of his/her actions, the greater responsibility he/she feels and retrains from evil (Pesotskiy, 2016).

High causality of connections in the “spiritual and moral values – individual consciousness – public consciousness” chain with all complexity of their correlation arises instantly and exists as a comprehensive whole. The following actions take place:

1) the evaluation process from a particular viewpoint with the attributes of the beautiful and ugly, the good and evil, interpreted only in this “spiritual and moral values – individual consciousness – public consciousness” chain, which favor the origin of moral feeling;

2) the transformation of these ideas into a set of particular generalizations and rules , i.e. code of behavior in the society (etiquette);

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3) the process of the internal approval and reprimand before and after, i.e. the origin of consciousness (Nestik, 2014);

4) the awareness of oneself as a cause of actions, i.e. the formation of freedom and responsibility feelings.

Spiritual and moral values, as a consolidating idea, are able to secure the development of inner passionarity through the idea of corporal and spiritual health, where the human life is an absolute value. As a factor of the society consolidation in the era of globalization, spiritual and moral values are formed in the public consciousness as wide and narrow senses. The narrow sense implies the harmonization of the internal and external world of people, consciousness of the person's role in this world through the search for meaning and its realization. The ultimate unit is represented by a person being formed in process of training and education (Kraevskii, 2006).

The wide sense includes the awareness of the human life on a planet Earth scale in the environment when a man is unable to understand and influence the social being on a planetary scale. This a priori implies the consideration of objects from the viewpoint of their global significance. In this case, the ultimate unit is represented by the humankind of the planet Earth. Social communities, states, associations (professional, religious, etc.) can be considered from these two viewpoints.

Thus, spiritual and moral values are ways of spiritual world harmonization, the development towards the future, the conscious adoption of the thought of possibilities to harmonize the human society and a human being. Spiritual and moral values are not only the search for harmony, the formation of humanistic attitude towards the world, where high moral, esthetic, religious values agree with legal consciousness and responsibility for own life, life of own family, country and even the world in the environment of real global problems, but are the leading factors of the resolution process aimed at coping with various problems of social and natural being.

Conclusion

The authors came to a scientifically substantiated conclusion that the solution of the problems concerning the modern society consolidation, the current crisis of public consciousness and the guaranteeing of the social and natural system stability are possible through the recognition and implementation of the leading role of spiritual and moral values and interrelation harmonization in the "society-nature" system.

There are various ways to solve the problems of the public consciousness development as an open system that meet the modern requirements and take into account the achievements of scientific and technological advance. However, at the modern stage of the human civilization development, only spiritual and moral values can act as a catalyst of the formation of a healthy spiritual environment with optimal correspondence to the requirements imposed on public consciousness: guaranteed and reliable viability of the human society, high social responsibility of each person, the formation of the law and order in the society, the application of coordinated efforts of individuals, different social groups when solving the problems of the social development, the correspondence to social changes, the formation of a consistent civic stand, the participation in the formation of crucial issues of policy, economy, culture, and international life, the positive influence on social and natural progress.

Spiritual and moral values can really act as a factor of the consolidation of the modern society since they enable to represent various current social processes as nonlinear if they are considered as a harmonious combination of their external and internal dynamics with the surrounding natural reality.

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Conceptual Model Of Training Personnel For Small Business Services In The Digital Economy

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Abstract

The economy of the new generation presents innovative requirements for the training of undergraduates, the process of forming professional competencies in the educational space of the university based on new methods and digital teaching aids, which determines the relevance of the topic. The purpose of the study is to build a conceptual model of training personnel for small business services in the conditions of the formation of the digital economy. The leading approach to solving this problem was the modeling method that allows to consider this problem as a purposeful and organized process for the formation of digital, professional competencies, initiative and entrepreneurship, soft skills of undergraduates studying in the field of management "Management of small business services" in the definition of structural components. The article explores the issues of readiness of the economy and the educational process of Russia to the perception of the digital economy. The conceptual model of training of personnel for small business in the sphere of services developed by the authors in the digital economy includes such components as: the purpose, principles, methods, means, content, attestation and evaluation, the result. The practical importance of this research is that the results and proposals can be used by educational institutions, employers and professional communities.

Keywords: conceptual model, training, education, vocational training, small business, services, the digital economy, readiness index, perception of information and communication technologies, information environment of the university , digital competences

Introduction

The topic of the digital segment in the economy becomes relevant in the light of the qualitative changes that have taken place in the society. The development of this industry stimulates the government of the country at the legislative level. Back in December 2016, the President of the Russian Federal Assembly instructed to prepare a program for the digital economy development by incorporating innovative transformations into a holistic model of the digital economy, where interstate associations, countries, organizations and companies can build more profitable and productive relationships with their

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customers and partners. The digital model of economy gives significant advantages in increasing the speed of new products and services entering the market, increasing the experience of working with clients and economic victories over competitors (Shmelkova, 2016; Davoudi et al., 2018).

New technologies allow processing large amounts of information in a short time, which contributes to better and faster management decisions. Under the impact of new digital technologies, the company's business culture is changing, it becomes possible for the performer to achieve certain changes and communicate the ideas to the leaders, thanks to agile culture. Mobile technology transforms and habitual workplace. A specialist can work anytime and anywhere to meet customer needs (Aleksashina, 2013). So-called Modern Workplace are created to allow communication in a secure environment.

When training new generation specialists it is important to take into account that the order of passing business processes and the speed of decision-making changes (Vinichenko et al., 2017; Fartash et al., 2018; Tastan et al., 2018) . Thanks to the technology of the third platform, new products and services are emerging. Electronic intelligence allows you to create robots that monitor the quality of production, make intelligent decisions that minimize the defects in production. The product itself, through the digital economy, is increasingly growing in information post-sales and pre-sales services. The information space of the company becomes transparent, obtaining information about business processes almost instantly. The digital economy is dictating new approaches to training graduate students in the field of small businesses, which should be focused on the responsiveness of the rapidly changing information and telecommunication business environment, intensification of the self-actualization process, language adaptability, development of emotional and intellectual potential, and the high competition of work force in the market. As a result, it becomes urgent problem of constructing a conceptual model of training for small business service sector in the digital economy (Vinogradskaya & Paytackiy, 2016). It appears to us as a guiding principle for the systematic realization of its ideas in the educational process, as new direction in pedagogy and a new constructive principle in the preparation of highly qualified personnel for small businesses.

Methodological Framework

To investigate this problem, analysis of normative documents, content analysis, method of mental experiment, forecasting, systematization and generalization of facts and concepts was applied.

With the help of modeling, a holistic concept of the formation of digital, professional competencies, initiative and entrepreneurship, soft skills of undergraduates studying in the direction of management orientation "Management of small business in the service sector" is shown in terms of determining the structural components and their content: goals, principles, methods, digital means, content, attestation and results. The model is developed on the example of training for students in the master's program "Management of small businesses in the service sector" in the direction of training Management.

Results

Index of readiness in the country's economy and the educational space of Russia to the perception of information technologies

According to different assessments, the digital economy has a great potential for change in more than 50% of the modern economy branches. This is because ICT and digital platforms are changing dramatically from business model, increasing their efficiency through optimization and exclusion of intermediaries. As experts have found out The World Bank, the excess of the number of high-speed

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Internet producers by 10% can increase the annual GDP growth from 0.4 to 1.4% (Slezina & Rudenko, 2018).

According to Boston Consulting Group company estimates, the share of the digital economy in GDP in the "G20" has grown over five years from 4.1 % to 5.3 %. The world leader in the share of the digital economy in GDP is Great Britain - 12.4 %. In developed countries this indicator from 2010 to 2016 grew from 4.3 % to 5.5 %, respectively, while in developing countries - from 3.6 % to 4.9 % (ROSTEKH, 2016). In Russia, this indicator in 2016 is estimated at the level of 2.1% of GDP.

Studies conducted by the authors in the last few years have shown that the development of small business has reached its saturation and does not exceed the threshold of a long period of time by more than 20% of GDP. Further development is possible when changing the conditions for the functioning of business and training professionals capable of working in rapidly changing digital environment. New technologies like mobile communication, the Internet, the cloud, electronic signature, artificial intelligence become tools for training specialists for doing business, they make it possible to tune quickly into a new wave.

Important is not only the willingness of the company itself to switch to digital business processes, the degree of perception of countries and cities of the digital economy is important as well.

The World Economic Forum conducted an assessment of the business readiness index for the perception of the digital economy in 53 indicators in 2016 . The top countries are: Singapore (6 points), Finland (6 points), Sweden (5.8 points), Norway (5.8 points), the US (5.8 points), the Netherlands (5.8 points), Switzerland (5.8 points), the UK(5.7 points), Luxembourg (5.7 points), Japan and Denmark, Hong Kong, Korea, Canada and Germany, with the same number of the score of 5.6. The evaluation was implemented on a seven-point scale. Russia in this rating in 2016 took 41 months with a score of 4.5, improving positions from 77 places in 2011 .(The index of the development of information and communication technologies)

In terms of the readiness index of Russian regions to the information society, according to the Institute of the Information Society in 2013-2014, the leaders were Moscow and St. Petersburg (table 1) . Outsiders are such regions as: Republic of Adygea (Adygeya), Republic of Buryatia, Republic of North Ossetia - Alania , Kursk region ,Republic of Tyva , Bryansk region , Kabardino-Balkaria Republic , Karachay-Cherkessia Republic , Republic of Ingushetia , Republic of Dagestan (The index of readiness of Russian regions to the information society 2013-2014).

Table 1. Index of readiness of Russian regions to the information society 2013-2014

Regions	**Index**
Moscow	0,693
Saint-Petersburg	0,643
Yamalo-Nenets Autonomous Okrug	0.609
Khanty-Mansiysk Autonomous Okrug	0.569
Tyumen region	0.553

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Murmansk region	0.541
Republic Of Tatarstan (Tatarstan)	0.524
Khabarovsk territory	0.515
Tomsk region	0.512
Sakhalin region	0,511

Source: compiled by the authors according to the Institute of the Information Society, World Electronic Region . URL : http : // eregion.r u / (date of circulation: 04/03/2018)

The start stage of informatization of education system has created good premises for the information educational environment organization that meets the social needs in obtaining a sufficient and diverse list of educational services, as well as the formation of the necessary conditions and mechanisms for the implementation and achievements of CT into vocational education environment. The implementation of the initial stage of education informatization has made it possible to reduce the differences between subjects of the Russian Federation, but the problem of information inequality of the regions in this sphere is still relevant.

The rating of the Russian Federation regions on the sub-index "ICT in Education", constructed on the basis of the values of the nine indicators at the beginning of 2013/2014, is shown in Table 2

Table 2. Rating of the Russian Federation regions on the sub-index "ICT in Education" at the beginning of 2013/2014.

Place	Regions	Index	Place	Regions	Index
	Ten leaders			Ten outsiders'	
1	Yamalo-Nenets Autonomous Okrug	0,723	73	Orel region	0,343
2	Moscow	0,714	74	Nenets Autonomous district	0,342
3	Tyumen region	0,659	75	Arkhangelsk region	0,340
4	Republic of Tatarstan (Tatarstan)	0,643	76	Karachay-Cherkess Republic	0,337
5	Leningrad region	0,620	77	Ingush Republic	0,330
6	Yaroslavl region	0,618	78	Bryansk region	0,329
7	Saint-Petersburg	0,616	79	Smolensk region	0,327

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8	Khabarovsk territory	0,607	80	Republic of Buryatia	0,325
9	Murmansk region	0,587	81	Kursk region	0,309
10	Khanty-Mansiysk Autonomous Okrug – Yugra	0,564	82	Republic of Dagestan	0,286

Source: compiled by authors and according to the Institute of the Information Society, the World Electronic Region. URL: http : // eregion.ru / (reference date: 08 .04.2018)

Based on the results of the 2013-2014 rating the top ten leaders were the Yamal-Nenets autonomic district (AO), Moscow, Tyumen Region, Republic of Tatarstan, Leningrad and Yaroslavl Regions, St. Petersburg, Khabarovsk Territory, Murmansk Region, Khanty-Mansiysk Autonomic Okrug - Ugra (KhMAO - Yugra). Outsiders in the ranking were the following dozen regions: Orel, Nenets, Arkhangelsk region, republics of Karachaevo-Cherkessia and Ingushetia, Bryansk and Smolensk regions, Republic of Buryatia, Kursk Region, Republic of Dagestan.

As part of the "Digital Economy" development it contains a section "Personnel and Education," in which the authors propose a program to restructure the educational process, to implement training strategy, during the whole life and to introduce a system of labor relations that meets modern requirements of the digital economy. For the first time in the program appears the term "personal development trajectory", in which labor and educational relations of citizens are included.

Open format of such trajectories together with the rules of personal data storage and registry of independent qualification assessment is planned to be formed in 2019, fixation systems in personal trajectories - in 2018. It is worth noting that the system will have an open API for extension and basic services for a description of competencies, its identification, standardization, popularization, assessment and certification and will be available to potential employer.

Principles of training specialists for small businesses in the digital economy

It is expedient to note that competence and individual approach to learning, according to the authors, is a key principle in building a conceptual model of training for small business service sector in the digital economy, among other principles (Suptelo, 2013).

Having studied the development of the education conceptual model, the authors singled out the following principles for the masters' preparation in the small business service sector:

- competent approach, based on the formation and a coherent set of competencies required for future specialist of services to work effectively in digitalization. In its turn competence is the formation of intellectual potential of the individual, formed in the process of learning that allows in the future to perform certain work functions. The result of mastering the competence is the definitions of the set of knowledge and skills that manifest themselves in highly qualified performance of labor duties. Formed competence should be directed to the language adaptability, high academic mobility, emotional and intellectual development, potential intensification process, actualization on fast reaction with respect to the swift changes of informational spaces (Galishnikova, 2012);

- continuity of education. The process of education is a kind of continuum, that is, "lifelong learning." Therefore, in teaching process citizen movement in educational space considered as certain personal path:

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on the levels of education; movement in accordance with a possible change in the profile of training and human needs. It is an educational maneuver at different stages of the life cycle, based on the needs of the individual; and to increase the qualification, in the formation and professional competences (Nikolaeva & Gumenyuk, 2012).

The introduction of the digital economy will require the training of professionals, and therefore the authors of the "Digital Program" offer to restructure the educational process, to implement training strategy, during the whole life and to introduce a system of labor relations that meets the realities of the digital activities of citizens. The program "Digital Economy" proposed to introduce for the Russians and fixing the personal trajectories of development, in which it is necessary to include labor and educational relations between citizens.

- individual education , assumes an individualized character in the selection of professional competences, which allows to take into account the emotional and intellectual potential of each student , and, thus, help them to build their personal trajectory of education , self-actualization , self-development (Nagovicyn, 2014);
- the organization of the independent work for the undergraduate students both in the classroom and in the non-auditorium, acquires special significance in the digital economy, its forms and methods (Morkovkin, Sinitsyn & Barska, 2017) ;
- self-education is a form of the individual learning activity of the learner, motivated by their future professional needs and interests, aimed at acquiring the necessary knowledge and skills, as well as the need for their constant improvement. It is necessary to create conditions to train, in which the initiative is welcome, experiments in self-preparation and improving and responsibility for learning. Independent development of students competence, mastery of knowledge and skills helps to stimulate rise in training sense of responsibility for the satisfaction of their educational needs for shaping the future career development (Galishnikova, 2012);
- development of the creative potential of the individual is a process of qualitative and quantitative changes in personal characteristics, the formation of creative motives, mastering the methods of creative activity in the learning process.
- informatization of the learning process presupposes the use of digital technologies in education, the construction of the information educational environment of the university. The accessibility of education is based on the use of information and distance technologies;
- developmental instruction focuses the educational process on the potential capabilities of the learner and on their implementation;
- adaptability to the changing conditions of the information society development and the economy based on the economic knowledge (Rudenko et al 2016).

Construction of a conceptual model for the training of undergraduates of a new generation for small business services

Conceptual model of training for small business services in the digital economy, according to the authors, includes the following components: the purpose, principles, methods, tools, content, evaluation and the result. The purpose of the conceptual model is preparation of masters for small business services. It has defined a set of certain competencies, enabling the graduate to perform effectively imposed on him labor

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functions in the digital economy and ability to build a personal development path and adapt quickly to new digital technologies (Fig.1).

In the conceptual model, views on teaching methods change. Therefore it is recommended to understand the way in which the student's cognitive activity is organized; the way of interaction between the teacher, the representative of the employer and the learner, aimed at mastering a certain set of competences, allowing to form the knowledge and skills necessary for further work in the digital economy, the development of students and their upbringing.

In today's world, the classification of teaching methods varies. In any educational process, as a rule, a combination of different elements of several methods is used, and when it comes to this or that method of instruction, one should understand its dominance in relation to others. It should be noted that in the digital economy at the forefront innovative and interactive techniques, associated primarily with the use in the educational process of digital technology.

Initially, methods are divided according to the principle of interaction in the systems "teacher-learner", "learner-learner", "learner-content of studied content".

1) passive methods - the student listens and watches (lecture, explanation, excursion, webinar, video course viewing);

2) active techniques - assuming the interaction between the learner and teacher when they interact with one another during the sessions. Studying the question of teaching methods, the authors noticed that individual teachers identify the concepts of active and interactive methods, however, it is worth noting that despite their similarity, they have certain differences. Interactive methods are recommended to be considered as a modern form of active teaching methods;

3) interactive approach to learning is viewed as effectively interaction in systems "Teacher- learner ", " learner - learner ", " learner " - the content of the studied content ". Interactive methods include discussion, gaming technology, role and simulation games, round table, performances, debates, workshops, brainstorming, creative tasks, interactive excursion, work in small groups, videoconference, social and psychological training , portfolio method , focus group, method " Pops- formula", method of projects (Averin & Orlik, 2017), method "Take a position", Socratic dialogue, group discussion, method "Decision Tree", method of reflection, "Leader-slave" method, pairing , thematic discussion, the method of rotations , exchanging of experience etc.

The following classification of teaching methods is recommended to be carried out according to the source of knowledge:

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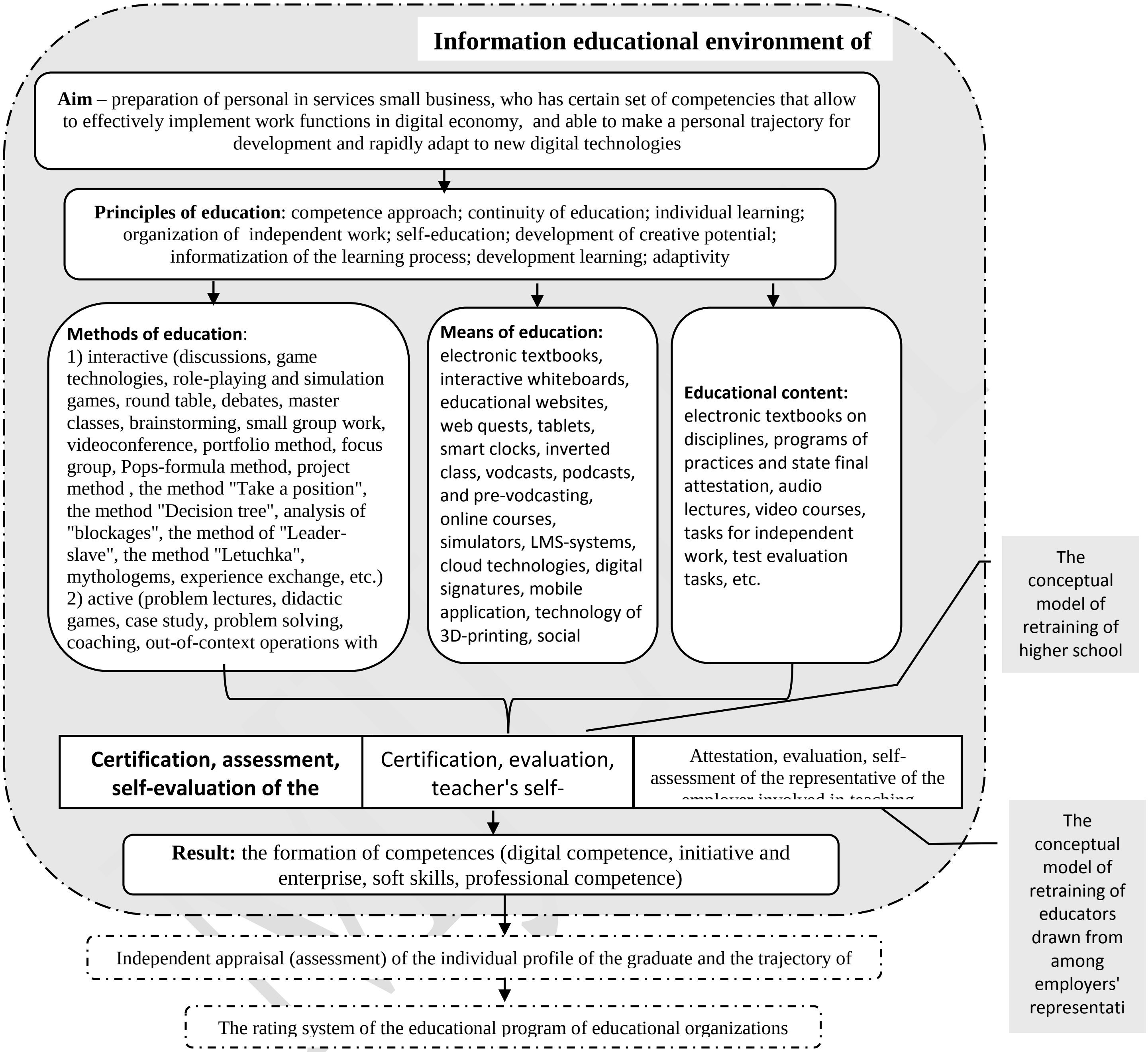
Information educational environment of
Aim – preparation of personal in services small business, who has certain set of competencies that allow to effectively implement work functions in digital economy, and able to make a personal trajectory for development and rapidly adapt to new digital technologies
Principles of education: competence approach; continuity of education; individual learning; organization of independent work; self-education; development of creative potential; informatization of the learning process; development learning; adaptivity
Methods of education:
1) interactive (discussions, game technologies, role-playing and simulation games, round table, debates, master classes, brainstorming, small group work, videoconference, portfolio method, focus group, Pops-formula method, project method , the method "Take a position", the method "Decision tree", analysis of "blockages", the method of "Leader-slave", the method "Letuchka", mythologems, experience exchange, etc.)
2) active (problem lectures, didactic games, case study, problem solving, coaching, out-of-context operations with
Means of education: electronic textbooks, interactive whiteboards, educational websites, web quests, tablets, smart clocks, inverted class, vodcasts, podcasts, and pre-vodcasting, online courses, simulators, LMS-systems, cloud technologies, digital signatures, mobile application, technology of 3D-printing, social
Educational content: electronic textbooks on disciplines, programs of practices and state final attestation, audio lectures, video courses, tasks for independent work, test evaluation tasks, etc.
The conceptual model of retraining of higher school
Certification, assessment, self-evaluation of the
Certification, evaluation, teacher's self-
Attestation, evaluation, self-assessment of the representative of the
The conceptual model of retraining of educators drawn from among employers' representati
Result: the formation of competences (digital competence, initiative and enterprise, soft skills, professional competence)
Independent appraisal (assessment) of the individual profile of the graduate and the trajectory of
The rating system of the educational program of educational organizations

Figure 1. Conceptual model of personnel training for small business services in the digital economy

1) verbal method assumes active teaching activity: the teacher orally presents the material, according to a pre-determined plan of the lesson;

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2) practical method relies on the acquisition of knowledge through laboratory and experimental activities. The teacher sets tasks before the beginning of the lesson, provides assistance to the instructor in their decision;

3) visual method. Teacher during class uses for clarity schema, illustration, and tables, conducting experiment and different visual aids;

4) independent work and learning, which may include reading, note-taking, preview, organize, analyze, and other educational activities;

5) distant method is referred to innovative methods of training with the use of video, electronic textbook, test evaluation tasks. This method requires the student a high level of motivation and ability for self-learning.

Depending on the cognitive activity of student on mastering the material studied M.N. Skatkin and J. Lerner proposed the following classification of methods (Skatkin, 1984; Lerner, 1989);

1) explanatory and illustrative method - transfer of a teacher "ready" knowledge through any didactic material. The role of the learner in this process is passive and consists in listening and fixation the material;

2) reproductive method makes the addition of passive acceptance to use the information in solving problems and exercise participating in "teacher - student" system, "the student - student", "student - the content of the studied content";

3) The method of problem statement is the active work of the teacher. The teacher at the lecture or practical lesson indicates the problem and explains the ways of solving it.

4) partially searching (heuristic) method of training involves independent work of the student, aimed at processing the collected data in order to identify emerging in accordance with their own problems and contradictions, to seek solutions to identified problems and analysis of the obtained results in order to identify the verity. Teacher is assigned the role of assistant or the mentor, they help the learner to pass all stages on the way to identify and solve problems.

5) the research method is the most modern and effective in terms of assimilating new knowledge. It requires a teacher of high qualification.

No less interesting classification of teaching methods that obtained widespread in the present time is developed by U.K. Babanskii. He identified three main groups: methods involved in the organization and implementation of teaching and learning activities, incentives and motivation of teaching and learning activities, methods of control and self-control efficiency of teaching and learning activities.

The content of the conceptual model of the training of personnel of small entrepreneurship is subject to new requirements. It should include textbooks and electronic textbooks in subjects, program practices, and the state final examination, audio lectures , video tutorials, presentations, tasks for independent work, test assessment tasks, focused on the development of these competencies as digital competence, initiative and bickering, soft skills professional competence , responsible for the formation of knowledge, abilities and skills in the service sector. To deliver content to consuming it is recommended to use new information and communication technologies. Educational content is based on new digital technologies; it should provide new means for assessing mastered competencies.

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The result of the training of personnel for small business is the mastering the necessary basic and professional competence for the performance of labor functions in the conditions of the digital economy. It is advisable to group all competencies in four blocks:

digital competence - generating e abilities and skills of undergraduates in the information environment in view of information security, applied for the professional, analytical and research problems of modern digital technologies, work with large data sets (big data) , implementation of preparation of tasks and development of design solutions in the information environment;

initiative and entrepreneurial competence - the ability to generate ideas, turning them into real projects, to carry out their socio-economic assessment, taking into account the risks incl. information, ability to plan and manage projects using digital technologies (Lerner, 1989);

soft skills - the ability to implement and build intercultural communications, organize work in groups to implement management, strategic and project solutions using information and telecommunication technologies, carry out self-study, self-management, develop critical thinking, solve problems, manage time, create leadership skills (Lerner, 1989);

professional competences that contribute to the formation of knowledge and skills in the service sector.

In the program " Digital Economy" an independent assessment of students is planned with respect to the level of formation of basic competences of the digital economy, development of a rating evaluation of educational programs of educational institutions by the IV quarter of 2020. For the effective preparation of the undergraduate for work in the digital environment, three conceptual models are needed: the model and training of personnel for small businesses in the service sector, the models and retraining and advanced training of teachers and models, and retraining and advanced training of teachers attracted from among employers' representatives.

Discussions

Previously, some of the statements of this study have already been reflected in the publications of some authors of this study (Rudenko et al. (2016), Larionova et al., 2017, Zaitseva, et al., 2017) and have generated some scientific and practical interest. summarizing the accumulated results of the analysis of scientific and methodological materials in the field of training personnel for small business services in the digital economy.

In the program "Digital Economy" an independent assessment of students is planned with respect to the level of formation of basic competences of the digital economy, development of a rating evaluation of educational programs of educational institutions by the IV quarter of 2020 [6]. It is fundamentally new to include in the conceptual model the training of personnel for small businesses in the sphere of services in the digital economy of the unit for attestation (assessment, self-assessment) of the individual competencies profile and development trajectories of trainees, teachers, and educators drawn from employers' representatives to training in the educational environment university. The authors substantiate that for the effective preparation of the undergraduate for work in the digital environment, three conceptual models are needed: the model for the training of personnel for small business in the service sector, models for the retraining and advanced training of teachers and models for retraining and improving the qualifications of teachers attracted from among employers' representatives.

Conclusion

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Thus, it should be noted that the development of a conceptual model of training of personnel for small businesses in the service sector is the first stage in the modernization of Russia's education system in the digital economy. The result of the implementation of the presented model is studying the development of new competence: digital competence, initiative and enterprising, soft skills, professional competence. Introduction of the proposed models in the information educational process of high school will prepare a new generation of undergraduates who are able to exercise their labor functions of running a small business in spheres of services in the conditions of the digital economy.

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The Model Of Improving Pedagogues' Skills Directed Towards The Formation Of Competences In The Field Of Special Needs Students' Socialization

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Abstract

The article contains the results of the professional development program introduced into the continuous education system which is directed towards the rise of pedagogues' competence in the field of socialization of student's school with limited abilities by means of adaptive and sport extracurricular activity. The technique of the pedagogical experiment to determine the beginning and final levels of the formation of identified competences has been described. The effective forms of training pedagogues, significant forms of work have been revealed which are aimed at improving professional competences in the field of socialization of school students with limited abilities by means of adaptive and sport activity. It has been proved that an expanded arsenal of professional competences allows pedagogues to assess the degree of potential influence on the social and pedagogical, educational situation through adaptive and sport extracurricular activity in a special school, owing to which a positive influence is exerted on many aspects of a disabled school student's life.

Keywords: qualification improvement, school students with limited abilities, adaptive and sport extracurricular activity, competences.

Introduction

The effectiveness of the education system is becoming a significant element of its competitive capacity in the dynamically developing world and in order to ensure it, a constant upgrade of technologies, the introduction of innovation and a fast adaptation to the needs of society are required, because an opportunity to get high quality education is one of the most important among other life values at present (Zimin, 2009; Afanasenko, Tashcheva & Gabdulina, 2015; Mironova et al., 2017; Larionova et al., 2017; Ezhov et al., 2017).

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Professional development of pedagogues of all levels and participation in the system of continuous education is principally important. Continuous education is intended for the assistance to professional advancement and development both in respect of mastering one's subject taught and in respect of a pedagogue's mastering new educational practices and techniques. It is essentially important for a teacher to follow the fashion of changes because it is on his ability to adaptation the success of his students depends, furthermore as far as limited abilities students are concerned (further in the text – LA) (Gladkikh, 2015; Gnedova et al., 2015; Kalinina, 2017; Masalimova et al., 2014; Mitin, 2014; Salakhova et al., 2016a; Tashcheva et al., 2017; Zaitseva et al., 2017b; Zhedunova & Posysoev, 2013; Wang et al., 2018; Kvon et al., 2017, 2018).

Under new conditions a teacher has to perform not only the role of a doer, but also of a creator. Here one should learn to communicate, learn new approaches and technologies, especially in the field of LA students' socialization (Levina, 2001). A contemporary teacher needs to orient himself in all the diversity of new ideas and approaches (Zevina, 2000).

«An element of innovation is not merely a certain product, but it changes of a pedagogue' functions in the educational process. Professional position of a teacher which was traditionally determined as the position of a bearer and conveyor of cultural and scientific knowledge to the younger generation, starts to modify. Interest is growing to an activity constituent of education which is «depicted» in new mastered means of forms and methods of educational work. A pedagogue out of a «knowledge source» turns into a specialist who coordinates the formation process of a school student with his professional action...» (Baryshnikova, 2005).

A pedagogue's objective is to provide favorable conditions to solve the student's problems: he sets, serves, maintains the space in which school students learn to make decisions, in respect to his current plans and his own future (Luchenkov, 2016; Zhedunova & Posysoev, 2015a; Efimova, Oschepkov & Salakhova, 2015; Gladkikh, 2014a; Masalimova & Shaidullina, 2017; Zaitseva et al., 2017a,c; Tastan et al., 2018).

Analyzing the «problem field» of physical training and sport for children with limited abilities, one can speak that sport life of children with LA does not have socially significant development incentive. It takes place predominantly in a simplified organizational scheme, within the school. There are no conditions for the development of sport and motivation and target space for school students with LA. A spontaneous character of innovation in extracurricular physical education of school students with LA does not contribute to its effective renewal. Some contradictions arise which updates the problem of new approaches to the organization of the extracurricular educational process in view of the objectives to provide socialization for a person with LA. All this dictates the necessity of an active search for new approaches and methods, means and technologies of rendering aid to young people with LA in the field of socialization.

Pedagogues practically do not possess the approach to socialization of school students with limited abilities through adaptive and sport activity, the conception of their development in the educational out-of-class activity, as well as the formation of competences in the field of socialization of school students with LA by means of adaptive and sport out-of-class activity (further – ASOCA) in the professional development system today. So far there has been no coherent research which would help to compare different schools of thought and approaches to the solution of the problem of socialization of school students with LA in the adaptive and sport out-of-class activity. Having analyzed the theoretical literature we have come to the conclusion that the problem of forming competences in the field of socialization of school students with LA in adaptive and sport out-of-class activity has not been covered significantly enough and has not become the subject of the comprehensive research of scientists (Efimova

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et al., 2015; Gladkikh, 2014b; Kalinina & Kalinin, 2016; Masalimova & Chibakov, 2016; Mitin, 2016; Salakhova et al., 2017; Salakhova & Oschepkov, 2017; Zhedunova & Posysoev, 2016).

Materials and Methods

To train pedagogues in the professional development system, we have focused on one point that sign constructs were best suited for the formation of competencies among teachers in the field of socialization of students with LA with adaptive sport extracurricular activities.

Training in the system of teachers' professional development and teachers of physical culture directed to forming competences in the field of socialization of students with LA through adaptive sport extracurricular activities, performs a specific task: it must form activity using new material (such are adaptive sport activities in our work , pedagogical principles of the organization of adaptive sport activity, factors and conditions of socialization of schoolchildren with LA by means of adaptive sport activity and the sign constructs (integrated approach to the socialization of schoolchildren with LA, the technology of adaptive and sport activities).

In this regard, a new task is set, conditioned by specific training requirements: to create and transfer such a system of advanced training, where special expressions of activity, such combinations of material and sign constructs that would best correspond to the processes of forming competences in the field of socialization of school children with LA by means of adaptive and sport activity. This requirement, in turn, makes special work necessary to create a professional development system focused primarily on the specific patterns and mechanisms of the processes of teaching these competencies to pedagogues (Kalinina et al., 2016; Mitin et al., 2017; Salakhova et al., 2016b; Zhedunova & Posysoev, 2015b).

Orienting to the scheme of «pedagogical production» (Shchedrovitsky, 1999), we have modeled the process of forming teachers' competences in the field of disabled students' socialization through adaptive sport extracurricular activities (figure 1).

Simplifying the scheme, we can sow the case in such a way that the teaching aids simply go from one state of the social system to another (in this case, teachers working with students with LA), ensuring the mastery of competences to socialize students with LA through adaptive and sport extracurricular activity in training.

To gain knowledge, skills to socialize school students with LA through adaptive and sport activity that serve as prerequisites of learning in the course of the skills development program, as well as they become the elements of newly organized out-of-class activity at a special school, one should know already several types of activity and competence in the field of adaptation and socialization of school students with LA. In view of this condition we designed corresponding questionnaires that can help to identify the level of capabilities and the arsenal of competences in pedagogues. This relationship determines the way of organization and the order of exercises for teachers' learning in the professional development system.

A professional development course is designed from two subsections of training. The first subsection comprises the types of disseminating such activity: master-classes, adaptive and sport events, workshops and practical classes, conferences and round tables.

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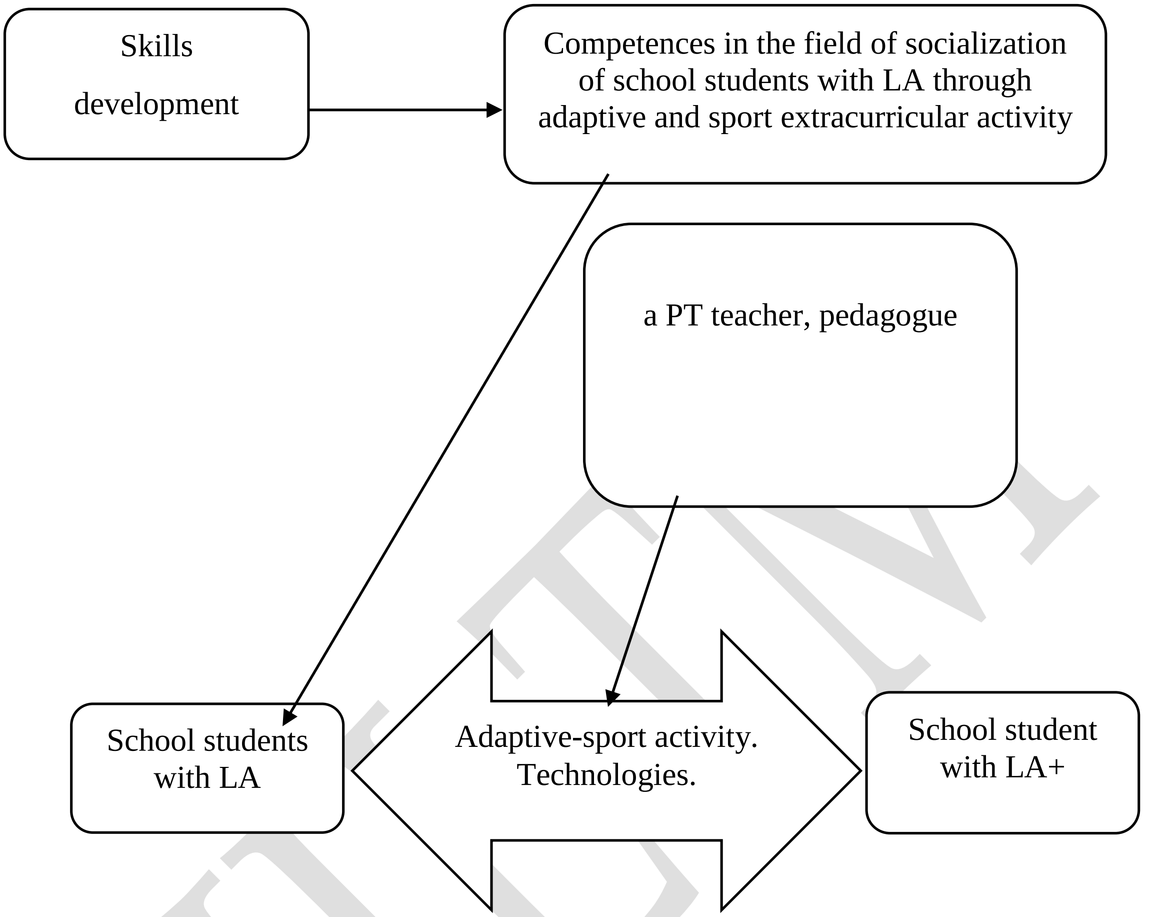
Skills development
Competences in the field of socialization of school students with LA through adaptive and sport extracurricular activity
a PT teacher, pedagogue
School students with LA
Adaptive-sport activity. Technologies.
School student with LA+

Figure 1. Model of forming teachers' competences in the field of socialization of school students with LA through adaptive-sport extracurricular activity in the professional development system.

If general elements of activity have been mastered, then the transfer of more complicated elements we can reduce to the transfer of those sign means in the second subsection that (comprehensive approach, the technology of adaptive and sport activity, pedagogical projects, special courses) enable someone to conduct this complex activity in an institution.

These groups have been constructed in the following way:

1) the first group - the direct transfer of activities and the teacher's inclusion in the adaptive sport space of the region;

2) the second - the transfer of sign means (this is the development of an integrated approach in working with students with LA, the construction of adaptive and sport out-of-class activity from the simpler elements of the adaptive sports technology). In addition, training is divided into the types of activity: aimed at general, vocational and special education. The use of sign means to build adaptive and sport extracurricular activity itself presupposes special activity of a teacher at an institution.

These are the following types of activity:

1) mastering the technology of adaptive and sport activity;

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2) building adaptive and sport out-of – class activities in the special school system;

3) an adequate application of pedagogical principles in the organization of adaptive and sport out-of-class activities in a special school;

4) taking into account the factors and conditions for socialization of schoolchildren with LA through adaptive and sport extracurricular activities.

Thus, as a result of the whole training program, a special design of the special means, dependent on each other, and the teacher training situations corresponding to them is created.

The socialization of students with disabilities through the means of adaptive and sport extracurricular activity is not reduced to only one educational means, but presupposes a much broader system of life interrelations, relations to surrounding phenomena, and so on.

We can rightfully say that the situations that are created in the course of education and training through adaptive and sport activity of a student with LA are aimed at his socialization.

It is important to note the relationship between successive parts, the stages of mastering competencies of the reverse real time movement towards the socialization of a child with LA in adaptive and sport extracurricular activity. In fact, we have one two-way dependence: in order to successfully socialize school students with LA through ASOCA, the teacher must master the entire arsenal of competences.

A very important fact in devising new adaptive and sport activity in the region and its integration into the teacher training program was that the teachers had already carried out some elements of such activities before. The main thing is that under conditions of elaborating methodical provisions, two different aspects are assumed: one for the forthcoming adaptive and sport activity, the other for the constructed procedures. The second aspect is specific research, analytical one in the field of socialization of a schoolchild with LA through the means of adaptive and sport out-of-class activity. We can say that this second aspect sets a specific feature of the methodological activity of the teachers' professional development program. It contains a lot of relatively closed acts of practical activity in the adaptive and sport technology, which are built with the help of methodological provisions, and all this is combined into one complex system by the elements of the adaptive and sport out-of-class activity itself.

To build the procedure of adaptive and sport activity, the teacher should know:

1) the specific features and basic competencies in the field of socialization of schoolchildren with LA by means of adaptive and sport out-of-class activities;

2) the main problems of socialization of schoolchildren with LA in pedagogical theory and practice, transformation areas in the field of socialization of schoolchildren with LA through the means of adaptive and sport out-of-class activity;

3) a comprehensive approach, technology and tools for adaptive and sport activity, conditions and pedagogical principles of the organization of adaptive and sport out-of-class school activities directed towards the socialization of schoolchildren with LA;

4) the need for competencies in this field, which are required to carry out consistent actions to provide the socialization of schoolchildren with LA through adaptive and sport extracurricular activities.

Knowledge of the activities in adaptive and sport activity in turn should take into account:

1) the specific features of a school student with disabilities and

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2) acceptable means of adaptive and sport activity. In this regard, the author faced the task of developing a program and introducing a system into practice of the professional development training that includes the following forms of work: special courses, seminars, master classes, pedagogical projects, round tables, conferences, adaptive and sport events aimed at building competences in teachers of physical culture in the field of socialization of schoolchildren with LA through adaptive and sport activities.

Results and Discussion

To ensure the effectiveness of training, the humanitarian enrichment of the interpersonal environment is required. It is not accidental that the focus of attention is made on the improvement of professional skills that takes place in the process of professional interaction of teachers with each other in the educational space created by us, in which students with LA and their socialization by means of adaptive and sport out-of-class activity are the subject of study and transformation common to all participants.

The teacher is the main organizer of the educational process at school. Therefore, out-of-class adaptive and sport activity aimed at achieving a socially significant result, especially important for socialization, is determined by the teacher's competence level. The check on the effectiveness of the formation of teachers' competencies was carried out by identifying indicators of the success of training. The success of teachers in the experimental methodology was evaluated on the basis of indicators of the enhancement of competences, theoretical knowledge and practical skills. The enhancement magnitude was studied by comparing what the teachers knew and could do before the experiment started and after completing the training course on the methodology developed by us.

To assess the initial and final levels of the formation of the identified knowledge, the diagnostic testing of teachers was conducted. All the questions of the test were united in a single research intention and were aimed at revealing theoretical knowledge about the socialization of schoolchildren with disabilities by means of adaptive and sport out-of-class activities.

In developing the technique of the experiment, the author laid down the following provisions regarding the ultimate goal of training teachers: knowledge in the field of socialization of schoolchildren with disabilities by means of adaptive and sport out-of-class activities are considered as formed if teachers showed the final test results at the optimal level.

The data obtained from the testing results indicate that in the process of training teachers have developed a stable, professionally important knowledge about the socialization of schoolchildren with LA through the means of adaptive and sport out-of-class activities. Acquired knowledge about the socialization of schoolchildren with disabilities through the means of ASOCA is holistic, systematized, which allows teachers to use them in their practical activity. The following studies confirm the validity of the author's judgments and conclusions.

To find out the self-assessment of the formation level of the above-mentioned competences, a questionnaire survey of teachers was conducted at the initial stage of the work. Teachers had to indicate what level of knowledge they possess on these questions, from their point of view. The questionnaire consisted of questions, the content of which concerned competencies in the field of socialization of schoolchildren with disabilities by means of adaptive and sport out-of-class activities. Teachers were asked to assess their level of competence on a three-point scale. The proportion of teachers assessing the level of their own competencies in the socialization of schoolchildren with disabilities by means of ASOCA as optimal was 2.5%, sufficient - 21.3%, insufficient - 75.8%. The results of the questionnaire, its form and content allowed us to establish the degree of awareness by teachers of the need to improve their competencies in this field, as well as to evaluate the objective character of the conclusions made earlier.

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Practical competences suggested by the author for teachers' mastering enabled them to realize their creative potential, to evaluate their capabilities in a new way. After completing a course 94 % of pedagogues assess their competences in the field of socialization of school students with LA through the means of adaptive and sport extracurricular activity as sufficient and optimal ones. In the course of the experiment the expert assessment of the formation level of the above-mentioned competences in pedagogues was conducted. Expertise was carried out by a group of experts at each practical event, which allows us to summarize the competencies used at classes and show their level. At each event, the board consisted of three to five experts. During the study, the data were collected from 37 events for each participant in the professional development program (more than 250 indicators per teacher).

On the selected criteria, a score point was obtained for competencies in the field of socialization of schoolchildren with LA by means of ASOCA using the method offered by L.F. Burlachuk (1989). The expert assessment proves the necessity to introduce the changes into the practice of teachers' professional development aimed at enhancing their competencies, filling it with various forms of work. According to the results obtained, it can be seen that traditional forms of education, such as lectures and seminars, give low figures of enhancement in the level of the competence formation among teachers. In the expert assessment for each competence, teachers gain not more than 1.4 points. However, such forms of work in professional development courses as a specialized course, lectures and seminars form the foundation for the subsequent immersion in pedagogical activity, the opportunity for rapid learning of more complex forms of pedagogical practice (for example, pedagogical projects, adaptive and sport technology), which leads to the growth of professional competencies. Filling the educational space of professional development with various training forms, we traced the enhancement in the competence formation level among teachers. Effective forms of training were seminars during training classes and master classes in educational and competitive classes in adaptive and sport extracurricular activities. Adaptive and sport events using the adaptive sport technology have the maximum effect, in which the emotional experience, personal, biased attitude of the teacher to the victories and failures of the student with LA makes the teacher to act and enhance his professional competencies. The result of increasing the level of competence in the expert assessment shows the effectiveness of these training forms.

The presented technique is a corrective-developing, not a diagnostic one. This means that the purpose of diagnosis is not to determine and ascertain the level of the competencies studied and not to distribute them on the steps of the professional ladder according to the assessment results. It was important for us to attract the teacher to thinking about the level of the formation of his competencies in the field of socialization of schoolchildren with LA through adaptive and sport out-of-class activity, and to activate the need for self-improvement in him. This method should be a stimulus for the improvement of the teacher's qualifications, his pedagogical skills, his creative initiative. The purpose of the diagnosis is to develop professionally important competences in the field of socialization of schoolchildren with disabilities by means of adaptive and sport out-of-class activity based on the information received. Therefore, based on expert data from each event, we built an educational space in such a way as to achieve the maximum level of competence among teachers in the field of socialization of schoolchildren with LA by means of adaptive and sport extracurricular activity.

The relationship between a teacher's self-esteem and a real assessment reveals the degree of mismatch in the perception of the same competencies. Based on the results of the calculations, a group of educators is identified, in their personal characteristics of who inadequate perception of themselves in the process of pedagogical activity predominates, the correlation coefficient in this group was from 0.21 to 0.39. The work on our training course was focused primarily on these specialists in order to achieve an adequate assessment of their capabilities and ultimately fulfill our goal - to create a higher level of competence among pedagogues. For the most part, teachers (78% of the total) rated their competencies adequately

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(the correlation coefficient was 0.71). At the final stage of experimental work, the adequate assessment by teachers of their competencies was 92%.

Conclusion

Thus, it can be concluded that in the process of forming competencies in the field of socialization of schoolchildren with disabilities through adaptive and sport extracurricular activity teachers had significant changes in parameters towards an increase which demonstrates the effectiveness of the learning process. Thirty people participated in the study at the initial stage of work in trying out the adaptive and sport extracurricular technology in special institutions. For more than 3 years, about twenty teachers have been working together on the ASEA technology per year. Annually about 300 schoolchildren with LA are involved in adaptive and sport activities. This quantitative criterion makes it possible to assess the extent to which students of special (correctional) institutions are included in the adaptive and sport out-of-class activity. The result obtained can be assessed according to the traditions of the adaptive and sport out-of-class activity in each school, orphanage, special institution, that shape up over the years. In accordance with the chronological expediency and in conformity with the context of adaptive and sport extracurricular activity the achievements of the pupils as a result of the work of the institutions should be taken into account as the project design of the study.

The social (practical, theoretical) significance of the technology of socialization of schoolchildren through adaptive-sport out-of-class activities in a special school allows one to assess the degree of potential impact on the social and pedagogical educational situation, thanks to which there is a positive impact on many aspects of a student's life with LA, which is confirmed by the following:

1) Schoolchildren become more confident in themselves and improve social skills;

2) Schoolchildren increase their readiness to apply to various vocational schools, handicraft institutions, and apply for work.

3) Schoolchildren show better preparation for independent living;

4) The ability to take personal decisions which are socially accepted, correlated with the generally accepted rule is improved;

5) Schoolchildren with disabilities with the help of adaptive and sport out-of-class activities transfer the experience of socialization to their every day life at home, at school, at work and at their place of residence, improving their quality of life.

The introduction of adaptive and sport extracurricular activity in a special institution is very significant as a criterion of humanity, because it is directed towards the correlation of the result with a measure of a person with limited abilities, that is, with his needs, interests, opportunities that fall into the sphere of his influence. Adaptive and sport extracurricular activity in a special school introduced in the work of special schools, is subject to a synergic effect. A synergic effect gives a possibility to judge that in the course of joint activity there was specialists' teambuilding working on the this problem. Schools started to hold joint extracurricular adaptive and sporting events, the teaching staff jointly prepared the teams of schoolchildren to participate in All-Russian and international competitions, organized training at schools. In addition to organizational, interpersonal relations and informal relations of both schoolchildren and specialists have established. In fact, the formation of such a cohesive team, the group of people of special correctional schools can be regarded as a kind of a product of research work.

The development of competencies in the direction of schoolchildren's socialization through out-of-class adaptive and sport activities in teachers of the special school makes his work open for innovative

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programs in this field, contributes to the creation of methodological support for this activity, and the training of personnel for this pedagogical work. The creative experience of special institutions is disseminated in the territory of the region, Russia and abroad. The formation of social partnership takes place, new social ties are created as the network principle. The emergence of such links, their expansion and strengthening testify not only to the social significance of the comprehensive approach to socialization of schoolchildren through adaptive sports activities, but also to the capacity of pedagogical staff to establish communication ties of different levels on the basis of interaction and cooperation (Kalinina et al., 2017; Salakhova et al., 2017).

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Pedagogical Mechanisms For Overcoming Media Destructive Influence On Student Personality: Values Of Dominant Of Moral Culture

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Abstract

The article focuses on the establishment of theoretical and methodical approach to the design and implementation of pedagogical mechanisms to overcome the destructive influence of the media on the personality of a University student. In the course of pedagogical monitoring implementation – the leading method of research, the structure and content of values - the dominants of moral culture of the person are justified as pedagogical mechanisms for overcoming the destructive influence of the media on the student. The article reveals the discursive content of the basic concept of the research - "destructive influence of mass media"; establishes the algorithm of perceptual model of destructive influence of mass media on the student (trivialization – stereotyping – projection - identification). Based on the results of the study as pedagogical mechanisms to overcome the destructive influence of the media the structure and content effectiveness of the dominant moral culture values of the individual is justified and experimentally proved. The results of the research presented in the article can be useful in the educational activities of teachers, methodologists, University curators, students.

Keywords: moral culture, mass media, perceptual model of destructive influence, modeling algorithm, trivialization, stereotyping, projection, identification, pedagogical monitoring

Introduction

Changing of the requirements to the training of a modern specialist puts forward for the system of higher education tasks involving going beyond rational considerations in the field of universal, moral traditions, ideas, sociocultural values and value orientations (Abdeev, 2001; Berger & Huntington, 2002; Bogomolov, 1997; Mal'kovskaya, 1988; Rubinstein, 2004; Zaitseva et al., 2017b; Kvon et al., 2017). The formation of the moral resistance of students to the manifestations of various psychological, social, moral, religious strains, to oppose the destructive, extremist manifestations in the society, in the educational environment and in interpersonal communication, today began to occupy key positions in the educational policies of the University. The special role of mass media in these processes is established (Glinskaya, 1998; Dennis & Merrill, 1997; Tarasov, 2002; Toskina, 2008; Yaremenko, 2000; Zaitseva et al., 2017a). In the broadest sense, the media today are a universal channel for the study and at the same time for the formation of public opinion, the mechanism of influence on the forms of public consciousness, norms of behavior and moral values, as well as an instrument of personal communication, designed for a wide audience (Dotsenko, 1996; Yerasov, 2002; Lisovsky, 2000; Lorenz, 1994). It is proved that in General they have a positive impact on the personality of the student because they are a source of almost unlimited amount of information (Bauman, 2008; Beck, 2000). At the same time, due to socio – economic and socio – political factors, the mechanisms of information policy of media are often used as a means of destruction of traditional cultural forms and symbols of values of moral culture (Ananiev, 2001; Chuprov, Zubok & Williams, 2003). Today mass media were transformed not only in" factory of stars and dreams", but also in creators of new myths, carriers not of social, but virtual reality in its illusory look (Bourdieu, 1998; Giddens, 2005; Tarasov, 2002; Fromm, 1994; Erikson, 2006). Through the media it became possible to broadcast not only objective, scientifically based knowledge about the surrounding reality, but also purposefully to form biased emotional and behavioral stereotypes, attitudes, patterns (Ray, 2007; Erickson, 2006). A modern student lives and is formed in a mega-information space, which creates a favorable ground for influencing his / her value system (Larionova et al., 2017a,b; Ezhov et al., 2017; Mironova et al., 2017). The escalation of samples of aggression, physical violence in the resolution of interpersonal conflicts in television programs has a direct impact on the formation of moral values and orientations of the student's personality, social attitudes and behaviors. It is established that in the assimilation of social experience, both positive and negative, a special role is played by imitation of the behavior of significant Others and identification with certain communities, leading to the adoption of their values, attitudes, norms and behaviors (Nordkvelle, 2003; Huizinga, 1997; Erikson, 2006). In this regard, there is a really difficult question: how free is the moral choice of the student's personality, which is under the constant influence of the media. It is proved that students, relying on their own experience, vague ideas and understanding of life values, use actively their right to freedom of life priorities choice, purposefully introduced by the media (Erickson, 2006). The identified trends determine the need to develop scientifically – based approaches to overcoming the destructive influence of the media on the humanitarian values of the moral culture of the student's personality. In this regard, the main attention in this article is devoted to the establishment of a theoretical and methodical approach to the design and implementation of pedagogical mechanisms to overcome the destructive influence of the media on a University student, as which the values - the dominants of moral culture of the individual are justified. The article reveals the discursive content of the basic concept of the research - "destructive influence of mass media"; the algorithm of perceptual model of destructive influence of mass media on the student (trivialization – stereotyping – projection - identification). Based on the results of the study as pedagogical mechanisms to overcome the destructive influence of the media the structure and content effectiveness of the values – dominants of moral culture of the individual is justified and experimentally proved.

Literature Review

The methodological basis of the study is:

1) the concept of cognitive dissonance of personality (Mal'kovskaya, 1988; Rus, 2007; Rubinstein, 2004; Festinger, 1999);

2) the concept of perception, cognition and understanding by a person of the surrounding reality and of another person in the context of social perception (Ananiev, 2001; Berger & Huntington, 2002; Dennis & Merrill, 1997; Rubinstein, 2004; Yaremenko, 2000);

3) conclusions of well-known specialists about the influence of media on the transformation of the structure and content of values and moral culture of the individual (Abdeev, 2001; Bauman, 2008; Beck, 2000; Bogomolov, 1997; Glinskaya, 1998; Yerasov, 2002; Lisovsky, 2000; Rubinstein, 2004; Toskina, 2008; Fromm, 1994; Huizinga, 1997).

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The analysis of the presented concepts and works of scientists allows us to determine the nature of the media connection with the processes of multi-genre articulation of values and value orientations of the moral culture of the student's personality through the usual media methods:

- use of multiple plots of the presented information, social value commenting of various parties of moral culture, tendentious use of information (Glinskaya, 1998; Tarasov, 2002; Toskina, 2008);

- expressive-emotional, valuable submission of information to activate the complex of perceptual mechanisms, decoration of the software product that causes a positive emotional response of the person (Bogomolov, 1997; Yerasov, 2002; Yaremenko, 2000);

- repeatability, personification and correlation of broadcasting of moral values with alternative levels of culture of the person: types of the final program products addressed to various age groups (Lisovsky, 2000; Toskina, 2008; Festinger, 1999);

- Regulation of the content of information (types of programs) in accordance with the requests of the information's customer (Huizinga, 1997; Chuprov, Zubok & Williams, 2003).

In the works of T.H. Mal'kovskaya (1988), K.A. Tarasov (2002), A.A. Toskina (2008), L. Festinger (1999) in the implementation of these directions the significant role of the perceptual model of destructive influence of the media on the values of the moral culture of the individual is reflected. In these works the effectiveness of the developed by S. L. Rubinstein (2004), the psychological mechanism is proved of the interaction of the external with the internal - external human exposure refracted through internal psychological attitudes. The mechanism works on the Commission of acts and actions that do not correlate with social need and, without providing the person with its social comfort, generate a syndrome of destructiveness. Researches of other group of scientists (Abdeev, 2001; Ananiev, 2001; Dotsenko, 1996: Erikson, 2006; Yaremenko, 2000) in overcoming of destructive influence of mass media on the student prove the necessity of the pedagogical potential use of moral culture values of the personality. It is proved that the weakening of the role of this phenomenon in the educational process of the University leads to negative results in overcoming the destructive influence of the media on the individual (Huizinga, 1997; Yaremenko, 2000). An example is the negative experience of mechanical transfer of the "Formula of success", developed at the Institute of Gallup (USA), to the ethnic soil of Japan. This attempt failed because of the differences between the values of American corporate culture and the values of Japan's moral culture (Kazuma, 1992). In the course of the research it is proved that, despite the active interest of the representatives of science and educational practice to the problems of interaction between the media and the student, in their study the questions of development of the basic theoretical and methodical approach to the implementation of values remain open – the dominants of moral culture as pedagogical mechanisms to overcome the destructive influence of the media on the personality. An attempt to address these issues is the purpose of this study.

Results and Discussion

3.1. The Content of the Concept "Destructive Influence of the Media"

1. The essence of the concept is determined by the basic content of destruction, traditionally understood as "the destruction of the foundations of anything, relations, etc." (Explanatory dictionary of Russian language of the late twentieth century. Language changes, 1998).

2. The modern semantic content of the concept of how to describe the process of destructive influence of the media on the values of moral culture of the individual is characterized:

1) The General orientation of the media goals on the fluctuations of value - emotional and behavioral

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stereotypes, ideals, standards, attitudes of the modern student, who carries out his / her activity in the mega-information space, creating a favorable ground for influencing the structure of moral values of the person. It is proved by all previous and actual experience of mankind that the dynamic vital world is not only the surrounding subject, but also mental and spiritual world of the person (knowledge, values, orientations, norms, ideals), all that together forms the direct reality of individual human life that is daily created and recreated by each person (Lisovsky, 2000; Lorenz, 1994; Ray, 2007; Tarasov, 2002). By means of mass media it became possible to broadcast not only objective knowledge about surrounding reality, but purposefully to transform them and on this basis to construct virtual reality in its illusory form. In a contemporary media-stream the text-basis updates the virtual world models, formats the matrix of personal knowledge of the audience and their experience, turning the media into a powerful and dominant tool of destruction of historically built, traditional cultural forms and values and value orientations of University students (Lisovsky, 2000; Toskina, 2008);

2) The practical orientation of the media influence on reformatting the boundaries of the moral culture of the individual. Hidden influence of mass media on consciousness of the person is that invisible technology of management of moral values which allows embedding media in structure of social interactions and communications (Abdeev, 2001; Ananiev, 2001; Toskina, 2008). In fact, the real world of modern man is formed and functions in the information space, in which the main function of media texts has shifted from the reflection of objective reality to the compilation of life stories of individual characters, or to the dialogues of heroes with real or hypothetical interlocutors. In this regard, there is a difficult question: how free is the choice of the student's personality, which is under the constant influence of the media. It is proved that students, relying on immature everyday experience, fuzzy ideas and understanding of life values, fall under the influence of moral priorities, insistently introduced by the media (Lorenz, 1994; Fromm, 1994; Erickson, 2006). The most popular media practical mechanisms of influence on the personality of the student are trivialization, stereotyping, identification, comprehensively affecting all levels of mass consciousness – emotional, behavioral and value orientation, the sphere of conscious and unconscious. An example is the myth of the "great American dream", advertised by the media, and for several decades, owns the minds of mankind. The failure of the myth in modern realities is proved by the backbone factor-self-identification of various ethnic groups, for which the "American dream" does not fit into the system of values of the moral culture of a particular people (Bogomolov, 1997; Bolshakova, 2010; Dotsenko, 1996; Jung, 2004).

3.2. Algorithm of Perceptual Model of Destructive Influence of Mass Media on Student's Personality

The study found that by the purposes the media are organically connected with the processes of perception, cognition and understanding by the person of the other person and the surrounding reality (Ananiev, 2001; Bogomolov, 1997; Mal'kovskaya, 1988; Rubinstein, 2004; Toskina, 2008). Perception of objective reality is fundamental one in the information policy of the media, focused on the implementation of the goals of influence on the personality of the student. Mechanisms of the media destructive influence on the identity of the student are substantiated and experimentally proven using the algorithm of perceptual models: trivialization – stereotyping - projection – identification (Mal'kovskaya, 1988; Rubinstein, 2004; Erikson, 2006; Yaremenko, 2000).

1. The trivialization. T.N. Mal'kovskaya (1988) defines this phenomenon as the process of reducing the diversity of social experience of the student's personality to a single norm - triviality, that is, the ordinary, elementary, accessible one. According to scientifically based conclusions T.H. Mal'kovskaya (1988), triviality is planned in advance and consciously in information policy of mass media to influence most effectively on reformatting of value orientations of the person, using insufficient formation of a personal, social and moral position, insignificant professional experience and experience of socially useful activity

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of the student. The levels of triviality observed in the process of destructive influence of mass media on student's personality are established:

1) Realization of everyday values, what surrounds the person "here" and "now" includes all the variety of its everyday preferences. The starting point of exposure is the student with the whole spectrum of his vital needs and interests (Lorenz, 1994; Fromm, 1994; Huizinga, 1997);

2) the use of polymorphism of values of the reality in which the student is constantly immersed, which is felt as a natural state, as a private sphere of life, filled with everyday events (Beck, 2000; Berger, 2002; Giddens, 2005);

3) everyday "stuffing" of patterns (moving patterns and models of norms and values, actions and contacts), recognized by a person as usual and their own in contrast to external, objective forms and rules of interaction, independent of his/her will, perceived as obligatory, frightening, and therefore external, alien (Bauman, 2008; Berger, 2002; Yerasov, 2002; Huizinga, 1997; Ray, 2007).

It is proved that the use of established levels of trivialization undermines the values of the moral culture of the individual, based on traditions that persistently are kept in the life of older generations (Yaremenko, 2000).

2. Stereotyping. Represents one of the most priority processes in communication of the student and mass media. Under the influence of the media and in the process of interaction with information supplied by various sources, each subject of communication forms specific role models in behavior, activities, using which the personality not only socializes itself, but also helps to socialize others, acting in turn as a stereotype of imitation for others (Rubinstein, 2004; Fromm, 1994). Classification of stereotyping models used in information policy of mass media is established:

- Social status models. Focused on formation of the subjective self-assessment of the personality are determined by the social status occupied by the student in the immediate environment, in educational and vocational activity, in life, on rest, etc. An attitude: "the purpose justifies means» is formed;

- socio-role one. Personal qualities of a student often do not correlate with his / her roles performed "vertically", hierarchically – from the lowest to the highest. An attitude: "nothing personal - just business» is formed;

- expressive aesthetic stereotypes. Determined by the dependence of information evaluation on the external attractiveness of the Communicator. According to the theory of cognitive dissonance, used in the information policy of the media, the mass consumer has a mood of dissatisfaction, if the content and nature of information is not combined with the external data, facial expressions, articulation, timbre and speech rate of the Communicator (Ananiev, 2001; Lisovsky, 2000; Toskina, 2008; Festinger, 1999). The more attractive the Communicator looks, the more reliable the information coming from it is given. External attractiveness is a complex of physical, expressive, emotional, and behavioral and presentation qualities. An attitude is formed: "Image is everything". (Erickson, 2006).

3. Projection. In the course of the research it is used as a process and the result of comprehension and generation of meanings, which consists in conscious or unconscious transfer of the personality's own properties, states, experiences because of external objects, to other people. It is established that the projection of the informational policy of mass media may have both protective and pathological, aggressive nature (an unconscious attempt in a crisis to find a "scapegoat"; the interpretation of events, situations, and giving them their own feelings, their own experience; unconscious attribution to other individuals one’s own morally not approved, unwanted thoughts, feelings, actions). In addition to understanding and generating new meanings, projection in the media also performs the function of

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removing from the person or from the social community of internal moral conflicts by accusing others. Projection is typical not only for mental reactions of the person, but also for large social groups, classes, Nations. That is evident today in the propaganda wars of the totalitarian regimes of the "unipolar" world with the progressively developed democratic structure of the "multipolar" one. (Ananiev, 2001; Dotsenko, 1996; Mal'kovskaya, 1988; Rubinstein, 2004).

4. Identification. It is a conscious comparison of one-self with another person. This is most often achieved in the form of a mental transfer of one-self into the space and circumstances of another person to gain a deeper understanding and to learn his/her views, motives, habits, etc. Identification is a priority mechanism of knowing the other, but requires great mental and moral costs of existing views and concepts radical changes. All this creates a serious mental discomfort for the individual. Therefore, the true identification with frequent declarations of the media on the results of the application is rare (Fromm, 1994; Erickson, 2006).

It is proved that the effectiveness of perceptual model's algorithm of the media which is destructively influences the individual is directly dependent on the level of formation of values – the dominants of moral culture focused on the perception of the supplied information: the higher the level of formation of values - the student dominants, the lower the effectiveness of influence and Vice versa (Dennis & Merill, 1997; Toskina, 2008).

3.3. The Structure and Content of Values-Dominants of Student Moral Culture

In this context, the semantic content of values-the dominants of person moral culture is understood as an invariant core of historically developed norms, patterns and traditions of culture, changing in accordance with a particular historical situation, in resistance to it and in adaptation to it (Bauman, 2008; Bolshakova, 2010; Yerasov, 2002; Zabiyako, 1998; Rubinstein, 2004; Festinger, 1999). The imperative regularities of the modern world development, initiating the importance of moral culture study are established: the instability and eclecticism of the individual structure; the prevalence of "psychologically split" type of personality, where the tradition and modernity, mysticism and rationalism, encyclopedic knowledge and archaic prejudices, religious contemplation and political dynamism coexist (Bauman, 2008). It is identified that the values – dominants of student moral culture change in his/her personality in accordance with the cultural field, in which it is included. The characteristics of the cultural field inherent in the "transitional society", which promises the individual to realize its basic vital values, are substantiated. "Where uncertainty reigns, there is little time left to care for the values hovering above the level of everyday worries" (Bauman, 2008). All these values and processes create the social context in which the "transitional person" is born - an isolated, lonely, defenseless person, torn from the familiar environment and looking for the ground to take root in a new, far from equivalent environment (Bauman, 2008). Having lost the relative calm of the traditional world, a person seeks to learn new values instead of the previous ones in order to hear from them clear instructions on how to live and what to do next. Cultural forms of moral values-the student's dominants in this interpretation are the condition of self-identification, the necessary rule of influence on the person. The daily reality of the student includes a set of social connections, relations, structures of behavior associated with direct individual experiences and interpersonal contacts, habitual actions aimed at meeting the motives, needs, attitudes, expectations, and orientations. The social consequences of his everyday life are due to the normative boundaries, rules and social sanctions expressed in cultural forms and symbols of morals, customs, habits, stable moral representations of the individual. In this context, the values become not only the basis of mutual understanding in communication and interaction of students, but also a mechanism for objective evaluation of any information, including information supplied by the media (Bogomolov, 1997; Bolshakova, 2010; Toskina, 2008). Invariant core of values-dominants of the modern student moral

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culture correcting destructive influence of mass media is established:

1) Family – relative traditions and values - the dominants of moral culture. The importance and respect of family and relative traditions in all cultures is an archetypal and indisputable value. It is reflected both in the behavior of people (respect for seniors by youngers), and in the forms of appeal to their experience. Primary sources, ontogenesis of the problem is in tribal, religious traditions, norms and rules of culture, in which the main idea is the image - the symbol of the family, genus, surname. It is established that the active use of the phenomenon of family – relative traditions in modern social processes is explained by the laws of the formation of the information society and the difficulties of the existence of "transitional personality" (Berger & Huntington, 2002). It is proved that the effectiveness of personality formation in the current conditions is largely determined by the identification with ancestors, as a symbol, manifested spontaneously in a person, from the inside, like the inner revelation, being the identification of the "ancestral memory" of mankind, although there is a wide variability in the solution of these issues in different cultures. For example, the peoples of the North, Asia, Africa, and the East consider as a matter of honor to remember the 9-12 previous generations, and the peoples of the developed countries of the modern post – industrial society rarely keep in memory more than two generations of ancestors in a straight line. An example is the answers of students: "did not think about their roots", "grew up in an orphanage", "there are no photos of older relatives in the house" (Zabiyako, 1998; Yerasov, 2002). The media actively use these values both in a positive sense (panoramic display of the "Immortal regiment") and in extremist one (cynical display of flaming marches of neo-Nazis in Europe). These events, their assessment by young people are directly dependent on the moral culture formed on the basis of family values-dominants;

2) Language and communication. In any culture, at any historical stage of human development, the values of language are the main sign system that allows people to understand each other in all situations of social interaction (Mal'kovskaya, 1988; Rubinstein, 2004; Toskina, 2008; Festinger, 1999). Language reflects the culture of thinking, the culture of behavior, the spiritual and moral world of the individual through vocabulary, speech etiquette, knowledge of language forms and structures and the ability to use them. The students come into daily communication through language: oral communication (with family members, friends, classmates, teachers, they also include performance during the training sessions), and written form of communication (note-taking of lecture materials, writing of test and inspection tasks, solving of educational tasks). The language culture of the student is strongly influenced by many sources of information and communication: it is the immediate environment, and education, and the media (Glinskaya, 1998; Lisovsky, 2000; Huizinga, 1997). It has been established that the media actively invade the student's speech culture and transform it no less actively, as representatives of information media often do not adhere to the culture of language literacy and replace it with the surrogates of shocking "stuffing", illiterate vocabulary. In the course of studying the processes of mass media influence on the students' linguistic culture the two meanings are established: positive - expansion of the students' vocabulary, enrichment of speech with new lexical, stylistic, grammatical constructions and negative - the students' spoken and written speech is saturated with slang, vulgar, slang expressions, not only the culture of speech, but also the culture of thinking, behavior, General human culture, intellectual abilities fall. The effectiveness of the language dictation is proved used in the educational process of the University as a universal pedagogical mechanisms to improve the language culture of the student and to overcome the destructive influence of the media on this process (Toskina, 2008);

3) Cultural forms and symbols of work. Labor is not only of economic importance or performs functions that determine social relations. Labor is more important, historically developed value-the dominant of moral culture (Bolshakova, 2010; Yaremenko, 2000). This tendency is always present both in the types of primary morality - folk wisdom, and in more complex systems of morality and ideology. The attitude to

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work, as well as to other values, today is determined not only by spiritual or moral criteria. It turns out to be contradictory, dependent on a number of other factors, among which stand out:

- Production, that is, the social status of the person and its attitude to property. The assessment of their place in life for the owner (entrepreneur) and the employee is sharply different;

- Professional, covering the prestige of the profession;

- Technological, that is, the attitude of the individual to a particular side of the production, the conveyor, the computer, which can range from high interest to indifference and even hostility.

- Moral and value orientation is an important prerequisite for increasing the prestige of labor.

Every society encourages labor to some extent, although it subordinates it to the higher values of moral culture. But this is where the value duality of labor found its solution. Its bulk was directed to the spheres recognized as significant in this society. In the confirmation of socially useful work, stimulation of constant usefulness of labor, its ethical orientation the main achievement of each civilization consisted (Yerasov, 2002). For the student the fundamental basis of the labor is the study. That's about 80% of his/her life. It represents purposeful process and result of mastering by the student of scientific knowledge system, cognitive competences, formation on this basis of Outlook, moral and other qualities of the personality, development of sociability, creative abilities, reflexing. Daily work of the student is full of University classes: lectures, seminars, accompanied by tests, control and verification works, colloquiums. In addition to classroom activities, study involves independent forms of learning: writing papers, reports, essays, work on course, diploma projects, work with educational literature, electronic learning resources, participation in research projects and practices. The established content of the student labor, reproduced in the educational process, is a flexible regulator of assimilated forms and symbols of labor values (Glinskaya, 1998; Dotsenko, 1996; Yerasov, 2002; Lisovsky, 2000; Tarasov, 2002; Toskina, 2008; Tastan et al., 2018);

4) Physical health. It is proved that in any society human health forms an important value sphere (Beck, 2000; Bourdieu, 1998; Giddens, 2005; Rubinstein, 2004). At the same time, it is necessary to distinguish social conditions as the influence of a specific environment, situation, status, profession and purposeful activity that is either life-supporting (physical education), or is consistent with the values of moral culture and other cultural factors (Abdeev, 2001; Ananiev, 2001; Bourdieu, 1998). According to the definition adopted by the world health organization, health is not only a biological but also a social category, that is, health is a state of bodily, mental and social well – being. Cultural body as if is built over the body of anthropological and social one correcting mechanisms of life support. The image of the bodily Self is correlated with the historically formed cultural orientations, ideas about dignity, strength, beauty, physical skill, social and cultural appropriateness or originality of the student and is manifested:

- In physical terms-in the possession of good bodily health, normal physique; love of physical activity, getting pleasure from physical activities; ability to resist fatigue;

- in the intellectual plan-in possession of the developed mental abilities which allow to think and act effectively; in abilities to find the proper way out of difficult situations, preferring generally to rely on the facts, instead of only on emotions; quickly to pass from ideas to business; to realize the abilities and opportunities, to use them in the best way for productive activity, constantly improving the skills for achievement of objectives in reasonable terms; in the developed imagination; in abilities to find nontraditional solutions to the problems;

- in moral terms-in the possession of a sense of justice; in the tendency to rely mainly on their own judgments than the judgments of other people or sources of information; in independent decision-making

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on the use of social norms; possession of a strong will, but not stubbornness; in the willingness to recognize their own mistakes, without exposing them;

- in social terms – in developed ability to establish informal relationships with other people on the feelings of mutual sympathy; in heartfelt manifestations of their reactions; in the skills to build respectful relationships with others, as being higher in social status and below; in the absence of excessive credulity or excessive suspicion; in sincere expressions of love to family and loved ones, caring for them and providing assistance; to maintain stable friendships with people.

It is proved that these qualities of the student are transformed in the educational process:

-into the ability to positive self-development in a variety of situations, in life circumstances; form self-confidence and self-awareness;

- into motivated health promotion by setting its value, the acquisition of health knowledge, mastering the methods of guarding and multiplying the health, skills to apply forms of accumulation of health taking into account peculiarities of his/her body;

into the health culture, focused on a responsible attitude as one's own, and the health of others; the desire to preserve and expand one's natural potential, harmonious development of physical and moral; a willingness to maintain one's composure and others ones; ability to perceive and create beautiful (Huizinga, 1997);

5) Love is the highest value of a student moral culture, permeating all forms and objects of relations, filling them with life force (Lisovsky, 2000). It is established that the moral culture of each person is determined by the "order of love" – the fundamental way of its existence, in which there is an important aspect of human life-moral purification, introduction to the true values embodied in ideas, God or man (Bourdieu, 1998). Love is a feeling that is difficult to define formally. As a relationship between people, love is characterized by the highest emotional and spiritual tension and is based on the discovery of the maximum value of a particular person. The classification of cultural forms and symbols of love is established substantiated by ancient philosophers as the highest value of human moral culture and adapted by modern social psychologists to the context of a specific historical situation (Fromm, 1994):

- Eros-stormy, exceptional love-passion seeking full physical possession;

- Ludus-hedonistic love-a game that does not differ in depth and is mainly aimed at getting pleasure;

- Storge-calm, warm and reliable love-friendship;

- Pragma, based on the combination of the qualities of Ludus and storge, judicious, amenable to conscious self-control, love in benefit;

- Mania – irrational love, obsession, complete dependence on the object of attraction and self-doubt;

- Agape is selfless love, the commitment, the desire to dissolve in a loved one, the synthesis of Eros and storge (Russian pedagogical encyclopedia, 1993).

It is established that each of the established models of love expresses its certain individual style, but they can also be combined in one person (Lisovsky, 2000; Fromm, 1994). It is proved that the formation of the student scientifically-based ideas about the content of moral values-the dominants of love, allows them to avoid the risks of its assessments, introduced into their consciousness by the media, as a physiological process by type- "make love»;

6) Material wealth. Orientation to wealth is an archetypal human need. It exists at all historical stages of

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development of civilization. However, the object of wealth depends on the nature of the economy, and the attitude to it – on the values of moral culture inherent in this society in specific historical conditions. For example, in the pre-industrial period demonstrative wealth played an important role, as it was the most obvious evidence of the power and influence of its owners, their belonging to the upper class. The situation is changing radically in industrial society. With the growth of capitalism, it is the accumulated and "hidden" capital put into circulation that acquires the greatest value in the public consciousness. The influence and power of the owner depends on the movement of capital through invisible financial channels, even if the owner himself keeps a relatively modest way of life. At the present stage, during the period of mass production, there is a new turn, the increased consumption is growing, turning into demonstrative, in which goods and services are purchased not because of their own properties, but because they are expensive, that is, available only to wealthy people. Turning to demonstrative consumption is not only satisfying, but also increases the status of the rich in the opinion and attitude of others. A typical example is the wealth of modern oligarchs, their rivalry for a place in the lists of the "Golden billion" of the richest people on the planet, who claim the exclusive right to a secure life at the expense of those who do not meet the standards of this mythical billion. And this takes place when a huge number of people on earth die from hunger. This tendency, through media information flows, also penetrates into other strata, which may feel ambivalent satisfaction from the introduction of prestigious wasting and, at the same time, irritation and fatigue from cynical, immoral injustice. The established transformations of rethinking wealth determine students' understanding of its value meanings, changing in accordance with a particular historical situation;

7) A game. In the context of the problem under study, it is considered as an activity in which the world of culture was born and develops (Giddens, 2005; Rubinstein, 2004; Huizinga, 1997). It is established that in the life of youth the game occupies an important place: acts as a re-broadcaster of social experience, as a way of assimilating by personality of accumulated knowledge and skills, comprehension of himself, his "self". The classification of models of games, the most often used in the life of students is substantiated:

- games-exercises - in the process of their use, students learn the elements of labor, upcoming in the future vocational activities. Game technologies of quasi - activity, business games, the method of the projects which are based on implementation of structure and the maintenance of games-exercises are widely known in modern educational process (Yaremenko, 2000);

- Games-competitions- a model of the primary prototype of the initiation of the individual is used. In the modern educational process, this model is focused on the formation of moral values to achieve the goal;

- Simulation games- (imitation, imitation of the role of father, brother, friend and other socially important members of society, the inner circle);

- Role-playing games - a form of modeling by the personality of social relations in those manifestations that are available to it. The content of the game is realized by a person in a role, which contains certain rules of behavior. Obedience to them is the most important value of role playing. Taking over the performance of a role, the student is guided not by the attractiveness of the situation, and the rules of the role. Thus, in any role-playing game is necessarily an element of struggle presents with the personal impulses in order not to obey the assumed role, the forms of exploratory behavior are formed. Role – playing game, which arose as a valuable need for a student to take a certain place in the surrounding primary world order, transforms this need into its specific form – socially useful and socially valued activities. Mass media in the information policy of application of role-playing games in the course of influence on the personality use games by the plan and intensively, form rejection of the developed rules of real life, substituting them with psychological receptions of permissiveness in free self-expression of the student, "take away" the personality from real reality in the fantasy, free world of virtual life (Dennis

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& Merrill, 1997).

The study proved the effectiveness of the established structure and content of values-the dominants of moral culture of the student's personality (see: table 1)

Table 1. Performance indicators of values-dominants of the student moral culture (data is calculated by the average values of the 5-point scale of assessments).

The rating of values - dominants.	Indicators of values-the dominants of moral culture	Criteria (average values from 1-5 points)
1	Based on family-relative	5,0
2	Linguistic and communicative	4,9
3	The values of labor	4,85
4	Physical health	4,65
5	The values of love	4,5
6	Material wealth	4,0
7	Values of the game	3,5

Quantitative data presented in table 1 clearly indicate that in the ranking of values – the dominants of students higher grades are occupied by family - relative values (5.0 points), language and communication values (4.9 points), labor values (4.85 points), the value of physical health (4.65 points), the value of love (4.5 points), and the value of material wealth (4.0 points). The values of love, material wealth and value of the game (from 4.5 to 3.5 points, respectively) occupy a lower rating compared to the first three groups of indicators.

In their preferences of values – the dominants of moral culture of the individual students note the importance of:

- the humanistic component of raising family values in moral culture, opposing attempts by supporters of non-traditional trends, including a number of media outlets, to reformat the family as a cultural institution;

- improvement of the student's language culture (expansion of vocabulary, enrichment of speech with new lexical, stylistic, grammatical structures), purification of spoken and written speech from slang, vulgar, slang layers, on which depends not only the culture of speech, but also the culture of thinking, behavior, General human culture, his/her intellectual abilities;

- the fundamental basis of one’s own labor-study, representing a targeted process and the result of mastering by the student scientific knowledge system, cognitive skills, the formation on this basis of worldview, moral and ethical qualities of the individual, sociability, creativity, reflexing, necessary for the future creative work;

- attitude to physical health as a complex of physical, mental and social well-being of the individual, carried out on the physical, intellectual, moral, and social levels in a harmonious culture-forming environment;

- strengthening the focus on the highest values of love, filling all forms and objects of relations with vitality, moral purification, familiarization with the true values embodied in ideas, God or man;

- Change of orientation in the accumulation of wealth - from the end of accumulation to the wealth of labor, based on modern achievements of science and high-tech production;

- realization of the game as a re-broadcaster of social experience, as a way of mastering by the personality

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of accumulated knowledge and skills, comprehension of oneself, his/her "self".

85% of the surveyed students and 89% of teachers confirm the effectiveness of the established invariant core of values in the formation of the moral culture of the individual.

Conclusion

The obtained results confirm the theoretical and practical significance of the problem of using pedagogical mechanisms to overcome the destructive influence of the media on the values - the dominants of moral culture of the student as an actual direction of research. It is proved that in general, the media have a positive impact on the identity of the student because they are a source of almost unlimited amount of information. At the same time, due to socio – economic and socio – political factors, the mechanisms of information policy of the media are often used as a means of destruction of traditional values in society - the dominants of moral culture of the person (Glinskaya, 1998). A modern student lives and is formed in a mega-information space, which creates unlimited opportunities to influence his / her value system. The revealed trends have identified the need to develop science – based approaches to overcome the destructive influence of the media on the values of the moral culture of the individual student. In this regard, this article establishes a theoretical and methodological approach to the design and implementation of pedagogical mechanisms to overcome the destructive influence of the media on a University student. The article reveals the discursive content of the basic concept of the research - "destructive influence of mass media"; establishes the algorithm of perceptual model of destructive influence of mass media on the student (trivialization – stereotyping – projection - identification). Based on the results of the study as a pedagogical mechanism to overcome the destructive influence of the media the effectiveness of the structure and content of the values – dominants of moral culture of the individual is justified and experimentally proved.

This problem, as a research direction, does not exhaust itself by solving the studied aspects. Of particular interest to future researchers are the issues of designing and implementing models of media education of students as an interdisciplinary field of training.

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Risk-Thinking Forming In The Aspect Of The Sendai Risk-Thinking Forming In The Aspect Of The Sendai Program Requirements

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Abstract

The relevance of the problem is caused by the increasing scale of the consequences of natural disasters and the number of people getting into the zone of these disasters. Concern about the preparation of the population for emergency actions was also indicated by the United Nations Organization by having adopted the Sendai Disaster Risk Reduction Program. The purpose of the article is to develop methods for developing risk-thinking in order to reduce situational risk through the use of active teaching methods. The leading method of investigating this problem is the modeling of situational risk, which allows us to consider this problem from the point of view of minimizing the consequences of emergency situations with appropriate training of the population and professional rescuers. The result of the study is justification of the use of role-playing methods as a factor of reducing situational risk, forming risk-thinking with the help of games in the aspect of implementing the Sendai program. The practical importance lies in the adaptation of active training methods to the requirements of the Sendai Program on the inclusion of the education on issues related to disaster risk, mitigation of its consequences, preparedness for them, reaction, recovery and rehabilitation, into formal and non-formal education programs, as well as into activities of educating citizens at all levels, and vocational training programs.

Keywords: risk-thinking; Sendai program; disaster risk reduction; active methods; situational risk.

Introduction

On March 18, 2015, the Sendai Framework Program for Disaster Risk Reduction for 2015-2030 was adopted in the Japanese city of Sendai.

The Program states that "disaster risk reduction requires an approach that takes into account different types of threats and an inclusive decision-making process based on the open exchange and distribution of disaggregated data,including data broken down by sex, age and the presence or absence of disability, as well as on easily accessible, updated, understandable, scientifically sound, non-confidential information on risks supplemented by traditional knowledge "(Grote, 2012; Treleaven, Ormiston & Sykes, 2011).

In this aspect, we can talk about the necessity to form a risk-mindedness in different groups of the population, with reference to their behavior in critical and emergency situations.

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As you can see, the definition of "risk-thinking" is becoming more and more in demand, which is confirmed by the fact that one of the key changes in the edition of ISO 9001: 2015 (the Russian equivalent is GOST R ISO 9001, 2015) was the introduction of a systematic approach to the consideration of risks.

In this document it is noted that "risk is the influence of uncertainty on the achievement of the goal. Risk is inherent in all aspects of the management system of any organization.

Risks are present in all systems, processes and functions. Risk-oriented thinking provides assurance that risks are identified, examined and managed during the design and application of the management system "(Sumin & Chalkin, 2010; Zhumabaeva et al., 2013).

And in the document it is also noted that "the standart requires from the organization: to keep the higher management aware of risk-oriented thinking; to identify (identify) and consider the risks and opportunities of processes that may affect the conformity of products / services to customer requirements and to take appropriate actions to respond to them;

To carry out the constant risk management of production processes; to monitor, measure, analyze and evaluate the effectiveness of actions taken in response to risks and opportunities (Maslennikova et al., 2017; Larionova et al., 2017; Tastan et al., 2018).

In addition, in the Sendai Framework it is said about:

- The need for a better understanding of disaster risk in all its aspects related to the characteristics of impacts, vulnerabilities and hazards;
- disaster risk management, including national platforms;
- responsibility for disaster risk management;
- readiness for restoration on the principle of "better than it was"
- mobilizing of risk-sensitive investments to prevent the emergence of a new risk;
- the sustainability of the health infrastructure, cultural heritage and work environment;
- strengthening of the international cooperation and global partnership, also based on the information on risks
- the policies and programs of donors, including financial support and attracting loans from international financial institutions (Sendai Framework Program disaster risk reduction 2015-2030, 2015).

Obviously, there is a growing need in society to adapt the definitions of "risk" and "risk-thinking" to different spheres of life.

Methodological Framework

To form the definition of "risk-thinking" we use the method of analysis of definitions "thinking" and "risk", and then the method of synthesis of these definitions.

For the beginning let's consider some definitions of the word "thinking", provided in different fields of science.

"Thinking is one of the highest demonstrations of the psychological process of the cognitive activity of the individual, the process of modeling non-random relations of the external world, characterized by a generalized and indirect reflection of reality; it is an analysis, synthesis, generalization of the conditions and requirements of the problem being solved and the ways to solve it (Romanovsky & Muravyeva, 2010a; Romanovsky & Muravyeva, 2010b; Nikolaikin, Nikolaikina & Melehova, 2005).

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Thinking often develops as a process of solving a problem, where conditions and requirements are highlighted. The task should not only be understood, but also accepted by the subject - correlated with its need-motivational sphere.

An important role in thinking is played by emotions that provide control over the search for a solution to a problem. The product of thinking may be presented by goals of subsequent actions ... (highlighted by the author)" (Muravyeva et al., 2016).

Thinking is the purposeful use, development and increment of knowledge (highlighted by the author), which is possible only if it is aimed at resolving contradictions that are objectively inherent to the real subject of thought (Ge Zhang et al., 2013).

Thinking is the highest form of active reflection of objective reality, consisting in a purposeful, mediated knowledge of the essential connections and relations of objects and phenomena, in the constructive creation of new ideas, in predicting events and actions.

It arises and is realized in the process of posing and solving practical and theoretical problems (highlighted by the author) (Masalimova et al., 2014).

Thinking is the complex of psychological processes, states, and human actions aimed at solving various problems (practical, theoretical) and providing this solution (finding answers to the questions posed, confirmations or refutations of the hypotheses introduced).

An internally accepted task (that is, some idea of the desired future, given in terms of specific possibilities and limitations) is a system-forming link in the processes of thinking.

Mobilization of thinking as a mentally functioning system is carried out partly consciously and intentionally, partly involuntarily, due to habitual skills and other automatisms, as well as motivations, character traits, experiences formed in the person in the course of his previous development, upbringing, education, self-education (Berkimbaev et al., 2013).

Next, let us consider the definition of the word "risk".

The risk (Greek. risikon – rock) - a possible danger of any adverse outcome.

Risk - a combination of the probability and consequences of an adverse event;

Risk - a characteristic of a situation that has an uncertain outcome, with obligatory presence of adverse consequences.

Risk in a narrow sense - a quantitative assessment of hazards, is defined as the frequency of one event when another comes.

Risk as a situation of choice. The choice should be made between a less attractive, but more reliable strategy, and more attractive, but less reliable (A Note on Optimization Problems of a Parallel System with a Random Number of Units, 2017).

Risk: A combination of the probability of an event and its consequences. The term "risk" is usually used when there is a possibility of negative consequences. In some situations, the risk due to the possibility of deviation from the expected result or event.

The risk factor can be considered as a measure of the discrepancy between the various possible outcomes of the accepted decision (provided that the probability of the complex of the results is known or can be determined), which makes it possible to achieve the goal. (Romanovsky & Muravyeva, 2010a, 2010b).

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The experiment on the development and the adaptation of the definition of "risk-thinking" was conducted at the Department of Industrial and Ecological Safety of the KNITU-KAI, where the bachelors are trained specialized subject "Protection in emergency situations" of the 20.03.01 "Technospheric Security" course, in the framework of the formation of the all-cultural competence "possession culture of safety and the risk-oriented thinking, with which issues of safety and environmental preservation are considered as the most important priorities in life and activity." (Ministry of Education and Science of the Republic of Tatarstan, 2015; Ministry of Economy of the Republic of Tatarstan, 2016).

Results

Having analyzed the points of contact between the two numerous definitions of "risk" and "thinking", the authors of the article propose to define risk-thinking as a process of mental solution of a problem on the basis of available knowledge and experience, which, in theory, should lead to avoidance of an undesirable event (Zhang et al., 2013).

So, in this case, what will characterize the developed risk-thinking? The first is choosing the optimal solution leading to the least undesirable event. The second is the speed of decision-making, which, from our point of view, is an important factor, because the choice of the right decision, right after the accomplishment of the event is completely useless.

Consequently, the criterion of developed risk-thinking is the ability to analyze the largest number of possible options per unit of time and the choice of the variant leading to the least adverse consequences (Aven & Reniers, 2013).

However, it is necessary to differentiate risk-thinking in everyday and professional activities. If in everyday activities risk-thinking is largely determined by character traits, upbringing, education and experience gained during life, then the pillar of professional risk-thinking will be professional reflection.

D.S. Schoon (1983) suggests that the reflective practitioner perspective is an important factor in improving professional skills and productivity.

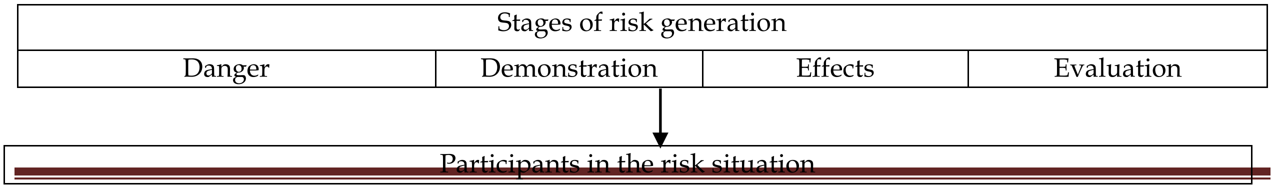
This is due to the fact that a security professional, while thinking of his own activities, can consider the implicit standards and assessments underlying his decision, the perception of the situation that led him to a particular pattern of action.

That is to say, the knowledge gained during the preparation for the professional activity will be the implicit foundation of the decisions made by him.

Therefore, for a qualitative training of a security specialist, in the educational process, it is not enough to give qualitative knowledge, it is necessary to develop the ability to analyze the situation, which the use of active teaching methods quite a few contribute to.

However, in addition to training professionals in the field of emergency situations, it is also necessary to form a risk-thinking in the population, and depending on the age categories. And, taking into consideration the sufficient practical experience of the authors of the article, we can say that here the active methods also will be the best option (Muravyeva, 2014; Muravyeva, 2012)!

Let us consider a model of situational risk analysis.



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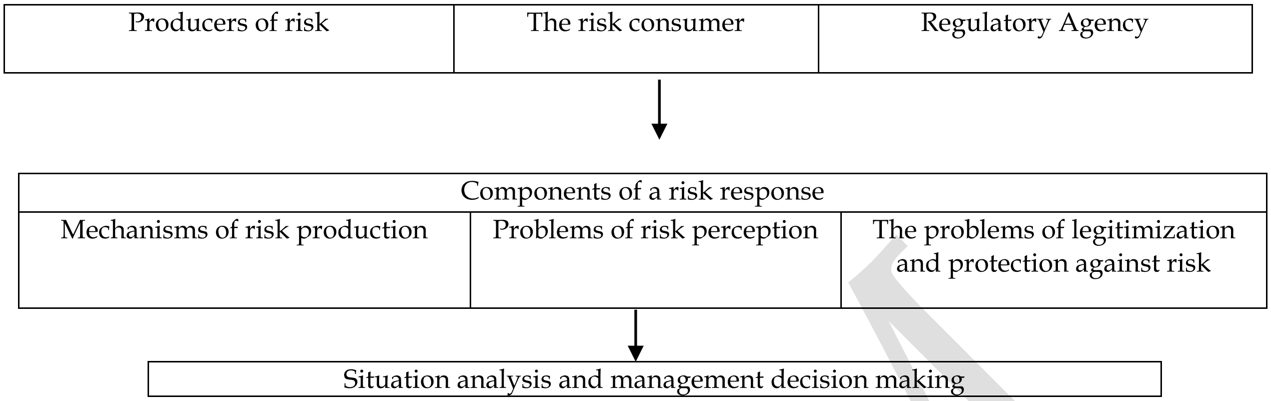
Producers of risk
The risk consumer
Regulatory Agency
Components of a risk response
Mechanisms of risk production
Problems of risk perception
The problems of legitimization and protection against risk
Situation analysis and management decision making

Figure 1. Model of Situational Risk Analysis

On the one hand, risk consumers (ordinary citizens) often do not have information to adequately assess the degree of risk, be it a natural emergency or an industrial disaster. They perceive it as a reality and that what the problem of people's perception of risk exactly consist in.

The way to minimize the situational risk is to change people's behavior. This modification is possible by encouraging the selection of safer or new alternatives to the action. In this case, the change is possible:

- by prescribing mandatory standards and rules that reduce risk;
- by transforming motivation;
- through the distribution of information about risk.

Obviously, the activities to prevent and mitigate the consequences of threats and dangers of the different nature can not be limited only by legal, organizational and technical arrangements, and if we talk about methods and means of forming risk-thinking, then it should be noted that the educational activity from this point of view is the most effective (Shavalieva et al., 2013).

Discussion and Conclusion

As in the case of training professionals the authors propose the use of active methods of teaching the population, as one of the ways to regulate situational risk. In its turn it will increase the level of formation of risk-thinking and will accordingly reduce the possibility of situational risk occurence (Šafhalter & Pešaković, 2015; Salmon, Cornelissen & Trotter, 2012).

Today one of the most advanced active methods is believed to be a role-playing game, which is a kind of interactive art, that consist in the preparation and conduct of a joint production with a non-fixed, variable storyline by participants and organizers.

As on the basis of a literary plot one can make a movie, it is also possible to build a role-playing game. The plot undergoes changes in many details both in the case of the movie and in the case of the game, but it becomes more accessible and understandable for a wider audience (in the case of a successful adaptation of the literary work) or participants (in the case of role-playing game).

Due to its interactivity role-playing game not only causes emotional empathy with the characters of the plot, but also allows the player to get experience in the situation unfamiliar to him.

In the role-playing game the player is invited to act in conditions that are as close as possible to those, in which acted the character of the plot, underlying the game.

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And the plot can be both literary or formed on the activity material; in our case it will be the simulation of an emergency situation.

When creating a role-playing game, the situations of any activity can be presented in the form of a plot, and the plot can be interpreted depending on the problems typical to the specific habitat, age category, etc.

Role-playing games are divided into the following types:

1. Situational (as a rule, short communicative games in which a certain type of situations is worked out in verbal mode - for example, negotiation), which is very important when preparing a person to the emergency situation.

2. Chip (the plot arises in these games due to manipulations on rather complicated rules with simple game things - chips, cards, dices, to which game values are assigned - rescue means, buildings, vehicles, etc.). This format allows to consolidate the order of actions in an extreme situation by building a logical chain of actions, repeatedly played on the board in the form of a system of logical moves.

3. Story-role games (most frequently created on the basis of a historical or political situation and affect the humanitarian, philosophical, psychological, sociocultural problems of our time, literary works usually become the material of such games).

This type of games allows you to fix actions in emergency situations at the level of muscle memory.

4. Strategic (the plot is connected with the management of a complex system, for example, production or military system; such games always require analysis of the game situation, decision-making with considering many factors and calculation of resources, that is why for conduct of these games a mathematical model is needed, better automated).

This option, of course, refers to the training of professionals, and allows a deep analysis of the arisen emergency situation in terms of prevention, co-ordination of the emergency actions and other professional requirements.

The most important thing in any role play is the ability to act in the situation that is fundamentally similar to the situation of any chosen character: from the modern head of the corporation to the medieval knight.

The plot is chosen by the organizers of the game, depending on the goals that they set for their project. It can be a joint creative activity, research, educational work.

The educational possibilities of the role-playing game are determined by two features of this practice.

First, despite the fact that role-playing games use "non-real" things (game "weapons", "documents", etc.), actions made with them are truly real.

In a situation-role game on the elimination of the consequences, for example of the crash, a player operates with "toy" means, the accident itself and its consequences being a game conventionality, but the player is being really required to analyze and evaluate the situation, make decisions, organize collective actions.

Only the danger to life and health and the social consequences associated with this accident are removed from the game, which allows the player to experiment while acting and take risks, that in real life would be excessive.

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Second: the child or young man today treat the knowledge very practically: if knowledge can be applied here and now - it's considered an important and necessary knowledge.

If the application of knowledge is required to be postponed for undefined period, the need for knowledge is not obvious and requires evidence, or at least trust in the teacher.

In this aspect, the role-playing game allows to give the participant some practical field where it is possible to realize here and now all learned and mastered in the process of the game.

The most important part of the educational role-playing game is the analysis of its results, which can identify the unsuccessful actions committed by the participants and show the students what rules or procedures of the simulated activities were violated.

Here, the value of the knowledge, transmitted in learning, arises - abstract and often boring rules of action, sewn into the plot of the game, become practical after the game, because their application contributes to success in the game reality.

Thus the received knowledge, abilities and behavioral skills in critical situations are being fixed and allow to act more adequately in case of the emergency.

If we return to the requirements of the Sendai Program, the formation of the risk-based thinking on the base of games will "assist the inclusion of education on issues concerned with disaster risk, including disaster prevention, mitigation of consequences, preparedness, reacting, recovery and rehabilitation into the programs of formal and non-formal education, as well as in educational activities for citizens at all levels, and vocational training and other training programs" (Problems with safety observation reporting: A construction industry case study (2018), which is one of the priorities of this Program.

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Student Estimation And Self-Esteem In Academic-Vocational Activities As Educational Potential

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Abstract

The urgency of the article is necessitated by the need to increase personal and vocational potential of higher education in modern conditions. The aim of the article is to substantiate the mechanisms of student estimation and self-esteem as pedagogical innovations aimed at improving the result of education. The authors developed theoretical and methodical grounds of student estimation and self-esteem formation, their correlation in student educational and vocational activity is shown. The student integrated evaluation in academic and vocational activity, consisting of motivational, organizational and reflexive functions, allowing defining the student identity concerning future vocational activity, promoting his professional and personal formation is formed. The role, conditions and stages of student self-esteem development based on the idea of teachers and students' interaction in academic and vocational activity are revealed. The article is intended for teachers, psychologists, researchers involved in education and development.

Keywords: academic vocational activity, estimation, self-esteem, educational environment, students.

Introduction

Student academic and vocational activity is a stage of their professional development, laying the grounds of professional and personal development, readiness for self-realization in the occupation, focus to vocational career. In this regard, it is necessary to change the essence of vocational training in high school, which should become not only occupationally but also personally oriented, developing interest in self-cognition and self-improvement, forming an integral personality.

Assessment of learning outcomes in the education system is one of the most difficult and responsible types of pedagogical activity, because, on the one hand, it has the function of formalization of academic and vocational activities, on the other hand, reflects many of the characteristics of the learning process, and, on the third side, it determines the social significance of the results achieved by a variety of positions. The second component of the study is self-esteem of the personality, its personal and vocational potential. The need to combine them in academic and vocational activities is determined by the search for ways to improve vocational training from the standpoint of humanization of educational activities, overcoming motivational barriers, personal self-determination and improvement of pedagogical control adequacy.

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Analysis of the studies of researchers in the field of pedagogical measurement and control (Avanesov, 2016; Bolotov, 2010; Dvoryadkina, 2017; Zamazii, 2011; Larionova et al., 2017a,b; Zaitseva et al., 2017a,b; Mironova et al., 2017; Tastan & Davoudi, 2017; Tastan et al., 2018) demonstrates that despite the reflection in the results of the control of the learning process entire state (contribution of the teacher, learning environment, etc.), there is always his/her subjectivity, caused by many, including personal factors. Masking the real state of the processes, the result of pedagogical evaluation on the basis of control not only leads to the impossibility of accepting realistic and effective solutions in the didactic process, but also to some extent changes the self-esteem of students, sometimes fatal, up to the denial of education and changes in self-identification. Self-esteem, as a psychological phenomenon, researched in the scientific studies of major psychologists and educators who have made a significant contribution to the consideration of its theoretical aspects (Leont'ev, 2005; Petrovsky, 1995; Rubinstein, 2000; Berne, 2003; Kozlov, 2009 and others.). The deduced knowledge of these studies - self-assessment is a reflexive component of self-consciousness, performing a regulatory function, determining its activity and social behavior. From the standpoint of pedagogy, student self-esteem as "I-concept" is able to give impetus to vocational development with its adequacy and potential of the educational environment (Dubovitskaya, 2004; Nebytova, 2009; Shibutani, 2003; Nurmukhametova, Salavatova & Baldanova, 2014; Grigorieva & Moroz, 2015; Zaitseva et al., 2017c; Tastan et al., 2018).

The main idea of our research is the integration of student estimation and self-esteem in academic and vocational activities, as a way of professional and personal development and self-determination.

Materials and Methods

Functions of pedagogical evaluation of academic and vocational student activity

Pedagogical assessment is carried out in the process of control and reflects the level of achievement of educational and professional activity's planned results, for University students is the level of all types of competences formation based on knowledge, abilities, skills, abilities to carry out a number of actions in the allocated subject area. For University students become especially important:

- *The objectivity of the evaluation* - a separation from the personal parameters of the learner that does not affect the level of his/her professional achievements and the overcoming subjectivity;

- *Argumentation of the estimation*, its criterion transparency, contributing to the development of goal-setting in academic and vocational activities;

- *Systematic nature of evaluation* as a factor of academic and vocational activities' stability aimed at the implementation of the continuity of academic and vocational activities.

Introduced in universities a point-rating system of student assessment allows substantially to differentiate the student evaluation and to determine the contribution of each item of the student completed work in a comprehensive assessment of vocational and personal competencies formation determining the success and quality of learning through certain indicators. The labor intensity of a particular subject and the whole program is measured in credits. Rating is a certain numerical value, which is expressed in a multi-ball system. It integrally characterizes the student progress and participation in all types of academic and vocational activities, increasing the student activity throughout the entire period (semester) of study, contributing to the receipt of versatile information about the effectiveness and quality of the educational process. Score-rating system of assessment contributes to the transformation of the pedagogical process by expanding the planning, differentiation of students (individual routes), adjusting their own teaching activities and educational activities of students, through certification of students in all disciplines within the curriculum (rating).

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Thus, the modern pedagogical assessment of students in academic and vocational activity performs a number of the following functions:

- *Orienting one*, determining the state of the level of vocational and personal competences formation within the discipline with respect to the criteria set by the educational standard;

- *Diagnostic one*, which helps to identify the causes of problems and gaps in training;

- *Stimulating one*, forming influence of an assessment on further academic and vocational activity; understanding of ways of objectives' achievement in academic and vocational activity.

- *Methodical one,* aimed at pedagogical improvement of the learning process through feedback about the effectiveness of educational and methodical support, pedagogical support, transparency of diagnostic toolkit, etc.

Functions of self-esteem of student academic and vocational activity

University graduates' readiness for vocational activity and maximum self-realization in the future occupation is largely due to the student subjectivity formation, awareness of their role, place, potential in the occupation, which is contributed by self-esteem as an emotionally-subjective attitude of the individual to himself.

We believe that self-esteem is an additive construct, formed from the standpoint of self-knowledge, positive or negative achievements, forms of behavior, and opportunities for labor in achieving the goals.

Many researchers distinguish such characteristics of self-esteem as its level (low, adequate, high), based on reflexing of one's own activity.

Low self-esteem creates barriers (passivity, motivation, anxiety, responsibility, etc.) for the development of new competencies, preventing the mastering of educational information and professional development, significantly reducing educational potential. Arising from the lack of self-confidence and external criticism, for example, it significantly limits the opportunities of a person and hinders in the context of professional and personal development, reducing the level of claims.

High self – esteem, on the contrary, has a focus on success and determines the value component in relation to oneself-awareness by the personality of its potential. Despite the possibility of overestimating its potential, high self-esteem ensures that there is no fear of a new (for the trainer) activity, motivating it to achievements and leveling the external conditions. However, despite the positive nature, the too high level of self-esteem is critical if you need to make significant efforts-the student does not recognize their need, thus the probability of achieving the goal is significantly reduced.

We consider the self-esteem *adequate* one, if it provides the personality's closest representation of its qualities and capabilities to reality, and acts as an important determinant of all forms and activities, social behavior, need in self-improvement and self-development.

The functions of student self-esteem in academic and vocational activities are the following:

- *Cognitive*, contributing to the formation of knowledge system of the student about himself, the image of «I am a professional»;

- *Adaptation*, aimed at ensuring a balance of student opportunities and needs for the implementation of academic and vocational activities;

- *Projective-prognostic,* which determines the potential of the student's development and is realized by means of activities' target-setting and determining the personal strategy for goals' achieving.

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The most significant from the point of view of the pedagogical process are the reference points of self-esteem, which affect the assimilation of educational material and the formation of the necessary competencies, therefore, referring to it in the course of academic and vocational activities, the teacher must take into account the external social zeal of self-esteem, which formed its sources: opinions, youth norms, values, prejudices of today.

Integration of estimation and self-esteem of student academic and vocational activity as a pedagogical technology

The necessity of integration of estimation and self-esteem of University student academic and vocational activity is due to the current state of academic and vocational activity and its focus on the continuous improvement of all components of education: the quality of learning outcomes, personal and professional development of University students, the quality of teaching resources and teaching activities. The essence of integration consists in formation of communicative space of the educational interactions directed simultaneously to control the training achievement results and formation of new vocational qualities of students – self-consciousness in a profession and responsibility for result of the academic and vocational activity in face of itself, the teacher, and parents. An important factor in the integration is the" inclusion" of the student in the process of control, his/her activity, complicity and consideration of interests.

The basis of integration is the potential of estimation and self-esteem as a pedagogical technology of training and control, the result is an integrated diagnostic indicator (degree of generality: the ratio of self-esteem to estimation, in points), which has a higher adequacy and low subjectivity in relation to summative factors (Fig.1.) Obviously, the closer this indicator is to one, the stronger it reflects the real quality of learning – achievement of the results.

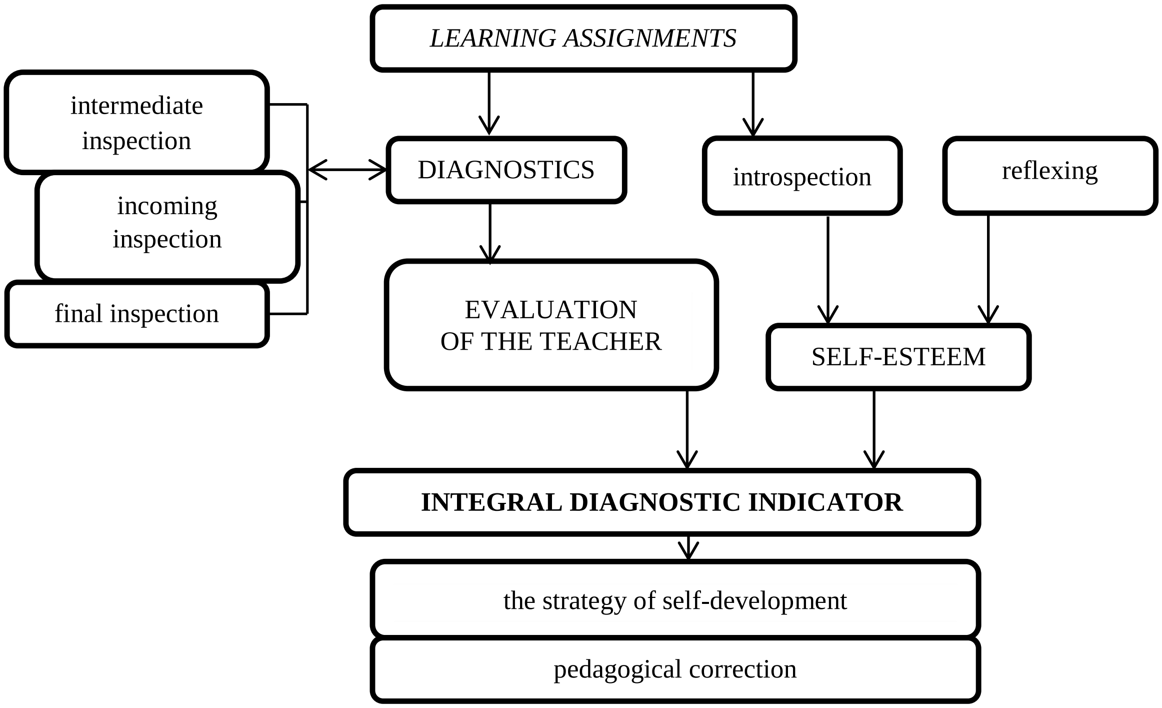
LEARNING ASSIGNMENTS
intermediate inspection
incoming inspection
final inspection
DIAGNOSTICS
introspection
reflexing
EVALUATION OF THE TEACHER
SELF-ESTEEM
INTEGRAL DIAGNOSTIC INDICATOR
the strategy of self-development
pedagogical correction

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Figure 1. Integral diagnostic indicator

The functions of the integral diagnostic indicator, in addition to additive functions of estimation and self-esteem, are:

- *Motivational,* revealing itself through the awareness of the importance of their own academic and vocational activities, conscious activity in the development of educational material, a high level of independence and perseverance in learning;

- *organizational*, determining the order of student academic and vocational activity, its goal-setting, planning, phasing in the achievement of goals, the quality of the result;

Reflexive one, determining the need to analyze continuously one's actions, deeds and achievements in the framework of academic and vocational activities and to identify the reasons that hinder its effectiveness.

The use of self-esteem and integrated diagnostic indicator in University student academic and vocational activity helps to reduce the partiality of pedagogical estimation, while increasing the transparency of control and determination not only professional but also personal competences, forming the spectrum of success of the student of higher education institution. The benchmarks set by the educational standard in conjunction with the integrated diagnostic indicator strengthen the opportunities for the development of individual learning paths, determining the directions of pedagogical support of student academic and vocational activity.

Results

The study to identify the potential of estimation and self-esteem of students in academic and vocational activities took place in 3 stages: ascertaining, forming, and control.

At the *ascertaining stage* the control and experimental groups among students of social and humanitarian specialties were formed (table.1). The study involved 1st year students, measurements were carried out in the middle of the school year for 3 years.

Table 1. Structure of control and experimental groups of students

Direction of training	Pedagogics, people.		Management, people.		Human psychology. People	
	EG_1	CG_1	EG_2	CG_2	EG_3	CG_3
	51	53	46	45	54	52
To sum it up by directions	104		91		106	
Totally	301					

At this stage, the input analysis of student self-esteem state on the basis of S.A. Budassi technique, which allows conducting a quantitative study of self-assessment of the personality, was carried out. The essence of the technique is to create a preliminary image of the ideal "I" on the basis of a list of 48 properties of the

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individual (for example, accuracy, responsibility, perseverance, etc.) and compare yourself with the built image, revealing understatement or overstatement of one’s own estimation compared to the standard. Diagnostics of self-consciousness, of self-relation, self-esteem is aimed at reviewing and estimation the ideas about yourself. "I-concept“, which is the sum of” I-real “and” I-ideal" - an important factor in the formation, the choice of a particular type of human behavior. The results of the quantitative self-esteem are presented in Fig.2.

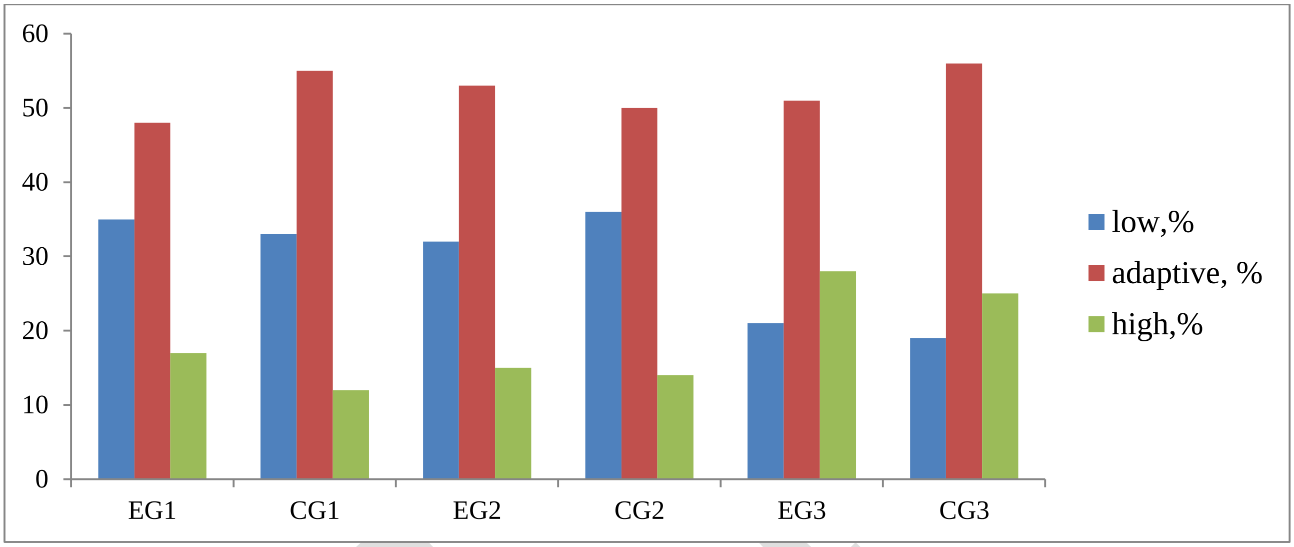

Figure 2. Student self-esteem in experimental and control groups at the beginning of the research,%.

The analysis of student self-esteem in experimental and control groups at the beginning of the research showed that students were not yet able fully adequately to estimate themselves, in the process of testing there were many doubts, the idea of self-estimation caused a lot of questions. A high percentage of students have a low self-esteem, which may be associated with the process of adaptation at the University and emerging difficulties in the first period of study. It is also interesting that the students of the group in the training area "Management" have higher self-esteem characteristics relative to the students of the training area "Pedagogy" and "Psychology", we believe that this is due to two reasons: 1) this area of training involves a high level of creativity and adaptation, it is obviously, that these qualities are developed among the students high enough; 2) students of the areas "Pedagogy" and "Psychology", are obviously more deeply aware of the responsibility imposed by the future profession, and the necessary professional qualities have not yet been formed.

At *the formative stage* of our research in the educational process for students of the experimental groups (EG 1, EG 2, EG 3) model of formation of student self-esteem was implemented (Fig.3).

Purpose:	formation of University students’ self-esteem
↓	
Approaches:	axiological, activity-based, reflexive
↓	

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<table>
<tr><td>Principles:</td><td colspan="5">system-natured, humanization, activity, differentiation, adaptation</td></tr>
<tr><td colspan="6">↓</td></tr>
<tr><td>Structure:</td><td>pedagogical evaluation</td><td>+</td><td>self-esteem</td><td>=</td><td>integral diagnostic indicator</td></tr>
<tr><td colspan="6">↓</td></tr>
<tr><td>The stages:</td><td colspan="2"><i>initial</i></td><td colspan="2"><i>selective</i></td><td><i>prognostic</i></td></tr>
<tr><td colspan="6">↓</td></tr>
<tr><td>Pedagogical conditions:</td><td><i>pedagogical accompany</i></td><td colspan="2"><i>focus on the subjectivity of academic and vocational activities</i></td><td colspan="1"><i>implementation of the integrated diagnostic indicator</i></td><td><i>readiness of teachers to implement estimation and self-esteem as pedagogical technology</i></td></tr>
<tr><td colspan="6">↓</td></tr>
<tr><td rowspan="3">Academic and vocational activities:</td><td colspan="5"><i>Types:</i> classroom-extracurricular</td></tr>
<tr><td colspan="5"><i>Content:</i> module of training "Professional self-esteem of academic and vocational activity", "Self-development in academic and vocational activity" within the disciplines of psychological and pedagogical cycle.</td></tr>
<tr><td colspan="3"><i>Methods:</i>
-training
-coaching
--introspection
-testing
-interview
-self-observation</td><td colspan="2"><i>Active forms:</i> seminars, practical and group classes, independent work, training, exercises</td></tr>
<tr><td colspan="6">↓</td></tr>
<tr><td rowspan="2">Diagnostics:</td><td colspan="5">Research technique of self-esteem by Dembo-Rubinstein method-questionnaire "Self-assessment" - personality professional questionnaire</td></tr>
<tr><td colspan="5">Criteria and levels of self-esteem formation: low, adaptive, high</td></tr>
</table>

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	Integral diagnostic indicator
↓	
The result:	the formation of student self-esteem

Figure 3. Model of formation of university student's self-esteem in academic and vocational activity

The purpose of the model developed by the authors is the formation of student self-esteem as the ability of students to assess their academic and vocational activities adequately, their role and place in professional activities, serving as the basis for building a career.

A number of approaches and principles we have identified as a methodology for the formation of self-esteem.

Axiological approach forms the orientation on the system of social and personal values, the core of which is the understanding and affirmation of the man value, his free creative activity and humane attitude (Yakovlev, 2011; Shemyakova, 2014; etc). Human attitude to the world (society, nature, oneself) is connected with practical activities and cognitive mechanisms. The existence of values determines the nature of future vocational activity and personal development.

The activity-based approach is realized through a specially organized academic and vocational activity, when students "discover" the essence of new objects, phenomena, laws of the subject area through the content of discipline and learning algorithms (Leont'ev, 2005; Slastenin, Isaev & Shiyanov, 2002; Novikov, 2008; Khutorskoy, 2007; Pack & Yablonskaya, 2015; etc). The obtained knowledge acquires personal significance, consciously becoming a "part" of the student at his/her obligatory activity, involvement in the process of cognition, creative realization.

The reflexive approach is aimed at creating conditions for student self-realization in academic and vocational activity, by means of understanding of own actions of the person, formation of abilities to work independently with information, to comprehend the actions, to carry out their analysis and to transfer the gained knowledge to the new subject content (Fedotova & Usheva, 2012; Lebedintsev, 2015; Usheva, 2015; etc). Two main types of reflexing are important: reflexing in the process of activity and reflexing about this process. The peculiarity of the first type is that the reflexing is characteristic exclusively for a person acting in a particular situation. The second type may also be inherent to the teacher, as a participant in the process, taking part in the analysis of actions and their understanding, in the verification of the results. Due to the "closed" nature of discussions there is a circular nature of the exchange of views, which can cause internal psychological changes for both sides (student and teacher), which serves as the basis for both reflexive observation and reflexive learning.

The principle of consistency serves as the basis for the knowledge system formation, which becomes a natural result of systematic and consistent nature in training, when new knowledge is based on previously, learned and in turn become the Foundation for the assimilation of the following knowledge. In the context of self – esteem, this principle also serves as a "filter" to determine the priority sphere of education-personal interests, interests and abilities and contributes to the profile nature of education.

The principle of humanization of education is aimed at spreading the ideas of humanism to the implementation of academic and vocational activities of the student- it is an appeal to the individual as the purpose of education, recognition of the opportunities, interests of the student, his right to the realization of abilities.

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The principle of activity of the student in academic and vocational activity is defined by two closely connected sources-training influences and personal experience of the trained which includes experience of its individual interaction with the world and results of the previous training. Different students have different degrees or intensities in active cognition. The result of active cognition is the acquisition of theoretical knowledge, which acquires meaning through activity.

The principle of differentiation implies a focus on the student, taking into account of his/her individual characteristics, is associated with the creation of the conditions for success regardless of the starting characteristics of the student. Level differentiation allows students to develop their abilities and at the same time, provides each student with a basic level of training, contributing to the improvement of the quality of education and personal development.

The principle of adaptation is due to the need to adapt the student to the conditions of the educational process and the environment without feeling internal discomfort and without conflict with the environment, its inclusion in academic and vocational activities as an entity for optimal performance of his/her functions. The contradiction between the requirements of the conditions of the new environment and the readiness of the person to them on the basis of previous experience is resolved by pedagogical influence, restructuring of the activities and behavior of the person, as well as the regulatory influence of objective factors, providing qualitative changes in the structure of the personality and the models of its behavior in the new situation.

The formation of self-esteem, as a consequence of the correlation of the student real state, the ideal "I-professional" occurs through a specially organized pedagogical "intervention" through the participation of the teacher in this process: pedagogical estimation, integrated diagnostic indicator. The level of vocational and personal self-esteem affects the nature of the goals and the breadth of the subject's professional plans. The formation of self-esteem among the students of control groups is provided by the use of innovative methods and techniques in the current educational system of the University, while taking into account the peculiarities of each stage of training at the University, which have a maximum impact on the process. By improving the quality of the educational process through the activation of cognitive independence and creative thinking of students. The essence of cognitive independence, as the properties of the individual, is the ability of a person to acquire information from different sources without assistance. Without it, there can be no cognition. The greatest success in teaching is achieved when the learner is focused on the independent completion of preliminary done intellectual operations. This process consists of **three stages**: self - esteem - initial; goal setting and self-esteem program development - selective; self-esteem program implementation through self-regulation of academic and vocational activities-prognostic. In our study the combination of desired pedagogical conditions are: the stimulation of cognitive activity of future specialists, development of creative thinking of students, inclusion in education process of special modules of vocational orientation, etc.. In order to complete the task successfully, to *conditions for effective formation of student self-esteem* in academic-vocational activities, we suggest:

1) *pedagogical accompany* - the provision of support in the integration of students into the student group, advising students and assistance in resolving problematic situations when studying at the University;

2) *Focus on the subjectivity of academic and vocational activities*, meaning the full inclusion of students in a variety of forms of classroom and extracurricular activities and practices aimed at the formation of self-esteem;

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3) *Implementation of the integrated diagnostic indicator* within the academic and vocational activity for the studied disciplines in order to correct the level of student self-esteem and determine the need for modification of educational and methodical support;

4) *Readiness of teachers to implement estimation and self-esteem as pedagogical technology:* control, diagnostics, monitoring of students' activities; teaching students' self-esteem through special training (seminars, consultations, training improvement).

Methods of self-esteem formation include two directions: 1) inclusion of educational modules in academic and vocational activity (use both in classroom, and in extracurricular work is possible): "Professional self-esteem of academic and vocational activity", "Self-development in academic and vocational activity" within disciplines of the psychological and pedagogical cycle promoting actualization of self-esteem, identification of its potential in formation of the personality of the future professional, orientation on self-development and self-government of the student in academic and vocational activity and so on.; 2) use of estimation and self-esteem within various educational disciplines for the purpose of intensification of self-esteem process formation, diagnostics of the educational activity course, improvement of training and control quality.

As an example, a diagnostic map of student X, Y, Z (high performance, high self-esteem) can be given (table 2).

Table 2. An example of a diagnostic map of student's results in course design

	Self-esteem, points	Pedagogical estimation, points	Integral indicator	Criteria and levels of self-esteem formation
student X	84	80	1,05	adaptive
student Y	60	70	0,86	low
student Z	93	81	1,15	high

Due to the use of forms allocated by us (active forms: seminars, practical and group classes, independent training, exercises) and methods (training; coaching; self-analysis; testing; interviewing; self-observation) the students form, specify and supplement ideas about the nature of self-esteem as a specific characteristic of self-consciousness.

The dynamics of self – esteem formation is analyzed by means of diagnostic toolkit - special techniques and diagnostic integral index, the result of the formation can be considered the transition to an adequate and high level of self-esteem, contributing to vocational and personal self-realization.

At the control stage of the experiment, the resulting indicators of student self-esteem (for control groups) and the dynamics of the integral diagnostic indicator were estimated (Fig.4).

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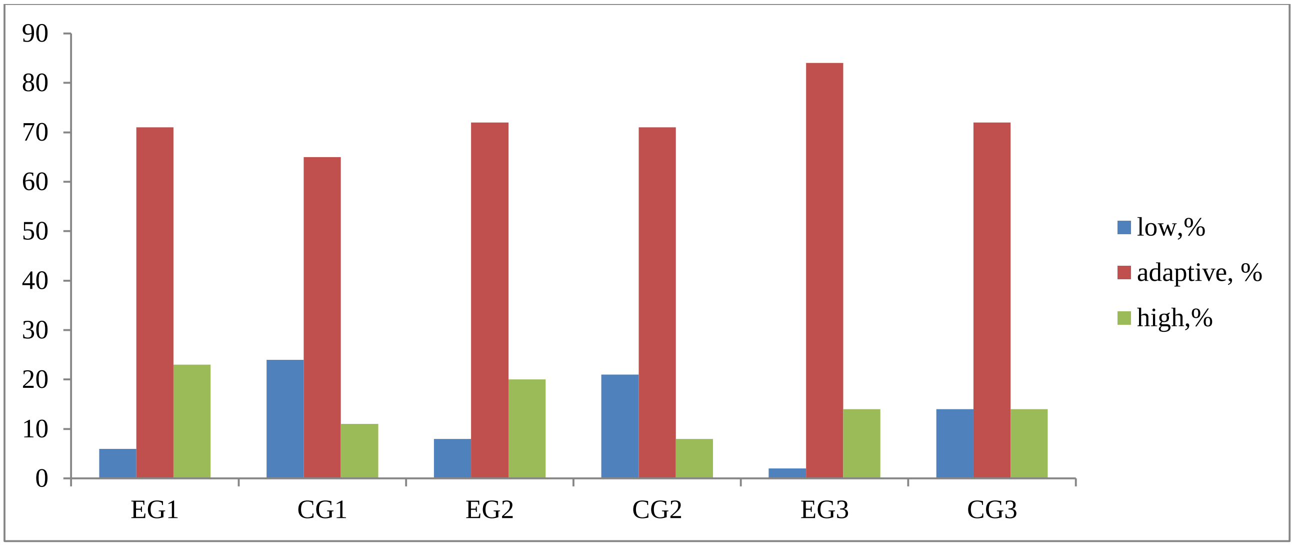

Figure 4. Comparative analysis of the resulting indicators of student self-esteem in academic and vocational activities

The dynamics of student self – esteem formation clearly demonstrates positive changes in the control groups of students-a gradual approximation to the image of a professional, and at the same time, an increase in the correlation of self-esteem and pedagogical estimation, which indicates the growth of its objectivity. There is a clear increase in vocational orientation, a clear understanding of the possibilities and directions of vocational development. According to the surveys of students (about 87% of the surveyed students of control groups), the fixation of self-esteem and orientation of the pedagogical process on the formation contributes to the success of academic and vocational activities.

Comparative analysis of the resulting indicators of student self-esteem in academic and vocational activities showed that in the control groups the level of self-esteem on average is significantly higher (28%), students are more active in academic and vocational activities, are focused on results and have a high level of communication.

The carried out experimental research allows to draw a conclusion that at realization of author's model the student self-esteem becomes adequately overestimated, students can realize themselves to be competent in future vocational activity that renders assistance to their personal and professional development. This is ensured in the process of purposeful formation of students' self-esteem, which is carried out in stages as the interrelated activities of the teacher and the student in the implementation of the relevant pedagogical conditions.

Discussion

Description of the structure of self-esteem, its most important functions, mechanisms of formation, as a rule, is associated with psychological justification of academic and vocational activity of students (B.G. Ananiev, L.I. Bozhovich, W. James, C. Kuli, L.I. Lipkina, M.I. Lisina, J. Mid, K. Rogers, V.V. Stolin, I.I. Chesnokova, E. Erickson): self-esteem plays a Central role in the General context of personality formation (its capabilities, orientation, activity, social significance). The values accepted by the personality form the core of self-esteem, define the specifics of its functioning as a mechanism of self-regulation and self-improvement of the individual.

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The use of self-esteem in all spheres of human activity (activity, behavior, cognition, communication), its representation as a complex product of labor, cognition and communication gives reason to use it as a means of organizing their behavior, actions, efforts in the framework of academic and vocational activities of students (Leont'ev, 2005; Petrovsky, 1995; Rubinstein, 2000; Berne, 2003; Kozlov, 2009 and others.).

The social tensions that arise in the society determine the new conditions, to which the University graduate will have to adapt - the presence of an active position in relation to his/her occupational career, which manifests itself in the presence of the formed self-esteem. Self-esteem influences the manifestation of self-confidence, the ability to see the prospects of their development and to be actively involved in the sphere of vocational activity and interpersonal communication (Nazarov, 2009; Sharshov, Statsev & Korolev, 2011; Chikova, 2014; Makshantsev, 2016). Therefore, an adequate, objective and sustainable self-esteem is one of the important indicators of student's vocational training and its formation should be investigated from the perspective that holistically represents the process and the result of personal development.

Conclusion

In the framework of the study, self-esteem is characterized as the core of this process, an indicator of the individual level of its development, integrating the beginning, its personal aspect. The evaluation functions of self-consciousness, which absorb the emotional and value attitude of the person to themselves, are interrelated with it.

The social aspect of the pedagogical estimation is determined by the fact that it, taking into account the interests of society, performs the functions of "supervision", fixing the level of achievement of the required quality of education, fixed in educational standards, responding to the needs of society in a certain type of professional and personality. The result of their integration is a detailed, deeply motivated attitude of students to the results of the mastering of the educational program.

Thus, it is planned to set and perform two main educational tasks: first, students should understand the relevance of self-esteem in all areas of human activity, as well as for themselves personally; secondly, the model of self-esteem is presented as a possible alternative to pedagogical control technologies. Self-esteem is a condition of setting and solving personal-value problems, the basis of value attitude to the profession (in the present and future).

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Method Of Training Amateur Athletes For The Marathon

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Abstract

The relevance of the study is determined by the fact that the number of marathon participants has increased sharply in Russia and abroad, mostly due to promotion of a healthy lifestyle in the media, arrangement of new competitions for amateurs, such as semi-marathons “Run, Hero” and “The Kremlin Wall” in Nizhny Novgorod, Moscow marathon in Moscow, “White nights” in Saint-Petersburg and Siberian international marathon in Omsk. Beginners in running usually lack knowledge in correct running technique, and they often don’t know how to avoid injuries and get trained for the marathon. The purpose of the study is to develop an experimental method of developing general endurance of amateur athletes during training for the marathon. The main approach of the research is a competitive approach to the structural study of training in preparation of amateur athletes for marathon running. The main study result is a developed experimental method of developing general endurance of amateur athletes during training for the marathon. Justified the efficiency of methods of general endurance development in a training process for preparation of amateur athletes to marathon running. The materials may be useful for amateur athletes, students of Secondary and Higher educational institutions in the sphere of Physical Education, as well as in the system of high-performance sport.

Keywords: general endurance, amateur athletes, training process, competitive activity, marathon.

Introduction

“How many kilometers shall I run per week?” – is a relevant question for the marathon runners aiming at competitions. Quite high training load is used in the modern system of marathon training. High-performance runners run 160-190 km per week or even more. Athletes need to reach such loads slowly, during a few years, making sure that the increase of the load volume ensures the training effectiveness and doesn’t lead to exhaustion of adaptation reserves and overstressing. It turns out, that during 30 years of mass enthusiasm for running, the required weekly distance in kilometers has decreased significantly. A middle-level runner has no necessity to run 160 km, but a certain minimum remains. It was eloquently expressed in 2003 by D. Martin in his article, “I think it is not possible to achieve good results in the marathon without weekly running of 65 km per week at least.” There are some exceptions to this rule, but such athletes are either gifted by nature, or have a great experience of aerobic training in other sports (Rybkovsky, 2007).

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But please keep in mind: running more doesn't mean running quicker. The long weekly distance in kilometers itself will not help increasing the speed in the marathon, but it will give additional load which can improve the results. Along training –is an essential element in the process of training to the marathon. But long training programs of many authors have significant discrepancies. They argue often proving their point and giving reasons for their conclusions on: "how often and with what speed to run" (Seluyanov, 2001).

The idea of slow running was also confirmed by Mark Conover in his article dated 1996. He wrote: "Trainings with the distance from 25 to 36 kmshall pass in such a pace for you to be able to keep up a conversation in a free manner during running. The heart monitor will define such a pace as 70% of the maximum heart rate" (Yansen, 2009).

Referring for proof to the research of the physiologist Pete Pfitzinger, (Pfitzinger & Douglas, 2007) back justified the necessity of quick long training as follows: "Quick runs train the body to use other sources as fuel. But you need to train long and intensively to teach your body does it. Only this will make the system work the proper way." Back offered training every 3 weeks in a pace comfortable for you at the distance of 36 km (Kozmin et al., 1982).

However eventually coaches (including Back) started offering a much gentler approach and included running distances at a competitive speed into the middle or the end of a long training. In the interviews of 2000 with the European coaches, preparing African marathon runners, the similarity of the principles could be clearly traced: they recommended long trainings with increase of speed from jogging to the planned competitive speed during the last 20-30 minutes of running (Gostev, 2005).

Along training is a specific marathon rehearsal. That is why it shall be as much close to it as possible in terms of characteristics but shall not tire an athlete. That friend of J. Tracy, the one he mentioned, had constant trainings in a competitive pace, but too frequent, intensive loads and insufficient recovery period led to worsening of the final result (Pfitzinger & Douglas, 2007).

Materials and Methods

2.1. Glossary

General endurance is the ability toper form work of moderate intensity during prolonged periods of time at global functioning of the muscular system.

Athletics is the Olympic sport including running, walking, jumping and throwing. It combines the following disciplines: running events, race walking, skilled sports (jumping and throwing), all-round sports, races (road running) and cross-country race (cross country running).

Competitive activity provides for demonstration and assessment of athletes' capabilities in various sports in compliance with the corresponding rules, content of physical capacities, methods of competition and results' estimation.

Marathon is a race with the distance of 42 km195meters, and in general is a long, multi-level competition; long-distance running.

2.2. Bibliographic Survey on the Problem of Developing an Experimental Methodology of General Endurance of Amateur Athletes in Preparation for the Marathon

The dynamics of world records in running on a distance of 10 000 meters, marathon running and race walking were studied in the research papers of A.F. Boyko (1976), R.K. Kozmin (1980), F.P. Suslova (1982), S.A. Loktev (2007), U.V. Verkhoshansky (1993).

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The issues of managing the training process of marathon runners were described in detail in the papers of U.V. Verkhoshansky (2005), U.D. Zheleznyak & V.M. Minbulatov (2008), A.F. Sadilkin, S.A. Zaguzova, A.M. Shpichko (2014), V.D. Fiskalov (2010), E. Arseli (2000), A.I. Polunin (1990), A.V. Stafeeva (2016).

The structure and dynamics of psycho physical loads of marathoners' training process in the period of training for marathon races were studied by Zh.K. Kholodov (2007a, 2007b), E.P. Ilyin (2000), L.P. Matveev (1972, 1974), S.G. Kharabuga & V.N. Bankin & H. Kollyas (2002).

In the opinion of A.I. Zhilkin, V.S. Kuzmin & E.V. Sidorchyuk, (2008) the composition of training loads shall provide for progressive motion from the most appropriate training types, both in terms of means and dosing, to the most challenging – the competitions.

2.3. The Problem of Developing an Experimental Method of General Endurance Development of Amateur Athletes in Preparation to the Marathon

We defined the following tasks to solve the problem of *developing* an experimental method of general endurance development of amateur athletes in preparation for the marathon:

1. Study the theoretical basis of general endurance development in preparation to the marathon.

2. Develop an experimental method of developing general endurance of amateur athletes in preparation to marathons.

3. Justify the effectiveness of the methods of developing general endurance in a training process during preparation of amateur athletes to marathon races.

The research problem: development of an experimental method of general endurance of amateur athletes in preparation to marathons.

The purpose of the research is to create an experimental method of developing general endurance of amateur athletes in preparation to the marathon.

As a research hypothesis an assumption was taken that implementation of the experimental method of general endurance development into the training process will provide for improvement of results' dynamics of amateur athletes.

Results

A model focused on the increase of the general endurance level using aerobic and anaerobic exercises was developed and implemented into the training process of the experimental group.

The training process in the experimental group was performed according to the training plan and distribution into training types. The ratio of general and special training means was 80% to 20% respectively. The training means were focused on improvement of the general level of endurance and the volume was increased every week, the maximum volume was achieved by the 13th week of the training process and amounted to 80 km. On Tuesdays and Fridays, the focus was on hard training, which was mainly developed by such exercises as: fartlek, repeated distances, pace running and participation in competitions. By the end of the 8thtraining week the control running was performed in competitions called The Kremlin Wall.

At the beginning of the experiment, we didn't identify any significant differences in the general endurance between the reference and experimental groups of amateur athletes.

Table 1. Significant difference between the experimental and reference groups before the experiment

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Parameters	Reference group n=13	Experimental group n=13	Significance
Competition 22,1km (23.05.15)	2.00.55±10.05	2.01.05±10.29	t=0.04 p>0.05
Pace,min./1km	5.28±0.27	5.29±0.28	

The absence of significant differences between the reference and experimental groups of amateur athletes at the beginning of the experiment proves the correct choice of the groups for the experiment.

Eventually, after the implementation into the training process of the model focusing on the improvement of the general endurance level, a trend to improvement of the studied parameters was identified.

The improvement of the result within the experiment in the reference group in the Kremlin wall competitions amounted to1,5%, and in the experimental group it amounted to 3,95%, which is 2,63 times higher than in the reference group, the difference is significant (p<0,05).

In the reference time on the 30thkm the reference group increased the average pace by 8 sec/1 km, which amounted to the result decrease by -2,38%, and the average pace decrease in the experimental group by 6 sec/1 km led to the result improvement by +1,86%, the difference is significant (p<0,05).

21 km pace cross showed the results growth:

The average pace of the reference group amounted to -10 sec/1 km or the result improvement by +3,05%, and the average pace of the experimental group decreased by 25 sec/1 km or the result improvement – by +7,6%, which is 2,5 times higher than in the reference group, the difference is significant (p<0,05).

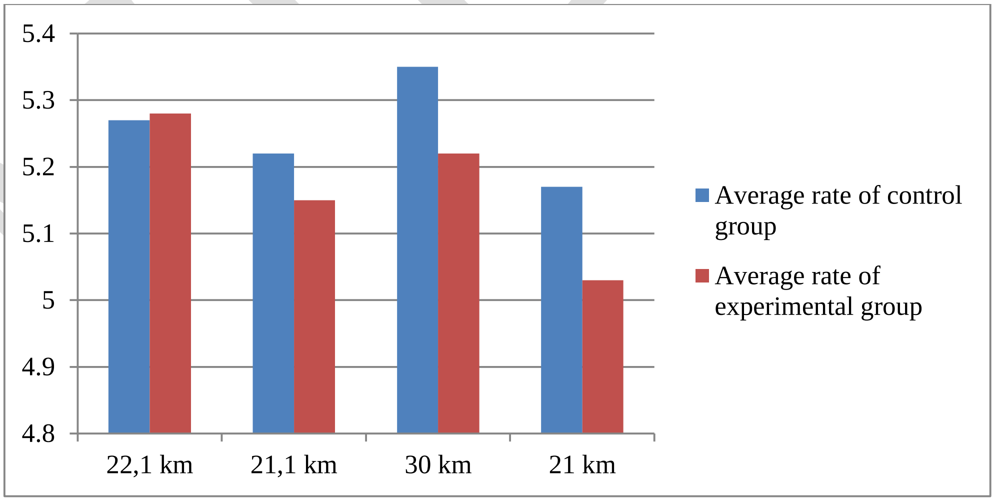

Figure 1. The Dynamic soft heaver age pace results in the experiment

As a result of the research, positive dynamics was identified in the average pace of both the reference and the experimental group.

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Thus, the obtained results provide for a conclusion that the developed model of a training process of amateur athletes of the experimental group had positive effect on the level of general endurance and ensured the training process effectiveness.

Discussions

Thus, the obtained results provide for a conclusion that the developed model of a training process of amateur athletes of the experimental group had positive effect on the level of general endurance and ensured the training process effectiveness.

Three decades ago the last 2 weeks before the marathon race were filled with heavy "rehearsal" workouts. Thus, Elis son recommended to run 27-34 km 10 days before the start, and to devote the last week to speed running of 16-20 km.

Later they refused from this scheme. And nowadays it is recommended to have rest within the last 3 weeks. The last long run shall be done 3 weeks prior to the race, and then a phase with load decrease starts. It is finished by the marathon.

Training plans

Table 2. MARK CONOVER, 1996 "The Key components"

Pace	% of weekly mileage 4-6 months before marathon	% of weekly mileage 2 months before marathon	Heart rate	Benefits
RE*	90-95%	80-90%	At or below 70% max	Increases aerobic capacity, muscular and skeletal strength. Allows recovery from faster-pace running. Allows time to relax, take in scenery, socialize during the training etc.
LT*	5-10%	10-15%	87-92% max	Increases running speed and its duration, maintains the marathon pace.
VO2 max**	No	5% every second week	100% max	Increases oxy gen in take efficiency.

RE* = Running Economy

LT* = Lactate Threshold

** = long intervals (add only if you can handle more than the LT workouts).

Table 3. MARK WINITZ, 2003 "Marathon Target Essentials"

Key workouts	Planned result in the marathon			
	Sub 4:00	Sub 3:30	Sub 3:00	Sub 2:30
Longrun (25% of weekly miles or 2-3 hours)	1/week	1/week	1/week	1/week
Marathon pace	Optional	1/week	1/week	1/week

(10-20 km)				
Lactate threshold (20-30 minutes)	— —	1/week	1/week	1/week
Long intervals (4 -6 times 1000-1200 meter sat maximum pace)	— —	— —	Optional	1/week

This is the 30-year experience of training to the marathon at the moment.

The pedagogical experiment was done to create the experimental method of developing general endurance of amateur athletes during training to the marathon.

The experiment was performed in the Club of amateur runners “Deer”, Nizhny Novgorod, with the amateur athletes with the beginning level of training up to 1 year. 2 athlete groups took part in the research: reference (13 men) and experimental (13 men).

The reference group consists of 13 men at the age of 25-35 years. This method is based on volume workouts from 25 to 85 km per week, at the heart rate from 120 to 160 bpm. Mainly the athletes choose their own intensity of a workout (runaccording to the feeling and mood). Workouts are performed 5 times per week, and Tuesdays and Fridays are devoted to general physical training after the cross.

The experimental group consists of 13 men at the age of 25-25 years. The workout plan in the training to the marathon is based on the volume workouts (80% of a weekly mileage of the reference group) and intense workouts (20% of the total mileage)to be done on Tuesdays and Fridays. The heart rate at intense workouts is in the interval from 160 to 180 bpm. Workouts are performed 5 times a week.

Calculation of the main statistic data was done according to the standard practice. The significance of differences between the researched parameters, across the pair-related observations, was defined using Student’s t-criteria. The difference was considered significant at $p < 0,05$.

The study-training process in the experimental group was performed on the basis of the course plan of the training process. Ratio of general and special means of training was 80% to 20%, respectively. Training exercises were performed 5 times a week with two days of rest (Wednesday and Saturday). For general physical training 848 km were planned, for special physical training – 175 km for 16 weeks of training.

The exercises in the experimental group focused on the increase of general endurance level (Monday, Thursday and Sunday) and special endurance (Tuesday and Friday): in study-training exercises on Monday, Thursday and Sunday, the training means were focused on the increase of general endurance level such as:

- Steady pace running from 6 km to 15 km, heart rate 130-150 bpm;
- Recovery running from 6 km to 10 km, heart rate 120-130 bpm;
- Long running on Sunday from 17 km to 30 km.

Long running significantly increases the endurance of an athlete, improves the efficiency of the heart-vascular system, strengthens the muscular-skeletal system and gives more opportunities to the body to use fat as fuel.

On Tuesday and Friday, the training process was focused on special endurance development:

- The method of continuous variable exercises. For example, 8 km running with variable intensity: 400 m with reduced intensity (heart rate 135-145 bpm) + 400 m with increased intensity (heart rate 170 bpm) + 400 m with reduced intensity + 400 m with increased intensity etc.;

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- Method of interval standardized exercise. Increase the heart rate up to 120-130 bp musing a running warm-up. Runa distance from 800 mto 2 km with such intensity that would lead to the heart rate increase from 120-130 to 160-175 bpm.

One week before the marathon Eugeny was in a good physical state, which is evidenced by the 21 km pace race with the average pace up to 4.05. But 5 days before the start he caught a cold. There is a high risk to catch a cold for an athlete in a good physical state. Eugeny started taking antibiotics. He felt better before the start but hadn't yet recovered. I think, it had an impact on the last 10 km, when his pace started decreasing sharply.

Table 4. Dynamics of the results and average heart rate of Eugeny Balagurov

Date	Workout/ Competition	Result	Average pace, min/1km	Average heart rate
23.05	Competition, 22 km	1.52.13	5.06	176
12.07	Long run,17 km	1.20.44	4.44	145
26.07	Competition, 21 km	1.34.07	4.29	170
07.08	Long run,21 km	1.45.21	5.00	142
15.08	Long run,22 km	1.51.51	5.04	147
20.08	Long run,25km	2.05.16	5.00	147
29.08	Long run,30km	2.15.28	4.31	156
03.09	Long run,27km	2.01.18	4.29	155
10.09	Pace run,21km	1.25.45	4.05	157
20.09	Competition, 42 km	3.14.07	4.36	-

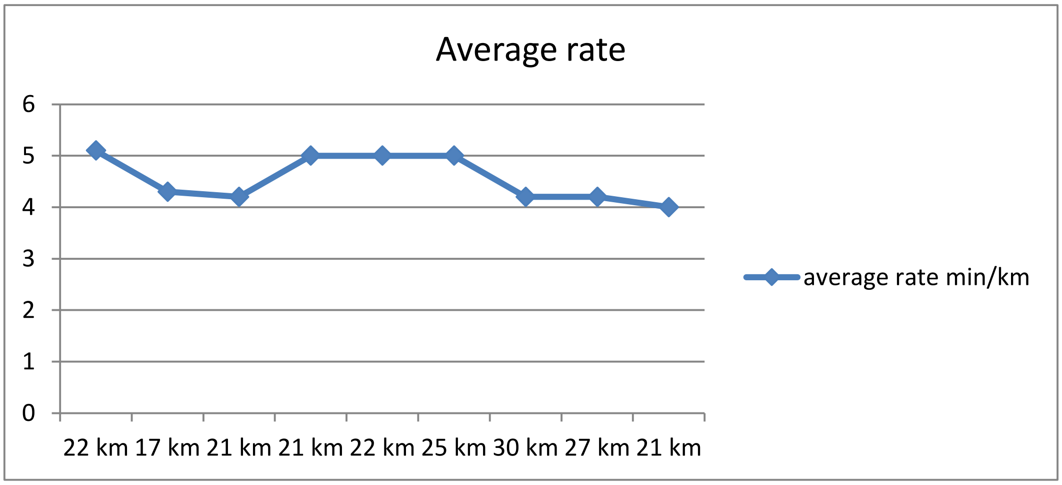

Figure 2. Average rate

The average pace was decreasing in the general dynamics, it can be specially seen in the result at the end of the experiment, when the average pace was reduced by 59 sec/1km.

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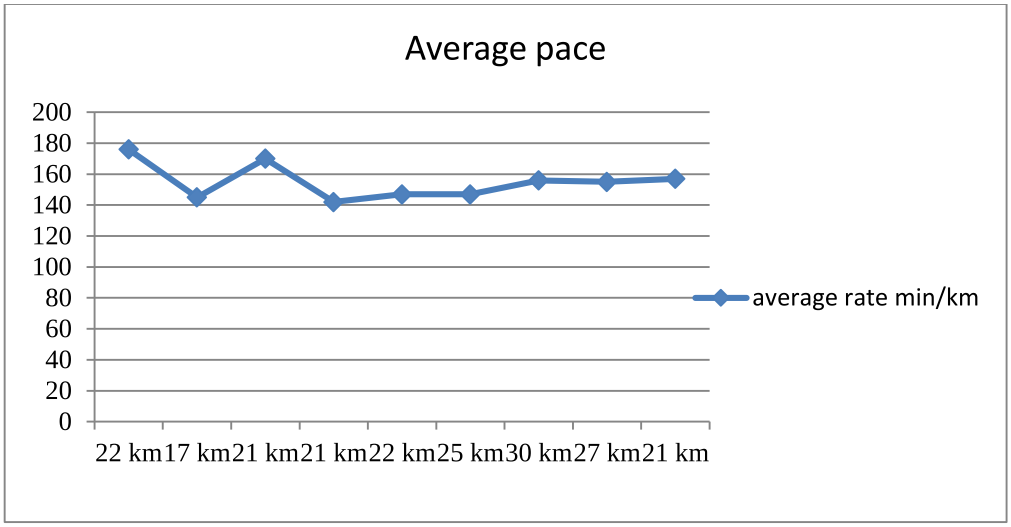

Figure 3. Average pace

The dynamics of Eugeny's heart rate was also decreased from 176 bp mat the beginning of the experiment, to 157 bp mat the end of the experiment. It indicates that the training method was chosen correctly, and the athlete's body was well adaptable.

Conclusion

After the analysis of the literature it became clear that there are methods mainly for training of professional athletes. And the literature for training amateur runners is mostly in foreign languages. Amateur athletes get trained mostly at their own discretion and share their experience in social networks and forums. The main questions they ask are as follows: how to get trained before the marathon, is it necessary to have only volume training or is it necessary to include pace distances?

1. As a result of analyzing scientific and methodological literature methodological problems were identified related to the study of means and methods of training amateur athletes for the marathon.

2. In the research process a model of a training process was developed for amateur athletes, focused on increase of the general endurance level. It is based on volume trainings (80% of weekly mile age of the reference group) and intensive training (20% of the total mileage).

3. As a result of imp lamenting a model focused on the increase of the general endurance level in to the training process, significant difference was identified in the researched parameters between the reference and experimental groups.

The efficiency of the method of general endurance development was confirmed by the results of the reference time at the distance of 30 km, 21 km and on the Kremlin wall competitions. After the comparative analysis between the reference and the experimental groups, we analyzed the dynamics of the results of the reference time of athletes and identified significant changes between them.

Positive dynamics was identified in the research parameters. The average pace was reduced during the experiment both in the reference, and the experimental group. At the last control distance of 21 km, the average pace of the reference group was reduced by 10 sec/1 km, and in the experimental group – by 25 sec/1 km.

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Recommendations

The research results may be useful in a training process at preparation of amateur athletes for the marathon.

This system will help to plan workout sessions, their cycles of a training process in the practical coach activity in amateur athletics. A number of explicit conclusion sand recommendations made, may be useful for development of coaches in training of athletes.

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Pedagogical Conditions Of Student Coping Behavior Formation: Aspect Of Coping Strategies And Coping Resources Interaction In University Educational Process

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Abstract

The optimal result of coping strategies and coping resources use in the University educational process is achieved in their integration, creating organizational and pedagogical conditions for coping behavior formation of the individual with the expected qualities of eliminating or reducing the force of stressful situations impact on the student. It is determined that the formation of student coping behavior in educational practice is not always systematic, and therefore not always effective to overcome stressful situations. In this regard, the article reveals the socio – pedagogical tendencies of coping behavior formation of a University student; the classification of coping behavior strategies of the individual is established. On the basis of the results of the conducted research the efficiency of integration interaction of coping strategies and coping resources as pedagogical conditions of coping behavior formation of the person is justified and experimentally proved. The results of the research presented in the article can be useful for teachers, methodologists, University curators, students.

Keywords: student's personality, coping behavior, coping strategies, coping resources, pedagogical conditions, stressful situations.

Introduction

The transformations taking place in the leading spheres of society life, have a strong and not always positive impact on student youth, create in its behavior stressful situations to a large extent (progressive alienation, heightened anxiety, uncertainty, aggression). In such circumstances, the student tries to avoid contact with the surrounding reality, to move away from solving problems using available passive or active methods (Antsyferova, 1994; Parsons, Frydenberg & Poole, 1996; Prokhorov, 2005; Slastenin & Kolesnikova, 2006; Heckhausen, 2001; Larionova et al., 2017; Tastan et al., 2018).

The imperative need of society and the individual in overcoming stressful situations in their own behavior actualized the interest of specialists in the problem of University student coping behavior, focused on individual, conscious person overcoming the difficulties of life, adverse events and stressful

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situations that arise as a result of these difficulties (Gazman, 2002; Dementiy, 2004; The Individual parameters of resilience, 2010; Libin & Libina, 1998; Fridenberg, Lewis, 2000).

It is proved that, despite the established individual diversity of personality behavior in stressful situations, in educational practice, there are two universal styles of student response to overcome difficult situations:

1) problem-oriented style, aimed at a rational analysis of the problem, to overcome and implement a plan to resolve the difficult situation. This style is manifested in such forms of behavior as independent analysis of the incident, seeking help from others, search for additional information; 2) subject-oriented style is a consequence of the emotional response to the situation, not accompanied by concrete actions, and manifested in the form of attempts not to think about the problem at all, involving Others in their experiences, compensating negative emotions through household pleasures. It is established that the problem of overcoming difficult life situations consists either in overcoming difficulties, or in reducing their negative consequences, or in trying to avoid these difficulties, or in patience with them (Libin & Libina, 1998). It is determined that coping behavior includes deliberate attempts of the person to cope with stress caused by a difficult situation, to change the situation for the better, based on the priority functions of coping: 1) solving a problem that creates a stressful situation, or attempts to change the stressor (stress factor), or search for information to relieve tension (problem-focused coping);

2) Regulation of emotions caused by stress. For example, distancing or self-control (emotionally focused coping).

The study proved that the coping behavior is effectively carried out in the process of integration and interaction of coping strategies and coping resources, where a coping strategy is understood as a conscious, individual way of coping with difficult situations, which are vitally important to the student, through the involvement of personal experience and personal resources that determine the orientation of behavior (Dementiy, 2004; Kobzeva, 2011; Muzdybaev, 1998). The tendency is justified confirming the assumption that the optimal result of coping strategies and coping resources use in the University educational process is achieved in their integration interaction, creating pedagogical conditions for coping behavior formation of the individual with the expected qualities of elimination or reduction of the force of stressful situations impact on the student. It is determined that the formation of student coping behavior in educational practice is not always systematic, and therefore not always effective to overcome stressful situations. The theoretical and practical expediency of using pedagogical conditions of student coping behavior formation in educational process of high school as his/her individual, conscious readiness for overcoming of vital difficulties and, generated by them, stressful situations is proved. In this regard, the main attention in this article is devoted to the substantiation of the theoretical and methodical approach to the design and implementation of the integration interaction of coping strategies and coping resources as pedagogical conditions for coping behavior formation of the individual. In the course of implementation of pedagogical models of coping behavior, classification, structure and content of coping strategies and coping resources as pedagogical conditions of individual, conscious readiness of the student to overcome stressful situations in the educational process of high school are substantiated. In the article the socially – pedagogical tendencies of University student coping behavior formation are revealed; the classification of strategies of coping behavior of the individual is established. On the basis of the results of the conducted research the efficiency of integration interaction of coping strategies and coping resources as pedagogical conditions of person coping behavior formation is justified and experimentally proved.

Literature Review

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The concept of "coping or coping behavior" appeared in the scientific use of the pedagogical community in the 90s of the last century. The first studies of the problem of overcoming life difficulties and stressful situations caused by them are associated with the names of famous scientists: L.I. Antsiferova (1994), D.A. Leontiev (1992), A.O. Prokhorov (2005), V.A. Slastenin & I.A. Kolesnikova (2006), E. Frydenberg & R. Lewis (2000), H. Hechhausen (2001), S.E. Hobfoll (1996). The conceptual basis of this study is the value-semantic theory of L.I. Antsyferova (1994), in which the features of the dynamic process of coping behavior were first presented: "from the state of torpor of the person (the initial reaction to the unexpected, traumatic event) to its rapid change on activity (cognitive assessment of the situation, the study of features, the identification of negative and positive aspects, the definition of the meaning and significance of what is happening)". The right choice of strategy to overcome (coping) traumatic event depends on the level of development of this mechanism, the ability of the individual to consider the difficult situation from different points of view and resort to the methods of its reassessment. The main result of cognitive assessment is the conclusions of the individual about the controllability of the situation. After a person evaluates the situation under control, constructive strategies of overcoming (coping) are included. A significant influence on the development of pedagogical ideas of student coping behavior has a structural and functional approach, developed By A.V. Libin and A.V. Libina (1998). This approach is based on emotional competencies and the positive role of emotions in overcoming difficulties. The authors of the structural and functional approach see the main task of coping behavior of the person in overcoming difficulties, in reducing their negative consequences, in avoiding these difficulties, in patience to them. The criterion for the effectiveness of coping behavior in the structural and functional approach is the psychological well-being of the individual. Currently, the study of coping behavior in pedagogical research is conducted in three main directions:

- the first direction-priority attention is paid to the analysis of the structure and content of stressful situations, causes, trends and prerequisites of their formation and influence on the coping context (Bartosh & Bartosh, 2012; Blinova, 2011; Vetrova, 2008; Gazman, 2002; Hobfoll, 1996);

- The second direction-the emphasis is on the study of the specificity of personal factors influence that determines the preference of an individual for certain strategies to overcome difficult circumstances. A significant number of works is devoted to the study of the social environment that influence on coping behavior: belonging of a person to a large and small society (ethnic group, the social layer), as well as age-related, gender-related features (Dementiy, 2004; Carver, Scheier & Weintraub, 1989; Folkman, 1980; Muzdybaev, 1998);

- The third direction-the priorities are given to the cognitive factors that determine the ways to respond to life's difficulties (Lazarus, Kanner & Folkman, 1980; Leontiev, 1992; Nartova-Bochaver, 1997; Ostanina, 2009; Prokhorov, 2005; Slastenin & Kolesnikova, 2006).

The study identified and revealed promising areas of study of coping behavior psychological determinants in difficult situations. This is the style of attitude of the individual to the events. Despite the significant variety of individual coping behavior of the student, based on the specifics of the attitude to events, there are two main styles of response:

1) problem-oriented style. It is aimed at a rational analysis of the problem associated with overcoming and implementing a plan to resolve the difficult situation. The style is evident in such behavior as an independent analysis of what happened, an appeal for help to others, search for additional information (Antsyferova, 1994; Wasserman, 2010; Libin & Libina, 1998; Ostanin, 2009);

2) subject-oriented style is a consequence of the emotional response to the situation, not accompanied by concrete actions, manifested in the form of attempts to distance themselves from the problem, the

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involvement of others in their experiences, compensation for negative emotions through household pleasures.

The capacity of the pedagogical context of coping, characteristics of events, with which interacts personality to affect the process of coping with stressful situations is found. The importance of situational determinants is emphasized in several papers (Antsiferova, 1994; Dementiy, 2004; Nartova - Bochaver, 1997; Prokhorov, 2005; Heckhausen, 2001). The question of an effective and ineffective coping behavior of a student is directly related to the implementation of coping strategies and coping resources (Carver, Scheier & Weintraub, 1989). It is determined that the most adaptive coping strategies of the student are those that are aimed directly at the solution to the problem situation (Carver, 1989; Dementiy, 2004; Heckhausen, 2001):

- Active coping-active actions to eliminate the source of stress;
- Planning-planning your actions in relation to the current problematic situation;
- Finding active public support - search help, advice from their social environment;
- Positive interpretation and growth - assessment of the situation in terms of its positive aspects and attitude to it as one of the episodes of his/her life experience;
- Acceptance-recognition of the reality of the situation.

The majority of the studied works are dominated by the focus on a comprehensive analysis of internal and external resources of the individual, helping successfully to cope with life's difficulties, the development of critical thinking, emotional response to the difficulties manifested in behavior, in the rapid mastering new standards, mastering the skills of switching attention from one situation to another, in emotional flexibility, protective work of imagination. In the course of research it is proved, despite rather extensive array of scientific works about various aspects of overcoming (coping) by the personality with vital difficulties, the questions of design and realization of structure, the contents, techniques, organizational and pedagogical conditions of coping behavior in educational process of higher education remain unresolved for the student

Results

3.1. Socio-Pedagogical Trends That Determine the Coping Behavior of a University Student

The study identified socio-pedagogical trends that create "provocations" for coping behavior's emergence of the student's personality:

- trend one. Behavioral attempts of the person to cope with specific external and / or internal requirements of the environment which are estimated as excessive or exceeding its resources (Kobzeva, 2011; Losoya, Eisenberg & Fabes, 1998).

The immutability of the influence of hardiness (resilience) phenomenon on the development of the individual is proven. The modern student is confronted every day with difficult life situations, professional, personal or psychological problems. His psychological well-being and physical health largely depend on the choice of a solution to a problem. It is established that further development of the student depends on how the student responds to the demands of the environment. The success of resolving a difficult life situation is evaluated subjectively. The indicator of effectiveness is the own assessment of satisfaction with the chosen life strategies, own mission and interaction with others. In that case, if the student is satisfied with the ways of resolving difficult life situations, he/she is confident in the presence (formation) of his/her vitality (Antsyferova, 1994; Parsons, Frydenberg & Poole, 1996). For

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the first time the concept of resilience (hardness), as human survival in difficult life situations, was introduced into scientific circulation by the American psychologist S. Maddi (1998). In the tradition of the Russian psychological science the concept of hardiness is interpreted as resilience, a measure of the ability of the individual to withstand stressful situation, maintaining internal harmony and success of the activity (Leontiev, 1992). It is established that the vitality of the individual is based on a relatively autonomous components - involvement, control, risk taking (challenge):

- Involvement. It is defined as the belief of the individual in the appropriateness of their participation in the events, such as the maximum chance of finding something worthwhile and interesting for oneself. Involvement characterizes a person's special relationship with the world, gives a sense of belonging, strength and motivates the implementation of plans, thoughts and behavior;

- control. It is a belief in the need to fight, to influence the outcome of what is happening, even if this influence is not absolutely and success is not guaranteed. A student with highly developed control components realizes that he / she chooses his / her own activity, his / her life path. The characteristics of the control components are largely similar to those of the control locus;

- risk taking. It is considered as conviction of the person in irreversibility of the occurring events and in their overcoming (coping) at the expense of the knowledge gained from experience (positive or negative). The challenge helps the student to be open to the world and society, contributes to the perception of life problems as a test for oneself, self-cognition, discovery of a new in oneself;

- trend two. Fluctuations of the educational process, manifested in the dynamic relationship and mutual influence of the individual and the educational environment (Muzdybaev, 1998; Hobfoll, 1996);

The study found that the structure of resilience, in addition to Autonomous content components includes two groups of coping and protective methods:

- The first group is characterized by the presence of the goal of choice, has the flexibility and orientation to interpersonal relations, focus on mastering the difficult life situation and the acquisition of new experience. This is a group of coping methods;

- the second group combines protective methods. Under psychological protection is understood a way of avoiding the realization of the essence of the real problems, the need to address it.

- trend three. Activities of an individual to maintain or preserve a balance between the requirements of the educational environment and the resources that meet these requirements (Kryukova, 2005; Lazarus, Kanner & Folkman, 1980).

It is proved in the theory and practice of psychological and pedagogical science that to overcome difficult life situations coping and protective methods are used: confrontation, spacing, self-control, responsibility, flight, and search for social support, planning, reassessment of the situation. Methods of overcoming are divided into positive, the use of which leads to a positive resolution of the difficult situation and negative, the use of which involves the use of a different Arsenal of psychological protection mechanisms aimed at reducing emotional stress, but not to change the stressful situation. Coping and defense operate on the basis of the same processes, but are multidirectional mechanisms in overcoming complex problems, such as:

- coping, focused on the assessment of the situation-overcoming the stressful situation, including an attempt to determine the value of the situation and put into effect a logical analysis, cognitive re-evaluation;

- problem-oriented coping - coping with stress, aiming to modify, reduce or eliminate the source of

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stressful situations;

- emotions-oriented coping - overcoming stress, including cognitive, behavioral efforts, by which a person tries to reduce emotional stress and maintain an affective balance (Lazarus, Kanner & Folkman, 1980).

The study proved the feasibility of systematization and generalization of coping actions, coping strategies, resources and coping styles that create comfortable pedagogical conditions for students to overcome stressful situations in the educational process of the University.

3.2. Classification of Strategies of Coping Behavior of the Individual - Student

Priority coping strategies of student's behavior in the process of overcoming difficult life situations at cognitive, emotional and behavioral levels are established. Such strategies as distraction and problem analysis are related to the cognitive sphere; emotional discharge, optimism, passive cooperation, preservation of self-control are related to emotional one; distraction, altruism, active avoidance, search for support, constructive activity are related to behavioral one (Bartosh & Bartosh, 2012; Blinova, 2011; Vasilyuk, 1984; Wasserman, 2010; Vetrova, 2008; Leontiev, 1992, Ostanina, 2009). The universal coping strategies defining priority directions of behavior in the course of activity of the student are established:

- problem-solving strategy-an active behavioral strategy in which the individual tries to use all available personal resources to find possible ways to solve the problem effectively;

- Strategy of social support search - active behavioral strategy in which the person for the most active resolution of difficulties seeking help and support from others (family, friends, significant others);

- Avoidance strategy-a passive behavioral strategy in which a person tries to avoid contact with the surrounding reality, or escape from the problem. For this purpose, often are used such methods of avoidance (escaping to hospital care, alcohol taking, drugs, etc.). In the practical life of the students also the tragic way of active strategies of avoidance is noted such as suicide (Fridenberg, Levis, 2000; Hobfoll, 1996).

The study proved the theoretical and practical importance of personal and environmental resources, which are the basis for the implementation of coping strategies of student behavior (Wasserman, 2010; Vetrova, 2008; Dementiy, 2004; Lazarus, Kanner & Folkman, 1980; Losoya, Eisenberg & Fabes, 1998).

Relatively stable personal and social characteristics of students, providing a psychological background for overcoming stress and contributing to the development of coping strategies, are considered as personal coping resources.

The importance of social support as a priority environmental coping resource in the form of information, convincing the student that he is loved, appreciated and is cared for him. Social support, mitigating the influence of stressors on the body, thus preserving the health and well-being of the individual, facilitates its adaptation and promotes development. In the course of the research the tendency is justified confirming the assumption that the optimal result of using coping strategies and coping resources in the educational process of higher education institution is achieved in their integration interaction, which creates correct organizational and pedagogical conditions for the formation of coping behavior of the individual with the expected qualities of eliminating or reducing the force of impact of stressful situations on the student. It is determined that the formation of coping behavior of the student in educational practice is not always systematic, and therefore not always effective to overcome stressful situations.

It is established that the approaches to the classification of coping-behavior strategies in the scientific literature are mainly determined by the objectives of solving the problem of overcoming the difficulties of

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teaching, communication, independent decision of their life problems. For a student - it is not only a gradual removal of stress, improving his condition, but also a kind of training, conducted in a real situation of his life. The problem which has arisen before the student reflects in the content contradictions between his desires and opportunities, between his purposes and conditions of their achievement. Resolving them a person uses primarily subjective (internal) resources. They may not be enough. Trying to solve the problem, the student can use spontaneously formed not effective coping strategies. In these circumstances, pedagogical support becomes an external resource that helps to cope with difficulties by using problem-solving coping strategies. The concept of pedagogical support was introduced into scientific circulation by O.S. Gazman (2002), who proved its importance as a special sphere of pedagogical activity aimed at self-emergence of a student as an individual. The process of pedagogical support not only proclaims the student as a subject of education, but also seeks to provide practically entity-subject, equal, trusting relations of the teacher and student, aimed at solving problems of overcoming difficulties in different areas of his life (Gazman, 2002). It is proved that pedagogical support in the conditions of implementation of strategies of coping behavior becomes the stimulus for the development –the student external (environmental) resource for building an attitude to itself as subject, which is able to control the situation, contrasting to the circumstances his will and activity, encouraging the use of effective coping strategies.

The study on the basis of factor analysis of various coping reactions to stressful situations has three groups of generic universal strategies: problem-solving, search for social support avoidance.

1. Problem resolution strategy-an active behavioral strategy in which a person tries to use all available personal resources to find possible ways to resolve the problem effectively.

2. Social support strategy-an active behavioral strategy in which the person to solve the problem effectively calls for help and support of others, family, friends, significant others.

3. Avoidance strategy- a behavioral strategy in which a person tries to avoid contact with the surrounding reality, to avoid solving problems. Personality can use passive methods of avoidance: hospital care for, alcohol, drugs. An active way to avoid solving problems is recognized a suicide (E. Fridenberg, Levis R. 2000).

It is proved that coping strategies are implemented on the basis of coping resources. The study established the typology of personal and environmental coping resources, particularly important for the educational process of the University.

Personal resources:

- Cognitive resources-opportunities based on the formation of intellectual potential, critical thinking. Allow to estimate objectively level of influence of the social environment surrounding the person;

- Positive "self-concept", or positive self-image;

- Intern locus – of control - ability to control your life and take responsibility for it;

- Affiliation-ability to communicate with others, a certain social competence, the desire to be together with people;

- Empathy-the ability to empathize with others, to live with them for some period of their lives, while accumulating their own experience;

- Outlook - the position of the person in relation to life, death, love, loneliness, faith;

- Value, motivational structure of personality.

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Resources of the social environment:

- The system of social support-the environment in which the person lives (family, society, friends, study group, etc.);

- socio-supporting process - the ability to find, accept and provide social support.

3.3. Integration Interaction of Coping Strategies and Coping Resources as a Pedagogical Condition of Coping Behavior of the Student

The study proved that the coping behavior is effectively carried out in the process of integration and interaction of coping strategies and coping resources, where a coping strategy is understood as a conscious, individual way of coping with difficult situations, which are vitally important to the student, through the involvement of personal experience and personal resources that determine the orientation behavior (Dementiy, 2004; Kobzeva, 2011; Muzdybaev, 1998). In the process of correlation analysis the priority qualities of coping behavior are established, ranked according to the preferred choice of coping strategies:

- Coping - strategy of "problem solving". Students in a difficult situation build a forecast based on the analysis of the past and present, on the analysis of contradictions between them, form a subjective model of the desired and due, plan the likely results, reflect on the means and efforts necessary to achieve it and the sequence of their application: begin to act, moving from plan to action. In addition, they are inclined to take responsibility in interpersonal communication and in situations of failures on themselves. Due to the fact that rationalism itself is sufficiently formed, this quality is considered by them as an anti-value, and emotionality is highly valued;

- Coping - strategy "Search for social support". A high level of communication needs is established. They are willing to sympathize with anyone who turns to them for help, prone to empathy. They value health and freedom, are irreconcilable to shortcomings, love is considered as restriction of freedom. Emotional support is more important for them as an approval or acceptance, but not as competent advice. Emotional instability probably contributes to the fact that they prefer superficial relationships.

– coping - strategy "Avoiding". Students of this group are characterized by low self-esteem. Such persons are not inclined to rational solution of problems: they do not notice emerging problems or do not analyze them. They do not appreciate the painstaking, hard-working approach to the case based on the diligence, pedantry, accuracy.

The study conducted factor analysis to identify psychological factors associated with coping resources of the individual and that affect the formation and selection of certain coping strategies.

For the scale "problem solving" three factors were obtained, in the sum they received 30% of all factors (emotionality in interpersonal relations, internal locus of control, the value of serious attitude to life and people).

For the scale "Search for social support" three factors were obtained, in the amount they received 30% of all factors (internal locus control, low empathy, the value of intimacy in relationships).

Three factors were obtained for the "Avoidance" scale, in the sum they received 29.7% of all factors (internal control locus, high level of empathy, value of household comfort).

It is proved that the factor "internal control locus" provides awareness and arbitrary control of behavior in the selection and implementation of any of the coping strategies and coping resources in a difficult situation. In addition, each form of conscious behavior determines the choice of certain form of conscious

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behavior in complex situations:

1) Coping strategy "problem solving" acts as compensatory for the person, which differs by emotionality in interpersonal relations. And the value of serious attitude to life and people determines the choice of this form of conscious behavior in difficult situations;

2) Coping strategy "Search for social protection" is determined by the fact that a significant value for the individual is intimacy in relationships with people and in coping with the difficulties this person prefers use the help of others. The low level of empathy may allow it to move away from the problems of the one it turns to for help and self-centered focus on its own problems.

3) Coping strategy "Avoidance" is chosen by individuals with a high level of empathy due to their high sensitivity and empathy, primarily associated with their emotional instability. High levels of empathy play a dual role. On the one hand, it serves to reduce the high level of their emotional tension, to get away from the problem, to delay its solution. On the other hand, empathy makes it easy to switch from solving own difficulties to the difficulties of others.

It is established that the most effective use of all coping strategies is in the relationship depending on the emerging stressful situation. In some cases, an individual can cope with the difficulties that have arisen independently, in others it will need the support of others, and thirdly, it can simply avoid difficulties by thinking in advance about all the consequences of a collision with a problem. It is proved that the flexibility of behavior, the ability to cope independently or with the help of close people with difficult life situations on the basis of the interaction of coping strategies and coping resources – an important indicator of the formation of student coping behavior in the educational process of high school.

Conclusion

The study confirms the theoretical and practical significance of the study as an actual direction in the formation of active behavior of the student's personality, contributing to the effective overcoming of life's difficulties and stressful situations in the educational process of the University. Priority strategies of coping behavior of the student in the process of overcoming difficult life situations at cognitive, emotional and behavioral levels are established. The cognitive sphere is connected with strategies of distraction and problem analysis; emotional sphere is connected with emotional relaxation, optimism, passive cooperation, preservation of self – control; behavioral sphere is connected with distraction, altruism, active avoidance, search for support, constructive activity. The universal coping strategies defining priority directions of behavior in the course of student's activity are substantiated: strategy of problem solving, strategy of social support search, strategy of avoidance. The theoretical and practical significance of personal and environmental resources, which are the basis for the implementation of coping strategies – student behavior, is substantiated in the course of the study. In the course of the study the tendency confirming the assumption that the optimal result of using coping strategies and coping resources in the educational process of higher education institution is achieved in their integration interaction, creating pedagogical conditions for the formation of coping behavior of the individual with the expected qualities to eliminate or reduce the force of stressful situations' impact on the student. In this regard, the main attention in this article is devoted to the substantiation of the theoretical and methodical approach to the design and implementation of the integration interaction of coping strategies and coping resources as pedagogical conditions for coping behavior formation of the individual. In the course of implementation of coping behavior's pedagogical strategies, the classification, structure and content of coping strategies and coping resources as pedagogical conditions of individual, conscious readiness of the student to overcome stressful situations in the educational process of high school are substantiated. The article reveals the socially – pedagogical tendencies of student coping behavior formation at the

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University; the classification of strategies of coping behavior of the individual. On the basis of the results of the conducted research the efficiency of integration interaction of coping strategies and coping resources as pedagogical conditions of person coping behavior formation is justified and experimentally proved.

This problem, as a research direction, does not exhaust itself by solving the studied aspects. Of particular interest to future researchers are the issues of designing and implementing criteria base aimed at determining the effectiveness of coping strategies in the educational process of the University.

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Educational Cluster As A Mean Of Students Cultural Cooperation Forming

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Abstract

The urgency of the article is conditioned by the necessity to form the personality of the University student - the future professional interacting at the "level of cooperation and dialogue", providing a new cultural synthesis of the actual values of society. The purpose of the article is to reveal the possibilities of cluster interaction as a means of forming the culture of University students' cooperation. The article reveals the role, functions and stages of students' cooperation culture development within the local educational cluster (LOC), which is a productive form of situational cooperation of University students and specialists of external enterprises (potential employers). The components of forming process of University students' cooperation culture are revealed: trust, commonality; comprehension of the cultural constants of interaction; the criterion - diagnostic toolkit for assessing the formation of the identified components of cooperation culture is presented. The article is intended for teachers, psychologists, researchers involved in the formation of cooperation culture as a fundamental and multifaceted personal component that determines the behavior of students.

Keywords: culture of cooperation, cluster interaction, local educational cluster (LOC), cultural constants of interaction.

Introduction

In the context of the world space transformation into a single zone, mechanisms of integration of economies and societies, information and cultural exchange between them are initiated. The processes of cooperation, association and collaboration of modern man as a carrier of information and cultural values with nature, society and other people are activated. The objective complexity and diversity of the subject's life in the new world community makes it necessary to "be a collaborator" at different levels of relationships, otherwise his/her vocational and personal success is questionable.

Describing the post-industrial era as "the era of mass cooperation", D. Tapscott & A. Williams believes that today "we must simultaneously cooperate with a huge number of people — regardless of borders, cultures, accepted rules and corporate frameworks — otherwise we will simply disappear. When twenty years have passed, we will recall today at the beginning of the twenty-first century as a critical turning

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point in economic and social history. We will be fully aware that we have entered an era based on new principles – principles of cooperation" (Tapscott & Williams, 2011). The dominant feature of the economic dimension of all aspects in sociocultural life is the necessity of the fullest comprehension of new values, new morality of modern economic civilization. Higher school as a social institution, creating a new model of a specialist — a potential participant of industrial innovations, today implements competence approach in quite complex and contradictory conditions, when the question on the fundamental components of the claimed model remains open. In this regard, a particular interest is the study of the D.Y. Trushnikov & V.M. Ignatova (2010), which explicates models of a man from economic theories. One of these models is the "economic man", acting for his own benefit, qualified in achieving his/her economic interest, as well as varying in degrees of activity, depending on the role played in the production.

It should be noted that the problem of cooperation is actively and comprehensively studied and explicated in this country and abroad: "the ideas of cooperation actually scattered in hundreds of articles and books have entered almost all modern pedagogical technologies" (Benin, 2011; Zhuravleva, 2010; Pilipishin, 2010). The high scientific interest in this problem is evidenced by a wide range of studies that develop various aspects of cooperation: the organization of educational cooperation (Baranovskaya, 2010; Ignatova, 2010; Polutin, 2010); pedagogy of interaction (Asmolov, 2010; Kamyshev, 2012; Yuryev, Chvanova & Peredkov, 2010); pedagogy of support (Aminzadeh, 2012; Verderber & Verderber, 2013; Larionova et al., 2017; Tastan et al., 2018).

In recent years, researches were carried out on cooperation as a significant pedagogical phenomenon in different contexts: the use of cooperation as a personality-oriented learning technology (Bengardt, 2011; Novikov & Novikov, 2010); education of culture of students' educational cooperation (Boyko, 2016); implementation of conceptual ideas and means of pedagogical cooperation in higher education (Baryshnikova, 2010; Rosen, 2010). These researches are devoted to studying the possibilities of using the potential of cooperation in the educational process of modern vocational school.

The analysis of scientific sources, to some extent revealing the theoretical and practical aspects of cooperation, as well as the analysis of interaction practice in the University allows us to state that the problem of cooperation in the educational space of the University has not received an exhaustive development. Hence, the problem of research, which consists in the search for ways to form a culture of University students' cooperation, turns out to be relevant. As a means to form the culture of future specialists' cooperation, we believe it expedient to consider cluster interaction, which, in our opinion, has a significant developed potential for the formation of a culture of students' cooperation. The implementation of the mechanism of cluster interaction traditionally involves the functioning of an educational cluster, which is characterized by a long-term, systemic nature of the joint activities of its subjects (educational, industrial, scientific institutions, etc.). In the current Russian situation, cluster interaction is caused by such difficulties as the unwillingness of employers to formulate a system of requirements for the competence of the future specialist and limiting the ability of universities to engage in systematic interaction with employers at the level of modern requirements of production. Consistent and in-depth study of cluster interaction system components is necessary

Materials and methods

Theoretical and methodological prerequisites of the study in the formation of cooperation culture identified the following approaches: synergetic, culture-study, value-meaning, socio - pedagogical, subjectively-humanistic. Within the framework of the synergetic approach, the formation of students' cooperation culture in vocational education is justified as a holistic process of transition of a complex system of components from the state of disordered to order one.

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This approach is used in the study of one of the most important components of cooperation culture - collaborative chaos, which is an unstructured exchange of ideas to create value. To create value, groups of employees of different occupations generate ideas through brainstorming and turn them into products and services. Study of synergetic concepts and closely related to it the chaos theory (Knyazeva & Kurdyumov, 2010) allows to understand the essence and potency of inclusion of collaborative chaos's elements in the process of cooperation. Synergetic proceeds from the fact that the linear nature of processes' development and equilibrium states are not dominating ones in reality; more attention should be given to the unpredictability of the behavior of the studied systems during periods of unstable development, in bifurcation points, where small random fluctuations can have a strong impact on the trajectory of the process

Culture - study approach. It is based on axiology - the doctrine of the values and value structure of the world. It is conditioned by objective connection of the person with culture as the system of values developed by mankind. The assimilation of cooperation culture by a person represents a positive development of the person and his / her becoming a creative person (for example, the introduction of any new elements on the basis of the mastered culture).

Value-meaning approach to the formation of students' cooperation culture characterizes their personal motivation to cultural interaction in the process of educational and extracurricular activities. In this case, the student has a desire to behave culturally in a social environment, to organize the space of communication competently, an interest in the values of dialogue and trust is formed, there is a belief in the need to follow the social and cultural norms of behavior in relations with other people; in the educational process of the University the goal is formed - to achieve the ideal: a person, a professional who communicates on a high professional and cultural level of cooperation

The social pedagogical approach reveals the culture of cooperation as a means of social adaptation and successful socialization of students not only in the educational environment of the University, but also in open society, compliance with positive social expectations and preferences.

The subjective-humanistic approach to education is focused on the account of individual subjective experience, the desire of the individual to reproduce the creative world in him and to comprehend him in the creative world.

The culture of students' cooperation as a part of the General culture in professional education performs the following functions in the study: adaptive, socio-psychological, regulatory, personal-developing, informational and cognitive, man-creator one. The adaptive function of cooperation culture contributes to the positive orientation and socialization of student youth both in high school and in the world, the Socio-psychological function of cooperation culture is to create conditions for trusting communication in the educational environment of the University. Regulatory and personality-developing functions of cooperation culture contribute to the positive self-identification of young people, enable self-disclosure in the educational environment and open society, while remaining socially successful and attractive. The informational and cognitive function of cooperation culture is connected with the acquisition and correction of socio-cultural values by students of the University in the educational process and self-realization as a creative, unique harmonic individuality in the space of social interaction.

The study revealed a set of principles that complement the conceptual basis of the process under study; the *principles* of mobility, dialogue, positive-semantic activity, multiculturalism.

In order to verify the solution of the tasks **the following research methods** were used: *theoretical*: problem analysis and synthesis of ideas that help to understand the category of culture of University students' non-verbal communication, analogy, generalization, specification, abstraction, idealization, modeling of

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organizational and pedagogical conditions of formation of youth's non-verbal communication culture in vocational education, extrapolation of the revealed tendencies and regularities of nonverbal communication development in professional education on possibility of their use and application in practice of other educational institutions; generalization and comparison of domestic experience of formation of students' nonverbal communication culture of higher education institution; *empirical*: ascertaining, forming, control experiment; *mathematical statistics:* statistical processing of questionnaire data and experimental results.

Experimental work was built in the process of educational and extracurricular activities of students in high school in the framework of professional education using the possibilities of academic disciplines, in the form of lectures, seminars, workshops, mini-trainings, role-playing, business games, in the course of educational practice; resources of research activities (conferences, seminars, round tables); various forms of educational work (debates, reviews, competitions, festivals, thematic and festive events, club meetings, events, adaptation meetings).

Research stages

At the first stage - the theoretical one - the state of the problem of forming the future teacher's cooperation culture was studied, the degree of development of the problem in theory and practice was studied, the analysis of psychological, pedagogical and philosophical literature on the problem of research was carried out; the analysis of dissertations. At this stage, the essence of cooperation as a concept of culture was determined, the content of the concept "culture of University students' cooperation" was substantiated, the criterion-diagnostic apparatus for assessing the level of formation of University students' cooperation culture was proposed, the content of experimental work aimed at the formation of future specialists' cooperation culture was developed, the level of formation of University students' cooperation culture was studied.

At the second stage - experimental one - pedagogical experiment on the organization of the educational process directed on formation of students' cooperation culture by means of realization of courses "Workshop on the solution of vocational tasks", "technologies of cluster interaction" was carried out. Master classes, round tables, methodological and methodical seminars with teachers were held in order to develop value-meaning unity and a coherent comprehension of cooperation culture value in an educational institution and in an open society in the pedagogical community.

The third stage is generalizing. At this stage, the results of experimental work were analyzed; their mathematical and statistical processing and design of research materials were carried out.

Results

During the forming stage of the research, students of the experimental group were included in the experimental activities within the study course "Workshop on solving vocational problems", which was a basic course, updating the mechanisms of interpersonal interaction in the process of solving vocational problems and creating an algorithm of step-by-step actions for the productive inclusion of students in cluster interaction in order to form a culture of cooperation.

1. Motivating stage

1.1.Immersion of students in vocational tasks doing in order to activate each student; To be involved in the process of situations and decision-making analysis that requires not only individual but also group discussion and evaluation.

1.2. Determination of the corporate cultural trajectory in solving vocational tasks.

1.3. Justification of cooperation relevance with external partners in of vocational task solution

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2. Target defining stage

2.1. The division of labor, similar to the one existing in the workplace, allowing students to find a job that is complementary to their interests, talents and styles of self-expression.

2.2. The situation of education's way out beyond the classroom in order to organize interaction with external partners.

2.3. Definition of cooperation cultural constants in the process of interaction

3.The practice-oriented stage

3.1. Practice-oriented activity of creative workshops, training groups, laboratories; the situation of training, specially organized to create the "ensemble" nature of vocational activity.

3.2. Self-organizing nature of interaction between students and specialists of external enterprises on the basis of coordinated behavior and mutually supportive relationships.

3.3. Joint monitoring of the results of solving vocational tasks

4. The reflexive stage

4.1. Individual responsibility of everyone for the result of joint activities. Development of vocational cultural self-reflexing in the process of self-assessment in solving vocational tasks.

4.2. The manifestation of trust in interpersonal relationships

4.3.Taking into account the expert evaluation of the effectiveness in solving professional tasks by external partners

4.3. Critical comprehension of the results in solving professional tasks, together with external partners

5. Correction stage

5.1. Adjustment and analysis of the results in solving professional tasks set at the initial stage of cluster interaction.

5.2. Identification of reserves for results optimization based on further interaction with external

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partners.

5.3. Development of new professional tasks together with specialists of external enterprises taking into account corrective conclusions

Figure 1. The algorithm of student productive engagement in the cluster interaction with the aim of building a culture of cooperation

The algorithm of productive inclusion of students in the cluster interaction in the study of the course is based on the allocation of such a unit of educational content as a vocational task. In the course of study, the student "plunges" into vocational tasks, masters the methods of their solution, which, in turn, contributes to the activation of each student, involving him / her in the process of situation analysis and decision-making, effective use of theoretical knowledge in vocational activities.

We have identified the following elements of cooperation between students and specialists of external enterprises, indicating the effectiveness of cooperation culture formation:

- Delegation of instructions to another someone, determining the effectiveness of joint activities;
- agreed conceptual vision of the future joint activities (formulation, understanding and evaluation of the common goals and objectives of joint activities;
- Availability and quality of the plan; consistency and distribution of functions; alignment of joint activities with the plan);
- Value-orientation unity of the group (detection by subjects of cooperation of own values and personal meanings in interaction with others);
- Social creativity of a person; dialogue nature of interpersonal relations (free expression of own thoughts, exchange of opinions, based on mutual acceptance and understanding by subjects of cooperation of each other);
- Personal resource for constructive conflict resolution (personality's conflict resistance; the ability to retain a contradiction in the form of a productive conflict, contributing to its resolution).

The elements of joint work allocated by us testifying to efficiency of cooperation culture formation are actualized in the course of the organization of practical training which main purpose is formation of students’ abilities and skills necessary for the solution of vocational tasks. The form and content of the workshop classes are such that they allow realizing cluster interaction in the student audience to the full extent. Taking into account the "ensemble" nature of vocational activity, we consider it expedient to include in training vocational tasks that require not only individual, but also group discussion, decision and evaluation. To this end, the clusters are organized at classes with different numbers of participants; with the motive for uniting students in groups is a common interest. The cluster is a practice-oriented activity of creative workshops, training groups, laboratories, organized to create a product; the learning situation, specially organized to create a product or service.

Created products — is the necessary element through which knowledge is acquired and mental processes are developed. In a cluster, the grouping of students by their interests forms what scientists call "critical mass" - joining together as many necessary ingredients, particles as necessary to obtain the best results (synergy effect). It should be noted that the common interests of cluster members contribute to a more creative interaction, which, in turn, often leads to the creation of a "cumulative innovation product": judgments, project, program, algorithm, etc. At the same time, there is a division of labor in the cluster, similar to the existing one in the production, which allows students to possess a part of the product and

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find the niche that is complementary to their interests, talents and styles of self-expression. Therefore, a single cluster can generate a different number of products and services. The practice of work within this discipline shows that in the process of implementing cluster technology to organize the activities of students there is an opportunity to develop their communicative and cooperative skills, to improve the ability to design situations of educational interaction. Particularly important for us was that there is no authoritarian domination, emotional tension between the cluster members; future specialists get used to work "on trust" in the conditions of open communication and free exchange of ideas and opinions. The logic of the above mentioned shows that the cluster form of students' activities organization has a huge educational potential for the development of students' cooperation culture. The implementation of this potential seems to us to be full-sized in the case of educational situation's going beyond the classroom in order to organize interaction with external partners.

In the process of developing the algorithm, the self-organizing nature of this interaction was determined: working within the cluster, students and specialists of external enterprises demonstrated coordinated behavior and mutually supportive relationships. Cluster members interacted in a situation of freedom in choice of conditions, methods of activity, as well as partners of cluster interaction, which, in turn, led to an increase in individual responsibility of each for the result of joint activities

When organizing the activity of clusters, attention was focused on the possibilities of personalization when choosing a problem by students, awareness of the problem importance for each participant of cluster interaction and potential consumers. The stage of concretization of the cluster research tasks involved the use of the method of collective generation of ideas and introduction of collaborative chaos and constructive contradictions into the process of interaction, which significantly enrich the process of cooperation and contribute to the comprehension of cultural constants of interaction among its participants. The participants had to decide whether they create one product or different sub-groups within the cluster will be focused on creating different products. To this end, a division of labor, similar to the existing production was organized in the cluster, which allowed students to find a job that is complementary to their interests, talents and styles of expression. The delegation of instructions to each other, determining the effectiveness of joint activities, contributed to the development of such a component of cooperation culture as the manifestation of trust in interpersonal relations. Joint actions of participants in the local educational cluster, due to the common goal of interaction, contributed to the formation of commonality as a component of cooperation culture of future teachers: in interaction with others, the subjects of cooperation discovered their own values and personal meanings.

The aim of the experimental work was to identify and verify the effectiveness of the students' inclusion in cluster interaction, which is a means of forming their cooperation culture. In accordance with the theoretical provisions put forward in the study, the content of the diagnostic apparatus for assessing the level of cooperation culture formation between students is developed.

Assessment of initial level of students' cooperation culture formation was designed to investigate the personal qualities of the subjects of cooperation, which are components of the investigated phenomenon, such as expression of trust in interpersonal interaction, the ability to make a commonality with the subjects of joint activities, the ability to generate, free expression and realization of new (unusual) ideas, the orientation of the individual on the constructive resolution of conflicts. As criteria and indicators in the formation of the called qualities as the components of students' cooperation culture can act: an internal state of readiness to trust manifestation in interpersonal interaction and building of confidential relations with its subjects (the relation to another as it is actual significant and potentially psychologically safe subject).

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A theoretical analysis of several studies on the problem of cluster cooperation in the educational process (Smirnov, 2010; Sokolova, 2010; Tereshin & Volodin, 2010; Chvanova, 2010) showed that as the fundamental component of cooperation culture of joint activities' subjects is the trust as an internal state of readiness to interpersonal interaction and building trust with its subjects (the attitude towards the other as to a relevantly meaningful and potentially psychologically safe subject). The development of cooperation culture is possible only in case of trust emergence as a background condition for the existence of such a phenomenon of interpersonal interaction as cooperation. Complex systems of trust appear in a situation of cooperation, when in the course of joint, collective actions people pursue a common goal, which cannot be achieved by each of them individually. Trust is a precondition and a result of successful cooperation. Such trust means a set of rates placed on each partner, on the group as a whole and on the organizational regime of coordination, monitoring and leadership itself, which guarantees cooperation. Thus, trust, as a prerequisite for the initiation of people joint activities, is modified in the process of this activity. If this activity is effective, trust will grow and, accordingly, will be the result of successful cooperation.

The obtained empirical data confirmed the assumption that there is a problem that can be identified as the dominance of trends of distrust among modern young people not only to partners in communication, but also to society as a whole. This problem determines certain behavioral patterns of young people, limiting the possibility of realization of their personal potential in terms of cooperation with other joint actions.

In this article, we present the results of a study of interpersonal trust level for the purpose of diagnosis of which we have used the following methods: rapid diagnosis of trust (on the Rosenberg scale (Prikhozhan,2002), as well as diagnosis of interpersonal trust (scale J.B. Rotter, adapted by S.G. Dostovalov (Leonova & Leonov, 2016).

The positive dynamics in the formation of cooperation culture between students using the rapid diagnosis of interpersonal trust on the Rosenberg scale and on the scale of J.B. Rotter (Prikhozhan,2002) is revealed as an indicator of the effectiveness in the formation of cooperation culture between students in the educational cluster (table 1).

Table 1. Dynamics of change in the averaged indexes of student interpersonal trust formation at the ascertaining and forming stages of experiment

Levels of interpersonal trust	Low	Average	High	Low	Average	High
Number of students	Control group			The experimental group		
Ascertaining stage	72,5%	17,3%)	10,2%)	72,7%	19%	18,3%
The forming step	63,3%	20,3%	16,4%	35,5%	29%	35,5%
Changes in the indices	9,2%	3,0%	6,2%	37,2%	10,0%	17,4%

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Measurements on the sample of 162 people (79 students of the control group and 83 students of the experimental group) show that the dynamics of average indicators' growth in the formation of interpersonal trust among the students in the experimental group was significantly higher compared to the control group. Table 1 shows that the number of students with a low level of interpersonal trust decreased in the control group from 72.5% to 63.3% (by 9.2%), and in the experimental group respectively from 72.7% to 35.5% (by 37.2%).

The number of students with an average level of interpersonal trust increased in the control group from 17.3% to 20.3% (3 %), and in the experimental group from 19% to 39% (20%). The number of students with a high level of interpersonal trust increased in the control group from 10.2% to 16.4 % (6.2%), and in the experimental group from 18.3% to 25.5% (17.4%).

A significant difference between control and experimental groups after the forming experiment leads to the conclusion that the effect of significant changes in cooperation culture based on the diagnosis of interpersonal trust in the experimental group is due to the use of cluster interaction in the educational process of the University, organized within the framework of local educational clusters.

Thus, the analysis of the results obtained in the course of the forming experiment led to conclusions confirming the assumption that the increase in the efficiency of the process of forming the University students' cooperation culture can be achieved if it is a means of cluster interaction.

Discussions

The culture of cooperation, as determined by a number of researchers (Bodalev, 2015; Sidorenkov, 2011) is a prerequisite for successful trusting interaction with the public, determines the place of the University in the world, embodying the laws, regulations and rules that unite its members. Researches (Zhokhov, 2011, Kavun, 2010) indicate that the fundamental basis of the educational organization - the system of values, management style, culture of interaction of students are prerequisites for high-quality functioning of the University, and the formation of a culture of cooperation enhances their social responsibility, voluntary commitment of duties in face of the organization and society in relation to what lies beyond the requirements defined by law or other regulatory standards. Analysis of the concepts of education, implemented in Russian universities (Zagvyazinsky, 2012), leads to the conclusion that the foreground in the formation of a culture of cooperation in higher education often come its external attributes: missions, various symbols, slogans, anthems, etc. Such formal copying of technological methods of cultural construction is explained by the absence of a specially designed teaching and pedagogical support of the process of cooperation culture forming between students in institutions of higher education. A number of research projects reveal constructive ideas of sociocultural space, reflecting culture-study game concepts and technologies, contributing, in their opinion, to the formation of students' cooperation culture in the educational space (Formanovskaya, 2016).

We believe that the decline in the focus on cooperation among modern specialists is predetermined by the peculiarities of the current socio-cultural situation, in which there is a clear contradiction: along with the trend of globalization, which characterizes the era of social development as a whole, in the behavior of modern person often dominates the focus on the disclosure of his-her internal subjective entity in the context of the ideology of individualization, economic benefits, competition, market relations. Today, it is necessary to rethink the problem of cooperation in the public and private contexts conceptually, since the focus on the principles of cooperation becomes the dominant vector in the development of interpersonal interactions of different levels. In this regard, we consider cooperation as a concept of culture, as a cultural value constant, determining the nature of the behavior of modern man. We offer as the solution options to solve the problem of building a cooperation culture the interaction of students and

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professionals of external enterprises, organized in the framework of the local educational cluster, a significant advantage of which is a direct, active involvement of students in joint vocational activities for the production of specific socially significant product.

Conclusion

Thus, the results of the study give grounds for the following conclusions:

1. The culture of cooperation of University students as an integral personal characteristic, which is an integral part of the General human culture, is a synthesis of personal qualities that determine its ability to enter into productive relationships with other people, among which the dominant are the manifestation of confidence in interpersonal relations, the ability to form a community with the subjects of joint activity, the ability to generate, free expression and implementation of new (extraordinary) ideas, the orientation of the individual to constructive resolution of contradictions.

2. The formation of cooperation culture between students is facilitated by the introduction of cluster interaction in the educational process of the University, organized within the framework of the local educational cluster (LOC), which is a productive form of situational cooperation between students of the University and specialists of external enterprises (potential employers), carrying out joint activities aimed at obtaining a socially significant product taking into account the requests of potential consumers and resource opportunities of interacting parties.

3. The features of the local educational cluster are: active inclusion of students in joint activities with professionals in the production of socially significant product; the possibility of short-term solutions to current educational and industrial problems arising as situational ones, in accordance with the needs of cluster's subjects and consumers; minimization of resource costs in the process of creating a product by multiplying the potentials of subjects of joint activity; strengthening of practical orientation of interaction which is sufficient for emergence of its positive social effects.

4. Cluster interaction within the framework of the local Educational cluster, aimed at the formation of University students' cooperation culture is characterized by components such as: trust, community, collaborative chaos (unstructured exchange of ideas), constructive contradiction, comprehension of cultural constants of interaction in the creation of a qualitatively new and socially significant value.

Application forecast: The presented research experience opens up prospects for further developments aimed at the study of related issues of the claimed multidimensional problem. To their number, in our opinion, can be attributed the study of the possibilities of cooperation culture forming between students in the educational space of the University. The subject of further pedagogical research can also be the identification and justification of new methods, forms, technologies of the educational process organization in higher education, fully realizing the pedagogical potential of the ideas of cooperation as the most productive type of inter-subject interaction. The problem of building cooperation culture is universal and, at the same time, complex and multidimensional. The necessity of its solution is determined by the modern sociocultural situation, characterized by nonlinear processes of new cultural synthesis, which largely determines the horizons of social development. We believe that the conducted research will help to solve the stated problem to some extent, as well as to become the basis for its new promising developments.

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Interaction Of The Higher Education And Key Employer For The Formation Of The Actual Profile Of The Competences Of Graduates Of Engineering Directions

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Abstract

In the article the complex research with the involvement of university teachers and employees of the key employer was conducted for the first time with the purpose of creating the basis for the evaluation of the candidate for the workplace from among the graduates of engineering universities - the profile of the graduates competence in the engineering direction "Management and Informatics in Technical Systems". In the study, conducted in two phases during the period 2016-2018, 10 teachers of the Surgut State University (SurSU) and 51 employees of JSC «Surgutneftegaz», graduates of this university, took part. As a result, the university structure was formed profile competencies graduates of engineering universities, which included 17 competencies, divided into three blocks: 8 Hard skills, 7 Soft skills and 2 Soft skills & hard skills. With the help of questionnaires and interviewing of employees of the key employer, it was possible to establish that the graduates of SurSU do not meet the expectations of the key employer in almost all the groups of competences. The main problem areas were knowledge in the field of theoretical and experimental research, initiative, contribution to improving the performance of the organization, regulatory legal aspects, a foreign language and the ability to prioritize. A number of measures were proposed to optimize the training of personnel, which, in the course of training students in the university, form a promising personnel reserve of the enterprise.

Keywords: key employer, university, competence, training of engineers, personnel reserve.

Introduction

At present, powerful economic entities understand that the development of the innovative potential of the enterprise and increasing the efficiency of production are possible not so much with equipment, as much as human capital, and those employees who work in the enterprise. Scientists agree with this. They raise the issues of providing companies with highly qualified, well-motivated staff with advanced management skills, necessary professional competencies (Sonnenfeld, Peiperl & Kotter, 1992; Turchinov, 2014; Feng & Boyle, 2014; Tsitskari et al., 2017). As the research has shown, managers of different levels and directions tend to increase competitiveness by attracting young, talented, creative, positively-minded specialists, to form a pool of talent from them or to use the technology of Talent Management (Sears, 2003; Smilansky, 2005; Bykova, 2010; Bednova, 2014; Ezhov et al., 2017) Various innovative technologies

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are being created and are being creatively used to shape and develop the human potential of employees of organizations, their professionalism (Rogach, Frolova & Ryabova, 2017).

In the field of engineering personnel, employers began to pay more attention to the ability of job seekers-engineers to work in a team, stress-resistance, organization, focus on results, focus on quality and efficiency, ability to generalize, analyze and perceive information (Azevedo, Apfelthaler & Hurst, 2012; Bogdan & Chulanova, 2016). Along with this, employers and university teachers understand perfectly well that in order to achieve high results of the organization's activities, it is necessary to create favorable conditions for education and work (Li, 1991; Kirillov et al., 2017; Vinichenko et al., 2018), develop social skills, media competence (Frolova, Ryabova & Rogach, 2018; Tastan et al., 2018), consciousness, the field of vision issues of health and safety, health care, etc. (Danielsson & Bodin, 2008, Lemke & Apostolopoulos, 2015). Of particular importance now are the results of the study of emotional intelligence (Bar-On et al., 2004; Lyusin & Ushakova, 2004), its importance for effective labor activity (Salovey et al., 2002), emotional leadership (Goleman, Boyatsis & McKee, 2008), emotional competence. In many organizations, among the corporate competencies these occupy the most important place.

The desire of employers to obtain the best staff, rests on the limited opportunities of the labor market to give the necessary number of highly qualified specialists. This problem could be solved by universities, but the quality of graduates sometimes does not meet the demands of employers. As a result, some young specialists cannot find a job, which causes an increase in youth unemployment (Demchenko et al., 2017).

As one of the ways to solve the problem of employing young professionals, there can be more active participation of the employer in the training of personnel, changing and supplementing the existing system of training, developing those competencies that are most relevant for this employer. However, even here it's not so simple. Large companies need a large number of specialists in different areas of training, which in one institution is difficult to prepare. Moreover, the requirements of the employer are constantly changing. For example, in JSC Russian Railways (Russian Railways), the 5K + L model (competence, client-oriented, corporate and responsibility, quality and safety, creativity and innovation + leadership) was recently laid in the basis of corporate competencies. At the same time, not all universities and Federal state educational standards training areas have these competences, which makes it difficult to bring the quality of training specialists to this employer.

A similar problem exists in Sberbank of Russia. The six new competencies allocated by the head of the Savings Bank German Gref: "problem solving and decision making, managing the final result and responsibility, innovation, client-centeredness, collaborative or team management and self-management, based on emotional intelligence", are not basic in training go to work in Sberbank after graduation. As a result, young specialists and managers do not always fit into the bank's team, they work effectively to promote banking services.

One of the most promising ways to solve the problem of employing graduates and at the same time increasing the competitiveness of companies is to establish a solid contact between higher education institutions and employers, especially for key employers. In this tandem, it is necessary to find a compromise between the university's abilities to develop competences that are relevant to the labor market and the employer's needs for employees who possess not only theoretical knowledge but also

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practical skills and experience in the specialty. It is necessary in interaction to form a standard, a profile of competencies that would satisfy most of the employers.

Scientists study the process of forming hard skills and soft skills (Ivonina, Chulanova & Davletshina, 2017), their operationalization (Chulanova et al., 2017; Larionova et al., 2017), tools and problems of their development (Saklofske et al., 2007, Zaitseva et al., 2017). However, all these studies are fragmentary in terms of the proposal of a specific model that makes it possible to clearly diagnose the readiness of a graduate of a higher education institution of an engineering profile to perform functional duties in a particular company in a real workplace.

In this regard, the purpose of the study is to create a basis for assessing the candidate for a job from among graduates of engineering universities jointly with university professors and representatives of a key employer - forming the profile of competencies of graduates of engineering universities in cooperation with JSC «Surgutneftegaz», the key employer of the city of Surgut.

Methodology

To achieve the goal of the study the program was developed that included two stages: Stage 1 - the formation of the competences profile of competitive graduates of engineering universities; Stage 2 - evaluation by experts of the developed profile of competencies and the nature of the correspondence between the level of development of competencies of the desired and the real. The study was conducted during 2016-2018 on the basis of the Surgut State University and the main employer for the graduates of this university – JSC "Surgutneftegas". About 50% of the graduates of the Surgut Engineering areas of training annually find employment in various structures of this enterprise.

At the first stage, the expert group planned to form a competency profile of competitive graduates of higher education institutions based on content analysis of documents, Federal state educational standards, working curricula and professional job standards that graduates of the engineering profile "Management and Informatics in Technical Systems" engineering directions. The group of experts included 10 teachers who train specialists in these areas of training in the University.

At the second stage, the graduates of the Surgut State University, who held executive positions, and specialists acted as experts. 51 graduates of the university entered the expert group. Of these, 31 graduates (heads of departments) who completed training in the direction of "Management and Informatics in Technical Systems", as well as 20 graduates (specialists).

The main tool for the study was a questionnaire survey. In the form of the questionnaire, questions were used that allowed employers to assess the importance of competencies and the level of representation of competencies among graduates.

Through the questionnaire using the methods of mathematical statistics, the level of competency formation among graduates was determined by the results of studies at the university, and a way was proposed to optimize the profile of competences. The questionnaires were distributed to the respondents in printed form. Each questionnaire was signed by the respondent. All respondents could fill out the questionnaire only once, answering questions according to the instructions. The questionnaires filled in with violation of the instruction in the final processing were not taken into account.

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Respondents evaluated competencies according to Likert scale (the higher the score, the more significant / more pronounced the competence), the real and desired level of formation of the competences proposed by him for the assessment of the profile. All experts of the second stage were employees of JSC «Surgutneftegaz».

In addition, interviews were conducted with experts to identify their views on optimizing the composition of the competency profile.

Results

Stage 1. Formation of competences profile of competitive graduates of engineering universities.

The expert group collected and summarized all the competencies that graduates of engineering universities should possess in accordance with Federal state educational standards requirements, as well as the ones most in demand on the labor market, especially at the regional level.

As a result, the expert group formed a profile of competencies of graduates, increasing their competitiveness in the labor market. This list included 17 competencies, divided into three blocks: 8 Hard skills, 7 Soft skills and 2 Soft skills & hard skills.

Stage 2. Evaluation by experts of the developed profile of competences and the nature of the correspondence between the level of development of competencies desired with the achieved.

The results of the study are shown in Table 1.

Table 1. Current and desired level of competence development for graduates of the specialty "Management and Informatics in Technical Systems"

Competencies	Level of formation			
	Head		Specialist	
	real	Desired	real	Desired
Hard skills				
Performing professional tasks in accordance with the requirements for the position held	3,58	4,45	3,95	4,4
Use of normative legal documents in professional activity	2,94	4,19	3,0	4,05
Maintenance of documentation and business correspondence in the office	3,13	4,23	3,2	4,15
Competent design and presentation in oral and written form of the results of the work performed	3,32	4,48	3,65	4,4
Possession of basic knowledge in the field of professional	3,61	4,48	4,2	4,65

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activity				
Use of modern technologies in professional activity	3,35	4,39	3,6	4,5
Implementation of complex engineering projects	2,63	3,89	3,75	4,35
Possession of a foreign language (English) at a sufficient professional level	2,54	3,93	3,05	4,15
Soft skills				
Communicative competence: culture of speech, negotiation, meetings	3,13	4,26	3,2	4,2
Initiating an initiative, contributing to improving the performance of the organization	3,06	4,26	3,45	4,0
The correct arrangement of priorities in solving emerging problems	3,16	4,42	3,45	4,65
Ability to work in a team, creative team	3,74	3,39	3,7	4,15
Adequate evaluation of the results of one's own professional activity	3,29	4,26	3,85	4,15
Ability to self-education, self-education	3,74	4,48	4,0	4,45
Compliance with professional ethics and social responsibility	3,65	4,3	3,5	4,1
Soft skills & hard skills				
Theoretical and experimental research, including the search and study of necessary information	2,97	4,07	3,7	4,2
Ability to generalize, analyze and perceive information	3,55	4,45	4,1	4,5

At the second stage, the graduates of the Surgut State University, who held managerial positions, and specialists evaluated the profile of the competencies of graduates of engineering universities, based on their experience of joining the post-graduation institution, as well as analyzing the actions of other young professionals entering the labor market after graduation SurSU in the direction of training "Management and informatics in technical systems".

The data of Table 1 show that the level of competency formation among university graduates does not meet the labor market requirement, the needs of the key employer - JSC «Surgutneftegaz».

Graduates of the university because of their Hard skills managers are estimated in the range of 2.54-3.61, and specialists 3.05-4.02. This is at the desired level for managers at 3.89-4.48 and 4.05-4.65 for specialists. The given statistics testifies to existing defects of high school on formation of actual for the labor market Hard skills.

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Also, there are shortcomings in the issue of the formation of Soft skills at the graduates of the university. Analysis of the data in Table 1 shows that the level of soft skills in young specialists is not high enough when working in JSC «Surgutneftegaz» after graduation. Despite the insufficiently high demands of representatives of the employer (the desired level of managers in the range of 4.48 and 4.65 for specialists - no one gave 5 points), the real picture is somewhat worse. The maximum achievements for managers are 3.74 points and 4.1 points for specialists.

Complex Soft skills & hard skills at the demand of 4,45 points managers achieve only 3,55, specialists 4,5 and 4,1 respectively.

Discussion

During the survey of experts in the field of training "Management and informatics in technical systems" it was possible to establish that among Hard skills, none of the students available for graduating from the university (real) corresponds to the desired employer. At the same time, managers with a break of 1.25 points or less correspond to such hard skills as "Use of normative legal documents in professional activity", "Implementation of complex engineering projects" and "Knowledge of a foreign language (English) at a sufficient professional level." Experts do not have such a gap between the received and the desired competence. The maximum gap of 1.10 is observed in the competence "Knowledge of a foreign language (English) at a sufficient professional level."

On the basis of this, it can be concluded that a weak study of a foreign language, as well as a weak readiness for the application of normative legal documents in professional activity, should be attributed to systemic deficiencies in the training of cadres and specialists.

Leadership leaders have the following competencies in importance: "Possession of basic knowledge in the field of professional activity" (4,48); "Competent design and presentation of the results of the work performed orally and in writing" (4,48) and "Performance of professional tasks in accordance with the requirements for the position held" (4,45). Specialists in the first place also put "Knowledge of basic knowledge in the field of professional activity" (4,65). In the second place was the competence "Use of modern technologies in professional work (4,5) and in the third place two competencies:" Competent design and presentation of oral and written results of the work performed "(4,4) and" Performance of professional tasks in accordance with requirements for the position held "(4.4). It should be noted that the desired level of specialists and managers does not have a significant difference between the competencies of the first and last place (about 0.5 points).

The fundamental condition for the graduates of an engineering profession to achieve high competitiveness in the labor market is the availability of such Hard skills as knowledge and readiness to use basic knowledge in the field of professional activity. It is also important for managers and professionals to be professional and able to correctly design and skillfully present the results of the work performed.

Evaluation experts Soft skills to some extent coincided with Hard skills. However, in this competence segment, there is no such low level of availability assessment, as in the case of Hard skills - 2.54 points. The minimal rating of Soft skills is 3.06 points. This indicates a good communication skills of students and faculty, the ability to carefully approach the problems of the collective, create a favorable socio-psychological climate.

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Leaders in the nonconformity Soft skills (with a break of 1.20 points or more) became leaders such as "Initiating an initiative, contributing to the improvement of the organization's performance indicators" (1.20), "Correct prioritization in solving emerging problems" (1.26). The specialists do not even meet the expectations in the competence "Correct setting of priorities in solving emerging problems" (1.20) and "Communicative competence: culture of speech, negotiation, meetings" (1.0). The least important for managers was the competence "Ability to work in a team, creative team" (3.39 points with a maximum of 4.48), and specialists "Demonstrating initiative, contributing to improving the performance of the organization" (4.0 points with the maximum of 4.65). This fact is alarming, pointing to the desire to authoritatively lead subordinates, especially not caring about the development of their creative potential. Specialists are aimed at low initiative. This can lead to a decrease in the efficiency of both individual employees, and the structural unit, the enterprise as a whole.

Available at graduates of the university Complex competencies Soft skills & hard skills also do not correspond to the level set by the employer. In the case of managers, the discrepancy is within 1.10 points, and the specialists have 0.5 points. At the same time, the greatest gap is observed in the competence "Theoretical and experimental research, including the search and study of necessary information" - from managers (1.10), specialists (0.5).

It should be noted that the assessment of real and desired levels of achievement of all competencies of specialists is higher than that of managers. This suggests that during training, the focus is on the formation of those competencies that are more in demand among the main category of enterprise employees - specialists (engineers), i.e. the main purpose for which is preparing a university in this area of training. The competences of managers in this case are secondary, so the level of their availability among graduates is somewhat lower.

During interviewing, it was possible to find out that the competences of the graduate are important for the employer, as well as independence in the performance of assigned tasks, the study of innovative technologies in the field of IT, teamwork skills in achieving the goal, result, as well as free knowledge of LibreOffice software, PostgreSQL.

Conclusion

In the conditions of increasing competition, the real economy is facing a growing problem of replenishing the staff with young specialists, university graduates, fully prepared for productive, creative work. In practice, graduates often fail to meet the requirements of the employer, which causes discontent with both sides of the labor interaction. The study confirmed the realities of the time - graduates of the University of Surgut (SurSu) despite the good preparation, do not meet the expectations of the key employer in almost all areas of competence: Hard skills, Soft skills and Soft skills & hard skills.

Particularly acute is the formation of such competencies as "Implementation of integrated engineering projects", "Use of normative legal documents in professional activities", "Knowledge of a foreign language (English) at a sufficient professional level", "Initiating an initiative, contributing to improving performance organization "," Correct arrangement of priorities in solving emerging problems "and" Theoretical and experimental research, including the search and study of necessary information tion ".

This state of affairs does not suit either the key employer, the university or the students. In order to improve the quality of training by the university teachers together with the representatives of the key

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employer, graduates of the University of Surgut, a number of proposals were developed. At first to optimize the content of teaching practical skills in the performance of professional tasks in production by introducing the practice of students' participation in integrated engineering projects of a key employer at graduate courses. Secondly, in order to develop Soft skills, introduce additional courses "Team building", "Foundations of image communication", "Project team management" and "Innovative HR technologies". These activities are partially implemented in practice and teachers of the university are monitoring the formation of competencies among graduates of the engineering profile. Employees of JSC "Surgutneftegas" conduct diagnostics of the availability of competences specified in the profile. The close joint work of university teachers and a key employer in optimizing the training process makes it possible to really form actual competencies for young specialists in engineering. Such an approach can act as one of the types of formation of a prospective personnel reserve for the enterprise.

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Improvement Of Corporate Youth Programs Of The Agro-Industrial Complex

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Abstract

Innovative changes taking place in the agro-industrial complex in the recent decades objectively determines the improvement of enterprise resource planning of the agro-industrial complex, and consequently the necessity of the corporate youth programs of the agro-industrial complex and their implementation in the regions of the Russian Federation and in foreign countries where the agro-industrial complex is developing. According to the results of the conducted empirical research, the article presents the sub-programs devoted to the development of the agro-industrial complex and the most effective use of the forces and potential of young specialists in the management of agro-industrial enterprises. Researchers developed the content and explained the necessity of improvement and implementation of the following subprograms: Subprogramme 1, "Involvement of youth in the agro-industrial complex, its adaptation at agro-industrial enterprises"; Subprogramme 2, "Involving young people in solving corporate problems".

Keywords: control, corporate youth programs, management, social activity, youth.

Introduction

The world crisis, social economic changes (Kirillov et al., 2017; Demcheko et al., 2017; Vinichenko et al., 2017), innovative changes taking place in the agro-industrial complex in the recent decades (Galeev et al., 2014; Baleevskikh & Galeev, 2012; Marques-Perez, Guaita-Pradas & Pérez-Salas, 2017; Ratono et al., 2016; Dorzhieva, 2017; Tastan et al., 2018; Davoudi et al., 2018) objectively determines the improvement of enterprise resource planning of the agro-industrial complex, and consequently the necessity of the corporate youth programs of the agro-industrial complex and their implementation in the regions of the Russian Federation

A substantial analysis of state programs for the development of rural areas (State Program, 2012; Strategy of the Sustainable Development of Rural Territories of the Russian Federation until 2030, 2015), reference (Russia in Figures, 2016) and scientific sources, modern practice has shown that life in rural areas and work at agricultural enterprises is not attractive for young people (Uglitsky & Klishina, 2015; Sharipova &

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Farkhutdinova, 2013; Ananishnev et al., 2015; Tastan & Davoudi, 2015). In addition, the outflow of youth from rural areas to cities is a tangible obstacle to the formation of professional base of rural development.

Indeed the creation of favorable working conditions, which are the strategic direction for the development of social and personnel policy would make the agro-industrial sphere more attractive for the youth (Misra & Walters, 2016; Wharton & Blair-Loy, 2002; Bondaletov et al., 2014).

In addition it's necessary to create favorable social psychological climate and friendly atmosphere in the organization team to the auspicious process of the adaptation of young specialists, to feel the backing of colleagues and chiefs (Van Loon et al., 2016; Liu & Perry, 2016; Patterson et al., 2010). Some scientists emphasis the necessity of staff education beginning with the first working day in the organization and the creation of the continuous development system within the organization in the future (Long & Owee-Kowang, 2015; Ezhov et al., 2017; Larionova et al., 2017; Zaitseva et al., 2017). Such personnel policy improves the process of the adaptation, increase the loyalty of young professionals and satisfaction with their work.

Young specialists working at the enterprise of the agro-industrial complex are not indifferent to the changes taking place in the legislation of the Russian Federation that regulates the work of the agro-industrial complex. Besides they are interested in improving the corporate youth programs of the agro-industrial complex, but as modern practice and the results of the survey show, respondents are refusing to participate in the improvement of these programs.

Methods

The empirical base of the research identified agro-industrial enterprises. The total number is: 16 000 enterprises of the agro-industrial complex with a 5% sampling error and a confidence coefficient of 95%. Selective number is 400 young specialists, who work in the enterprises of the agro-industrial complex.

During the forming of the sample set, researchers used a multi-stage sampling on a phased-basis selection.

In the process of constructing a sample frame in the first and second stages, the general frame was divided by cluster sampling into relatively compact structural parts-clusters. In the first stage the role of claster played the Russian regions. Therefore it was selected 10 regions.

In the second stage it was selected one enterprise in each region, therefore there are 10 enterprises in the selective frame, the selection was random.

In the third stage the researchers selected young specialists, who work in the enterprises with the help of a quota sample (the gender and age of the respondent were the quota marks). The selection in this stage was random. It was selected 40 respondents from each cluster. As a result sample frame is 400 young specialists, working in the enterprises of the agro-industrial complex.

In the research it was used the following methods: selective, questionnaire survey; analysis of documents; secondary analysis of the results of sociological research

Results

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The results of the survey showed that 50% of the respondents were only partially aware of the changes in the agro-industrial complex management system, and only 14% of the respondents stated that they were fully informed of all the changes taking place in the agro-industrial complex system (see Figure 1).

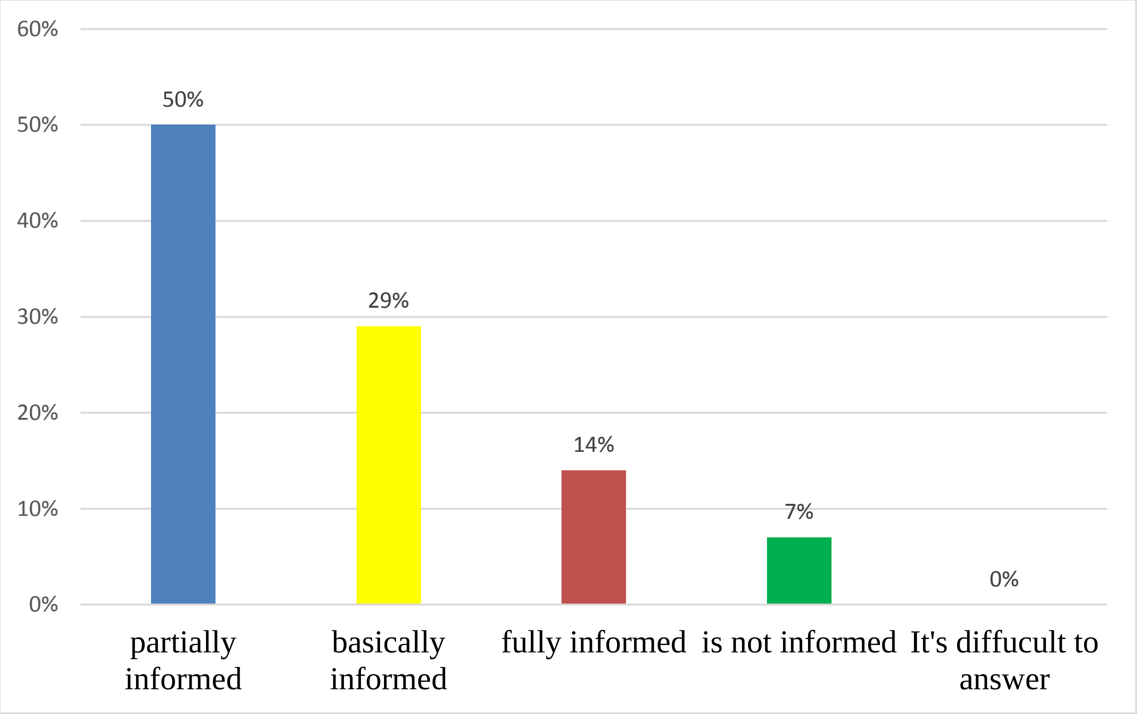

Figure 1. Respondents' awareness the current changes in the management system of the agro-industrial enterprise.

In addition, the results of survey showed, that only 32,81 % of the respondents said they received reliable information from the company's management, the rest (39.06%) from colleagues, 21.88% from the media (periodicals, radio -, TV and video programs, Internet sources and others) (see Figure 2).

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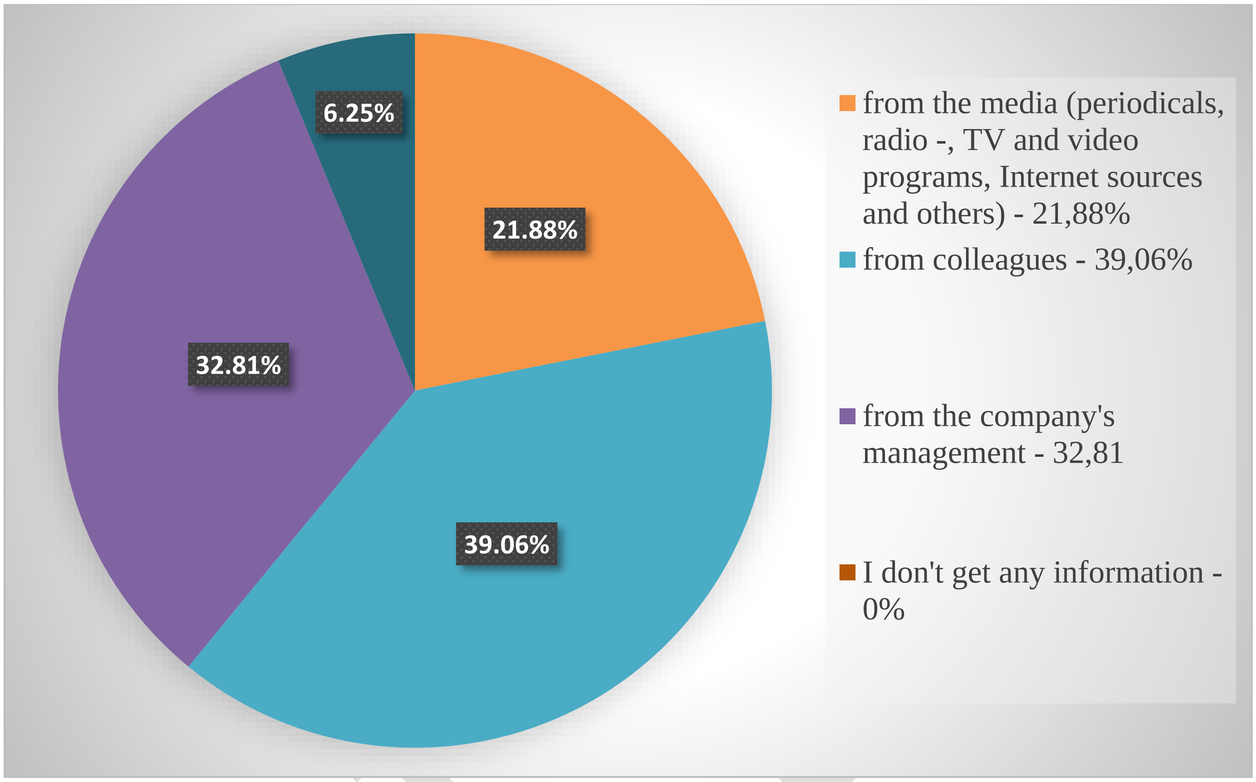

Figure 2. The results of young specialists' answers to the question "Are you getting information about changes in the management system of the agro-industrial enterprise?"

Legal preparation, knowledge, activity of respondents concerning procedure of promotion and realization of the legislative initiative also remains at a low level. For instance, 7 % of respondents said that they were not interested in such public activities; 63 % of young specialists did not know about the possibility of taking part in the public discussion of draft laws in relation to the sphere of agro-industrial complex; 30% of the respondents found it difficult to answer and none of the respondents answered that they were not interested in the changes in the agro-industrial sphere (see Figure 3).

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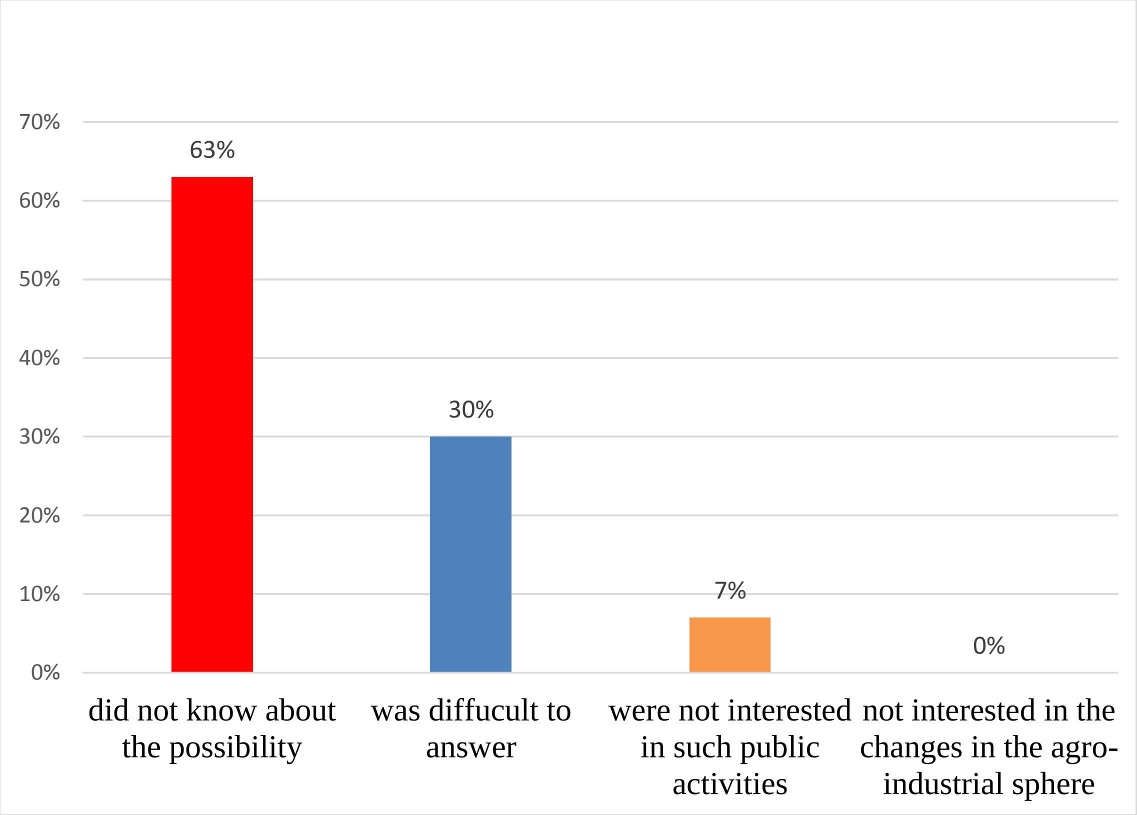

Figure 3. The reasons why young professionals never took part in the public discussion of draft laws regulating relations in the sphere of agro-industrial complex.

However, it's important to pay attention to the fact that respondents are ready to carry out activities as young specialists in the management of the agro-industrial complex: to participate in public commissions, councils for control over the activities of the agro-industrial enterprises (37%); systematically send recommendations to the management of the agro-industrial enterprise on improving the work (35.5%); to carry out different kinds of social loads (27.5%) (see Figure 4).

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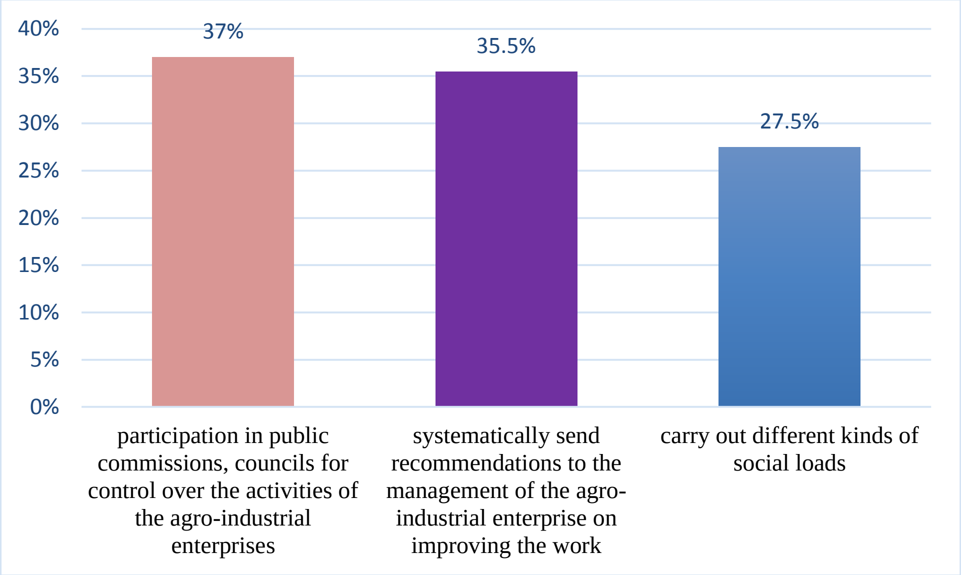

Figure 4. The type of activity, which can be carried out by a young specialist in the management of the agro-industrial enterprise

Discussion and Conclusion

The results of the survey of young specialists working at the agro-industrial complex showed that the respondents are not fully aware of changes in the enterprise management system regulating the activity of agro-industrial enterprises (50% of the respondents are only partially aware (see Fig. 1)). Besides the proposed measures of attracting young people to work at the agro-industrial complex, their adaptation at the enterprises will allow young specialists to receive reliable information about the changes not only from the sources presented in Figure 2.

As a result it is proposed to use the following subprograms for the purpose of imporvement the corporate youth programs in the agro-industrial sphere:

Subprogramme 1: "Involvement of youth in the agro-industrial complex, its adaptation at the agro-industrial enterprises".

The purpose of this subprogram is the formulation and the improvement of the system and instruments to attrack the young professionals to work at the agro-industrial sphere, their effective adaptation at the enterprises of the agro-industrial complex.

It's expidient to impliment this subprogram by the following ways:

1.1. Career guidance of future young specialists in the agro-industrial sphere. The purpose of career guidance is the training of future personnel to ensure a steady inflow of young labor resources to the agro-industrial enterprises.

The instruments of the implementation of the career guidance as the research results showed, can be the following:

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- the creation of the promotion informative materials (brochures, booklets, films, animation and video clips, educational games etc.) about the agro-industrial sphere and the main specialties in this field;
- the formulation of training programs and educational materials for specialists of structural departments engaged in career guidance of future young specialists in the sphere of agro-industrial complex;
- the education and upgrade qualifications of specialists of structural departments engaged in career guidance;
- the improvement of the stimulation system for specialists, engaged in career guidance.

The possible indicators of effectiveness of vocational guidance are:

- the number of students of compulsory education, secondary general education, vocational education: secondary vocational education; higher education (bachelor's degree, speciality, master's degree, training of highly qualified personnel) who took part in career counseling events;
- the number of newly developed and updated promotion information materials (brochures, booklets, films, animation and video clips, educational games and others) about the agro-industrial sphere and the main specialties of the agro-industrial complex;
- Total costs: to attract one participant to career counseling activities; on the development and actualization (separately) of propaganda information materials.

1.2. The acquaintance of the young professionals with the specific nature of the work at the agro-industrial enterprises; the promotion of the brand of the agro-industrial enterprise as an attractive employer to the young professionals.

The purpose is the growth of attractiveness of the agro-industrial enterprises as a potential employer of the young professionals.

According to the results the instruments of the realisation of acquaintance of young professionals with the specifity of work at the agro-industrial enterprises are the following:

- formulation and implementation of the advertising, informing campaigns, aimed at acquanting potential young employees with the goals, tasks, main work directions and values of the agro-industrial enterprises;
- staging of the career expositions for the students of: secondary vocational education; Higher education (bachelor's degree, specialty, master's degree, training of highly qualified personnel);
- participation of holding doors open days at the higher education institutions, which prepare professionals to the agro-industrial sphere.

Effectiveness indicators in this way can be:

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- number of the potential young employees of the agro-industrial enterprises who visited career expositions and doors open days;
- number of young porfessionals, obtained at the agro-industrial enterprises after visiting career exposition and doors open days;
- Total costs (for one visitor of the career exposition and doors open day) under this subprogram;
- Number of potential young employees of the agro-industrial enterprises, who have stated their willingness to get job at the agro-industrial enterprises after graduation. This indicator is expedient to measure by a questionnaire survey of future young professionals.

1.3. Rationalization of the system and mechanisms of social adaptation programs to the young specialists at the agro-industrial complex.

The purpose of implementing this way is the improvement of the system and instruments of social adaptation of recently employed young professionals at the agro-industrial enterprise by development of professional and social connections, transfer of experience, knowledge and internal culture at the agro-industrial enterprise.

The instruments of the implementation of this program are:

- formation and actualization of promoting, adaptive and information and reference materials (brochures, booklets, videos and others) about the agro-industrial complex, which reflects the structure and management system of the agro-industrial complex; corporate culture, values, traditions, ethic norms, principles and rules of behavior and interpersonal communication in the team, strategy of enterprise development; opportunities for development and training and the procedure for using social benefits for employees of agricultural enterprises. The proposed event will significantly increase the percentage of respondents who will be fully aware of the ongoing changes in the management system of the agro-industrial enterprise (see Figure 1);
- creation and development of the sections containing the necessary adaptive materials for young specialists recruited to the enterprise of the agro-industrial complex on the webpage of the enterprise;
- training of the young employees at the subdivisions of the enterprise on the young professionals' adaptation;
- developing new and improving existing corporate programs and activities in the field of recreation and leisure for young professionals, collecting, summarizing, analyzing and disseminating the best ideas and practices to solve socially significant problems of young employees at the agro-industrial enterprises, as well as young families of employees at the agro-industrial enterprises.

The possible indicators of effectiveness are:

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- the number of young employees in the first year of work who have a mentor;
- the number of mentors who trained the recently employed young professionals;
- the number of young employees, using adaptive materials, including specialized sections on the webpage of the Scientific Educational Interdepartmental Personnel Center in the system of the agro-industrial complex;
- the total costs for one young employee of the first year of work at an agro-industrial complex within the framework of this direction of work;
- the total costs for the formation and actualization of promoting, adaptive and information and reference materials;
- the reduction of the turnover level of young professionals in the first year after employment at the agro-industrial complex (without taking into account the transition between enterprises or subdivisions of the agro-industrial enterprise);
- the number of young employees who have undergone corporate social adaptation programs;
- increasing the level of job satisfaction at the agro-industrial enterprise. This indicator should be measured by a questionnaire survey of young professionals of the first and second years of work at the agro-industrial enterprise.

Subprogramme 2: "Involving young people in solving corporate problems".

The purpose of this subprogram is formating and improving system and instruments of the involvement in solving corporate problems by developing innovative youth activities; creation, development and improvement of youth innovative communication platforms; support and development of international youth cooperation.

It's expidient to impliment this subprogram by the following ways:

2.1. The development of innovative youth activities by supporting young scientisits.

The purpose of this direction is: stimulation of scientific creative work and innovative activity of young professionals aimed at increasing the efficiency of work at the agro-industrial enterprises; the formation of the internal scientific potential of the agro-industrial enterprise and the provision for scientific approaches to solve the production and management tasks of the enterprises of the agro-industrial complex by workforces and capabilities of young professionals.

According to the results of conducted research the following implementation instruments can be distinguished:

- to form and develop an effective system of collecting, processing and analyzing ideas, proposals and projects of young employees working at the agro-industrial complex, students of vocational education: secondary vocational education; higher education (bachelor's degree, specialty, master's degree, training of highly qualified personnel),

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aimed at increasing the efficiency of the agro-industrial system. These measures allow to significantly decrease the persontage of respondents, who didn't know about possibility and never took part in the public discussion of draft laws regulating relations in the sphere of agro-industrial complex (see figure 3);

- to form and develop an internal expert community for the evaluation of ideas, proposals and projects of young specialists working at the agro-industrial complex, students of vocational education: secondary vocational education; higher education (bachelor's degree, specialty, master's degree, training of highly qualified personnel), aimed at increasing the efficiency of the agro-industrial system. According to the results of the conducted research the respondents are ready to take part in the management of the enterprise as the young professionals (see figure 4), it's necessary only to form the system and instruments of realization;
- to develop innovative mechanisms to stimulate scientific and technical creative work and innovative youth activities of young people;
- to improve the system of non-material incentives for initiative young specialists conducting research aimed at increasing the economic efficiency of the agro-industrial enterprise;
- to rationalize the system of grant support for the young scientists and the young employees of agro-industrial enterprises engaged in scientific and technical creative work and innovative activities aimed at increasing the efficiency of work at the agro-industrial enterprises;
- to support the participation of young scientists of the agro-industrial complex in the work of scientific conferences and discussing clubs, and organization and conduction of internal corporate events for the exchange of experience; support for postgraduate degree applicant;

The possible indicators of effectiveness are:

- the number of young employees of agro-industrial enterprises that participate in competitions of various levels and types; the number of postgraduate degree applicants in the areas related to the activities of the agro-industrial enterprise;
- total costs within the framework of this direction of work;

2.2. The creation, development and improvement of the youth innovative communicating platforms.

The purpose is:

- increasing the effectiveness of exchanging experience, ideas and feedback among young specialists, experienced professionals and the management personnel of the agro-industrial enterprise;

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- creating and developing the effective channels of informing young professionals about the initiatives and priorities of the management personnel of the enterprise, about the changes in the management system of the agro-industrial enterprise, about legal acts regulating the activity of the enterprise;
- forming professional cooperation, social connections among young employees of the agro-industrial enterprises from different regions and subdivisions of the enterprise;

The instruments of the implementation of this program are:

- the racionalisation of the system and mechanisms of the young people gathering at all levels of the agro-industrial enterprise, the coordination of their conducting;
- information, legal and methodological support of interaction between the youth and the management personnel of agro-industrial enterprises;
- supporting and developing the effective forms of self-organization of young professionals at the agro-industrial enterprise, the forms of informal social control over the activities of the agro-industrial enterprise, proposals for improving the management system.

The possible indicators of effectiveness are:

- the number of participants (young professionals) of all levels, taking part in this particular subprogram;
- the total costs of the project.

2.3. The support and development of international youth cooperation.

The purpose of this program is: the development of mutually beneficial partnership with foreign enterprises of the agro-industrial complex. Borrowing and useing of the certified experience of foreign enterprises for innovative development of domestic enterprises, including the example of management at the enterprises by the work forces and capabilities of young professionals; contacts with young prospective colleagues of foreign enterprises of the agro-industrial complex.

According to the results of conducted research the following implementation instruments are:

- to support and assist the establishment and development of professional, social and cultural connections among young professionals of the domestic and foreign agro-industrial enterprises;
- to initiate, develop and coordinate the implementation of joint international corporate development programs, as well as activities in the field of social management, development, rehabilitation, sport, leisure and other forms of work with young people in cooperation of the Scientific Educational Interdepartmental Personnel Center in the agro-industrial system;
- to form and improve the system and instruments of organization of the international exchange of perspective and qualified personnel among allied countries.

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The possible indicators of effectiveness are:

- the number of young employees of the agro-industrial enterprises, took part in realization of joint international corporate development programs and activities in the field of social management, development, rehabilitation, sport, leisure and other forms of work with young people;
- the total costs of the project.

According to the results of the conducted emperical research the following conclusions are:

1. The involement of young people in the agro-industrial field, their adoptation in the agro-industrial enterprises by vocational guidance of future young professionals in the sphere of agro-industrial complex; acquainting young professionals with the specific features of work at the enterprises of the agro-industrial complex; promotion of the brand of the agro-industrial enterprise as an attractive employer to young specialists; rationalization of the system and instruments of social adaptation programs for youth and young specialists at the agro-industrial enterprises.

2. The involment of young people into the corporate decisions making by developing innovative activity of the youth, with the support of young scientists; creating, developing and improving young innovative communication platforms; supporting and developing international young cooperation.

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A Cross-Cultural Study of Apologies in British English and Urdu

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Abstract

Cross cultural pragmatic research mainly focuses on realization of speech acts among native and non-native speakers of English language. However, the current study aims to compare realization of speech act of apology between two entirely different cultures (British & Kashmiri) with different languages (English & Urdu). The reason of under taking this research project is to flourish cultural understanding at international level because about 8 lack Kashmiris are currently living in foreign countries especially in Great Britain. Usually, apologies are investigated based on data collected through DCTs without any consideration to social offences that obligate to apologize. The current study is directed to investigate realization of speech act of apology; and the situations or offences that demand apologies among native speakers of British English and Urdu languages. Data is collected through naturally-occurring conversations in real-life and for analysis Deutschmann's (2003) taxonomy is used.

HIGHLIGHTS

- Results indicate that English and Kashmiri speakers though have similarities in realization of this speech act, they significantly differ in selection of apology strategies and their frequency.
- These two groups also differ with respect to apology rate to the same offence which manifests cultural difference.
- Perception of offence and its severity are culture specific notions

Keywords: Cross cultural; pragmatic; realization; speech act; culture; language; British & Kashmiri

Introduction

Some linguists like Austin (1962), Searle (1969, 1975) and, Leech (19830) claim that speech acts operate under some universal pragmatic principles whereas according to another set of linguists (Green 1975, Wierzbicka 1985 etc.) their application varies from society to society and culture to culture thus are conceptualized and realized within the frame work of local social needs and customs. In line with this debate regarding language universals and culture specifications several research studies have been done (e.g., Olshtain and Cohen (1983); Beebe and Cummins (1996); Kasper (2000); Rintell and Mitchel (1989) etc.).

A landmark in this context was the study conducted by Blum-Kulka and Olshtain (1984). Their study i.e., Cross-Cultural Speech Act Realization Pattern (CCSARP) succeeded to maintain its spell even today as majority of the studies dealing with speech acts fall in its realm either by following its Discourse Completion Task (DCT) or taxonomy for categorization of apologies. This project studied two speech acts i.e., requests and apologies across eight different languages to find out their realization patterns by different speech communities. Results of the study endorsed universality in application of speech acts as

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says, Olshtain (1989: p[171]) there were no significant difference in realization of these speech acts among the investigated languages rather there were "surprising similarities in *IFID* [Illocutionary Force Indicating Device] and expression of responsibility preferences" (Olshtain 1989: p[171]). Following this project many research studies came into being comparing realization patterns of speech acts especially speech act of apology between native English speakers and speakers of other languages, for example, Hebrew (Cohen and Olshtain 1981, Olshtain 1989), Danish (Trosborg 1987, 1995), Japanese (Sugimoto 1997), Polish and Hungarian (Suszczyńska 1999), Arabic (Al-Zumor 2003), Jordanian Arabic (Bataineh and Bataineh 2008), and Chinese (Shih 2006).

All these (above stated) research studies typically examined western languages against western socio-cultural setting which according to Coulmas (1981) and Liebersohn, et al., (2004) might not be the generalized to other cultural contexts. In addition to it, in most of the research done to date, DCT or role plays are used for data collection leaving other tools like observations aside besides being most appropriate for such studies. Similarly, rarely have been investigated situations which qualify an apology. In compliance with these concerns, the current study is directed towards exploration of similarities and differences between native speakers of British English and Urdu (a non-western language which is national language of Kashmir - a part of Pakistan). It also examines nature of the situations which provoke speakers to apologize, in both the languages with primary focus on following questions:

- Are same offenses claim / demand apologies in both the languages i. e., English and Urdu?
- Do the speakers of both these languages apply same strategies to apologize? If no what are the differences?
- What is general aptitude of the speakers of both the languages towards explicit apologies?

Urdu is national language of Kashmir and According to Encyclopaedia Britannica[1] 60 to 70 million native speakers of this language are residing throughout the world. Over 800,000 Kashmiris (having Urdu as first language) are living in different foreign countries out of which majority is in United Kingdom. Thus, the study of speech act of apology with respect to speakers of this language is significant. This study is also significant because it is going to contribute some meaningful addition to the debate of language, culture and universality. Further, it is going to investigate an area of intercultural pragmatics which has yet not been sufficiently explored. Findings of this study will be helpful for speakers of both these languages and will help them understand cultural differences.

2. Methodology

Research into speech acts especially speech act of apology mostly is conducted on the basis of data collected through DCTs or role - plays (Blum-Kulka and Olshtain 1984, Olshtain and Cohen 1983, Trosborg 1987). Though the benefits these data collection methods offer are obvious and cannot be overstated, in many cases these have many limitations as well. In many cases these planned role plays may not be representation of real behaviour, as says Bonikowska (1988), the participants of different studies are forcefully made to apologize in an assumed situation whereas in real life they may not apologize in similar situations. Further, Cohen and Olshtain (1993: p[47]) say, "role-play forces the subjects

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to take on a role they would not assume in real life, or they may not be good actors, then it elicits an unnatural behaviour". Thus, data collected through observations in natural setting seem to be true representative of natural linguistic behaviour and can lead to recognize the way people apologize in normal encounters if they need to (Holmes 1990; Rose 1994; Trosborg 1987).

2.1 Data Collection in Current Research - Materials and Methods

The current research study has been conducted based on two sets of data: set of data concerning apologies made in British English is taken from Deutschmann (2003. P12). According to him, apologies provided in his data file contain speeches of more than 4700 individuals engaged in different activities in varying conversational settings. Out of these, he has selected dialogues of those interlocutors whose personal information (gender, age, social class, profession etc.) were known. Such dialogues uttered by more than 1700 speakers contained 3070 examples of apologies. Out of those, the writer of the current study has selected 500 instances at random. Deutschmann (2003) delimited his study to investigation of explicit expressions of apologies covering "variants of the words afraid, apologize, apology, excuse, forgive, pardon, regret, and sorry" (p50). He has also provided contextual and situational details for each apology, e.g., type of the offence, power relations, formality level and social distance existing among the speakers, function of apologies etc. Correspond1ingly, Urdu data used in this study consists of 500 remedial utterances, collected with help of students of MA English who were assigned this task as course assignment. The students were from different districts of AJ&K and were 25 in total. They were asked to note 50 apologies they would encounter during next five months as soon and as accurately as possible. They were advised to jot down exact apology expressions uttered by the speakers in addition to contextual details including demographic detail (gender, age, education, and occupation) of interlocutors and contextual details, for example when, where, why, and who apologized to whom). Total apologies collected were 1250, out of which those 500 expressions were randomly selected which had an explicit apology expression due to focus of this study on explicit apology expressions.

This method of data collection, initially supported by Hymes (1962, 1964, 1972) has already been employedby many researchers (Manes and Wolfson (1981); Holmes (1990); Chamani& Zareipur (2010)). The data collected in this way corresponds to what Trosborg (1995: p141) claims as the ultimate aim of pragmatic research: "The ultimate goal in most pragmatically oriented research is the collection of ethnographic data, i.e., naturally occurring data, collected along with information about the age, sex, status, situation, culture, relationship, etc. of the interactants". As being ethnographic, it has not been possible to predict frequency of apologies in a particular time; random accidental sampling technique is used for data collection. The whole of the data is collected in natural settings like the homes, streets, workplaces, shops, schools, colleges, and universities without letting any clue to the interlocutors. People of different ages and gender having diverse familiarity levels and power relations have made these apologies at different times. As it was not possible to control different social variables like age, gender, profession, formality level, and relationship between the interlocutors etc., so all these considerations have been eliminated from consideration during random collection of data (500 apologies).

2.2 Coding scheme and analysis of Data

A large variety of taxonomies is available for classification of apology strategies, for example, Bergman and Kasper (1993); Fraser (1981); Olshtain and Cohen (1983); Owen (1983); Sugimoto (1997); and, Trosborg (1987) etc. the constituents of these taxonomies mostly overlap. Current study utilizes

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Deutschmann's (2003: p^{84}) taxonomy for coding data on the bases of the speakers "inclination to take on responsibility (explicitly or inexplicitly), or to reject responsibility for the offence (partly or totally)". The first category, "taking on responsibility", includes "e*xplicit acknowledgement* e.g. my fault! *Indirect acknowledgement* such as: i) *self-deprecation* e.g. I'm an idiot! Excuses ii) *offer of repair*; *promise of forbearance*. Whereas second category, "minimising / rejecting responsibility' includes, "*Explanations, Scapegoating Excuses Justifications Claiming lack of intent*'"p^{84}.

3. Results and discussion

As stated above, this is a comparative study based on a previously done research (Deutschmann, 2003). So, following the same pattern, firstly, different types of offences that obligate an apology among these two language groups are studied. Then, a detailed study of apology strategies used by the participants of both the studies is made by calculating their frequency of occurrence in both the data - English and Urdu followed by a comparison.

3.1 Offense types

Any action which demands apology is normally termed as offence. According to many linguists (Deutschmann (2003); Holmes (1990); Olshtain, (1989), Cohen and Olshtain (I98I) and Trosberg (1987) severity of offence directly corresponds to nature of apology. Two offences of different intensity may never claim an apology with same seriousness and even seriousness of an offence or apology expression may not be similar in different cultures. Speech act of apology varies from culture to culture in its perception and realization. Current study is based on categorization of offences as proposed by Deutschmann (2003: p^{64}) who based his categorization on Holmes (1990) and Aijmer (1996). It includes, "1. ***Accidents [emphasis mine]***: Damage to property, hurting someone unintentionally, bumping into a person, unintentionally being in the way 2. ***Mistakes and misunderstandings***: Misunderstanding someone, mistakes 3. ***Breach of expectations***: Declining offers, declining requests, forgetting agreements, not keeping agreements, inability to fulfill expectations, personal shortcomings 4. ***Lack of consideration***: Interruptions, overlooking a person, not paying attention, forgetting a name, being late, leaving inappropriately, causing inconvenience, taking something without permission, taboo offenses, hurting someone's feelings unintentionally; 5. ***Talk offenses***: Slips of the tongue, digressions, hesitations, corrections, being unclear, forgetting to mention something 6. ***Social gaffes***: Coughing, burping, sneezing, clearing the throat, laughing loudly unintentionally, flatulence 7. ***Requests***: Requests for attention, asking someone to do something or to move 8. ***Hearing offenses***: Not hearing, not understanding, not believing one's ears 9. ***Offenses involving breach of consensus***: Disagreeing or contradicting, reprimanding, refusing, denying, retaliating, insisting, challenging".

(Deutschmann, (2003: p^{59}) marked four kinds of apologies extended in order to fix any offence or mistake, "prototypical or real apologies, formulaic apologies, formulaic apologies with added functions, face attack apologies". He adds (p^{59}) first type covers, "real expressions of regret for non-trivial transgressions"; the second type is used when the offence is nominal and apologizing seems a matter of routine; third type is used when the offense is minimal and apology is addressed to meet some function other than repair; and finally, "face attack apologies" are used in cases where use of apologies as remedial tool seems inapt. Table (1) represents relative distribution of offences and apologies in British and Urdu (Kashmiri) corpora. Table (1) also gives a detail of offence types and in English and Urdu (Kashmiri community):

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Offense types	British		Urdu (Kashmiri)	
	No	%	No	%
Accident	12	2.5	223	44.6
Breach of expectation	45	8.8	60	12
Mistake	45	8.9	0	0
Lack of consideration	77	15.5	149	29.8
Real	**179**	**35.8**	**432**	**86.4**
Gaffe	25	5	20	4
Talk	48	9.7	29	5.8
Hearing	158	31.6	8	1.6
Request	20	3.9	0	0
Formulaic	**251**	**50.2**	**57**	**11.4**
Consensus (**Face attack**)	50	9.9	0	0
Unidentified	20	4.1	11	2.2
Total	500	100	500	100

Table (1*): relative distribution of offences and apologies in British and Urdu corpora*

As this comparative study is primarily based on Deutschmann' work (2003) so, both the offence categories and taxonomy used for study of apologies in his work are followed in the current study. An analysis of data presented in table (1) demonstrates huge difference in apology ratio with respect to different offence types which hints upon perception of speakers of these two languages regarding severity of offences. According to the table, *hearing offences* have attracted highest ratio of apologies in English data whereas *accidents*- another offence category could accumulate least number of apologies. On the contrary, in Urdu data the offence category called, *accidents* gathered highest number of apologies (44.6%) whereas *hearing offences* could get lowest number of (1.6%) of the total apologies forwarded in response to different offence categories. *lack of consideration* has turned out to be second most frequently apology attracting offence among speakers of both the languages. On the other hand, three offence categories: *"hearing offenses, social gaffes, and talk offenses"* which have collectively gathered almost half of the total apologies forwarded in English data could not get more than 11% apologies in Urdu data, that too, in case of formal conversational setting as per detail elicited along with apologies documentation. Next to that, *breach of expectation* has come out as third main apology reason in Urdu data while *Consensus* enjoys similar status in English data.

The above analysis establishes that speakers of English language have to apologize for quite a wide range of offense as compared to Urdu speakers. Urdu speakers rarely apologize for many of the offence

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categories like "*gaffe, talk, hearing*, and *request*" during their everyday informal interaction as total data the researcher could get about their application belongs to formal conversational setting (class rooms, offices etc.). Such a tendency of apology attitude suggests that all these types are rarely perceived as offensive by speakers of this language, all that makes them apologized for is a result of official or formal conversational setting. Otherwise, in Kashmiri society, to ask someone to repeat his / her words because of being overheard, likewise, interruption, - even very forcefully saying "listen to me first" are common practices which nobody feels ill; and none ever thinks obligatory to apologize for coughing, sneezing or laughing even hundred times.

Thus, the analysis clearly demonstrates that speakers of these two languages do not conceive same actions as offence, and even if some action is treated offensive its intensity varies which is evident from different ratio of apologies extended in response to same offence (e.g., *mistakes* earned 9% apologies in English data whereas in Urdu data it could earn not a single apology. Similar is the case with *request* and *consensus*). It goes in line with the findings of Wolfson, Marmor, and Jones (1989); and, Wierzbicka (1985) which relate notions of offence, obligation and apology to culture and claim them culture-specific. The current study also asserts that an offence which provokes apology in one language might not do so in another language; similarly, same situation or action may mean another way across different cultures.

3.2 Apology strategies

In line with Deutschmann's classification (2003, p^{84}) discussed above (2.2), the current data is placed in four categories: A (includes explicit apology), AB (stands for explicit apology along with strategy called *minimizing responsibility*, for example, *explanations* and *justifications*), AC (explicit apology along with *taking on responsibility* for the offence explicitly and implicitly; and *promise of forbearance*), and Multiple (explicit apology with combined usage of strategies involving minimizing and *taking on responsibility*). *IFID*s don't appear in all the situations in Urdu data so, AB and BC and multiple categories there may be with or without *IFIDs* depending merely on the principle of categorization for Deutschmann's taxonomy (2003, p^{84}) i.e., either to accept mistake or to reject it by the speaker. Distribution of apology strategies in both the languages (English and Urdu) is given in table (2).

Apology strategies	British		Urdu	
	No	%	No	%
A (explicit only)	405	81	0	0%
AB (Explicit +minimization)	70	14	283	56.6
AC (Explicit + accepting responsibility)	20	4	164	32.8
Multiple (combined usage)	5	1	53	10.6
Total	500	100	500	100

Table 2. Frequency and percentage value of English (Deutschmann, (2003, P^{89}) and Urdu data

Table 2 manifests that the two language groups i.e., English and Urdu speakers have different inclination towards selection of strategies for apologizing in their daily interactions whenever they are obliged for.

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Though both the groups opted all the three mega types but there is significant difference in frequency of their application. For example, in most of the situations English speakers have applied single *IFID* (81%) as an apology strategy (Deutschmann, 2003: p^{85}). However, there is not even a single occurrence of *IFIDs* as standalone strategy in Urdu data. Strategy *AB* has appeared in almost 14% of apologies uttered by English speakers whereas in Urdu data it is employed as the most recurrent apology strategy making more than half (56.6%) of the total apologies. As for as strategies termed as AC and Multiple strategies are concerned, their appearance in the English data is quite scanty collectively making almost 5% of total apologies while in Urdu data these strategies make 43% of the overall apologies. Out of which 33% of the strategies are employed to take on responsibility for the offence and 10% are a combination of multiple apology strategy simultaneously. Thus, distribution of apology strategies is strikingly different among speakers of these language groups. English apologies mainly revolve round *IFIDs* (81%) only which are totally absent from Urdu data as standalone strategy; and always appear in combination with other strategies. Likewise, there are significant differences in application of rest of the strategies. Of the remaining apologies, as stated above, *AB* was used in almost 14% of the situations, while the use of *AC* and 'Multiple Strategies' was also quite rare. It is interesting to note that similar offences have elicited different apologies among these two language groups. In Urdu data, highest number of apologies are extended towards *accidents* whereas in English data it is *hearing offences* which could not grab even a single apology in Urdu data but the offence category which has grasped second highest number of apologies in both the languages is same i.e., *lack of consideration*. It shows that "real apologies" (Deutschmann: 2003) in Urdu data are primarily forwarded to makeup serious situations / offences like *accidents* or to make up hurt feelings might be caused because of *lack of consideration* etc., while many of the offence categories like *talk, gaffe, request* could not get even a single apology. Contrary to that, half of the apologies forwarded in English data are extended to mend nominal offences which merely deserved a single *IFID*.

3.2.1 Application of IFIDs

Table (2) states that in English data explicit expression or *IFID*s is the most recurrent apology strategy while in Urdu data it is not at all used as standalone apology strategy. During analysing, if there are found more than one applications of *IFID*s in an apology, only first appearance is marked. Table 3 gives a detail of *IFID*s, found in the data:

English			Urdu		
Expression	No	%	Expression	No	%
Sorry	292	58.4	*afsoos hona* (Sorry)	335	67
Pardon	123	24.6	*Mahzret chhana* (Pardon, Excuse)	93	18.6
Excuse	58	11.6	*Sharminda hona*	49	9.8
Afraid	16	3.2	*Mahfi chhana* (Requesting forgiveness, apologize)	23	4.6

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Apologize	7	1.4			
Forgive	4	0.8	*Mahf kerna / Mahfi chahana*	0	0
Total	500	100		500	100

Table 3, *IFID* formulae and their frequency in English and Urdu data

As shown in table 3, both the languages have their own sets of *IFIDs* for expressing regret, asking forgiveness, and seeking apology. Some of the expressions used for explicit apologies stand like equivalent of English *IFID*s, for example, *afsoos hona (*Sorry); *Mahzret chhana (*Pardon, Excuse); *Mahfi chhana* (requesting forgiveness, apologize). It asserts that not only apology strategies but also their realization in two different languages cannot be mapped perfectly what remains common is existence of apology phenomenon in all the languages across the globe.

The current study however goes in line with the findings of many other researchers (Aijmer 1996; Blum-Kulka and Olshtain 1984; Deutschmann 2003; Holmes 1990; Bean and Johnstone 1994; Meier 1992; and Owen 1983) in describing *sorry* as the most favoured formulaic expression of apology. It is also interesting to state that English expression *sorry* has also appeared frequently in Urdu data. S*orry* and its Urdu equivalent called *'afsoos hona'* have appeared as the most frequent *IFID* expressions (67%) among speakers of this language. *Pardon* (25%), in English and its Urdu equivalent '*Mahzret chhana'* (18.6%) are second most frequently applied *IFID*s in both the languages. Like *sorry*, another *IFID* called *excuse* is also directly used in Urdu apologies. Researcher, being a member of Urdu speaking population, personally knows that *excuse* is usually used to draw attention of someone, or to apologize in case of minor offences. Direct and frequent application of these two *IFID*s can be termed as colonization of Urdu language due to rapid spread of English in the country. *Forgive*, is the least used *IFID* formula in English (0.8%). Similarly, its Urdu equivalent called *Mahfi chahana*/ *Mahf kerna* has made no application in Urdu apologies. *Sharminda hona,* (feeling ashamed)- *an IFID* found in Urdu data which has earned third highest application rate does not exist in English data. However, Chamani and Zareipur (2010) report its presence in Persian apologies.

The meaning and connotations of many of the apology formulae are perceived differently in both the cultures. For example, *sorry* in English culture is applied to keep a distance and maintain privacy but examples of its application in Urdu data impart that it has been used in some situations to render deference instead of distance and privacy. For example, in the following example it has appeared along with "refusing responsibly" (when an officer gets angry with a subordinate for being absent from the meeting: Subordinate says,"*janab mein bht sharminda houn lykin mujy meeting k barey mein koi itlah nein thi*". [English translation] "I am sorry sir, but I was not informed about the meeting". Anglo-Saxon culture, as says Wierzbicka (1985), stresses individuality, privacy and autonomy and attempts to protect these private rights by maintain distance among the community members whereas Kashmir- the other society under study - is based largely on collectivism and individuals who prefer and strive to be known in relation to others. And, instead of maintaining distance, feelings of harmony, intimacy, and groupness are focussed, even in realization of apologies, which might be chief reason of applying *IFID*s in combination of other strategies to satisfy positive face needs of interlocutors instead of using them as standalone strategy.

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4- Further Insights

Present research aims to draw a comparison in realization of speech act of apology between speakers of English and Urdu. Findings of the study have been discussed above but it seems interesting as well as valuable to mention that while following Deutschmann's taxonomy (2003) the researcher felt scarcity of strategies to fully embrace tactics / strategies used by Urdu speakers to encounter an unhappy or offensive situation. Many apology expressions / strategies exceeding Deutschmann's taxonomy (2003) have been found in Urdu data e.g., silence, laughter, bowing head silently, offering eatables; hug; use of exclamatory words etc. Further, many times they insist to settle the mood and be happy letting the offence go unreported. These strategies are found working with other strategies as well as separately as standalone strategies. Lack of knowledge regarding these differences in perception and realization of speech act of apology may cause cultural misunderstandings between English and Urdu speakers (9 lakh Kashmiri at present are settled in Europe). Likewise, if English speakers utter just *sorry* for a serious offence, s/he will sound inconsiderate to the Urdu speakers as there is not a single standalone application of *IFID*s in Urdu data (table 2) suggesting it insufficient to apologize.

5- Conclusion

This paper has studied speech act of apology and the situations that claim apologies in English and Urdu societies. As for as the first research question (section 1) is concerned, the analysis of current data brings out many differences regarding nature of offences which demand apology in both cultures. It establishes that in English data, *hearing offences* have grabbed maximum apologies (table 1) whereas this offence could get just 2% of apologies in Urdu, that too, entirely in formal / official setting. Maximum apologies (table 1) in Urdu are directed towards *accidents* (44.6%) which could extract merely 2% apologies in English data. Many of the offences proposed in Deutschmann (2003), for example mistake, gaffe and request, could get none or very insignificant number of apologies (table 1) which suggest different fabrication of social beliefs and values of these two societies. As for as second research question is concerned, English speakers preferred single *IFID*s (81%) as standalone apology strategy in their apologies whereas in Urdu apologies there was no instance of application of *IFID*s as standalone strategy which suggests *IFIDs* always come in combination with other strategies. Both the groups have used all the strategies prescribed in Deutschmann's taxonomy (2003) but with sharp differences in their frequencies (table 2). However, this taxonomy is found too short to address all the apology formulae used in Urdu data. The results also indicate an extra *IFID- Sharminda hona,* (feeling ashamed)-is applied in Urdu apologies. Presence of many new strategies (section 4) in Urdu data endorses difference of attitude towards explicit apology expressions as majority of these newly found strategies are implicit in nature. The discrepancies may partly be ascribed to cultural differences as languages code what the societies decode. The findings of this study provide a general account of apologies and acts which claim them in English and Urdu speaking societies regardless of any correlation with social or situational variables. The present study clearly demonstrates that speech acts are deeply rooted in cultural, social and moral values of any society and are language dependent phenomenon.

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Metacognitive Writing Skills Strategy Awareness of Secondary School Students

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Abstract
The purpose of this study is to determine the metacognitive writing skill strategy awareness of secondary school students based on certain variables (gender, class level, reading habits, family interaction with writing activities, pre-school education level, and Turkish class grades). Under this context, this study adopted the descriptive survey method and the sample of this study consisted of 4,000 students in a secondary school in Aydın which is a city located at the west part of Turkey. Data collection was conducted with "metacognitive writing skill awareness scale". Data were analysed with SPSS for Windows 21.00 statistical package program. The results of this study indicated that in terms of metacognitive writing skills strategy awareness, female students showed better results compared to male students, 8th grade students had lower scores compared to both 5th and 6th graders, students with reading habits had higher scores than students without reading habits, families with attention to writing had higher scores than families without attention to wiritng, students with pre-school education and without pre-school education had no significant difference, and there was a positive relationship between Turkish class grades and metacognitive writing skills strategy awareness status of students.

Keywords: Metacognitive writing, writing strategies, awareness, secondary school students, writing skills.

1. Introduction

Recently, "constructivist learning "theory that had an important place in the education field, aims to raise students that have active roles in information, make researches, and use the information they receive instead of remaining passive learners (Tüysüz, Karakuyu, Bilgin, 2008: 148). Thus, cognitive, affective, or psychomotor pre-knowledge of individuals should be stimulated, and these individuals should be people that structure and interpret new learning. One of the concepts emphasised by this situation is "*metacognitive skills*". Metacognition can be defined as knowledge regarding the self-thinking process, consciousness of organising the self (Bruning, Schraw, Norby, Ronning, 2004; Driscoll, 1994, Brown, 1987). In terms of learning, "metacognition is awareness of individuals regarding self-learning and learning processes and providing feedback to themselves, "(Doğan, 2013: 14). In short, it means organising one's own mind, providing feedback to oneself, and self-control.

The metacognitive approach evaluates how self-thoughts of an individual are formed. In this sense, a perspective towards effort to produce comprehensive model of human mins is presented. Metacognition, on the other hand, generates factual ground for a model that can consider humans as a system that can monitor, organise, and audit oneself (Karakelle and Saraç, 2010: 53). Metacognition requires effective use of knowledge of individuals. Ability to use metacognition skills is metacognitive control. Metacognitive control that can also be called metacognitive strategies consist of leading mental operations metacognitive processes and can be explained as skill to link metacognitive knowledge with cognitive purposes in strategic way (Özsoy, 2008: 719).

Metacognitive knowledge or cognitive knowledge is used to organise thinking and learning. Three fundamental skills are required for this: Planning, monitoring, and evaluation. Thus, an individual can control his/her own learning and memory processes (Karakelle and Saraç, 2007: 89). Metacognition has

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an effective role in all learning activities. Metacognition answers what, why, and how questions in learning activities. While metacognitive information presents current cognitive structure of an individual, metacognitive skills controls and organises organisation and development of this information. During any learning process, individual determined what are all required knowledge and skills are and how these should be used. This is achieved with metacognitive skills. Forming connections between previously learned and currently learned subjects and using knowledge for more complex situations are fundamental elements of using metacognitive skills to design problem solving methods (Bozan, 2008: 22).

Metacognitive perspective forms the ground of conceptual theories emerged in education field after 90s. Studies in educational psychology contributes different subjects such as effects of metacognitive processes on daily learning lives, and reasons for metacognitive differences between learners and enables enrichment in phenomena that can be explained by the model (Karakelle and Saraç, 2010: 56). This approach that requires restructuring in learning activities also creates changes in language learning activities. In this study, writing as one of the fundamental language skills was considered.

To transfer cultural values to future generations, language should be used correctly. For this purpose, a good language education is necessary. To speak a language in a good and correct manner, all properties, fineness, and areas of use of that language should be known (Bağcı, 2007: 30). One of the language use competence indicators is writing skills. Writing can be defined as "expressing structured information in brain in written form "(Öz, 2011: 251), and "transferring what is heard, thought, designed, and experienced "(Sever 2004: 24). Activities to develop writing skill of an individual enriches self-expression skill of an individual as well as cognitive activities such as imagining, organising ideas, and association. Writing consists of various mechanical, cognitive, and affective directions. Reading, listening, and speaking skills will develop as writing skills develops (Temizyürek and Ayrancı, 2017: 705). This is important in this age as instead of individual that receive knowledge, individuals that create knowledge, instead of individual that wait for support for personal development, individuals with solid social and cultural foundations have emerged. Importance of individuals that think, question, criticise, and interpret increases each day (Aydın, 2017: 294).

In some sense, writing skills require method knowledge. Written subject should be explained with certain shape and content properties and based on specific plan. Writing what is seen and writing with dictation in elementary and secondary school Turkish classes is the fundamental steps to provide writing skills. Long education is needed to gain writing skills. In this sense, for students to express emotions, thoughts, impressions, and ideas, thet need certain affective, cognitive, and heuristic skills and imagination (Göçer, 2010: 183). For writing, motivation for writing is required, subject should be selected, main framework of subject should be determined, subject should be limited, point of view of subject should be expressed, purpose of subject should be determined, ideas that support perspective should be found, thoughts should be organised for expression sequence, though patterns and required phrases should be used, writing should be listened, text should be read to see mistakes and shortcomings, and last draft should be prepared (Kaldırım, 2014: 8). If writing as intellectual production tools will be transformed into behaviour, all types of communication tools should be used, and practices should be made (Küçük, 2007: 40)

Before the 1970s, when writing was taught, the product-based approach that emphasises correct use and writing type was adopted. The 1970s and 80s have been the start of process approach in written expression. The approach emphasises different sub-skills with processes such as drafting, reviewing, and editing, and preserving coherence until writing processes is completed before and during writing (Maltepe, 2006: 58-59). At this stage, metacognitive awareness skills such as self-planning, self-auditing,

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and self-correction with feedback are required. Thus, writing exercises for using metacognitive skills can contribute to process-based writing skills development.

The purpose of this study was to analyse metacognitive writing skill strategy awareness of secondary school students based on certain variables. In this context, answers for the following questions were investigated:

Do metacognitive writing skill strategy awareness scale scores of students change for

- gender?
- class level?
- reading habits?
- family attention with writing events?
- pre-school education?
- Turkish class grades?

2. Materials and methods

2. 1. Research model/pattern: This research adopted descriptive survey method among quantitative research patterns. Purpose of survey researches is to describe the situation related with research topic. Accordingly, answers options obtained from large audience is used for collecting information in survey studies (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz and Demirel, 2012: 177). Survey studies enable quantitative or numerical description of tendency, attitude, or views of research universe by working with a sample in this universe (Creswell, 2013: 13). Additionally, these researches are approach that desire to describe a past or present event as the event is. Research topic, individual, or objects were tried to define under their own conditions and as they are (Karasar, 2006: 77).

2.2. Sample: The sample of this study consisted of 400 students 100 from each class level in a secondary school in Aydın which is a city located at the west part of Turkey. While the sample was determined, convenience sampling among purposeful sampling methods was adopted. “Purposeful sampling is used if people, events, objects, or situation with certain qualities will be selected in a research ”(Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz, and Demirel, 2009: 91). Convenience sampling method is related with inclusion of individual or groups of the research in the processes or reaching them in an easier way (Ekiz, 2009).

Information regarding secondary school students included in the study universe was presented in Table 1.

Table 1. Class level and gender distribution of sample.

Class Level	Female	Male	N
5th grade	51	49	100
6th grade	50	50	100
7th grade	50	50	100
8th grade	58	42	100
Total	209	191	400

As given in Table 1, sample group consisted of 100 students in each class level. Data were collected from total of 400 students which were distributed as 51 females, 49 male students in 5th grade, 50 females, 50 male students in 6th grade, 50 females, 50 male students in 7th grade, and 58 females, and 42 male students in 8th grade.

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2.3. Data collection: When metacognitive processes are measured, techniques such as interviews, loud thinking protocols, teacher views, monitoring control lists, calibration techniques, and inventories are used. Self-reporting-based inventory are common to measure metacognitive skills, and these are easy to apply and evaluate methods. Especially, there are various inventories for adolescence and adults (Karakelle and Saraç, 2007: 89). In this study, self-reporting scales were preferred to determine metacognitive writing skill strategy awareness of students. In this sense, research data were collected with "metacognitive writing skill strategy awareness scale "developed by Aydın, İnnalı, and Uyumaz (2017).

Aydın, İnnalı and Uyumaz (2017: 178-182), applied Exploratory Factor Analysis (EFA) to determine structure validity of this scale and Confirmatory Factor Analysis (CFA) on the data obtained from group. Reliability of two different group application scores of the scale were determined with Cronbach internal consistency coefficient. In exploratory factor analysis to determine factor pattern of scale found that single factor structure factor load values changed between 0,435-0,712. Cronbach alpha internal consistency values for reliability of EFA and CFA scores were found as 0,952 and 0,944 respectively.

"Metacognitive writing skill strategy awareness "was applied to 400 people in this study and reliability coefficient (Cronbach alpha) value for 40-item scale was calculated as 0.94.

2.4. Data analysis: Data analysis of this study was conducted on SPSS for Windows 21.00 statistic package program. Outlier calculations were omitted to provide normal data distribution. In analysis fo research questions t-test, one-way ANOVA, and Pearson correlation analysis methods among independent sampling parameter tests were used.

3. Results and discussion

First research problem: Problem in this study was expressed as "Do metacognitive writing skill awareness scale scores differ for gender of students? "Accordingly, average scale scores of female students (4.24 ± 0.33) was statistically significantly higher than average scale scores of male students (3.94± 0.04) (t=5.627, sd=372.504, p<0.05) (Table 2).

Table 2. t Test Results to Determine Whether There Are Difference of Scale Scores for Gender Variable.

Gender	N	$\bar{x}$	SE	SD	t	df	p
Female	201	4.24	0.03	0.48	5,627	372,504	0,000
Male	189	3.94	0.04	0.55			

Researches indicated that based on gender variable of metacognitive skill awareness, there was results significantly in favour of female students (Aybek and Aslan, 2016; Çetinkaya-Edizer, 2015; Seçkin-Kapucu and Öksüz, 2015; Akın and Çeçen, 2014; Bozkurt and Memiş 2013; Ateş, 2013; Bağçeci, Döş and Sarıca, 2011). Results of this study are in line with literature. However, some researches in the literature indicated no significant difference based on gender variable of metacognitive skill awareness (Dilci and Kaya, 2012; Özsoy and Günindi, 2011).

Second research problem: Problem in this study was expressed as "Do metacognitive writing skill awareness scale scores differ for class level of students? "One-way variance analysis was conducted for solution of the problem (Table 3). According to these analysis, there is no statistically significant difference between groups ($F_{(3,386)}$ = 4.527, p =0.004 η^2= 0.034). Based on multiple-comparison test (Tukey HSD); average score of 8th grade students (3.93 ± 0.52) were statistically significantly lower than both average scores of

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5th grade students (4.16 ± 0.52, p=0.012) and average of 6th grade students (4.17 ± 0.51, p=0.08). These differences had small effect size ($\eta^2=0.03$; $0.01< \eta^2<0.06$).

Table 3. One Way Variance Analysis (ANOVA) Results to Determine Whether There Are Difference of Scale Scores for Class Level Variable.

	f , $\bar{x}$ and SD values				ANOVA						
Score	Group	N	$\bar{x}$	SD	Source	SS	df	MS	F	p	Tukey HSD
	5th grade	98	4.16	0.52	Between	3,813	3	1,271	4,527	0,004	8th-5th 8th-6th
	6th grade	96	4.17	0.51	Within	108,371	386	0,281			
	7th grade	97	4.12	0.57	Total	112,184	389				
	8th grade	99	3.93	0.52							

While higher metacognitive writing skill strategy awareness scores were expected from 8th grade students, achieving significantly lower results than all other class levels may be caused by putting more effort to gain success in test techniques instead of language skills (writing, speaking, reading, listening) due to high school entrance exam in Turkey.

Akın and Çeçen (2014) investigated metacognitive reading skill strategy awareness of secondary school students for class level variable and found that metacognitive reading skill strategy awareness of students showed significant difference in favour of seventh grade students. Differently, Özsoy and Günindi (2011) and Deniz, Küçük, Cansız, Akgün, İşleyen (2014) found no significant difference for metacognitive awareness of teacher candidates; Aybek and Aslan (2016) found no significant difference for class levels of teacher candidates and metacognitive writing skill strategy use, Çetinkaya-Edizer (2015) found no significant difference for class level between reading habits of teacher candidates and metacognitive reading skill use levels.

Third research problem: The problem in this study was expressed as "Do metacognitive writing skill awareness scale scores differ for reading habits of students? "Accordingly, average scale scores of students with reading habit (4.20 ± 0.03) was statistically significantly higher than average scale scores of students without reading habit (3.79± 0.05) (t=6.729, sd=386, p<0.05) (Table 4).

Table 4. t Test Results to Determine Whether There Are Difference of Scale Scores for Reading Habit Variable.

Reading habit	N	$\bar{x}$	SE	SD	t	df	p
Yes	296	4.20	0.03	0.51	6,729	386	0,000
No	92	3.79	0.05	0.48			

Cemiloğlu and Ogur (2016: 136) emphasised if cognitive mental operations were failed to be constantly controlled by metacognition, high level reading skill and habit will fail to be achieved. Aybek and Aslan (2016) found there was significant relationship between metacognitive reading strategies of teacher candidates and types of books, frequency of reading books and having a bookshelf at home. Çetinkaya-Edizer (2015) determined there was positive significant relationship between attitudes towards reading habits of teacher candidates and metacognitive reading strategies. Similarly, Karasakaloğlu, Saracaloğlu

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and Özelçi-Yılmaz (2012) found that there was significant difference between reading frequencies and metacognitive reading strategies of teacher candidates. Results of these studies are in line with the results of this study.

Fourth research problem: Problem in this study was expressed as “Do metacognitive writing skill awareness scale scores differ for family attention with writing events of students? ”Accordingly, average scale scores of students with family attention with writing events (4.14 ± 0.03) was statistically significantly higher than average scale scores of students without family attention with writing events (3.96± 0.06) (t=2.598, sd=386, p<0.05) (Table 5).

Table 5. t Test Results to Determine Whether There Are Difference of Scale Scores for Family Attention with Writing Events Variable.

Family attention	N	$\overline{x}$	SE	SD	t	df	p
Yes	314	4.14	0.03	0.53	2,598	386	0,010
No	74	3.96	0.06	0.52			

While Baloğlu and Demir (2017) found positive relationship between supportive family structure and metacognitive skill use of 8th grade students, there was negative relationship between obstructive family structure and metacognitive skill use of 8th grade students. This founding is in line with the results in this study indicating higher metacognitive writing skill strategy awareness in families’ attention with writing activities.

Fifth research problem: Problem in this study was expressed as “Do metacognitive writing skill awareness scale scores differ for pre-school education status of students? ”For analysis of research problem, normal distribution of data was investigated. After extreme values were removed, normal distribution of data was calculated. Accordingly, average scale scores of students with pre-school education (4.12 ± 0.03) showed no statistically significantly difference with average scale scores of students without pre-school education (4.03± 0.06) (t=1.309, sd=386, p<0.05) (Table 6).

Table 6. t Test Results to Determine Whether There Are Difference of Scale Scores for Pre-school Education Variable.

Pre-school Education	N	$\overline{x}$	SE	SD	t	df	p
Yes	303	4.12	0.03	0.53	1,309	386	0,191
No	85	4.03	0.06	0.52			

Tunver and Kaysi (2013:53) stated that metacognitive thinking skill of students should be developed throughout life starting from pre-school period. However, results of this study indicated that there was no significant difference between metacognitive writing skill strategy awareness of students with or without pre-school education. This could be interpreted as insufficient level of metacognitive development of students with pre-school education or pre-school education had no effect on metacognitive awareness.

Sixth research problem: Problem in this study was expressed as “Do metacognitive writing skill awareness scale scores differ for Turkish class grades of students? ”Pearson correlation analysis was adopted to determine this relationship. Accordingly, there was positive statistically significant relationship between

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metacognitive writing skill strategy awareness scale cores and Turkish class grades, however, this relationship was at low levels (r=0.18, p<0.001).

Anderson (2002) stated that metacognitive strategy use enables deeper learning and better performance. Onovughe and Hannah (2011) indicated that students with various metacognitive strategies have better academic performance and exam success. Additionally, it was stated that individual with high metacognitive awareness showed better performance (Flavell, 1979; Ganz&Ganz 1990; Livingston, 1997; Schunk, 2008; Downing, 2009). It is given that there is significant relationship between metacognitive awareness and academic success (Bağçeci, Döş ve Sarıca, 2011; Tok, ÖzganveDöş,2010; EmrahoğluveÖztürk, 2010). Results regarding sixth problem of this study is in line with results of the studies as results indicate positive relationship between Turkish class grades and metacognitive writing skill strategy awareness.

Metacognitive approach enables individuals to define themselves as subject of their own thoughts and forms the ground for common psychological concepts such as self-sufficiency, self-organising, self-awareness, and self-evaluation. Therefore, it is commonly investigated in clinical or educational psychology. Metacognition expressed awareness of individual regarding what is happening in their mind, monitoring, and organising these thoughts, selection/change of strategies and how these variables are evaluated (Karakelle and Saraç, 2010: 57).

Deniz, Küçük, Cansız, Akgün and İşleyen (2014: 316) claimed that metacognitive awareness has an important place for all learning individuals. According to authors, teacher candidates and all students in learning and teaching process should be given opportunities to thinking about their own thinking. Özsoy (2008: 729) and Doğan (2013: 14) stated that metacognitive awareness and skills has an important effect on success of students and as students with high metacognition levels were more successful, teachers and students should be aware of these skills and teaching should be done to support metacognitive skills.

4. Conclusions

In this study, the main purpose was to determine the metacognitive writing skill strategy awareness of secondary school students based on certain variables. For this purpose, the “metacognitive writing skill awareness scale ”was applied to 400 students in a secondary school in Aydın centre. Results of this study indicated that in terms of metacognitive writing skills strategy awareness, female students showed better results compared to male students, 8th grade students had lower scores compared to both 5th and 6th grades, students with reading habit had higher scores than students without reading habit, families with attention to writing had higher scores than families without attention to wiritng, students with pre-school education and without pre-school education had no significant difference, and there was positive relationship between Turkish class grades and metacognitive writing skills strategy awareness status of students.

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The Effectiveness of School-Based Oral Performance on Written English Examination Performance

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Abstract
This article addresses the effectiveness of School-Based Oral performance on written English examination (WEE) performance in the Malaysian secondary schools context. It focuses on the form four students' School-Based Oral Evaluation (SBOE), WEE results in the mid-term examination 2017 and teachers' reports. Data were collected from 302 form four students and four English teachers from the government secondary schools in Putrajaya Federal Territory, Malaysia. The purpose of this study is to investigate the effectiveness of SBOE on WEE by investigating the English examination results in the mid-term examination and interviewing the English teachers. This article is a qualitatiave method study by using semi-structured interviews and data were analysed by content analysis. Results revealed that majority of students scored "excellent" and "good" in SBOE. They also scored "A+", "A", "A-", "B+" and "B" in WEE. The teachers are using the instructional activities and the instructional concept of "scalffolding" which had introduced by Vygotsky, in teaching English as a second language. Reports from the teachers showed that they could write complex sentence structure with accurate punctuation and wide range of vocabularies. The paragraphs were well-planned and linked to each other. The topic being addressed was relevance.

Keywords: School-Based Oral Performance; School-Based Oral Evaluation; Written English Examination Performance; Written English Examination.

Introduction

The mid-term English examination is a national English examination. The question papers are set by the Examination Syndicates, Ministry of Education Malaysia. The English subject for form four students is included in the Malaysian Certificate of Educatiion which is known as *Sijil Pelajaran Malaysia* (*SPM*). The English language for form four and form five students in secondary schools in Malaysia is called Paper 1119 *Bahasa Inggeris*. It is divided into oral and written language.

In this article, the School-Based oral performance is the form four students' School-Based Oral Evaluation (SBOE) result in the mid-term examinations 2017. It is conducted twice a year, from April to June and from July to September (Malaysia, Ministry of Education 2017). It tests the students' proficiency in speaking the English language, listening comprehension skill, and testing the students' ability to comprehend speech in daily situations (Malaysia, Ministry of Education 2017). The concepts are to monitor, observe and the objective is to avoid irregularities. The SBOE is implemented according to the schedule and procedure. The modus operandi is to monitor each pupil individually. The schools are monitored at least once a term by the officers from the State Education Department. SBOE comprises 30% of the whole English examination. It also includes handling assessment of the school candidates, models, bands and criteria for assessment. The Examination Syndicates, Ministry of Education Malaysia, has set a manual contains the framework and guidelines for the implementation of SBOE. In order to provide candidates with essential information in preparing for the test, these frameworks and guidelines are designed to assist teachers to conduct the test. The Examination Syndicates has developed four models for the implementation of the SBOE. Candidates have to prepare their own materials for assessment purposes according to the examples illustrating in each model.

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Written English performance is the form four students' written English examination result comprises of Paper One and Paper Two. It tests the students' composition skills, reading and the students' knowledge in grammar and vocabulary (Malaysia, Ministry of Education 2017). Paper One is the essay writing which is divided into section A and B. Section A is Directed Writing and Section B is a Continuous Writing. Students need to answer both sections. For Directed Writing the question is assessed for format, content and language. All keywords must be mentioned or paraphrased before any content point can be awarded (Malaysia, Ministry of Education 2017). If any idea is uncompleted, content point cannot be awarded. Marks are also awarded for accurate language, style and tone appropriate to the task. Paper Two consists of section A, B, C, and D. Candidates are required to answer questions in all four sections.

The objectives of this article are as follow:

i) To determine the English language results in the SBOE and WEE.
ii) To justify the teachers' report of SBOE on WEE.

The statistic shows that the government secondary schools in Putrajaya Federal Territory have scored the highest number of students passed in the English subject in SPM in Malaysia (Malaysia, Ministry of Education, 2017). Table 1 shows the percentage of students pass and fail in English subject in SPM from the government secondary schools, in Putrajaya Federal Territory from 2007 to 2016.

Table 1. Percentage of Students Pass and Fail in English subject in SPM - Government Secondary Schools, Putrajaya Federal Territory from 2007 to 2016

Year	% of Students pass	% of Students fail
2007	91.65	8.35
2008	91.32	8.68
2009	88.38	11.62
2010	91.31	8.69
2011	92.60	7.40
2012	92.56	7.44
2013	92.12	7.88
2014	94.77	5.23
2015	90.62	9.38
2016	95.74	4.26

Source: Malaysia, Ministry of Education (2017)

Review of the Related Literature

2.1 Theory

Vygotsky believed that language develops from social interactions and for communication purposes (McLeod, 2014). Vygotsky's theory of language is based on constructivist learning theory which stated that children acquire knowledge as a result of engaging in social experiences (McLeod, 2014).

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Vygotsky also had instroduced a reciprocal teaching. It refers to an instructional activity in which students become the teacher in small group reading sessions. Teachers model, then help students learn to guide group discussions using four strategies: summarizing, question generating, clarifying, and predicting (McLeod, 2014). The students learn the strategies then, they take turns assuming the role of teacher in leading a dialogue about what has been read. Vygotsky had also introduced an instructional concepts such as "scaffolding". Under the concept of "scaffolding" a teacher or more advanced peer helps to structure or arrange a task so that they can work on it successfully.

2.2 Previous Studies

(Cregan, 1998, as cited in Archer, Cregan, McGough, Shiel, 2012).

"Oral Language is the child's first, most important, and most frequently used structured medium of communication. It is the primary means through which each individual child will be enabled to structure, to evaluate, to describe and to control his/her experience. In addition, and most significantly, oral language is the primary mediator of culture, the way in which children locate themselves in the world, and define themselves with it and within it"

There are a few contries have introduced oral English language at the early years of education for instance New Zealand and Republic of Ireland. Young learners need to be able to use the spoken and written languages of the curriculum in order to become proficient communicators and thinkers (New Zealand, Education Review Office (ERO), 2017). In New Zealand, the national curriculum statement for early learning services, *Te Whäriki*, provides a framework for strengthening young children's oral communication knowledge, dispositions and skills. In Ireland, the Professional Development Service for Teachers (PDST), Department of Education and Skills has introduced components of effective oral of language instruction. At every level in the primary and secondary schools curriculum, the development of oral language is given priority importance as great as that of reading and writing. The integrated language process has an equal weighting of them whereas in Malaysia oral assessment is only 30% of the English subject. A research made by the Ministry of Education, Saskatchewan (2013), a child who enters a school with low level of oral language skills will most likely take longer time to learn how to read and write than a child with better oral language skills. Therefore, the Ministry has developed an oral language as it plays a critical role in the development of literacy and the acquisition lays a foundation for reading and writing skills.

According to Bayetto (2015), one of the key influences in young people's reading and writing is the key influence of their oral language facility. Oral language is the foundation for the development of literacy skills and is considered to be a strong indicator of reading, writing, and overall academic achievement (Bayetto, 2015). McCandlish (2012) had confirmed that a major platform to develop literacy skills is through oral language. The importance of oral language in schools is crucial. Students need to build language for reasoning and thinking; to "tune in" and listen; have words for talk and use language to talk about their world. Oral language is important as it has a social function such as to share thoughts and feelings, build relationships and connect with other people. In the context of education, the development of literacy skills is based on oral language as McCandlish (2012) also confirmed that oral vocabulary is built through talk. Prior to school contexts, oral language skill is possible in the classrooms. It can be done through themes, books, topics and projects. McCandlish (2012) has developed a framework of oral language in the classroom. In the framework, there are four domains of oral language such as "listening and responding", "growing words in talk: vocabulary and concepts", "talking about my word: recounts, retells and other genres", and "building talk for thinking".

Koross (2012) investigated whether there was a strong correlation between oral language skills and achievement in the written English language among learners in Kalenjin secondary school students in Rift Valley, Kenya. One of the results revealed that the problems occurred was inability of learners to

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express themselves orally thus hindering development of competence in writing. Lisanza (2011) investigated the oral and written language learning in Kenya too and found that for meaningful language to occur, dialogues are important. The classroom setting has to develop the oral and written languages simultaneously (Lizanza, 2011). Hubert (2011) mentioned that second language writing researchers have demonstrated that the integration of dialogue into ESL writing classrooms can have positive effects on certain aspects of composition instruction, namely in the planning and revision stages.

Resnick and Snow (2009) revealed that students learn most of what they know by hearing other people talk before they learn to read. They further pointed out by engaging in stimulating talk is the only way young children can expand their own language skills-learning words, putting sentences together, and practicing the "rules" of talk". In understanding of sentence structures (syntax) is extended through talk. Therefore the oral language that children have acquired through interactions with their families and wider communities is built on by teachers. Teachers use explicit instruction in listening and speaking and vocabulary development. Condelli, Wrigley, and Yoon (2009) found that adult English language learners with limited literacy learned more effectively with oral language. Keene and Zimmermann (2007) revealed that oral language development plays a critical role in learning to read and write development of literacy in a second language.

Methods of Research

The participants were 30% of the number of students who had passed in English subject in the mid-term examinations 2017. Total number of the form four students were 1,250 and the number of students who had passed in English subject in the mid-term examinations were 1,007 from 11 government secondary schools in Putrajaya Federal Territory. Four English teachers were interviewed by using semi-structured interview.

Data were collected from students' results (in SBOE and WEE) in the mid-term English examination 2017 and teachers' report from the semi-structured interviews. They were analysed by content analysis. School-Based Oral performance is the result of SBOE.

Table 2 shows the bands and marks of SBOE.

Table 2: Bands and Marks School-Based Oral Evaluation (SBOE)

Bands	Marks	Level
9 - 10	25-30	Excellent
6 - 8	20 -24	Good
4 - 5	15 -19	Satisfactory
2 - 3	10 - 14	Weak
1	1- 9	Very weak

Source: Examination Sydicates, Ministry of Education Malaysia (2017)

WEE performance is the result of WEE Paper 1119 *Bahasa Inggeris*. Table 3 illustrates the marks and level of WEE.

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Table 3: Marks and Level of WEE Paper 1119, Bahasa Inggeris

Marks	Level
90 -100	A+
80 - 89	A
70 - 79	A-
65 - 69	B+
60 - 64	B
50 - 59	C+
40 - 49	C
35 - 39	D
30 - 34	E
40 - 49	C
35 - 39	D
30 - 34	E
29	F

Source: Examination Syndicate, Ministry of Education Malaysia (2017)

4. Results and Discussion

4.1 SBOE and WEE Results

74 students scored "excellent" in the SBOE, 171 of them scored "good" and 56 of them scored "satisfactory". Only one student scored "weak" and none of the students scored "minimum result". In the WEE, five students scored "A+", 62 scored "A", 87 scored "A-", 61 scored "B+", 45 scored "B", 24 students scored "C+", 15 students scored "C" and three students scored "D".

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The students' results in SBOE and WEE can be concluded as follows:

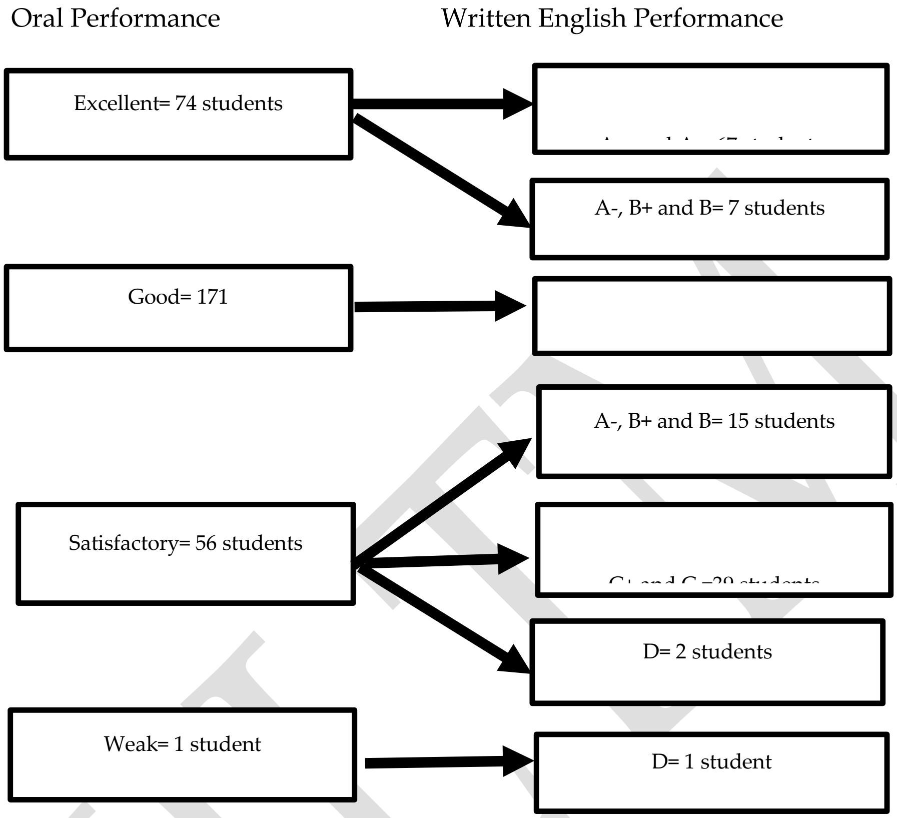
Oral Performance
Written English Performance
Excellent= 74 students
A-, B+ and B= 7 students
Good= 171
A-, B+ and B= 15 students
Satisfactory= 56 students
C+ and C =39 students
D= 2 students
Weak= 1 student
D= 1 student

Figure 1: The Students' Results in SBOE and WEE.

Figure1 illustrates that out of 74 students scored "excellent" in SBOE, 16 of them scored "A+" and "A" in WEE and only 7 of them scored "A-", "B+" and "B" in WEE. 171 students scored "good" in SBOE and all of them scored "A-", "B+" and "B" in WEE. Out of 56 students scored "satisfactory" in SBOE, 15 of them scored "A-", "B+" and "B" in WEE, 39 of them scored "C+" and "C" in WEE and two of them scored "D" in WEE. Only one student is "weak" in SBOE and scored "D" in WEE.

4.2 Teachers' Report

The English teachers reported that the students did a lot of speaking activities in the classroom. The activities are normally in pair and group works. These activities are overseen and guided by the English teachers. Part of the activities are memorise script, do research on the oral assessment, do oral presentation and search the reading materials from the internets. The activities are considered as the preparation for the SBOE. There are a few stages involve in the preparation. First, the students do brain storming among themselves. Second, they do some research on the points to be discussed in the SBOE. Third, they gather all the inputs. Forth, they prepare the outlines or drafts. From the outlines and drafts, the students practise among themselves and guided by the English teachers. The students are also sharing their daily routine among themselves and with the English teachers. Normally, they share information on their favourite games, problems in studies, interests, views and ideas. They also

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communicate actively among themselves and and with their English teachers. They take part in choral speaking, public speaking and drama. The English teachers have given the students opportunities to give their opinions and ideas during the English language activities in the classroom. The students are given more time to read books. They have the freedom to create stories in the English class.

The students practised a lot in choral speaking, public speaking and drama. They take part in the English competition. The English teachers support the students' activities. At the same time the students support each other in the English class activities. The good students help the weak students and the English teachers also help the weak students in the activities. The English teachers culture the reading habits among the students. They give moral supports to the students to love the books. Students do more readings as the English teachers have given them ample space to do more reading activities. The schools provide books in English language for the students to do reading activities.

Students built good self-esteem and self-confidence from the SBOE. They gain knowledge by reading the materials from the internets and help them in the essay writing. The teachers confirmed that the SBOE is among the contribution factors for the students to score in the WEE. It have proved that the SBOE resulted a positive impact to the WEE. The teacher's reports on SBOE are consistent with the students' results in the mid-term examination 2017 as illustrated in Figure 1. The table shows that majority of the students scored "excellent" in the SBOE and they scored between "A+ to B" in the WEE. The English teacher confirmed that SBOE is very effective. It helps students in their speaking and writing. Students enjoy the English classroom activities and they have fun with their friends. They are confident when they speak and write in English. SBOE has improved the students' English language and as a result they speak and write well. The students have developed skills in writing, reading, speaking and listening. They gain more vocabularies and confident when they converse in the English language.

Majority of the students scored high results in SBOE and they also scored high results in WEE. Among the 74 students that scored "excellent" in SBOE, 67 of them scored "A+" and "A" in WEE. 67 students who scored "A+" and "A" were entirely accurate in language. They could write complex sentence structure with accurate punctuation and wide range of vocabularies. The paragraphs were well-planned and linked to each other. The topic being addressed was relevance.

Seven of them scored "A-", "B+" and "B" in WEE. 171 students scored "good" in SBOE and all of them had scored "A-", "B+" and "B" in WEE. Out of 56 students who scored "satisfactory" in SBOE, 15 of them had scored "A-", "B+" and "B" WEE. Students who scored "B+" and "B" in WEE did errors occasionally, either minor or first draft slips. Their sentences showed some variation of length and type, including some complex sentences. Punctuation and spelling were nearly accurate. The paragraphs showed some evidence of planning.

39 students scored "C+" and "C" and two of them scored "D" in WEE. Only one student is "weak" in SBOE and scored "D" in WEE. The language of students who scored "C+" and "C" were largely accurate. They used simple structures without errors. Their sentences might show some variety of structure and length but there was a tendency to use one type of structure. The vocabularies were wide enough to convey messages but might lack of precisions. They used simple sentences but errors might occur in more complex uses. They could spell simple words correctly but errors might occur when moved to sophisticated words.

4.3 Discussion

It can be concluded that School-Based Oral performance helps students to improve their written English performance. SBOE encompasses two components; speaking and listening. Speaking is an expressive language with the use of words to share meaning with others (Bradfield, et. al., 2013). Listening is a receptive language. Listening is the process of understanding what has been expressed (Bradfield, et. al., 2013). The relationship between a speaker and a listener will influence what words are spoken. Oral language is the foundation for the development of literacy skills and is considered to be a strong indicator of later reading, writing, and overall academic achievement (Bradfield et al., 2013). According to Resnick

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and Snow (2009), students learn most of what they know by hearing other people talk before they learn to read. They further stated that those who engaged in stimulating talk can expand their own language skills-learning words, putting sentences together and practicing the rules of talk. Any developmental delay at oral language skills may act a constrain in the ability to read and write (Babayigit, 2012). This is because one of the key influences in their reading and writing is their oral language facility (Hougen and Smart, 2012). They also mentioned that spoken sentence structures help students to understand what is being read. As students actively participate in more complex thinking, questioning, discussions, respond to spoken, written and visual texts; they develop more sophisticated listening and speaking skills. As a result they understand on word meanings and spoken structure. Students who understand of word meanings and spoken sentence structures help them to understand what are being read (Bayetto, 2015).

Student activities in SBOE are describing as student-focused oral communication activities in the English classroom. Students' activities are generally designed to allow students to get more involve and offer them opportunities to communicate in English language in the classroom activities based on the four models. According to Vygotsky ((McLeod, 2014), by communicating adults transmit information to children. Therefore, the class activities involve tachers (as adults) and students. The teachers have used the instructional activities in which students are doing their small group activities such as reading and discussion groups. The teachers also use the instructional concept such as "scaffolding" whereby the teachers and the good students help the weak students.

4.4 Contribution to the Body of Knowledge

This article suggests to the Ministry of Education Malaysia that the oral language has to be introduced at the early age of education. The rationales are as follow:

i) Based on this article, it has proved that SBOE has given a very good impact on students' WEE. The English teachers have given positive reports.

ii) The previous studies have proved that a child who enters a school with low level of oral language skills will most likely take longer time to learn how to read and write than a child with better oral language skills.

iii) The ever green theory of Vygotsky in which he believed that language develops from social interactions and he viewed language as man's greatest tool, a means for communicating with the outside world ((McLeod, 2014).

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Mnemonic Technique - An Effective Vocabulary Teaching Method to Plurilingual Students -

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Abstract
A study was conducted with an aim of investigating the different approaches used by both EFL learners and educators to learn and teach vocabulary respectively. In the study, particularly two different techniques were focused on: The "Memorisation" technique which is one of the most applied methods in teaching vocabulary and the "Mnemonic" technique, which is thought to produce higher results in teaching vocabulary by most scholars. An experiment was carried out to compare the efficiency of these two methods. A group of students from Khoja Akhmet Yassawi University Preparatory Faculty in Kazakhstan were chosen to participate in the experiment. The factor that makes this study different from other studies in the scope of its field is that the training given at the time of the "mnemonic" education was not in the native language of the students, which is Kazakh. The students had been learning Turkish as a foreign language. The acquired findings after the experiments, throughout pre and post tests indicated that although the participants did not receive education in their native language during the experiment, the use of the mnemonic technique gave better results compared to the rote learning technique.

Keywords: Mnemonic, vocabulary, rote learning

Introduction

Background of the studyKnowing words from a certain language is usually associated to knowing that language. In different encounters people have pretended to know a certain language simply basing on the fact that they could say a few words such as greetings, or a few polite expressions like thank you. From a general perspective, it would not be wrong to draw a conclusion that the vocabulary knowledge of a learner directly parallels to how competently he/she knows the language in question. Therefore, concluding that - vocabulary improvement of learners is a critically significant point in their language learning advancement (Linse, 2005).

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It is an accepted fact by many scholars that vocabulary plays a more important role than the grammar knowledge in communication. Hence evidently proved by many students that choose to carry dictionaries instead of grammar books when travelling to other countries. (Krashen, as cited in Lewis, 1993:25). Schmitt (2000:55) also stresses the issue: ''Lexical knowledge is central to communicative competence and to the acquisition of a second language''. Wilkins (1972:97) reports that: ''While without grammar very little can be conveyed, without vocabulary nothing can be conveyed''. Sufficient vocabulary knowledge enables the learner to communicate more freely and effectively. That is why vocabulary has been steeped in the curriculums of EFL and ESL students.

As far as vocabulary is concerned, the method to gain required word knowledge carries value in English language teaching. Last researches on the field reveal that vocabulary teaching has numerous problems due to the lack of knowledge in introducing or teaching words to learners (Alqahtani, 2015). Although classical methods such as memorizing or rote learning are employed by many educators and students within the education mechanism, they are not fully fruitful in the process of internalization (Vadidya, 1996). Safdar (2013:62) states: ''Rote learning stays close to the cognitive structure of the learner but do not get integrated there. Hence as a result the learner exhibits a non-successful learning set''.

Purpose of the study

As mentioned in the previous section, rote learning employed frequently as a method by educators to teach new vocabularies to learners is known not to be effective within the objectives of a productive teaching course. Many students complain about rote learning because it does not help them keep words in their long term memories. Besides, it decreases the motivation to learn new items as rote learning is believed to be a dull activity. It has also no positive effect in producing creativity and problem-solving skill (Cheung, 2000).

From this point forth, this paper aims to show meaningful differences between the “rote” and the “mnemonic” learning techniques. Though mnemonic has some variants, this experimental research has been established on the “key word method” of mnemonic which is briefly described as product of mental imagery. Although the phrase is a new term in the field, the idea behind the term has been applied since past times (Atkinson and Rough, 1972). “With the aid of mnemonic, students are able to learn the required words in a short time, and minimum lack of retention and recognition will be obtained'' (Başıbek, 2010:15).

Significance of the study

Inarguably each language teacher has been exposed to such questions by second language learners: “How can I learn vocabulary? What should I do to remember the meanings of the words that I learn?” Etc (Başıbek, 2010). In that case, as former chapters stated, the method to acquire required vocabulary comes to prominence more than vocabulary itself.

The key word method as a sub-title of mnemonic has been experimentally proven to be influential in improving vocabulary learning (Bruning at al., 1999). As observed in the experiment of this study, learners taught by the mnemonic method saved time and remained motivated to learn new entities. Moreover, the mnemonic technique aids learners to recall words when they need them at a later time unlike rote learning. Based on the given points, this study has been performed with the goal of convincing educators to believe that the mnemonic method is an efficient way of teaching vocabulary, which should be applied during the process of second language learning.

Research questions

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1. Does employing mnemonic technique in the teaching process have advantages compared to rote learning in the short term retention?
2. Does employing mnemonic technique in the teaching process have advantages compared to rote learning in the long term retention?

Literature review

Presentation

Despite the fact that vocabulary has a unique importance in language learning, it has been taught through the other skills for a long time (Hadjadj, 2015). Advancements in the field of linguistics have played a role in vocabulary finding its place that it deserves. Upon the betterments, many scientists in the area have put forward some innovations about vocabulary learning and teaching. Based on the points mentioned in the previous chapters, this part of the study will be based on vocabulary learning through rote learning and vocabulary teaching along with its sub-categories.

Vocabulary learning

There is a great deal of research in the area of vocabulary learning (Schmitt, 1997; Stoffer, 1995; Ahmed, 1989; Fan, 2003; Gu, 2003; Gu and Johnson, 1996; Lawson and Hogben, 1996; Kojic-Sabo and Lightbown, 1999; Sanaoui, 1995; Kudo, 1999). Although vocabulary learning and teaching may seem like different concepts from each other, there is not a certain distinction. ‘’Learning, teaching, and communication strategies are often interlaced in discussions of language learning and often applied in the same behaviour’’ (O’Malley et.al., 1985:22). However, with a simplest differentiation, it can be stated that a learning strategy is triggered by a learner while teaching is teacher-triggered.

Vocabulary learning has been defined differently by scholars. Nation (2001:217) says: ‘’Vocabulary learning strategies are a part of language learning strategies which in turn are a part of general learning strategies’’. Rubin states for the explanation of vocabulary learning: ‘’the process by which information is obtained, stored, retrieved, and used’’ (1987: 29; cited in Saengpakdeejit, 2014:150).

Lastly, Catalan defines vocabulary learning as: ‘’Knowledge about the mechanisms (process, strategies) used in order to learn vocabulary as well as steps or actions taken by 15 students (a) to find out the meaning of unknown words, (b) to retain them in long-term memory, (c) to recall them at will, and (d) to use them in oral or written mode”. (2003, p: 56; cited in Saengpakdeejit, 2014, p: 147).

Memorisation strategy

From one aspect, memory is a kind of vehicle that integrates objects into symbolic values by using sensory-motor acts to be able to remember them even at very later times. So, this kind of strategy is employed to establish connection by means of imagery between target vocabulary and previous knowledge in learners’ brains. Scholars state as: the kind of elaborative mental processing that the Depth of Processing Hypothesis (Craik & Lockhart 1972; Craik & Tulving 1975) suggests is necessary for long-term retention (Schmitt 1997: 213).

Vocabulary teaching

Communication breaks down when people fail to use the right words. As stated by Allen (1983:5), the importance of vocabulary acquisition: lexical problems frequently interfere with communication. From

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this point of view, it can be deduced straightforwardly that not only learning but also teaching vocabulary has a vital importance in order to teach the major language skills to learners.

Nevertheless, learning vocabulary is a challenging activity for most of the learners. They need to learn different types of words, from idioms to expressions. Therefore, a language teacher should apply all the ways to keep words in the long term memories of students. While there are many approaches to teaching vocabulary, the rest of this chapter will focus on the mnemonic technique and its key word method.

Mnemonic technique

The term "mnemonic" comes from a Greek word Mnemosyne meaning to memory of Greek Goddess (Amiryousefi, Ketabi, 2011). ''A mnemonic device can be defined as a strategy for organizing and/or encoding information through the creation and use of cognitive cuing structures'' (Bellezza, 1980:37). The first usage of mnemonics date back to 500B.C. (Yates, 1966). The following citation belongs to Ad Herennium (circa 86-82 B.C.) formed 2000 years ago:

Now nature herself teaches us what we should do. When we see in everyday life things that are petty, ordinary, and banal, we generally fail to remember them, because the mind is not being stirred by anything novel or marvellous. But if we see or hear something exceptionally base, dishonourable, unusual, great, unbelievable, or ridiculous, that we are likely to remember for a long time.... We ought, then to set up images of a kind that can adhere longest in memory. And we shall do so if we establish similitudes as striking as possible; if we set up images that are not many or vague but active; if we assign to them exceptional beauty or singular ugliness; if we ornament some of them, as with crowns or purple cloaks, so that the similitude may be more distinct to use; or if we somehow disfigure them, as by introducing one stained with blood or soiled with mud or smeared with red paint, so that its form is more striking, or by assigning certain comic effects to our images, for that, too, will ensure our remembering them more readily. (Yates, 1966:9-10).

The main purpose of using mnemonics is to keep words in the long term memory that has unlimited capacity compared to short term memory. Amiryousefi and Ketabi (2011:179) say: ''mnemonics are techniques or devices, either verbal or visual in nature, that serve to improve the storage of new information, and the recall of information contained in memory'' (cited from Solso, 1995).

The key word method

As a combination of aural and visual imageries, the key word is one of the most effective techniques in vocabulary teaching. The basic theory of this technique is that remembering an L2 word can be facilitated by using auditory and visual links together, thus more strongly tying the new words to existing schemata. (Oxford, Crookall, 1990, p: 18-19). The key word method covers both aural and visual imageries. Atkinson states that the key word method has been formed in order to make language learning easier (1975). Oxford and Crookall (1990:19) define the using of the key word method as follows:

The first step is to identify a familiar word in one's own language that sounds like the new word; this is the auditory link. The second step is to generate a visual image of some relationship between the new word and a familiar one; this is the visual link. Both links must be meaningful to the learner. For example, to learn the new French word potage (soup), the English speaker associates it with a pot and then mentally pictures a pot full of potage.

Many researches signal that the key word method has been employed during the experimental language teaching environments (Levin, 1981; also Oxford & Crookall, 1989). Additionally, it has been proven to be superb over rote learning (Mastropieri, Scruggs, Levin, 1986; Scruggs, Mastropieri, McLoone, Levin, Morrison, 1987). Many scientists from all over the world - Spanish (Raugh, Atkinson, 1975), German (Ott,

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Butler, Blake, Ball, 1973), Italian (Lawson, Hogben, 1996, 1998), French (Wang, Thomas, Ouellette, 1992), Russian (Atkinson, Raugh, 1975), Old English (McDaniel, Pressley, 1989), Tagalog (Wang, Inzana, Primicerio, Thomas, 1993), and Greek (Touloumtzoglou, 1998) - have agreed on the key word method having a positive effect on vocabulary learning.

Method

In terms of research design, quasi experiment method with independent variables has been employed for this research.

Participants' remarks

First I would like to present brief information about me. I studied English Language and Literature at university. Although my field of education involves literary knowledge, I have been always interested in teaching concept of English. I gained my MA degree from English Language Teaching.
I have been teaching English language as a lecturer in Khoja Akhmet Yassawi University Preparatory Faculty in Kazakhstan. Therefore, I have decided to select attendees from my own faculty. For this study 80 participants have been picked up randomly; 60 females and 20 males. Their ages vary from 17 to 19; and English levels are pre-intermediate. As they are studying in an international university, they have been learning English and Turkish at the same time. Besides, they have a high command of Russian language knowledge. However, none of the students has primacy over another in terms of English knowledge because they are classified according to an English placement test that is held at the beginning of the education year. The participants were informed beforehand about the study and they accepted to take part in the experiment willingly. Before I divided them into two equal groups, I had overviewed their exam and quiz results that they got during the previous two semesters. After examining their grades, two different groups – control and experiment – were formed in each of which had ten males and thirty females.

Materials

A range of materials have been employed during the experiment. First, twenty vocabularies from high and low frequency words have been chosen meticulously according to the level of students. To mention the significance of selection; those 20 words have been analysed in terms of etymologically origin in order not to detect words which have also similar contexts in Russian language as students may guess their meanings due to the similarity even though they do not know the exact meanings of them in English. Subsequently, one type vocabulary test consisting of these twenty words both for pre and post experiment stages; and additionally another variant of this test for delayed test phase has been prepared. The test form is oriented with multi-optional questions that require students to choose the best fit words for gaps in the questions. Another document prepared for experiment group students is the vocabulary sheet which consists of key words and visual aids with Turkish meanings of words for mnemonic training. The pictures in the sheet have been drown properly by a designer considering the mental imagery of attendees. During the training of the experiment group, a projector also has been used to display visuals on the wide screen. Meanwhile, one page of sheet showing 20 target words with their Turkish meanings (not explanations) has been given to the control group students for rote learning. All the data gained during the trainings of both groups has been analysed via Mann Whitney Module in SPPS (version no. 23) program.

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Procedure

So as to establish a perfect setting, each student was asked about an appropriate time and place. Basing on the given feedback, one Saturday morning, one of the quietest rooms in the university buildings was organised accordingly to facilitate the experiment. Before training, a pre-test was given to the 80 participants in order to find out whether they have any previous knowledge concerning the targeted words that they were supposed to learn during the experiment. The test duration was 20 minutes. Afterwards, the group was divided into two classrooms namely: control and experiment.

Control group instruction

The responsibility of control group was given to my wife who is also a lecturer of the university. It was directly stated to the "control" group students that they had 60 minutes to memorise the words on the paper on their desks. Each individual had a right to leave the room if he/she felt that he/she had memorised their given words. However, it was forbidden to chat or swap materials.

Mnemonic group instruction

I was in charge of the "experiment" group. At the beginning of the training, in order to motivate my students, I declared to the students that everybody would be learning the given 20 words in a fun way, without any difficulty and would be able to remember the words for a lifetime. They all were excited to start the education. Before the experiment, we made sure that the students did not have any difficulty in their everyday lives while communicating in Turkish.

By the way, mnemonic technique is usually performed in one´s mother tongue. However, the reason why I carried out this study in the Turkish language is that the Turkish language proficiency of the students is likely more advanced than their English. This creating a favourable situation leading me and my students to meet at a common ground - Turkish language – For that reason, I decided to facilitate the training in Turkish language in order to get more satisfactory results. For each word in the vocabulary sheet I spent about 1, 2 - 5 minutes. After each word, I turned back and asked the previous words to make recalling more effective. While teaching, I made use of pronunciation of the words as much as their visual images. For instance, for the word compel, I wanted participants to imagine an old broken car whose name was Opel (car brand), and a man tired of pushing Opel to start its engine. Along with this process, I spoke in my native language, Turkish.

After the trainings of both groups, all the students were ready to take a post-test. Before going to the test stage, some beverages were offered to the attendees for a short break. Then, a second test – exactly the same variant as the pre-test – was given to the learners. The reason behind handling the post-test so quickly was that students stayed at the same dormitory even some of them shared the same room which would lead to sharing of knowledge and eventually cause research to detract from an equal training. At the end of day, students were advised not to talk about the training and the words in order to attain an accurate result of the research.

After 15 days from the experiment, a surprise-test was given to the students without prior knowledge. This time the questions were different from pre and post-tests questions. Then, the obtained results were evaluated by means of the SPSS program.

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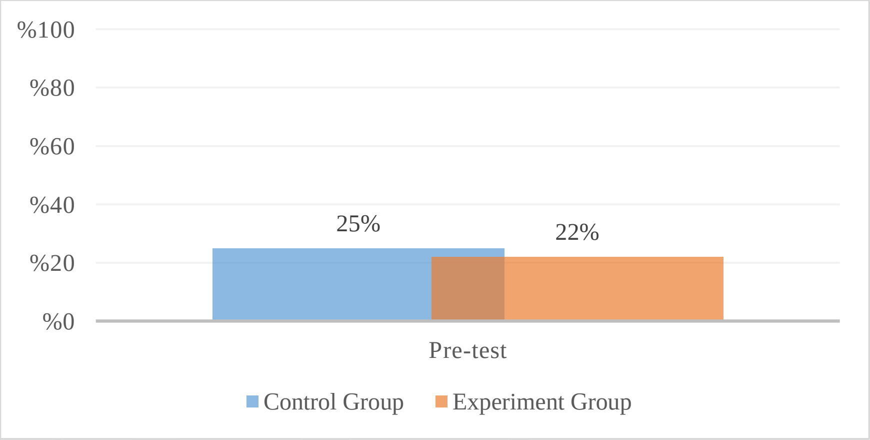
4. Results

The overall result portrayed that the experiment group students had achieved superiority over the control group students, which means that the "mnemonic" technique worked relatively better than rote learning.

4.1. Data analysis

4.1.1. Pre-test stage

The pre-test has shown that there is not a significant difference between groups in terms of their target vocabulary knowledge.



Graph 1. Comparison of the control and the experiment groups based on pre-test.

Both groups seemed to have little knowledge or totally no background information about the words which they would be learning during the trainings. However, it will be beneficial to state that students were asked to mark all the questions and not to leave any questions unanswered on the question papers. In this regard, the numbers show the possibility of their chance on giving correct answers. While they were filling their papers, they could have guessed some correct answers out of luck. On this occasion we conclude that the research has a meaningful purpose as it was performed with unfamiliar words for participants.

4.1.2. Post-test stage

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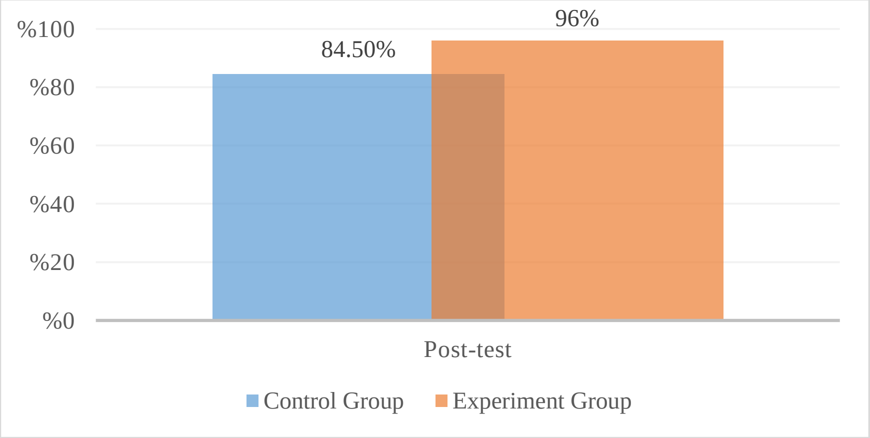
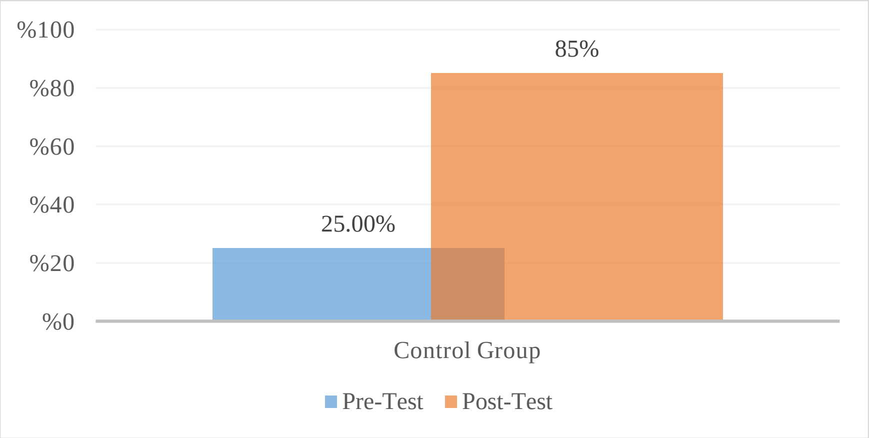


Graph 2. Comparison of the control and the experiment groups based on post-test.

The first test held immediately after the training, both groups had remarkable points which indicate trainings had been successful. Although there was not a much bigger difference between the two groups, we can induce that the mnemonic technique works a little bit better compared to the rote learning in the immediate recall of words. On the other side, rote learning is having impressive results in terms of retention of words in a brief time is an undeniable fact.

4.1.3 Variations of results based on pre and post tests



Graph 3. Comparison of pre and post-tests for Control Group

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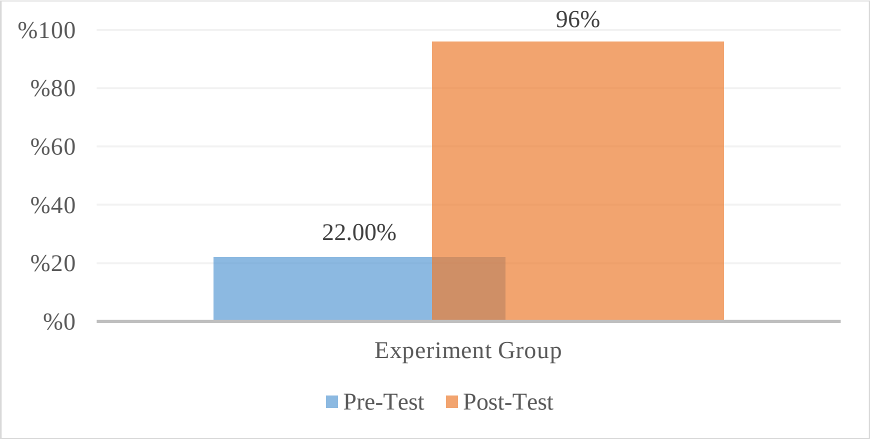


Graph 4. Comparison of Experiment Group in pre and post-tests

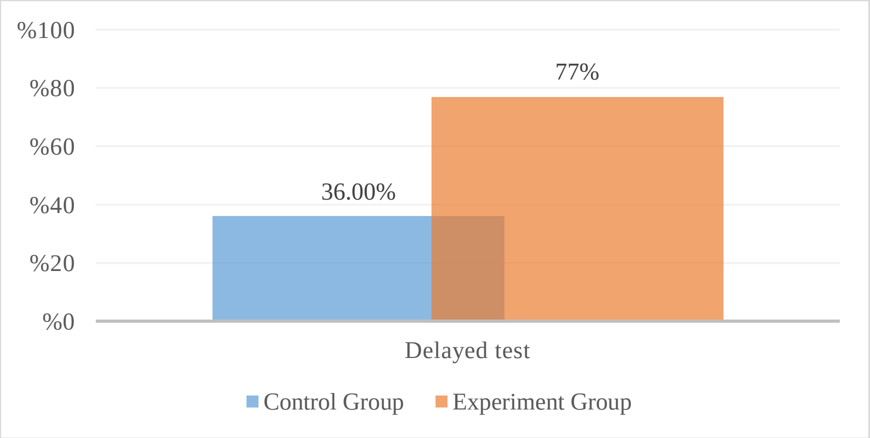
4.1.4 Research question 1

Post-test findings clearly show mnemonic learning was well ahead of rote learning in short term retention. Both methods have given satisfactory results in the immediate recall of words.

4.1.5 Delayed test stage

After 15 days from the post-test date, a surprise-test was given to the students. The following graphic displays the results:

The last and the most important test of the research showed that there was a significant difference between the two groups meaning that mnemonic technique works better than rote learning as far as long term retention of words is concerned.



Graph 5. Comparison of the control and the experiment groups in delayed-test

4.1.6 Research question 2

What makes the considerable difference between the mnemonic and the rote learning strategies has been revealed by the surprise-test. Apparently, using mnemonic to teach vocabulary has an obvious primacy

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to rote learning in the long term retention which is more favourable when compared to short term retention.

5. Conclusion

Vocabulary is the inevitable part of language learning. Today, a great deal of students struggles to learn huge amount of vocabularies in order to pass their exams or have good communication skills with people. While some of them may be successful, most of them fail to use the acquired words in real world speaking environments. So, learning vocabulary does not only mean learning its meaning or form but also requires to gain the ability to use the words (Başıbek, 2010) when need arises. As much as vocabulary is important, so is the ability to keep the new words in the students´ minds. Wenden (1987) reminds us of a Chinese proverb that says: ''Give a man a fish and he eats for a day, teach him how to fish and he eats for a lifetime''. For an effective and meaningful learning, teachers should apply equally effective and meaningful strategies which will not only expose the students to a temporary knowledge of crammed words but a lifetime permanent knowledge base that could be accessed and used forever.

In this study, we have observed that mnemonic technique is highly efficacious than rote learning for pre-intermediate level students for Kazakh learners who are studying the two languages simultaneously; Turkish and English. In addition to that, mnemonic technique does not only help in terms of long term retention, but it also provides motivation for future learning as much as creating a joyful classroom environment. Although it takes a little bit longer than the latter in the sense of time, mnemonic technique compensates that failing by not repeating words in the follow-up period as students can still recall words even after a long time.

The experiment in the study has been founded on the strong imagination of the teacher. So, participants in the experiment group learnt words from the imagery of the lecturer. As an alternative for the statement, students may be asked to activate their own imagery functions which can be more efficient for meaningful learning. In detail, making a connection is highly related to the past time experiences of learners. So, learners can accelerate their learning process if they associate key words with their former learnings in the mnemonic technique.

The other point is that the study has been performed with pre-intermediate learners. If we consider young learners whose attitudes to language learning sizeably differs as compared to adult learners, we can conclude that mnemonic strategies can work better for the latter. As a characteristic of young learners, their world consists of imagery like in the fairy tales. They do not care about the proficiency tests or effective communication concerns, I mean they do not have pre-determined aims in language learning (Philips, 1993). Therefore, if the mnemonic technique, which is a product of visual and audial imagery, is applied to young learners, the teacher can get considerably good results.

Lastly, after having stressed one more time that the mnemonic technique is far superior to the rote learning strategy, this paper intends to point out that in the situations which enable teachers to use mnemonic devices instead of direct memorisation, do not waste time with rote learning.

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Application Of Project Activities In The Theory And Practice Of Russian Universities

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Abstract

This article presents the bases of project activities in understandable form, they are methodic of instructional design, its specificity, the main theoretical and methodological features of the study, they are essence, structure, functions, principles, basic and specific skills, forms of products of activities of successful functioning in educational-training process of the University. The main thing is outlined that anyone who wants to engage the educational projecting must know. The definition of "project" as a key concept of project activities is given. An author`s personal practical experience of the joint work with the students in the branch of Tyumen industrial University on the working out and writing of various thematic scientific and research projects is presented. A schematic example of the development of the research project without consideration of the individual steps, and specifying the content by students of separate directions under the supervision of the teacher is given.

Keywords: project activity, project, skills, educational technology, students, educational process.

Introduction

At the present stage of civilization`s development the integration processes are actively occurring that are being actualizarsed in society and are reflected in the functioning of social institutions, specifically in education.

As the training experience shows, application of new educational technologies for the needs of the educational process is the simplest and most affordable means to improve this process. Any modern pedagogical technology represents a synthesis of achievements of pedagogical science and practice, combination of traditional elements of past experience and that which is born of social progress, humanization and democratization of society. Therefore, for the successful functioning of pedagogical systems elaborate debugging of all its components is needed.

Well-organized training process gives the learner the opportunity to express themselves creatively, to test themselves in different forms of intellectual work (Serikov, 1994). Developing opportunities of various forms and methods of teaching, their comprehensive and thoughtful application allow together with interest to the discipline to increase the efficiency of training process as a whole, its quality. The application of the project activities allows to realize maximally the creative potential, to reveal skills, to activate cognitive, independent activity and to stimulate scientific-research activities of students (Babanskij, 1982).

The project activity is a joint activity of students with a common goal, agreed methods and ways of activity that can be reflected in the projecting (the process of creating the project), in educational project (organizational form of work focused on the study of a complete educational theme or training unit) and in projective-research activities (activity on projecting of own research).

A project activity for student has many pedagogical possibilities: it will allow to express themselves individually or in a group, to reveal maximally their creativity potential, to try their hands, to show their result in public, to apply their knowledge.

The origins of the project activity took place in the engineering disciplines, they are: systems engineering, methods of operations research, theories of solutions, network planning, ergonomics, etc. These subjects are based on the theory of designing, linking in the professional activities two sign systems "man-technics". In the basis there is the development of cognitive skills of students, abilities to independently

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construct their knowledge, skills to navigate in the informational space, development of critical thinking, making conditions for creative self-realization of students, awareness of the importance of their work, formation of the culture of business communication, formation of professional competence (Bespal'ko, 1995).

2. Methodology

The project activity is not a fundamentally new technology in pedagogics. Many philosophers have noted that project activity has inborn character. Even 300 years ago, the Czech teacher Ya. A. Komenskij expressed the idea to introduce the research stimulus for success in training. The American philosophers J. Dewey and V.Kilpatrick applied research principle in the form of academic work.

J. Dewey proposed to build training on an active basis, through expedient activity of students, being consistent with his personal interest in this knowledge. Hence it was extremely important to show them their personal interest in the acquired knowledge that can and must be useful to them in life. For this such problem was important, taken from real life, that was familiar and meaningful for the student, for solving of which it was necessary to use the acquired knowledge, new knowledge that has not been received yet. The teacher suggests new sources of information, and can just direct the thought of the student in the right direction for individual search. But in the result the student must solve the problem individually by applying the necessary knowledge, sometimes from different spheres, to get real and tangible results. Thus, problem becomes the project activity (D`yachenko, 1989).

A project activity was attracting the attention of Russian teachers. The ideas of project-based training were originated in Russia almost at the same time with the developments of American teachers. Under the supervision of the teacher S. T. Shatskiy in 1905 a small group of employees was organized, attempting to actively use the project methods in teaching practice. Later, during the Soviet era, these ideas have become widely implemented into school, but not carefully and consistently.

In 1990 in Russia the project activity intensified in connection with the development of the idea of standardization of higher education. Analyzing the features of development of project activity, we can see that this activity is being actualized in times of change.

"All that I perceive, I know for what and where it is needed for me and how I can apply this knowledge" – that is the fundamental thesis of the modern understanding of the methods of projects that attracts many educational systems, tending to find a reasonable balance between academic knowledge and pragmatic skills (Bezrukova, 1996).

Let us consider in more details components of the project activity.

The purpose of using of the project method in education is inclusion of a student in creative scientific-research work in the early stages of training in University.

The basic principles of this activity are: obtaining a sound scientific knowledge in the sphere of future profession; teaching to the accurate observations and analysis of the received information; introduction to the experimental work; the formation of logical, critical, problem-oriented interdisciplinary thinking (Verbitskiy, 1991).

A key notion in project activity is the notion of "project". The project is six "I" –namely, problem, projecting, search the information, product, presentation, and portfolio.

Basic requirements for use of method of projects:

1. There is a need in presence of a socially-significant problem (research, informational, practical);
2. Project implementation begins with the designing of the project (planning specific actions to resolve the problem; indication of the type of product and forms of presentation; specifying timelines and responsible persons);
3. Each project requires research work of the student (the process of individual cognitive work aimed at acquiring new knowledge);
4. As the result of the work on the project is a product, that is a tool that the students developed to resolve

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this problem;
5. Performance of the project in the form of presentation;
6. All project materials need to be collected in a portfolio.

The selection of themes of projects in different situations might be different. Themes can be formulated in the framework of the approved educational programs, or be nominated by a teacher in accordance with teaching situation in the subject, natural professional interests, interests and abilities of students. Themes of the projects may be offered by the students, which, of course, are guided in this by their own interests, not only by purely cognitive ones, but also the creative, applied. The themes of the projects may be related to a theoretical question of university educational program with the aim to deepen knowledge of individual students on this question, to differentiate the training process. More often, however, the themes of the projects are relevant to some practical issue being relevant to practical life and requiring attraction of students` knowledge not on one subject but from different spheres, as well as creative thinking of students, research skills (Berezhnova, 2006).

In order to attract students to the project activities, it is necessary that their abilities, in our opinion, meet the following requirements (table 1. Requirements to students)

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Table 1

Requirements to students

1. The knowledge of basic research methods	1. Analysis of the bibliography 2. Search sources of information 3. The accumulation and processing of data 4. The scientific explanation of the obtained results 5. Vision and advancement of new problems 6. The advancement of hypotheses, the method of their solution
Research methods	
Theoretical (analysis, synthesis, abstraction, comparative analysis, classification)	**Empirical** (observation, conversation, testing, experiment, description and review of the bibliography)
2. Knowledge of computer literacy	1. The ability to enter and edit information 2. The ability to process achieved quantitative data using spreadsheet software 3. The ability to use databases 4. The ability to print information, etc.
3. The ability to integrate knowledge from different fields	Interdisciplinary connections to solve cognitive tasks are being taking into account

The role of the student in the organization of education becomes even more important as during an organized training process of self-learning the student individually chooses the educational path in the developed in detail and skillfully organized learning environment. Working in mini-teams on the development of the term paper, the student not only acquires the experience of social interaction in a creative team of like-minded people, forms his or her own point of view of the principles of cooperation and scientific organization of work, but also uses acquired knowledge in his or her activity, having denoted his or her becoming as a subject of cognition, developing as a whole all parties of the personal "I" in a particular activity, its self-control and introspection. This contributes to self-development of the student, increasing his or her status of the subject of the educational process (Monakhov, 1995).

Depending on typological grounds we selected the following projects:

1. depending on the dominant activities (study, research, creative, role, applied);
2. depending on the substantive field (mono projects, interdisciplinary projects);
3. depending on the nature of the coordination of the project (direct and hidden);
4. depending on the number of participants (individual, group, pair);
5. depending on the nature of the contacts (among participants of institution, group, city, region, country, different countries);
6. depending on the duration of the project (short-term, medium-term, long-term) (Ilyashenko, 2017).

It seems that in modern conditions we can speak of the establishment of the foundations of project-based training, which is seen as developmental, based on the sequential implementation of complex training projects with information pauses for assimilation of basic theoretical knowledge. It should be noted that to switch the entire educational process to project-based training is impractical. For the current stage of development of the educational system it is important to enrich the practice by a variety of technologies, one of which can be technology of project-based training.

3. Results

An interesting experience of using the project method gained at the Department of natural-scientific and

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humanitarian disciplines of the branch of Tyumen industrial University. Students have been taken part and are taking active part in research and project work focused on methods of teaching mathematics in a technical University. The themes of the projects are very different, for example: the study of interdisciplinary links, the study of mathematical competence of future engineers, the study of the functioning of the mathematical school for training to enter the University in math in the city of Surgut, the study of a person`s appearance with the help of mathematical methods, etc. Usually these projects are engaged by students of 2-3 courses.

Work on the project goes step by step under the supervision of a teacher. At the beginning the theme and goals of the project are considered. As the theme of the project can be an object, or a particular matter, or direction, or problematic theme. Then a group to work on the project is being formed, the steps of work are being planned, the research is being taken place, conclusions and results are being drawn. The project is represented in the form of defense. The next step is the evaluation of the project, consisting of self-assessment, assessment by other groups, teacher assessments and evaluation by a specially created group of experts.

For students, it`s a great experience that will come in handy when writing graduation thesis of the bachelor, as well as this is the experience of getting project skills (Table 2. Basic and special project skills).

Table 2

Basic and special project skills

Skills	The characteristics of the skills
Basic project skills	
Problematization	Identification and formulation of problem from a number of problems in the formulation of the tasks arising from this issue
Goal setting	A conscious process of identifying and setting objectives and targets
Planning	Consideration of all conditions of upcoming activity, ways, methods and means of its achievement, making necessary rational decisions for the implementation of intention
Reflection	Thought on the work done, introspection
Special project skills	
Mental activity	Advancement of the idea, problematization, goal-setting and formulating of target, advancement of the hypothesis, statement of a question, planning of activity
Presentation	The formulation of the verbal report, the choice of methods and forms of visual presentations, making the objects of clarity, the preparation of a written report on the work done
Communicative	To listen and understand others, to express themselves, to compromise, to communicate within the group
Searching	To find information, to conduct an Internet search, to formulate keywords
Informational	Structuring of information, allocation of main thing, reception and transmission of information, the orderly storage and search

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Conducting the instrumental experiment	The design of the workplace, selection of necessary equipment, conducting the experiment, measurement the parameters, analysis of the obtained results

In the form of defending of project work it is possible to conduct the exam. A new form of the exam is only offered to students who have shown excellent knowledge on the subject for the entire period of study, as a traditional exam does not meet either the needs of their mind, no interests. Development of project theme mobilizes the students` knowledge on the solution of the problem, attaches to scientific work. This form of exam is interesting to students, as experience have proved (Ibatova, 2017).

After defending the project, as usually, the result of such activities are: a page on the website, business plan, video, exhibition, collection, reference, textbook, and recommendations. As well as the results of the research are being presented at conferences of different levels, both international and regional. Teachers co-authored by students write scientific articles on research projects.

Let us give a schematic example of developing a research project by students of separate direction under the supervision of a teacher.

Theme. Interdisciplinary connections in the study of mathematics in a technical University

Object: the process of training mathematics in a technical University

Subject: interdisciplinary connections of mathematics with other disciplines of technical College.

Objective: establishment of interdisciplinary connections of mathematics with other disciplines of a technical University, and their application to enhance students` motivation to study mathematics.

Tasks: 1. To study and analyze the state of the problem of interdisciplinary communications in the technical University.

2. To select the most optimal methods and techniques of organization of educational activities with the use of tasks of integration matter.

3. To identify the initial level of training motivation.

4. To test the effectiveness of the proposed ideas in practice.

5. To carry out the analysis, generalization of the results obtained during the implementation of the ideas.

Methods: analysis, questionnaires, elements of statistics, working with sources, talk with students and teachers.

Participants: a group of two second year students.

Dates: medium-term project.

Performance of project: report on the work done, study guide.

Analysis and evaluation of the results of working under the project: is being conducted at the international scientific-practical conference held at the University.

4. Conclusions

So, let us highlight the theoretical positions of project training:

1. in the main focus there is a student and promoting the development of his or her creative abilities;
2. the educational process is based not in logic of the subject, but the logic of activities that have personal meaning for the student that enhances his or her motivation in training;
3. individual pace of work on the project ensures that every student will come to his or her level of development;
4. an integrated approach to the development of training projects contributes to the balanced development of the basic physiological and mental functions of the student;
5. deep, conscious acquisition of basic knowledge is provided through universal use in different situations.

Thus, the essence of project-based training is that the student in the process of working on a training

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project comprehends the real processes and objects. It assumes coping specific situations by the student, the inclusion of his or her to penetration into the deep of phenomena, processes and constructing of new objects.

Thus, such technologies must necessarily be introduced into the system of modern education, because they have certain prospects for further practical improvement.

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Designing an online course for developing foreign language professional communicative competence of an engineer

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Abstract

the present article aims at revealing the general principles of designing online courses for developing foreign language professional communicative competence of future engineers and assessing the efficiency of an online course created in accordance with these principles. Key components of the target competence are considered with regard to engineering education. We insist on including not only traditional constituents, namely linguistic, cultural, pragmatic and compensatory competences but also an engineer's professional knowledge, skills and experience. These two groups of components should be integrated in the process of language tecaching in technical universities. Arguments in favour of such an approach naturally arise from researches on technical terms and cognive linguistics. Then problems impeding the development of the target competence are indicated. E-learning is regarded as a possible solution. Therefore, general principles of designing an online course for developing an engineers' foreign language professional communicative competence are described. The potential of such an online course is tested experimentally using diagnostic tests and opinion polls. Qualitative and quantitative interpretation of the results of the experimental study shows that e-learning is an important tool that can be used to solve many problems arising in educational process and improve the results of language learning in technical universities.

Keywords: foreign language; competence; engineering education; online course; blended learning

1 Introduction

Nowadays the concept of foreign language professional communicative competence is central to many pedagogical researches, especially those related to teaching foreign languages in universities and other institutions of higher education. Developing this competence in future engineers appears to be one of primary objectives of higher education because modern engineers and even engineering students have a wide range of opportunities for taking part in international cooperation. Modern engineers are involved in international projects, they can publish articles in prestigious international journals, deliver reports at international conferences, go on internships. Besides, a lot of information an engineer needs for professional, academic or research purposes is available only in a foreign language, most likely English.

Traditionally, the above-mentioned competence includes such constituents as linguistic, cultural, compensatory, pragmatic and other competences needed for communication (Savignon, 1983). We also insist on paying attention to its professional constituents: professional knowledge, skills and experience. This is important because it is impossible to use form without meaning. As it is claimed in the work of, for example, Zyablova, the appearance of new pieces of equipment in a certain field causes growth of lexical units used to denote them (Zyablova et al, 2016). It means that foreign terminology reflects all the changes in any branch of engineering. More arguments in favor of paying attention to professional aspects in language teching can be found in cognitive linguistics. Such linguistic notions as concept (Popova & Sternin, 2010) and frame (Van Dijk, 2000; Lakoff, 2004) represent a combination of language form, an object or phenomenon denoted by this form and knowledge shared by a particular group of people. In our case this group of people is professional community where communication may be impeded by a lack of professional knowledge or skills necessary to combine this knowledge with

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appropriate language forms. Therefore, it appears perspective to develop the target competence by integrating its communicative and professional constituents. Professional competencies related to the process of communication can be selected using educational standards for particular engineering courses, for example (A draft of the basic educational program of higher education, 2011) and the ideas of A. Khutorskoy about ‘projecting’ target competences into particular university subjects (Khutorskoy, 2005), in our case foreign language. For example, knowledge about equipment used at work can be combined with foreign terms and used for describing this equipment, creating technical descriptions and instructions.

2 Problem Statement

So it is obvious that the target competence is a very complicated concept and it is next to impossible to develop it in educational process relying only on traditional language teaching methods. All the methods, techniques and tasks used by a foreign language teacher should be adjusted to general goals and objectives of engineering education. All the materials used in educational process should be selected from the point of view of their relevance to a particular course of study (contain professional information, be devoted to professional problems, etc.) and all the tasks should imitate real acts of engineering professional communication. On the other hand, implementation of such teaching and learning model can be difficult for a number of reasons including but not limited to the amount of language studies in a technical university, the curriculum under which the foreign language course is taught only to 1st and 2nd-year students who do not have enough professional knowledge and skills, the lack of professional knowledge possessed by foreign language teachers. One of partial solutions to all these problems can be seen in designing appropriate courses for online studies.

The idea itself is certainly not new to pedagogical researches. Nowadays blended learning, which is traditionally understood as combination of classroom and online interaction between the teacher and the students (Clark, 2003) is regarded as a very perspective educational technique and a way to solve many problems in the process of teaching different disciplines including foreign language. From the point of view of the present research an online course may help to solve a number of problems. First of all, it can help to cover professionally important topics that cannot be dealt with in classroom because of the lack of time. Second of all, it may help to develop skills of independent time management and working with information, which are important for every engineer. Besides, studying online a student has access to many resources that are unavailable in classroom, therefore, it is possible to give students more complicated tasks for developing engineering competencies.

On the other hand, using e-learning for the development of foreign language professional communicative competence is associated with certain difficulties. To illustrate this we conducted an opinion poll among second year students of the National Research Tomsk Polytechnic University (TPU). The subjects (83 people) were asked to give their opinion about the foreign language course currently taught at the university and suggest their ideas about possible improvements. Almost a half of the students (38 people) gave negative opinion about e-learning which is currently implemented at TPU on basis of a popular Leaning Management System known as MOODLE. 18 of them said they do not have enough time to do all the tasks suggested within online courses, 12 students complained about the contents of these courses pointing out the fact that it does not meet their professional needs, 8 more students said that they have no idea how interactive tasks may help them solve professional problems. Finally, 11 students said that online quizzes and tasks contain many mistakes and ambiguities. It is also worth mentioning that many students want to learn most of the material in classroom, deal with grammar and vocabulary using traditional methods, including explanation of new material by the teacher and doing exercises. Such results show that most of the learners stick to class-and-lesson learning, which was designed by Comenius in the XVII century (Comenius, 1939) and cannot fully meet the needs of a modern university.

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3 Designing an online course for developing foreign language professional communicative competence of an engineer

All the facts mentioned in the previous section make it obvious that an online course that can contribute to successful development of the target competence should meet a number of important requirements and possess some specific features. Within the framework of the present research we designed an online course for students majoring in Electronics and Automation of Nuclear Power Plants. The course was created in LMS MOODLE, which is widely used at TPU. The structure and the content of the course were designed in accordance with the following principles.

The content of the course must be based on professional topics relevant to the major course of study. It is also desirable that the topics differ from those studied in classroom in order to cover more material. For our course we chose such topics as ‘Electronic Components and Microprocessors’, ‘TOKAMAK’ and ‘Automation of Nuclear Power Plants’. All these topics are studied by the learners within professional disciplines.

The tasks should imitate some forms of real professional communication of an engineer and develop not only communicative but also professional knowledge and skills. Our quizzes test professional knowledge and motivate students to turn to sources of professionally important information. Tasks for writing include writing a technical description, which may be a part of a research paper or a technical document and describing ladder diagrams. A person working with electronics must be able to do this in an oral or written form.

The principle of authenticity of materials has already become commonplace in language teaching. Traditionally it implies using materials created by native speakers for native speakers (Rogova, 1991). In our case it would be useful to introduce the concept of scientific or professional authenticity, which means using materials created by specialists in a particular field for people who have special knowledge. In our online course we used different research papers, often published in Scopus and WoS-indexed journals, materials from special websites, datasheets, etc.

The last important principle was relying on partnership model of interaction between the teacher and the students. By this we mean that the students have better knowledge of the subject and the teacher should trust them in a number of situations (e.g. choosing topics for research, assessing the quality of some works). In the online course this principle was mainly realized through cross-assessment tasks where the students had a chance to assess and analyze one another’s works. The teacher assessed their works only in terms of language use, while the quality of the work from professional point of view was assessed by the students.

4 Research design

To test the efficiency of teaching and learning based on integrating professional and communicative constituents of future engineers’ foreign language professional communicative competence we conducted an experimental study at TPU. The subjects of the research were 2nd-year students of the Institute of Physics and Technology. 42 students majored in Nuclear Physics and Technologies (control group), while 35 students majored in Electronics and Automation of Nuclear Power Plants (experimental group).

To measure their current level of foreign language professional communicative competence we offered them a placement test including all 5 sections of traditional language tests: listening, reading, writing, use of English and speaking. At this stage the test was based on general professional material that should be familiar to all engineers working in the nuclear fuel cycle. It tested the knowledge of main concepts of physics, chemistry, mathematics, basics of nuclear technology and language necessary to communicate within these topics. Since our objective was to evaluate not only communicative but also professional

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constituents of the target competence, we designed all the tasks so we can do this. For example, the gap-filling task in the 'Reading' section required not only language skills but certain knowledge of the subject. The part 'Use of English' checked not only the knowledge of foreign terms but understanding the differences between professional concepts, for example, 'radioactive decay' and 'nuclear fission'. 'Speaking' involved answering questions and using professional knowledge to discuss problems of physics and the nuclear fuel cycle. The maximum score for the test was 100, while the maximum score for each part was 20. The average score in the experimental group was 39.2, while in control group it was 39.6. Average scores for different aspects of the test in both groups are shown in figure 1.
We can see that the results of the test are similar in both groups are quite similar and unsatisfactory.

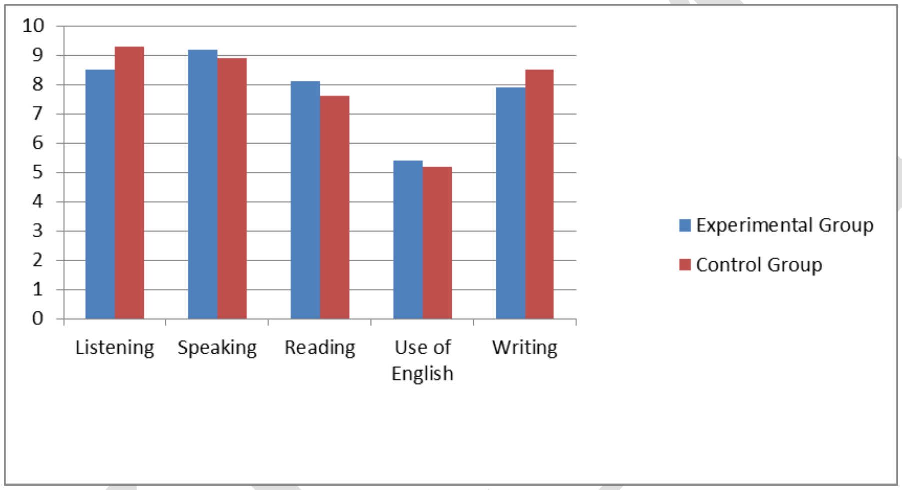

Figure 1: Average scores for different sections of the placement test

The experimental teaching lasted for one semester. In the experimental group the whole process of teaching and learning aimed at integrating professional and communicative constituents of the target competence: selecting topics, imitating real engineering activities involving communication. The students spent 25% of all the time on doings the tasks in an online course. Some of them were done at home, as a part of self-study but certain tasks and quizzes were done in classroom so it was possible to discuss them with the teacher and with each other. In the control group language was taught in accordance with the syllabus. General professionally important topics were covered, mostly traditional techniques were used. Students also worked in an online course but it contained only traditional multiple-choice, gap-filling and writing tasks on the topics they studied in classroom. The sections of the course matched sciences that underpin engineering, namely chemistry, physics and maths.
At the end of the semester the students of both groups we suggested to take a progress test similar in form to the placement one. Since students from different groups majored in different fields, the tests were analogous in form but different in content testing particular knowledge and skills in certain fields (nuclear physics and the nuclear fuel cycle in the control group and electronics and control theory in the experimental one). The results and their interpretation are presented in the next section.

4 Results and discussion

The average scores for the progress test were 79 and 50 in experimental and control groups respectively. Average scores for different aspects of the progress test in comparison with those for the placement test in experimental and control groups are shown in figures 2 and 3 respectively.

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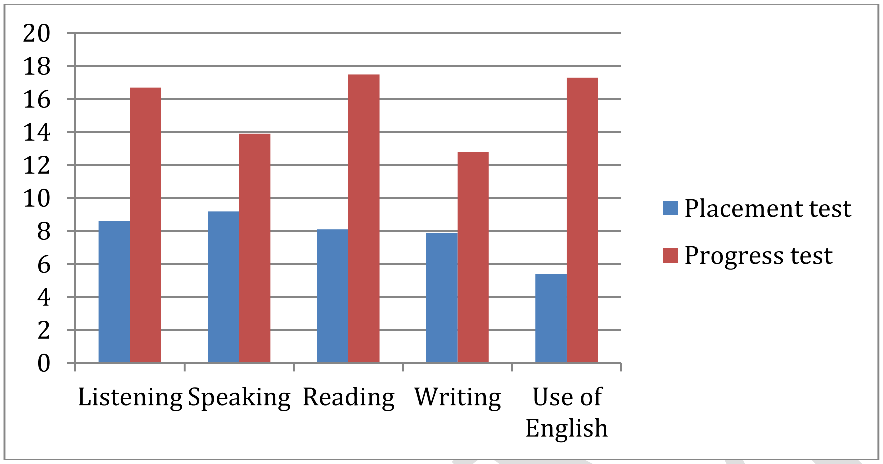

Figure 2: Results in Experimental Group

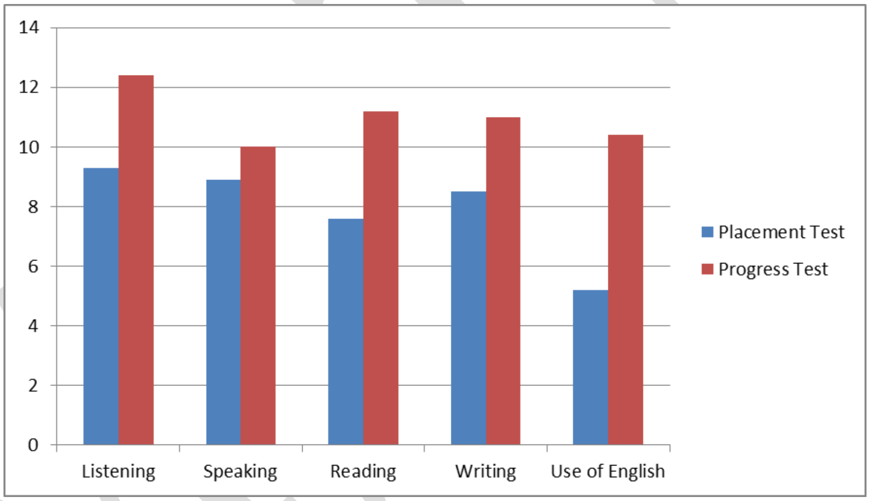

Figure 3: Results in Control Group

We see that experimental group got higher average scores for every section of the test, which allows us to draw conclusions about a substantial growth in the general level of the foreign language professional communicative competence. Control group demonstrated only insignificant improvements.

Since the process of teaching and learning differed not only in terms of online courses but involved significant differences in organizing classroom activities and self-study, the improvements in the experimental group cannot be directly attributed to e-learning. We can only draw a conclusion of its efficiency as a part of the general teaching and learning model.

In order to assess the role of the online course in the observed progress we conducted one more opinion poll similar to the one we organized at the initial stage of our research. We asked the students to express their opinion on the process of teaching and learning during the semester and say a few words about online courses in particular.

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A great number of students in control group (19 out of 45) still think that online courses take up a lot of time and do not help to improve their communicative competences. The only advantage of online education that was mentioned by the subjects was an opportunity to have more grammar and vocabulary practice in an interactive form.

As for the control group, the majority of students (22) expressed positive attitude to online courses. Among their advantages the students named the opportunity to learn additional material, to improve professional knowledge, to practice in communicative activities important for future work and to organize their self-study. The online course created for the experimental study was generally characterized as ‘interesting and useful’ and separate tasks were described as ‘very unusual’. All this allows us to draw a conclusion about the importance of self-study, specifically, e-learning for the development of future engineers’ foreign language professional communicative competence.

Conclusion

E-learning is an important part of educational process in modern universities and we cannot underestimate its importance for developing foreign language professional communicative competence. The results obtained in our research show that e-learning can be regarded and used as an important tool for teaching language for specific purposes and developing skills of combining professional and communicative constituents of the target competence. In technical universities it also helps to solve the problem of the lack of time spent on foreign language learning under the curriculum. It is possible to cover more topicsor give the students a chance to have further vocabulary practice thus saving time for more advanced communicative activities. for An online course which can be effectively used for these purposes should possess some special features one of which is taking into account and combining professional, linguistic and cultural aspects of engineering communication.

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Acrobatics As A Mean To Develop Agility And Coordination Skills In Children Of Elemntary School Age

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Abstract

The urgency of the problem under research is determined by the fact that the existing traditional means and methods of physical education, such as application of generalized programs of physical education and insufficiency of material and technical resources for class, do not provide sufficient volume of daily physical activity required for children in accordance with their age and health condition. From this perspective, there is a need to develop new and more efficient approaches to physical education for younger schoolchildren and to search for adequate combinations of training means and methods. The purpose of this article is to identify efficiency of application of acrobatic-biased training program for coordination (agility) development in children of elementary school age during physical training classes. The top method for researching of this problem is differentiated physical education that offers possibility of analyzing acrobatic exercises influence on development of physical qualities. The main findings of this study are the elaborate acrobatic-biased training program, application of which shall allow affecting development of physical skills and abilities of students in the most efficient ways. The materials of this article may be useful for students of vocational and higher educational institutions of physical education, specialists of extended educational system, as well as for specialists of elite sport system.

Keywords: physical education, training process, acrobatics, agility skills, coordination skills.

Introduction

The urgency of this research becomes apparent in the fact that the volume of physical activity in probability and unexpected situations at present has increased, thus requiring display of adroitness, quick reaction capability, ability to concentrate and shift attention, demonstrate volumetric, timed, dynamic precision and biomechanical rationality of movements. (Lyakh V.I., 2006; Tastan et al., 2018)

It is not a secret that the material and technical resources of many schools are in poor condition or are lacking for physical training classes, therefore, children are not provided with the required level of natural physical activity. With shifting from pre-school education to systematic training at school, volume of physical activity of children of 6-7 years of age has reduced by 50%. During the academic year physical activity of schoolchildren transitioning from class to class is far from increasing, and is also significantly dropping. That is why it is important to ensure that children have sufficient amount of daily physical activity corresponding to their age and health condition. (Kofman L.B., 1998)

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Given the situation at present the most efficient way of influencing the students is acrobatics. During the training students strengthen their health, improve coordination of movements, muscular strength, speed of physical actions, flexibility, physical exercise tolerance, advance resistance of vestibular analyzer functions to acceleration loads, static and dynamic balance, attention, motor memory, emotional stability, determination and courage, form personality: conscientious proactive attitude to training, fellowship and team spirit, self confidence, etc. (Gorikov V.M., 2003)

Diversity of acrobatic exercises, high emotional level, minimum need for special equipment make acrobatics accessible for a large variety of children and provide teachers with ample opportunities for versatile influence on trainees. (Korkin V.I., 1990)

Nowadays it is impossible to achieve high results without good background in acrobatics. Motor skills and abilities developed during acrobatic training provide solid base for mastering of other sport activities and self protection skills. Acrobatic exercises are great for further application in general and applied gymnastics. (Lyakh V.I., 1989)

Materials and Methods

2.1. Terms and Definitions

Physical education is a type of education with specific training of movements, forming of physical capabilities and conscientious need for physical activity, as well as mastering of knowledge in the field of physical training.

Training process is a total of training exercises conducted for the purposes of education, development of physical condition and training of student to perform physical activity.

Acrobatic exercises are various movements (rolling, forward rolls, flips, standing positions, etc.) related to flipping of the body with or without support (in midair), while maintaining balance on their own or with one or several partners, that have been used in physical education since the dawn of times.

Motor and coordination capabilities mean the ability of a person to solve complicated and unexpected motor tasks in the most perfect, practical, economical, accurate, inventive, and fastest way.

2.2. Literature review

During the recent years' rapid progress in development of sport acrobatics has been noted. In spite of complexity of new acrobatic elements, acrobatics is still appealing as the most accessible type of physical activity. The acrobatics has been studied as a type of sport along with sport and rhythmic gymnastics by the following scientists: E.G. Sokolova (1989), A.P. Matveyev (1991), Zh.K. Kholodov(2002), V.I. Lyakh (2000), O.B. Nemtsev (2003), E. N. Matveyev (1997), S. V.Markova (2016), N. M Poletayeva, (2016), S.A.Tsyplakov (2016).

Acrobatic training makes diversified impact on trainees' body, and develops overall physical fitness. A wide range of acrobatic exercises varying from the easiest to the most difficult ones makes acrobatic training accessible for a large variety of children. According to the opinion of S.D. Boychenko (2003), Yu.D. Zheleznyak, P.K. Negrov (2001), A.I. Golovanov (2003), O.V. Reutova (2018), E. Kh. Land (2004), mastering of acrobatic exercises gives boost to strength, agility, reaction, spatial orientation and improves functions of vestibular analyzer. All of these things make acrobatics as one of the most important mean of physical training and ensure its popularity among trainees. Acrobatic exercises are also used in other sports. They further development of special abilities (agility, reaction, spatial orientation, functions of vestibular analyzer) and help master self-protection skills. Acrobatic exercises have a wide application as training of forward rolls, flipping, rolling and falling skills have significant value in preventing traumas.

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In the writings of N.K. Menshikov (1990), L.D. Nazarenko (2004), L.A. Smirnova (2002), V.I. Korkin (1991), V.M. Goverdovskiy (2004), scientists claim that a great share of attention during acrobatic training of younger schoolchildren should be paid to general physical training, strengthening of health, building of body posture and motor skills. V.I. Korkin (1994) and V.B. Koenbert state that acrobatic exercises are beneficial to all body functions, strengthen musculo-skeletal system and help advance respiratory and blood circulation organs.

2.3. The problem of developing a system for advancing agility and coordination skills in younger schoolchildren.

To solve the problem of ***developing*** a system for advancing agility and coordination skills in younger schoolchildren we have identified the following tasks:

1. Analyze research an methodological literature related to the issue;

2. Elaborate exercise program for an educational experiment;

3. Study the influence of educational experimental program over performance of trainees and evaluate effectiveness of the elaborated program as part of the experiment.

Research problem: method of differentiated physical education allowing assessing influence of acrobatic exercises on development of agility and coordination skills of younger schoolchildren.

The goal of the research is to explore more efficient exercises to study the dynamics of general (agility) and special coordination skills of younger schoolchildren.

The hypothesis of the research is the assumption that acrobatics as a mean of impacting younger schoolchildren is the most efficient type of physical education in regards to development of agility and coordination skills, since it allows obtaining maximum results in the shortest time.

Results

Volume of physical activity in probability and unexpected situations at present has increased requiring display of adroitness, quick reaction capability, and ability to concentrate and shift attention, demonstrate volumetric, timed, and dynamic precision and biomechanical rationality of movements. These qualities are closely related to agility. Agility is an ability of a person to quickly, effectively and reasonably, i.e. in the most rational way possible, to master new physical actions and to solve motor tasks under varied circumstances.

The basis of agility is coordination skills.

Motor and coordination capabilities mean the ability of a person to solve motor tasks (especially complicated and unexpected ones) in the most perfect, practical, economical, accurate, inventive, and fastest way. Junior school age is the most suitable age to develop one of the most important abilities – coordination skill, along with other physical capabilities. Display of coordination capabilities depends on a whole range of factors, namely:

1. Ability to accurately analyze movements;

2. Functions of motion analyzers;

3. Complexity of a motor task;

4. Level of development of other physical skills (accelerating ability, dynamic force, flexibility, etc.);

5. Courage and determination;

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6. General level of fitness of the trainees (i.e. display of diverse mostly variable and spontaneous abilities and skills).

Acrobatic activities promote general and special physical training of schoolchildren – develop strength, agility, precision of movements, spatial orientation, form extra keen feeling of balance and, as the most important, acrobatic exercises have versatile impact on motor system of students. Physical education can influence the coordination skills by means of huge range of methods.

One of the main methods to train coordination abilities is physical exercises with increased coordination complexity with novelty elements – e.g. acrobatic. The complexity of physical exercises may be increased by changing spatial, temporal and dynamic parameters or by means of external conditions. The following is the widest and most accessible group of methods to develop coordination skills: general warm-up dynamic exercises; exercises focused on individual psycho-physiological functions ensuring control and management of physical actions; special exercises to master coordination of movements: with allowances made for sports and physical training specifics.

The following methods are used to develop coordination skills during physical education classes: repeated exercises;

qualifying standard exercises; gaming exercises; competitive exercises. During assessment of coordination skills, the teacher shall remember that coordination abilities are displayed as cumulative of two or more criteria. Assessment criteria of coordination capabilities are demonstrated in actual types of physical activity and in different combinations with each other. All of this has to be taken into account when selecting tests, when assessing coordination skills and when analyzing test results.

The following are the most important results:

- Time spent to master new movement or combination of movements. Time required to adjust the motor activity to comply with the changed circumstances;

- Coordination complexity of performed motor tasks (physical actions) or combination of tasks;

- Accuracy of performance of physical actions assessed against general technique characteristics (dynamic, temporal, spatial);

- Maintenance of steady position in case of imbalance;

- Stable performance of complex physical coordination tasks;

An exercise method was developed based on analysis of research and methodological literature.

Discussions

3.1. General description of development technique of the experimental project

For the purposes of justification of the method “acrobatics as a mean to develop agility and coordination skills”, a comparative pedagogical experiment was conducted.

When developing the described series of exercises, the following provisions were taken into account:

1. Loads shall not cause significant fatigue, as fatigue (both physical and mental) decreases precision of muscular sensation causing poor development of coordination skills;

2. During a separate class, it is advisable to conduct coordination development exercises at the beginning of the main part;

3. Breaks between repetitions of different exercises should be sufficient to restore strength.

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4. Building of different types of coordination skills shall be closely connected with development of other physical abilities.

Two groups of students took part in the pedagogical experiment: reference group – 4A grade; experimental group – 4B grade.

Reference and experimental groups were similar in their composition (same number of boys and girls), but different in type of activity. Reference group was majoring in ski training, and experimental group was majoring in acrobatics.

Both groups were tested before and after the experiment using 4 following methods:

1. Romberg's test – test of neurological function for coordination abilities: assessment of time of balancing when the tested student stands erect, eyes closed, arms stretched forward;

2. Yarotskiy's test – test of vestibular analyzer functions: assessment of time of balancing while moving head to one side 2 times per second;

3. 3x10 shuttle run – assessment of agility skills, covering of distance is assessed in seconds;

4. Assessment of agility skills with obstacle course:

Preparatory position – standing erect, feet apart.

Feet apart running, course between feet; running around a club bell; forward roll on a gym mat; leap over gym bench from double-footing position; get under pommel horse; wave running; forward roll on a gym bench with gym mat on top; belly crawl; running around and leaping over a club bell.

Covering of the distance was measured in seconds.

Pedagogical observation and experiment were conducted in General Education School No 23. 40 students of 9 years of age with different fitness level took part in the experiment. The experiment lasted for two months – from November 5th 2017 to December 5th 2017 and from February 13th 2018.

The following resources were used for pedagogical experiment: gym mats, crossbar, gym bench, balls, toning bar, hoop, club bells, pommel horse, rectangle drawn on the floor (30 cm width, 4 m length).

3.2. Mathematic processing of data.

All experimental data was subjected to mathematical processing for the purposes of checking statistical validity of the results. Methods of mathematical statistics were used to process the information. Student's t-test was used to verify the results. The following methods were used to develop and conduct pedagogical experiment: analysis of research and methodological literature; testing; pedagogical experiment; mathematic processing of data.

A plan for physical education classes was developed based on analysis of research and methodological literature. The students were tested before and after the experiment in order to see changes in agility and coordination skills. For the purposes of justification of the method "acrobatics as a mean to develop agility and coordination skills", a comparative pedagogical experiment was conducted. Both groups were tested before and after the experiment using 4 following methods:

1. Romberg's test – test of neurological function for coordination abilities: assessment of time of balancing when the tested student stands erect, eyes closed, arms stretched forward;

2. Yarotskiy's test – test of vestibular analyzer functions: assessment of time of balancing when moving head to one side 2 times per second;

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3. 3x10 shuttle run – assessment of agility skills, covering of distance is assessed in seconds;

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When developing the described series of exercises, the following provisions were taken into account:

1. Loads shall not cause significant fatigue, as fatigue (both physical and mental) decreases precision of muscular sensation causing poor development of coordination skills;

2. During a separate class, it is advisable to conduct coordination development exercises at the beginning of the main part;

3. Breaks between repetitions of different exercises should be sufficient to restore strength.

4. Building of different types of coordination skills shall be closely connected with development of other physical abilities.

3.3. Experimental project contents

The students were tested before and after the experiment in order to see changes in agility and coordination skills. Prior to experiment the following tests were conducted: Romberg's test, Yarotskiy's test, 3x10 shuttle run and obstacle course.

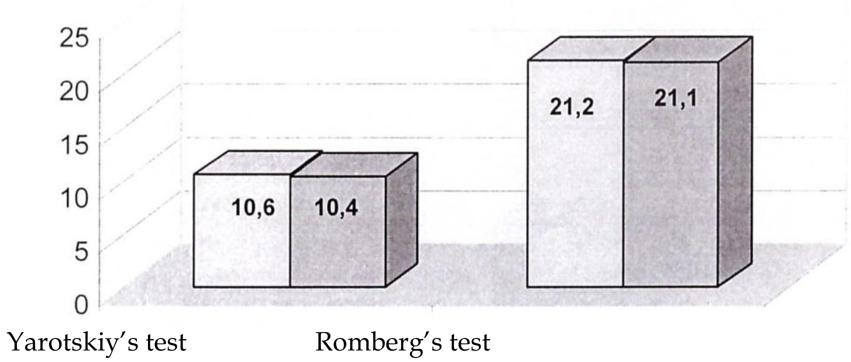
Test results:

1. For results of experimental group see Annex 1;
2. For results of reference group see Annex 2.

Arithmetical averages of each group (see Chart 1) were calculated to be able to give an unbiased evaluation of test results. Diagrams below are given for better visualization of data (see Figure 1 and 2).

Chart 1

Tests	Experimental Group (4B grade) (n=20)	Reference Group (4A grade) (n=20)
Yarotskiy's test	21.2	21.1
Romberg's test	10.6	10.4
3x10 shuttle run	9.6	9.7
Obstacle course	29.4	29.5



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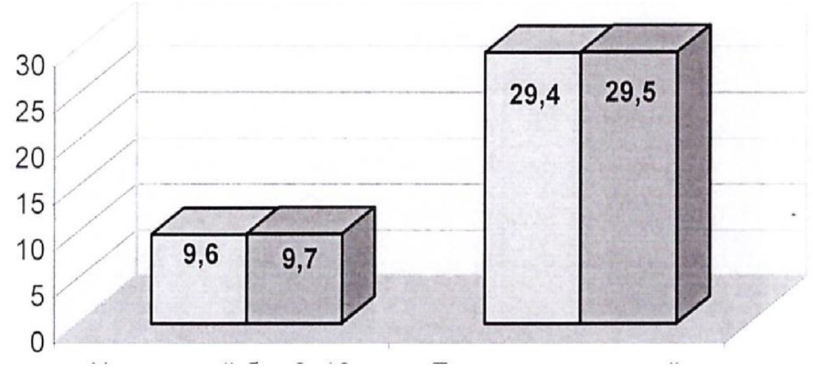
☐ Experimental group, n=20
▨ Reference group, n=20

Figure 1. Dynamics of special coordination skills



3x10 shuttle run Obstacle course

☐ Experimental group, n=20
▨ Reference group, n=20

Figure 2. Dynamics of general coordination (agility) skills

Only minor deviations in the average result of experimental and reference groups may be seen in the diagrams of tests results (see Figures 1 and 2). Such outcome may be explained by the same fitness level of students.

To display dynamics results of students, a repetitive testing was conducted.

Similar to the initial testing, arithmetical averages of each group (see Chart 2) were calculated. Diagrams below are given for better visualization of data (see Figure 3 and 4).

Chart 2

Tests	**Experimental Group (n=20)**	**Reference Group (n=20)**
Yarotskiy's test	12.5	11.1
Romberg's test	23.4	22.1
3x10 shuttle run	9.0	9.5
Obstacle course	27.5	28.7

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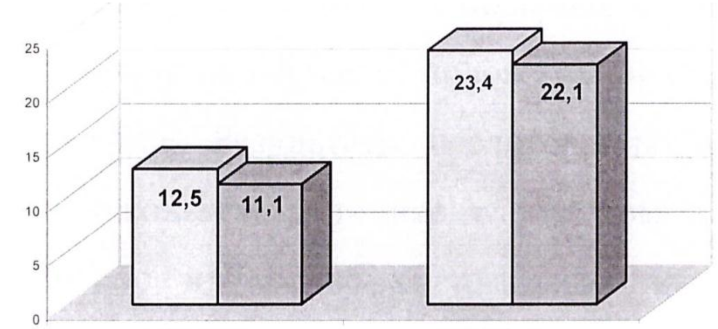
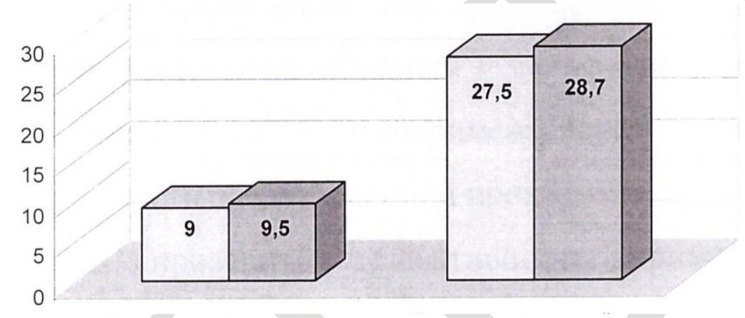


Yarotskiy's test Romberg's test

□Experimental group, n=20
▨ Reference group, n=20

Figure 3. Dynamics of special coordination skills



3x10 shuttle run Obstacle course

□Experimental group, n=20.
▨ Reference group, n=20

Figure 4. Dynamics of general coordination (agility) skills

The diagrams show dynamics of general (agility) and special coordination skills of students over a period of two months. Based on the data obtained, it may be said that the reference and experimental groups improved their skills. The experimental group significantly increased their level of special and general (agility) coordination skills, while the reference group demonstrated only a slight change in the results.
The following results were obtained during the experiment (Y – reference group, X – experimental group):
Improvement of special coordination skills:
- Romberg's test 10.4 % (X) against 5.2% (Y)
- Yarotskiy's test 13.9% (X) against 6.7% (Y)

Improvement of general (agility) skills:
- Shuttle run 5.2% (X) against 1.1% (Y)
- Obstacle course 6.5% (X) against 2.7% (Y)

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The analysis of changes of special and general coordination skills in both groups have shown positive skills improvement dynamics of the experimental group. The results of the study prove that the group majoring in skiing demonstrated only a minor change in special and general indicators in comparison with the group training under the developed acrobatics technique. Such a change in the results indicates a very rapid and effective action. This fact points out that the developed technique is effective in improving agility and coordination skills. The experiment demonstrates practical efficiency of the technique.

To study the efficiency of the applied method it is required to define significance of differences between the results of reference and experimental groups obtained during comparative pedagogical experiment.

Significance of differences is defined by Student's t-criterion. Algorithm for processing of results is set out in clause 2.2. Corresponding calculations were carried out and grouped in Charts 3 and 4 in accordance with the above mentioned algorithm.

Chart 3

Grade	Group	n	X av. ± m	G	T > p
Romberg's test					
4B	Experimental	20	23.4±0.3	1.3	3.25>2.03
4A	Reference	20	22.1±0.27	1.20	3.25>2.03
Yarotskiy's test					
4B	Experimental	20	12.5±0.20	0.88	3.88>2.03
4A	Reference	20	11.1±0.31	1.39	3.88>2.03

The difference between the arithmetic values obtained during the experiment is deemed to be reliable.

Chart 4

Grade	Group	n	X av. ± m	G	T > p
Shuttle run					
4B	Experimental	20	9.0±0.09	0.42	3.84>2.03
4A	Reference	20	9.5±0.10	0.45	3.84>2.03
Obstacle course					
4B	Experimental	20	27.5±0.40	1.7	2.14>2.03
4A	Reference	20	28.7±0.41	1.8	2.14>2.03

The difference between the arithmetic values obtained during the experiment is deemed to be reliable.

Having the significance of difference of average values verified with Student's t-criterion, the results are the following: difference of average results of changes of each of the indicators are of statistical value. That means that the results of experimental group have improved significantly after the pedagogical experiment in comparison with the reference group. Statistical analysis of data showed that after the experiment two groups statistically differ from each other by the research feature – experimental group demonstrated positive dynamics in agility and coordination skills advancement, while reference group shows only minor change.

3.4. Justification of efficiency of the experimental project

Analysis of survey data

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In this paper we studied the influence of two exercising programs on the trainees – traditional skiing program and experimental acrobatic program. The pedagogical experiment was aimed at analysis of dynamics of general (agility) coordination skills development. Comparative analysis of obtained dynamics data of reference values makes it possible to talk about higher practical efficiency of acrobatic exercises for experimental group in comparison with reference group that was training skiing. The experiment proved statistically the efficiency of the suggested method. Thus, with the pedagogical experiment we were able to confirm the hypothesis on acrobatics being the most efficient mean of influence on younger schoolchildren in relation to development of agility and coordination skills, as acrobatics make it possible to get the maximum result in the shortest time.

Conclusion

In the course of the study we analyzed research and methodological literature and explored in details the following issues relating to the topic:

1. Acrobatics as a sport and pedagogical discipline;
2. Agility as a component of coordination skills;
3. Consideration of a child’s organism capabilities to develop coordination skills;
4. Methods and means to train coordination skills;
5. Criteria for assessment of development level of coordination skills.

Based on the analysis of research and methodological literature, we managed to develop a physical education program with acrobatic elements for younger schoolchildren. This program was compared with the general program of skiing physical education for younger schoolchildren. The following was accepted as results assessment criteria: general (agility) and special coordination skills. Judging by the changes of reference indicators, such physical education program may be considered as efficient. The conducted pedagogical experiment proved in practice the success of application of the presented acrobatic program for physical education.

The experiment demonstrated high level of practical efficiency of the presented acrobatic program for physical education in comparison with the generally accepted skiing program.

The pedagogical experiment proved statistically the efficiency of the suggested method: experimental group demonstrated significant growth of special coordination skills level: according to Romberg’s tests – by 10.4%, according to Yarotskiy’s test – by 13.9%. Increase of general (agility) coordination skill level: shuttle run – by 5.2%, and obstacle course – 6.5%.

Reference group, that was trained in accordance generally accepted skiing physical education program, showed only slight change of special and general indicators.

The pedagogical experiment was aimed at study of dynamics of general (agility) and special coordination skills level. Comparative analysis of the obtained data on dynamics of reference values graphically demonstrates efficiency of acrobatic exercises on the example of experimental group’s results in comparison with the results of the reference group that was training skiing. The experiment proved statistically the efficiency of the suggested method. Therefore, acrobatics is the most efficient mean of influence on younger schoolchildren in relation to development of agility and coordination skills, as acrobatics make it possible to get the maximum result in the shortest time.

Recommendations

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Materials of this article may be found useful by general physical education teachers. Application of the described method will promote development of motor skills and capabilities, general fitness level of students, strengthen health, build posture and advance motor abilities. It will also be helpful in mastering other types of sport activities and mastering self-protection skills.

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Formation Of The Educational System Of The Russian Federation: Gender Differences

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Abstract

The article is devoted to the problem of gender asymmetry in the educational and scientific milieu. Throughout the past century, the sign of gender (gender sign) significantly influenced the development of educational and scientific institutions in Russia. The ratio of the number of men and women varied and, in accordance with it, the "weight" of teachers and scientists varied as well depending on the specific socioeconomic and political conditions, while the gender asymmetry in the educational field remained unchanged. This kind of asymmetry in Russian education is a phenomenon of long-standing. Gender asymmetry has not only a qualitative, but also a quantitative characteristic. The quantitative characteristic is the ratio of the proportion of women and men in higher education institutions - has repeatedly changed in a historical context. Before the First World War, there were 70 universities and other higher educational institutions with 80 thousand students in the Russian Empire. Gender asymmetry is not an accidental, but a constantly acting factor in the system of science and higher education, which is determined by objective causes. Among them are the features of the socio-economic system and political regime, the level of democratic development of the country, the needs for material production and the spiritual life of society, the specific features of the demographic structure and legal status of women, the level and quality of life of the people. Objective conditions change – the asymmetry acquires new quantitative characteristics, content and forms.

Keywords: gender asymmetry, gender sign, gender approach, gender stereotype, international comparative studies, social and professional orientation, gender education.

Introduction

Throughout the past century, the sign of gender significantly influenced the development of educational and scientific institutions in Russia. The ratio of the number of men and women varied and, in accordance with it, the «weight» of teachers and scientists varied as well depending on the specific social, economic and political conditions, while the gender asymmetry in the educational field remained unchanged.

This kind of asymmetry in Russian education is a phenomenon of long-standing. For example, an analysis of the current state and the forecast of the literacy development in Russia was given in an article of V. Ivanovich, an official of the Ministry of Public Education published in 1906. This analysis was made on the basis of his calculated growth rates of «domestic culture» until 1897. In his calculations, the author relied on the data of the census of the «population in general, both sexes» (Brown, 1903). According to these calculations, the number of literate people in Russia (who were able to read) was 21.1% of the total

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population. The remaining part of one hundred million Russians was illiterate. The author of the article draws attention to a sharp disproportion in literacy levels: 29.3% among men and 13.1% among women. According to B. Ivanovich, if the growth rate of "our social culture" continues, then «... to achieve universal literacy of men, with the current illiteracy level of 70.7% of their mass, it will take Russia about 180 years, and to achieve universal literacy of women, with the illiteracy level of 86.9% of their total mass, it will take more than 280 years» (Brown, 1903).

The situation with literacy of men and women radically changed under the Soviet power. By the end of the 1930s illiteracy was eliminated in 87.4% of citizens of both sexes aged from 9 to 49 (although, according to the «seditious» census of 1939, every fifth citizen of the USSR older than 10 years remained illiterate) (Ashvin, 2000).

Methodological Framework

Gender asymmetry has not only a qualitative, but also a quantitative characteristic. The quantitative characteristic is the ratio of the proportion of women and men in higher education institutions - has repeatedly changed in a historical context. Before the First World War, there were 72 universities and other higher educational institutions with 86 thousand students in the Russian Empire (Baskakova, 2001). Women were deprived of the right to get higher education on a par with men, only in October 1905 they were given the right to attend lectures at Imperial universities. The Council of Moscow University was the first to take such a decision. This concession was literally wrested by the «weaker sex» from the tsarist government in the situation of the growing revolutionary movement in the country. However, already in 1908 the Ministry of Public Education again closed the doors of universities for girls. Those of them who had the material capabilities were forced to study abroad (6,000 women from Russia were trained at universities of Switzerland before the First World War). The situation drastically changed only after October 1917. Women were fully equalized with men in getting education. In 1939, in the Russian Federation, 17 million people attended illiteracy elimination schools, of whom 14 million were women.

In 1919-1920, more than 220 thousand people studied at 204 higher educational institutions of the country. At Moscow University, a third of all the students were women. Especially active training of women's intelligentsia was conducted in the 1930s - practically in all areas and programs: industrial, technical, pedagogical, agricultural, medical, social and economic. It was then that among the women of the Soviet Union the professions of an engineer, teacher and doctor became widespread (Baskakova, 2001).

Thus, during the years of the Soviet power, the «scales» of gender asymmetry have sharply swung towards an increase in the proportion of women, and especially in higher education. This socio-professional orientation of women met the needs of the development of the state, which created favorable conditions for admission of women to universities and their subsequent employment.

In modern Russia, at the turn of the 20th and 21st centuries, there is a tendency toward a decrease in the proportion of men in the sphere of education as a whole. The point here is a low, often untimely pay, a drastic reduction in state funding for education and science, and a fall in the social prestige of pedagogical and scientific activity. Due to the rise of unemployment and low pay for many types of work, it becomes increasingly difficult for a man to maintain the standard of a traditional male role. Because of this, men develop complexes of the role, stresses occur, which are accompanied by the dominance of personality disorder and delusions, the inability to establish and maintain interpersonal relationships, express their feelings and respond to the feelings of others. The realities of industrial and post-industrial society affect the woman, forcing her to be independent, active, strong, educated, leading. Women have less and less time, energy, and often lose the desire to become a mother and a caring wife.

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This process is not subject to any ideological campaigns that call on women to return to their traditional destiny and occupation - preserving the family hearth and procreation.

The instability of family life under contemporary socio-economic conditions, frequent divorces, the lack of effective marriage contracts that would guarantee women comfortable living after divorce, meager social benefits from the state, the low status of housewives historically formed - all this pushes the woman to find a steady position at work, in the service, outside the family.

In order to understand the consequences of the crisis in relations between the two sexes, one must understand the origins of the primary cause. The first and the main cause of significant contrasts in the processes of boys and girls' sexual identification lies in the asymmetric organization of parental care, in which the upbringing role belongs to a woman. The child through imitation, direct training and instruction learns the beginning of the division into the private, home world of women and the public, social world of men. Further, the man turns out not to be involved in domestic affairs, decision-making, since «male» duties go beyond the family. He becomes infantile and does not want to be responsible for anything, be proactive and share family duties. The first identification is with his mother, regardless of the child's sex, and in the future (in kindergarten, primary school), remaining near women, he learns the role of women and femininity more understandable to him, rather than male roles and masculinity.

A striking example of the manifestation of gender asymmetry in education can be observed in the results of Russia's participation in international comparative studies.

In the first decade of the 21st century, the Organization for Economic Co-operation and Development (OECD) is implementing the Program for International Student Assessment (PISA), the main objective of which is to obtain reliable information about the training outcomes in various countries of the world that are compared internationally. It was assumed that the information received would allow participating countries to make well-grounded decisions in the field of education.

A large and very interesting block of the analysis of the results obtained in the PISA study concerns aspects such as the impact of gender differences, the region of residence, the social status of the family, parents' education, etc. on the test results. The influence of gender differences on learning outcomes is evident in both the humanities and natural sciences and exact sciences. Unfortunately, Russian researchers did not analyze this problem, because they focused more on making specific proposals for making adjustments to such purely «school» mechanisms of influence on the overall result of education, such as teaching materials, the use of active methods in teaching, changing priorities in the definition of requirements to the level of training of graduates: they identified and analyzed those failure causes which can be actually influenced, with specific pedagogical means (Masalimova et al., 2014).

The Russian pedagogical encyclopedia lacks the concept of «gender», and sex education is interpreted as «a set of educational and educational impacts on the child, aimed at bringing him to the system of sexual roles adopted in society» (Davydov, 1998).

In the pedagogical literature of recent years, мany authors put emphasis on the physiological problems of education, the causes of deviations in the sexual development of adolescents were seen in the growth of cases of sexual promiscuity and aggressiveness, advised to shape the sense of gender identity in early childhood, to contribute to the development of individual behavior (Khammatova & Mikhaylovsky, 2013; Masalimova & Chibakov, 2016; Masalimova & Shaidullina, 2017; Mitin et al., 2017; Salakhova et al., 2017; Vasyakin et al., 2015; Shukshina et al., 2015; Ovsyanik et al., 2016).

The gender sign has always had a significant influence on the development of educational institutions. Unlike many other approaches to education, the gender approach proceeds from the fact that educational

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institutions enrolls not faceless "students", but young people (girls and boys). The point is not only that representatives of different sexes need a differentiated approach on the part of the teacher (for example, during the discussion, it should be kept in mind that girls prefer an exchange of views, not protection of clearly defined positions, they are less inclined to openly show their knowledge, sometimes they are just shy to speak in front of many people). The fact is that both inside and outside educational institutions, both schoolchildren and adults are forced to face a complex world of changing perceptions and stereotypes about what behavior, appearance, and thinking are acceptable to members of a given gender. Often stereotyped perceptions, assimilated from others, come into conflict with personal desires and inclinations of a person. To explain the nature of stereotypes, to show their historical variability and social dependence - these are the main objectives of gender education.

Results and Discussion

Gender education can be seen as the education of schoolchildren, students and adults. Then, the subject of public perception of gender differences in the existing system of education and upbringing comes to the foreground. Gender studies help to focus attention more clearly on the differences and similarities in the social behavior of men and women, on the features, stereotypes, roles that are considered typical of them. For example, many researchers gave several convincing explanations of the differences between men and women in the success of solving mathematical problems (Mitin, 2016; Mikhaylovsky, 2017; Lipatova et al., 2015; Gnedova et al., 2015; Efimova et al., 2015; Masalimova, A.R. & Shaidullina, 2017; Tastan et al., 2018):

1) women lack confidence in their mathematical abilities, and they do not expect success in this area;

2) girls can consider mathematical achievements as unsuitable for their gender roles;

3) parents and teachers rarely encourage girls to study mathematics;

4) there are grounds to believe that the lives of girls outside the school are less rich in experience in the mathematical field and in the field of problem solving.

These explanations are confirmed by numerous studies (Bern, 2007). Besides, the success of behavior of men and women is different in such areas as emotional expressiveness and empathy, aggression, conformity and altruism.

In Germany, studies were conducted, the authors of which concluded that teachers teaching the exact and natural sciences in the teaching process are unconsciously guided by the needs of boys and their specific way of mastering the subject. If the boys prefer to learn some theoretical concept from the teacher, then the girls "are prone to pragmatic assimilation, oriented to social life" (Agulina, 2010).

It is necessary, both inside and outside educational institutions, to explain the nature of stereotypes, to show their historical variability and social dependence, so that stereotyped perceptions, assimilated from others, do not lead to contradictions with personal desires and human inclinations. In order to move to a more constructive interaction of the two sexes, it is important to develop the ability to see in another person a person with another worldview, the logic of thinking, culture, feelings and respect them from childhood; the ability to see and evaluate the world from two, sometimes opposing, sides; flexibility in conduct, based on respect, humane attitude, common sense; to form a responsibility in relations with each other.

Since the formation of gender identity in children depends on teachers and parents, gender education of teachers and other adults is also of great importance. Adult education is mainly adaptive, helping to adapt to changes in the world around them, or to deal with arising difficulties. When it comes to adult

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gender education, it is understood that its goal should be to familiarize with the basic knowledge necessary to solve specific problems faced by women and men. The most popular in this context is the holding of short-term seminars for different sections of the population (for example, seminars on "Mother and Daughter", "Father and Son", designed to search for mutual understanding of parents with their adults or children who are growing up).

Many gender courses in universities are specifically designed for teachers. Pedagogues-practitioners get an idea about the specifics of girls and boys reaching adulthood, about approaches to problems that are of interest to children of different ages. The main area of work in the field of gender education in Russia is the training of adults (teachers, doctors, parents) so that they can usefully use knowledge to discuss the issues of gender stereotypes, the role and place of the sexes in society with children and adolescents, and also the problem of sexual education.

As for the education of students of non-pedagogical programs of study, the gender approach initially was on the periphery of the educational system, the gender training courses were not included in the programs of universities, but were like individual classes organized primarily for women. However, along with the integration of some feminist ideas into the public consciousness, gender education has gradually become a respectable part of the educational process. Now it involves studying both "female" and "male" aspects of different forms of gender differentiation in society.

Education of students is also based on the explanation of gender stereotypes that young people face when reaching adulthood and the joint search for ways to overcome these stereotypes (Tupitsyn, 2003).

Another approach to gender educational programs is possible, which is related not so much to the age of students but the directions of gender studies, for example, the gender aspect of demographic changes, gender stereotypes of information perception, gender analysis of the language, etc. The introduction of such courses in higher education should be, on the one hand, associated with the traditional (subject) education, and on the other - to correspond to the current trend of setting a problem in the subject area (the gender approach makes us have a look on such traditional subjects as economics, demography, politics, history and philosophy in a new way). What has been said fully applies to pedagogy. The gender aspect of rethinking pedagogical science and practice lies in the direction of a broader trend of pedagogy of the 21st century.

Conclusion

Thus, as far the specific features of gender asymmetry in Russian science are concerned, the adoption of a gender perspective as a scientific one is experiencing quite a serious opposition in academic science. With regard to feminist theory and epistemology, they generally arouse a strong rejection. They are thought to be non-scientific, they are accused of having a political bias. So far, gender studies are in the marginal position, developing, albeit quite swiftly, away from the mainstream of academic science. The scientific environment, where men dominate, perceives gender studies as an analogue of feminism. The word "feminism" still causes a negative reaction in Russia. Feminism is often evaluated as an unnecessary phenomenon, introduced from the West and not typical of Russian traditions (Hotkina, 2000). A similar attitude toward gender is also observed in the teaching milieu.

Gender asymmetry in education and science reflects the actual disparity in the proportion of men and women in the training of specialists in various fields and the apparent or hidden inequality in this area on the basis of gender. To what extent is the system of training specialists in modern conditions symmetrical (or asymmetric) in the gender sense? The first place in terms of feminization is occupied by secondary special educational institutions (57% are women), the second – by universities (51%), the third – by postgraduate studies (42%), the fourth - doctoral studies (34%).

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There are several causes of gender asymmetry.

In particular, its vectors changed in 10 years with respect to scientific training of personnel: today 42% of women are graduate students and 34% are doctoral students. The cause of the imbalance dos not consist in the lack of women's interest in scientific activity, it is rather related to the creation and maintenance of the family under conditions of economic instability and a sharp decline in the standard of living, the need to earn extra money in several places; the orientation towards family values and lifestyle has also intensified. As for young people, for many of them, postgraduate studies are an alternative to avoid military service, although it would be a mistake to deny the social prestige of a scientific career for young people and successful professionals.

Gender asymmetry is not an accidental, but a constantly acting factor in the system of science and higher education, which is due to objective causes. The features of the socio-economic system and political regime, the level of democratic development of the country, the needs for material production and the spiritual life of society, the features of the demographic structure and legal status of women, the level and quality of life of the people are among them. Objective conditions are changing - asymmetry acquires new quantitative characteristics, content and forms. Gender asymmetry in higher education and at scientific institutions, generated by the above-mentioned objective causes is under the influence of state, administrative and public management, that is, the subjective factors. Among them, the official policy of the government, federal and regional authorities regulating the financing of higher education and science, the admission requirements to universities, state educational standards, graduation in accordance with the requirements of the labor market and employment, the changing needs of the economy, culture, health and other areas of public life. The gender feature in the transition to the market-based economy has become one of the decisive factors of social discrimination in the world of work, especially in privately operated enterprises and firms. Labor market demands have increasingly come into conflict with the real gender structure of higher education. According to the demographic forecast, in 2015 the number of women will be 10% higher than the number of men, which will make the problem of gender asymmetry and its social consequences in higher education even more severe than in the last twentieth century (Agulina, 2010). Structural changes on the labor market and employment show that the proportion of women increases year by year, their competitiveness, social and professional mobility is increasing. Under such conditions, gender asymmetry becomes a kind of indicator of the real state of the educational and scientific milieu.

The formation and being of a man who is a man (boy) or a woman (girl) is impossible outside of society, which at all times in one way or another directed the formation of the personality of men and women along a certain channel. Comprehension of these processes in historical retrospect is important for understanding modern and prospective problems of gender socialization and gender asymmetry. An exhaustive solution to this problem lies beyond our capabilities and competence. One can only try to present the most general and important regularities by individual "snapshots", which ultimately led to a modern formulation of the problem (Mitin, 2015).

At the present stage of the development of Russian education and science, positive measures are required which form the foundation for the development of a unified concept of gender pedagogy that fosters more constructive interaction between the two sexes, reducing gender asymmetry, the development of universal human values: helping people adapt in modern society, developing their individual qualities and talents , a conscious choice of existing social roles in society, freedom from stereotypes and artificial relationships.

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Antisuicidal Potential Of The Person:Theory And Empirics Research

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Abstract

Over the past decades, the problem of suicidal behavior has assumed a greater severity and has provoked a public outcry. The main reason for such close attention of society and the academic community is that suicide is the second most frequent cause of death at young age, and if we take into account suicides disguised as other types of violent death, then it is, perhaps, the first. The article considers the importance of research into the problem of suicidal behavior from the perspective of risk factors and protective factors that contribute to the abatement of suicidal behavior, it discusses hardiness and strategies for overcoming complex life situations in particular. Hardiness (resilience) serves as a strong personal resource to overcome the negative impact of stressful situations, as a component of the anti-suicidal potential of a person, which resists the threat of life. It has been proved that the components of hardiness are lifelong constructs that can be formed in the course of a lifetime. In addition, the article presents the results of the empirical research, which testify that the suicides' hardiness indices are indeed significantly lower than those of people who did not commit suicide attempts. Along with this, as conflict resolution strategies, suicides prefer disadaptive forms of behavior – the strategy of avoiding problems and substitution as a psychological defense (although they do it unconsciously). The results of the empirical study can be used as a basis for the development of preventive and rehabilitation programs.

Keywords: suicidal behavior, prevention of suicidal activity, factors of suicidal behavior, anti-suicidal personality potential, hardiness, coping behavior, depression.

Introduction

Over the past decades, the problem of suicidal behavior has assumed a greater severity and has provoked a public outcry. The main reason for such close attention of society and the academic community is that suicide is the second most frequent cause of death at young age, and if we take into account suicides disguised as other types of violent death, then it is, perhaps, the first.

According to the World Health Organization (WHO), about 800,000 people die as a result of suicide each year, many more people make suicide attempts.

In the scientific aspect, suicidal behavior, first of all, is considered as an object of the applied study, on the basis of which various preventive programs are developed. The WHO practically, started the implementation of the SUPRE program twenty years ago, a worldwide initiative to prevent suicide, which recommended that countries with high and moderate suicidal activity should develop national preventive programs that take account of cultural traditions and the value system in each individual country.

In the framework of this program, the monograph was published entitled "Prevention of suicide: guidelines for the formulation and implementation of national strategies" under the auspices of the

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United Nations (United Nations, 1996). Prevention of suicide: guidelines for the formulation and implementation of national strategies. This fundamental work emphasizes the need for cooperation between different sectors, a multilateral approach to the problem of suicidal behavior and the continuous evaluation and study of what has already been done.

Suicidal behavior is most often seen as a biopsychosocial phenomenon resulting from a combination of biological, psychological and social factors. Scientific research is focused on the study of individual factors or on their combination. For example, a group of demographic or social factors is identified, including age, gender, marital status, country of residence. Social factors of suicidal activity include the influence of the media, the Internet in particular. The following factors as mental illness (depression, schizophrenia, clinical case history), and hereditary history of committing suicide are considered among the group of clinical or psychiatric factors (Syrokvashina & Dozortseva, 2016). Finally, a group of socio-psychological factors of suicidal risk, including individual and personal characteristics and features of interpersonal interaction draws the attention of scientists (Raznadezhina & Bezdolnaya, 2012; Artamonova, Efimova & Khydyrova, 2016; Efimova et al., 2015; Efimova, Oschepkov & Salakhova, 2015; Masalimova et al., 2014; Mitin et al., 2017; Salakhova et al., 2017a, 2017b; Tastan et al., 2018).

At the same time, the effectiveness of preventive programs largely depends on the study of the so-called "protective factors", factors contributing to the abatement of suicidal risk. For example, the World Health Organization report states: “While many suicide prevention actions are aimed at reducing risk factors, it is equally important to study and strengthen factors that are proved to increase the resistance of a person and strengthen his connections with others, protecting against suicidal behavior” (Maddi & Khoshaba, 1994). Among such “protective” factors, we consider strong personal relationships, religious beliefs and spiritual beliefs, and the way of life is emphasized especially: strategies for positive coping and well-being. In this row I would like to pay special attention to positive strategies for overcoming difficulties and hardiness (resilience) as a personal trait that helps overcome difficult life situations. The diagnosis and subsequent forecasting of possible options for human actions in a crisis situation will help reduce the risk of personal choice of non-adaptive forms of behavior and its negative consequences (Artamonova, Efimova & Kalinina, 2017; Efimova et al., 2017; Enyashina et al., 2017; Gnedova, et al., 2015; Kalinina et al., 2017; Lipatova et al., 2015; Masalimova & Chibakov, 2016; Mitin, 2016; Oshchepkov & Struchkova, 2015; Ovsyanik et al., 2016; Salakhova et al., 2016a, 2016b, 2016c, 2016d; Vasyakin et al., 2015; Yemelyanenkova et al., 2017; Vlasova, Masalimova & Alamanov, 2016; Salakhova & Oschepkov, 2016).

We regard hardiness as a personality trait involved in the development of the subject's ability to respond adequately and with interest to events, and in appropriate situations, skillfully coping with stressors. The scientific development of the phenomenon of hardiness was laid down by S. Maddi (2005), representing hardiness as a psychological vitality and enhanced human effectiveness (United Nations, 1996. Prevention of suicide: guidelines for the formulation and implementation of national strategies. New York (NY): United Nations: 1996). The author presented his positions in the form of a graphic diagram, which shows that hardiness is the core of the whole system, softening the effect of stressful circumstances. One can remove the stressful influence, based on the proposed concept, in two ways: first, reduce stress perhaps due to hardy health practices (a healthy lifestyle - relaxation, diet, treatment, exercise, etc.), and secondly, through hardy attitudes and viable coping that can affect the root cause - acute and chronic stressors, which in turn will lead to the removal of mental and physical tension.

It should be noted that the components of this system have a motivational nature. It is hardiness (like the unity of attitudes toward involvement, control and risk taking) that can provide motivation which will be able to provide invaluable help in dealing with stressful circumstances. D.A. Leontiev & E.I. Rasskazova (2006) considers hardiness as a measure of a person's ability to withstand a stressful situation,

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maintaining an internal balance without reducing the success of activity. In this case, according to E.Yu. Baukina (2014), a hardy personality "is able to cope with the difficulties and changes that he faces every day, and with those situations that bear a close extreme and extreme character".

Analyzing the stages of the formation of hardiness, S. Maddi (2005) emphasizes that hardiness (resilience) appears at the beginning of life, and also partly in adolescence. The main source of its development will be child-parent relations, since both the child and parents bring their own set of innate needs and abilities in them (the so-called core of personality). In addition, parents raise children under the influence of already existing world views, people around them and themselves, which will also affect the relations between parents and children.

Other authors (Fominova, 2012; Bayer, 2010; Yudina, 2011) consider the development of hardiness not only at an early age, but also at school and college, paying great attention to the educational component. In particular, much attention is paid to everyday tasks that students solve (classes, homework, etc.), which contributes to the development of the level of claims, the emergence of new opportunities, the development of adequate self-esteem, constructive behavior skills, responsibility.

The question naturally arises of the development of hardiness at an older age. Despite the fact that little research has been devoted to this, we can conclude that it continues to develop in adulthood, influencing life and activity of a person. In particular, the components that influence the development of the characteristics we are studying in adulthood are analyzed in the works of S. Maddi (2005), A.N. Fominova (2012), D.A. Leontiev & E.I. Rasskazova (2006). The authors believe that this process takes place, to a greater extent, in the framework of professional activity, since it is to it that a person devotes most of his time. It is in the workplace that a person encounters demands, problems that can have a frustrating effect on a person. However, it is these influences that contribute to the discovery of a person's internal resources, which leads to the search for new solutions to overcome the current situation, all professional difficulties perform two important functions in human life - stimulating and signaling.

Thus, the components of hardiness are lifelong constructs that can be formed during life. That is why both foreign and domestic scientists develop various hardiness training programs that can be very successfully applied in the practice of preventing suicidal behavior.

"Protective factors" (contributing to the reduction of suicidal risk) can be analyzed in the context of the concept of coping behavior. We tend to stick to N. Haan's point of view of (Nabiullina, 2003) the division of the concept of "coping" into 2 components - protection and coping, because we believe that coping with the situation is based not only on the behavioral level, but also on the deep internal features of the person that determine not only the attitude to the problem, but also the choice of ways to solve it. The difference between these mechanisms consists in a fundamentally important point: psychological protection is included in the work unconsciously, and coping-processes are used by the person purposefully.

Materials and Methods

While developing the program of the empirical research, we tried to link together such a factor of suicidal behavior as the level of the depressed state of the individual, and "protective factors": the level of hardiness and coping behavior.

The main hypothesis of our pilot study was the idea that coping behavior is different in people with different levels of hardiness, i.e. different strategies for coping with stress are for people with different levels of hardiness. The study involved people who committed suicide attempts, the control group was composed of people who did not make attempts. All the data were tested for the normal distribution

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using the Kolmogorov-Smirnov test. Since the distribution of all scales turned out to be close to normal, the Student t-test and the Man-Whitney U-criterion were used to process the data obtained by analyzing the methods we had selected, which allow us to determine whether there are significant differences in a particular parameter between the two samples.

The methodological tools used in the study consisted of 4 diagnostic techniques: S. Maddi's (2005) "Resistance Test" (in the adaptation of A.N. Leontyev, E.I. Rasskazova); "Indicator of coping strategies" by D. Amirkhan (in the adaptation of N.A. Sirota and V. Yaltonsky), "The life style index" by R. Plutchik, H. Kellerman, H. Conte (in the adaptation of L.I. Vasserman, O.Y. Eryshev, E.B. Klubova, etc.), "Depression Scale (BDI)" by A.T. Beck (in the adaptation of N.V. Tabarina).

Results and Discussion

The analysis of the results obtained (the method "Test of hardiness") indicates that the suicides' hardiness is much lower than in people who did not commit suicide attempts ($t = 5.3$ at $p \leq 0.01$). At the same time, the most significant differences relate to such a component of hardiness as control ($t = 3.5$ at $p \leq 0.01$): people who have committed a suicidal attempt evaluate the situation as uncontrollable from the outside, which quite possible, determines the choice of an unconstructive way of solving the problem. These data are consistent with the results obtained with the use of D. Amirkhan's technique: as a prevailing strategy of suicidal behavior, the strategy of avoiding problems is selected (temp = 2.4 at $p \leq 0.05$).

The analysis of the study results of the psychological defense mechanisms in the experimental and control groups revealed differences only in the data obtained on the "substitution" scale (temp = 2.5 at $p \leq 0.05$), which determines the degree of expressing suppressed emotions (usually hostility, anger), most often directed towards the objects that are less dangerous than the objects that arouse negative emotions and feelings. The results obtained make it possible to assume that those negative emotions that arise during the crisis period, first of all are directed to one's own self, and not directed towards other people. In addition, the average level of "general intensity of psychological protection" in suicides is higher (51%) than in people who did not commit suicide attempts (42%). High values of this parameter testify to a psychotraumatic situation in the group of suicides.

The comparison of depression values ("Depression Scale (BDI)" by A.T. Beck) in the suicidal group and in the control group testifies to the existence of significant differences in the degree of depression: the highest values are in the suicidal group ($U = 39.5$ at $p \leq 0, 01$).

Conclusion

Thus, the results of the empirical study confirmed the hypothesis put forward: the indices of suicide's hardiness are indeed significantly lower than those of people who did not commit suicide attempts. Along with this, as the strategies of conflict resolution, suicides prefer disadaptive forms of behavior – the strategy of avoiding problems and substitution as a psychological defense (although they do it unconsciously). The results of the empirical study can be used as a basis for the development of preventive and rehabilitation programs.

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Higher School Students' Professinal Development by means of the Competence Approach Implementation

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Abstract
The article studies the concept of "professional mobility" based on the philosophical, psycho-pedagogical and sociological literature analysis. It discusses the competence approach specificity in the students' professional mobility development process. The research reveals the criterion-evaluation complex components for checking the pedagogical conditions effectiveness and providing the students' professional mobility development process by means of the competence approach implementation. The article considers the pedagogical conditions complex for the students' professional mobility development by means of the competence approach implementation and shows its practical implementation. The pedagogical experiment results of theoretical provisions are presented.

Keywords: professional mobility; students' professional mobility development process; competence approach; pedagogical conditions; criterion-evaluation complex; implementation; general cultural, general professional skills and competencies; theoretical provisions.

Introduction

The higher education content modernization in the information society conditions depends on many factors and conditions for identifying reserve opportunities of the future specialists' study quality. The appearance of reserve opportunities is largely due to the competence approach implementation. The competence approach allows us to focus on the education results - general cultural, general professional skills and competencies. Students' orientation has become the professional mobility development by means of the competence approach implementation especially relevant because the Russian system of higher education must comply with European standards in the context of the Bologna process. According to the modern higher education tasks, the students' professional mobility development includes a sufficient level of general cultural, general professional skills and competencies.

Research objective

The research objective is to develop, to substantiate theoretically and to test experimentally a pedagogical conditions complex for the higher school students' professional mobility effective development by means of the competence approach implementation.

In order to achieve this objective, it is necessary to resolve the following research tasks: The determination of the content of the definition "students' professional mobility based on the psychological and educational literature analysis; The experimental test of the pedagogical conditions complex aimed at the higher school students' professional mobility development by means of the competence approach implementation.

Methodology description

We can foresee that the research methodological basis for my analysis of the students' professional mobility development are a competence approach to the students' professional mobility development, a personality-oriented activity.

Theoretical method is an analysis of philosophical, psycho-pedagogical, social and pedagogical literature on the problem under study. The general empirical method is an included observation of the higher school students' professional mobility development process by means of the competence

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approach implementation, psychological and pedagogical testing, a survey, a study of students' independent cognitive activity results, an educational experiment, expert opinions, mathematical methods of data processing, questionnaires.

Literature review

The problem analysis has made it possible to reveal the researchers' approaches to the concept "mobility" in the scientific literature. The category "mobility" has been studied in pedagogics relatively recently, but it is widely used in a number of scientific disciplines: psychology; educational philosophy; economy; vocational education and training (Spector, 2014) and others. The ideas for education new forms are oriented towards the skill development of creativity and innovation in engineering activity. Many philosophers, sociologists, psychologists and educators expressed them long before the appearance of "professional mobility" practice.

On the philosophical approach basis to the professional mobility problem (Emile Durkheim, Max Weber and others) we defined that an important role in the mobility understanding also plays the dialectical law of unity and struggle of opposite. The different approaches presence proves its multifactorial, versatility, causes a scientists' interest on the psycho-pedagogical, educational and social aspects of the phenomenon.

In my opinion, the professional mobility as a complex integrative phenomenon includes the sociological, pedagogical and psychological components. Some authors give the common definitions of this phenomenon (Kalinovsky, 1999; Lazar, 2014; and etc.) and consider sociological aspects of professional mobility.

The views of philosophers, educators and psychologists on the professional mobility problem in science helped me define the conceptualization of "professional mobility". I consider the professional mobility as an integrative engineer quality in the production conditions, the basic components are professional culture (key competencies and qualifications) and professional competence (high intelligence, creative skills, professionalism). It reflects in the ability to move horizontally and vertically on the social professional structure of society and to change a social, economic and professional (including status) position and captures the motivational, cognitive, competence-based, operative, active components, reflecting a certain level of general cultural, general professional skills and competencies (Balikaeva, 2017).

Problem statement

We can predict that the educational process builds on the base of competence approach and aims at the formation of various students' competencies. During the analysis of the literature (Baidenko, 2002; Stoyanova, 2017 and etc.) the developed professional mobility is the result of both the process of professional mobility development and the formation of general cultural, general professional skills and competencies. Thus, the students' professional mobility effective development process is possible through the formation of general cultural, general professional skills and competencies and can be considered as a parallel, mutually influencing process.

The professional mobility development by means of the general cultural, general professional skills and competencies formation. The professional mobility development of by means of the general cultural, general professional skills and competencies formation ultimately leads to self-processes and represents a self-contained cycle.

As criteria for the students' professional mobility development are identified (social, educational and personal); there are three levels of the professional mobility development (reproducing, interpreting and creative).

The indicators characterizes the levels of students' professional mobility development by means of the competence approach. They are general cultural, general professional skills and competencies.

To measure of each indicator, there are the diagnostic techniques: Knowledge in the organization field is the author's didactic test (Botinos, 1993); General educational skills are the author's test of unfinished

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sentences (Zeer, 1999); General cultural, general professional skills and competencies are expert evaluation (Abdullin, 2001: Grabar, 1977; Ryauzov, 1971), teachers' questionnaires on the analysis of creative works and the students' answers and the professional mobility development program for students.

The pedagogical conditions for the professional mobility development are the creation of heuristic situations for cognitive independence of students, the organization of technological support for productive learning (problematic, productive methods and methods of self-control, with mastering the methods of independent recognition activity), the process activation for interactive and traditional active learning methods.

The experiment had three stages and was carried out on the basis of the Tyumen State University of Architecture and Civil Engineering. The 389 first-year students from universities in the Tyumen and nearby regions (Tobolsk, Khanty-Mansiysk, Kurgan, etc.) took part in the preliminary diagnostic experiment. The 103 first and second year students took part in the training experiment.

Taking into account the requirements of the competence approach implementation a pedagogical conditions complex promotes the general cultural, general professional skills and competencies, which directly affect the students' professional mobility development. The results of diagnostic stage confirmed our point of view. In the experiment, we used the same indicators for the first and second year students. After that, we summarized the measuring results of the students' professional mobility development level.

In order to obtain the objective information in analyzing the results I used the formula (1).

$$\bar{x} = \frac{1}{n}\sum_{i=1}^{n} x_i \text{ , (1)}$$

n - the number of respondents;

x_i - the level of the higher school students' professional mobility development;

The average index was calculated by the formula (2):

$$\text{AI=}\frac{a \div 2b \div 3c}{100} \text{ (2)}$$

At the beginning of the experiment, the reproducing level of students' professional mobility development had a significant number of students (56.4%), while the interpretive level according to the main criterion characterized only 22.7% of the students and the creative level had 22.7%. At the end of the experiment, the number of students in the experimental groups of the interpretive level had 39.7%. At the same time, the creative level of the students' professional mobility development reached 29.03%, and at the reproductive level, there were 31.2%. It proves the effectiveness of the selected conditions for the students' professional mobility development.

Key results

We obtained the results during the experiment to determine the average index (AI), the absolute growth rate (G), the efficiency coefficient of the experimental method determined by the method of N. N. Ryauzov (Ryauzov, 1971). For all indicators, we have received the positive dynamics in the application

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of mathematical methods. We had the reliability of the experimental data by means of the Pearson criterion χ^2 (the method of M.I. Grabar). We confirmed a positive dynamics in terms of the indices $T_{набл.} > T_{крит.}$. The final calculations corroborated our assumption that the implementation of the proposed pedagogical conditions complex promotes the achievement of the highest level of higher school students' professional mobility development.

Conclusions

The complex of the pedagogical conditions promotes the future engineers' professional mobility development process. Thus, the pedagogical experiment confirms and proves the effectiveness of the students' professional mobility development by means of the competence approach implementation. In summary the research tasks are solved the aim is achieved

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Comparative Analysis of the Pattern and Style of an Acknowledgement Text

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Abstract

This study aims at analyzing and describing the style and pattern of an acknowledgement text written by Munday (2007) in the light of genre models presented by Bhatia (1993). The data, comprising of 1 sample, has been taken from the book namely, 'INTRODUCING TRANSLATION STUDIES Theories and applications' written by a Spanish author, Geremy Munday. The analysis shows that the acknowledgement text is comprised of two moves; (1) Introductory and (2) the Main move. Both of these two moves have further sub categories. It has also been observed that the acknowledgement text varies in elaborateness. In Munday's acknowledgement text, main move constitutes the 81.82% of the whole text. Step-2 of the main move (Acknowledging Individual Contributions) has been found in greater frequency. The findings of this study have been compared to that of Giannoni's (2002) on acknowledgement texts by Italian and English writers. Through this comparison, different important points of similarities and contrasts have been found. The study concludes that the Spanish authors, like English and Italian authors, do not avoid using personal pronoun 'I' and unlike them, use the word 'debt' and accept the responsibility for the errors and omissions in their work.

Keywords: Acknowledgement Text; Elaborateness; Introductory Move; Main Move; Pattern and Style of Acknowledgement Texts.

Introduction

Acknowledgement texts are the expressions of gratitude of assistance in producing some scientific or creative work. Acknowledgement texts show that though the persons or organizations do not have a direct hand in producing the work, but they have contributed funding, cooperation and encouragement (Shuttleworth 2009). Acknowledgement texts, says Williams (2017), also show written appreciation remarks for the outstanding efforts of the persons or the organizations that have played important roles in the completion process of someone's report, article, project, thesis, dissertation or a book. According to Dunams (2010) writing of acknowledgements is an elated feeling. It allows the authors to express hearty feelings of thankfulness for the people who go an extra mile to help them complete their work or project in a formal way.

The role of contributors is of a great value for the authors. It is because their contribution does not only make their work easier for them, but also it enhances the quality of their work. Quite often, it becomes very difficult for the writers/authors to convey the full extent of what their assistance or contribution, given in the completion process of their works, actually means to them (Greenleaf 2018). Thus, it is the acknowledgement texts, which provide the authors/writers with the suitable ways to formally recognize the untiring efforts of their aiders and contributors for the completion process of their works (Ragsdale 2016).

The writers/authors, after recognizing the contribution of their aiders and contributors, give a formal credit to them using specific words in their acknowledgement texts written with different styles and patterns. This study aims at analyzing the style and pattern of the acknowledgement text that comprises of these specific words. This study can be of much significance. It can help the authors/writers write conventional or customized acknowledgements after the recognition of the efforts of their aiders and contributors. It can also prove helpful in designing conventional and customized style and pattern of the

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acknowledgement texts for the purport of teaching to the students. The research can also invite the interest of the scholars and researchers and thus resulting in the presentation of a suitable pattern of the acknowledgement text's writing.

A limitation of the study is that its sample is very small and has been taken from one book only. Therefore, the results of this study cannot be generalized. For this purpose, a large scale study with a bigger sample is required.

Literature Review

The study of academic texts has passed through different stages presenting following three approaches;

i) Register Approach (Halliday 1964).
ii) Functional Approach (Selinker & Trimble 1976).
iii) Genre Approach (Bhatia 1993 and Swales 1990).

The register approach has been presented by Halliday (1964). It has claimed that different varieties of the text can be differentiated from each other on the basis of relative frequencies of lexico-grammatical features. This approach has offered the justification of why certain forms are more or less frequently found in a specific variety. On the other hand, proponents of functional approach (Trimble & Selinker 1976) have tried to fill an important gap by correlating grammatical function and choice. The limitation of this approach is that it has focused on the scientific texts only. It has failed to produce any generalized results.

The genre approach (Bhatia 1993 and Swales 1990) has not only embraced the positive features of all above mentioned approaches, but it has also guarded against their potential pitfalls. The landmark feature of this approach is that it has recognized the language situated in the discourse community and has analyzed discourses in the light of specific conventions of the discourse community. It is due to the vital contribution of the said approach that these days genre is being considered as the most powerful tool of language description by the scholars of linguistics. The other significant hallmark of this approach is that it has triggered a number of investigations in academic and occupational situations. In academic situation, genre approach has produced a large number of inquiries in the form of research articles (Swales 1990). Likewise, the said approach has been applied in professional field comprising of the business and media communications (Bhatia 1993).

Giannoni's (2002) article namely 'Worlds of gratitude: a contrastive study of acknowledgement texts in English and Italian research articles', published in Applied Linguistics Journal, has proved a significant effort to apply genre model on the topic of acknowledgement. Later on Hyland (2003) presented a three-tier structure for acknowledgement texts which established patterned model for the explanation of generic structures.

According to Hyland & Tse (2004) there are different features of language to realize the importance of thanking move. The results of their study suggested that the nomination structures were the most frequently used expressions to pay the gratitude. The study also showed that most of the writers feel comfortable to use first person pronoun 'I' in writing acknowledgements for their works. Another contribution was from Nkemleke (2006) which examined culture based sociolinguistic approaches and co-operation principle and found that different writers use different nominal phrases to express gratitude to their seniors and supervisors.

This study is being undertaken to present an analytical as well as comparative description of the style and pattern of an acknowledgement text written by Munday (2007) in his book 'INTRODUCING TRANSLATION STUDIES Theories and Applications'. The research has yet another specific aim i.e. it

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intends to find out suitable answers of the following questions;

i) Does there exist any set pattern of acknowledgement text writing?
ii) Do all authors follow the same pattern while writing the texts for their acknowledgements?
iii) What are the main points of similarities/contrasts in acknowledgement texts written by English, Italian and Spanish authors?

Research Methodology

The text of Muday's (2007) acknowledgement was carefully read and suitable examples of different moves were separated from the main text and then the quantity and frequency ratio of the moves was calculated/measured manually. After that the results of the study were compared to the results of Giannoni's (2002) research on acknowledgement texts by Italian and English writers and thus, comparative technique was employed. Through this comparison, different important points of similarities and contrasts were noticed.

Data Analysis

The data is going to be analyzed to seek the structural interpretation of the genre of acknowledgement text written by Munday for his book mentioned above. The analysis will be done at macroscopic level. To achieve this purpose, the relevant terms will be borrowed from the model of genre analysis presented by Bhatia (1993) and the data will be analyzed in terms of moves and sub steps of the moves.

Macroscopic Analysis of the Acknowledgement Text

Identification of the Moves:

There are two types of the moves; i.e. (1) Introductory Move and the (2) Main Move

Introductory Move

Such type of moves help the authors frame out the information. These are usually realized by tracing the book's origin from earlier/former works, publications or presentations at different forums like workshops, conferences or seminars. Through this move all the concerned people are thanked by the authors. Different steps of this move can be identified as under;

STEP-1: Citing Parent Texts and Events

This step refers to the previous versions and pre-print presentations of the work. In Munday's acknowledgement text following examples, concerning this step, have been found;

1) "I would like to thank the following copyright holders for giving permission to reproduce the following: Figure 1.1, from G. Toury, Descriptive Translation Studies…"
2) "The case study in chapter 8 is a revised and abridged version of an article of mine: 'The Caribbean Conquers the World? An analysis of the reception of Garcia Marquez in translation, published in Bulletin of Hispanic Studies, 75.1:137-44"

STEP-2: Acknowledging the Concerned People

This step refers to the mentioning of the names of different persons or works that serve as an indirect source of help for the writer in the production of the book. This step resembles with the type of acknowledgement conveyed in the main move. However, there is a remarkable difference between the two i.e. the referents of the former serve as a source of inspiration, whereas the referents of the later have a direct and active hand in the process of the production of the book. Munday has missed this step in his acknowledgement text.

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Main Move

This is the main part of the acknowledgement text. It is achieved through following steps;

STEP-1: Acknowledging Institutional Support

Through this step, the authors acknowledge the support from different institutions. Munday has missed this part in his acknowledgement text.

STEP-2: Acknowledging the Individual Contributors

Through this step, the writers acknowledge the contribution of the people in different processes like reviewing, typing, composing, drawing and publishing etc. Jeremy Munday has acknowledged his individual contributors as under;

1) "In the first edition, I dedicated my sincere debt to Lawrence Venuti (Temple University, USA)) for his encouragement with this project and for his detailed comments and suggestions on certain drafts. I again acknowledge this debt, although I did not call on his advice for the changes made to the second edition."
2) "My thanks also go to Rana Nayer (Reader Department of English at Punjab University, Chandigarh, India) for his assistance with the case study in chapter 9."
3) "I also thank colleagues at the Universities of Leeds, Surrey and Bradford for their support during the writing of the first and the second editions of this book, and to my students at all these institutions who have responded to versions of this material."
4) "My thanks also to all who have contacted me with comments on the first edition with suggestions for revision (including John Denton, Gerhard Heupal, David Large and Anita Weston), to those Journal reviewers who have made constructive suggestions and to the synonymous reviewers of the proposal for this second edition."
5) "There are many other translation studies colleagues who have offered suggestions and help in many ways; I thank them all."
6) "I would also like to express my extreme gratitude to Louisa Semlyen, Nadia Seemungal and Ursula Mellows at Routledge, who have been very supportive and patient throughout the writing and editing process."
7) "Also to the copy-editor Rosemary Morlin and proofreader Mary Dalton for their careful attention to detail."

STEP-3: Acknowledging Family Member's/Teacher's Support

Through such steps, the authors pay gratitude to their family members and the teachers. In this concern, Munday has written the following;

1) "Finally, but most of all, my thanks to Cristina, whose love and help meant so much to me, and to Nuria and Marina, who have added so much to my life."

STEP-4: Accepting Responsibility

Through this step, the authors accept the responsibility for different types of errors and omissions in their works. In this regard, Munday has written the following;

1) "Any remaining errors are of course mine alone."

STEP-5: Welcoming Comments and Suggestions from the Readers

Through this step, the writers invite the comments and suggestions from their readers. The purpose behind this effort is that of making improvement in the book. Munday has missed this part in his acknowledgement text.

Discussion

Elaborateness

Elaborateness refers to the number of steps included in the text and further, the number of expressions in different steps. The total number of acknowledgement expressions in Munday's acknowledgement text is

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11. The elaborateness of the introductory move constitutes 18.18% whereas; the elaborateness of the main move constitutes 81.82% of the total part of the acknowledgement text written by Munday. In this way, the introductory move has been found to be the lowest in elaborateness while the main move has been found to be the highest in elaborateness.

Lexis of gratitude

The purpose of this part is to determine the range of gratitude expressions used by Munday.

Frequency Analysis of Core Vocabulary Items

To express the feelings of gratitude towards his contributors, following vocabulary items have been used by Munday;
Thank, debt, acknowledge and gratitude
Through the analysis of the lexis of gratitude of Munday's acknowledgment text, it has been observed that the very word 'thank' occurs with maximum frequency percentage (60%) as compared to the other lexical items to convey the same meaning. The said word has been used in the form of performative verb ('I would like to thank', 'I also thank', 'I thank them all') or its nominalization like ('my thanks also go to', 'my thanks also to'). The other words, conveying the same meaning, occurring with lesser frequencies are; debt: 15.5%, acknowledgment: 9.0% and gratitude: 15.5%.

Lexical item	Percentage
Thank	60
Debt to	15.5
Acknowledge	9.0
Gratitude	15.5

Table 1: Frequencies of the Vocabulary Items

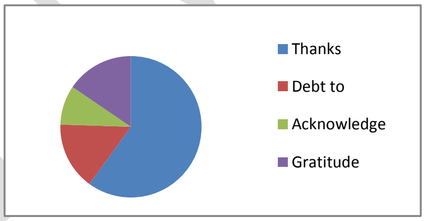

Figure 2: Frequency of the vocabulary Items

It has been noticed that the trend to avoid 'I' as a personal pronoun and replace it with other substitute words has been rejected by Munday in his acknowledgement text. Munday has used the personal pronoun 'I' 6 times (60%) in his acknowledgement text.

Comparison of Munday's findings to those of Giannoni's

Giannoni (2002) has compared acknowledgement texts written by Italian and English writers. The findings of Ginnoni's (2002) comparison have been compared to the findings of the analysis of Munday's acknowledgement text as under;

Use of the word 'Debt'

Giannoni (2002) has observed that the very word 'debt' is missing in English and Italian acknowledgement texts. As per Giannoni (2002) the English and Italian authors avoid the use of word 'debt' because of "different national sensitivities to the monetary metaphor". Munday has used the said word in his acknowledgement text. This word has been used with frequency percentage (20%).

Personal Pronoun 'I' Avoidance

Giannoni (2002) observed that both the English and Italian authors do not avoid the use of personal pronoun 'I' Munday, a Spanish writer, has also followed this trend. He has also used the personal Pronoun 'I' in his acknowledgement text. The frequency percentage of the personal pronoun 'I' in Munday's acknowledgement text is (54.54%)

Accepting Responsibility

Giannoni (2002) observed that the English and Italian authors did not accept the responsibility for errors

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and omissions while writing their acknowledgement texts. Whereas, Munday has accepted the responsibility for errors and omissions in his acknowledgement text. Thus, it is evident that;

1) Unlike English and Italian authors, Munday has used the word 'debt' with a frequency percentage (15.5%).
2) Like English and Italian authors, Munday also has not avoided the use of personal pronoun 'I' in his acknowledgement text. Munday has used personal pronoun 'I' in a greater frequency percentage (54.54%). According to Giannoni (2002) personal pronoun 'I/We' have been used by Italian and English authors with greater frequency percentage (74%).
3) Unlike English and Italian authors, Munday has accepted the responsibility for errors and omissions in his acknowledgement text.

Pattern Adopted by Munday in His Acknowledgement Text

The general pattern of an acknowledgement text comprises of the following two moves and relevant sub steps;

1. Introductory Move and the
    1.1 Citing parent texts or events
    1.2 Acknowledging the concerned people
2. Main Move
    2.1 Acknowledging institutional support
    2.2 Acknowledging individual contributions
    2.3 Acknowledging family member's/teacher's support
    2.4 Accepting responsibility
    2.5 Welcoming comments and suggestions from the readers

Munday has adopted the following pattern of acknowledgement text writing;

1. Introductory move
    1.1 Citing parent texts or events
2. Main Move
    2.1 Acknowledging individual contributions
    2.2 Acknowledging family member's/teacher's support
    2.3 Accepting responsibility

Thus, Jeremy Munday has missed important steps from the both moves while writing his acknowledgement text such as *'acknowledging the concerned people'* from introductory move whereas *'acknowledging institutional support'* and *'welcoming comments and suggestions from the readers'* from the main move. Both the introductory and the main move vary in elaborateness. The introductory move forms the minimum part being 18.18% while the main move constitutes the maximum part being 81.82% of the whole text.

Frequency of the Steps in the Moves:

In Munday's acknowledgement text the frequency of the steps varies from step to step. The percentage of the frequency of the first step in the introductory move is 18.18% while, percentage of the frequency of the second step is 0% whereas the percentage of the frequencies of first, second, third, fourth and fifth step in the main move is 0, 63.64, 9.09, 9.09 and 0 respectively.

In the introductory move, the frequency percentage of the first step is the highest and the frequency percentage of the second step is the lowest being 18.18% and 0% respectively. On the other hand, in the main move the frequency percentage of the second step is highest being 63.64% and the frequency percentage of the first and fifth steps is lowest being 0% each. The frequency percentages of the steps 1 & 5 and steps 3 & 4 are same being 0 and 9.09% for each respectively.

Step No.	1	2	3	4	5

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Step No.	1	2
Frequency	2	0
Percentage	18.18	0

Frequency	0	7	1	1	0
Percentage	0	63.64	9.09	9.09	0

Table 2: Frequencies in introductory move

Table 3: Frequencies in the main move

Observing the results of the comparison presented in above tables, it can be said that;

1) Main move constitutes the maximum part whereas the introductory move constitutes the minimum part in the acknowledgement text written by Munday.
2) In the introductory move Munday has not acknowledged the concerned people and in the main move he has missed acknowledging institutional support and welcoming comments and suggestions from the readers.
3) Munday has not observed the proper pattern while writing his acknowledgement text.

Arbitrary positioning of moves and steps

The analysis of Munday's acknowledgement text shows that there exist no hard and fast rules for the positioning of different steps of acknowledgement texts. Any step from any move can occupy any position in the acknowledgement text.

Conclusion

Keeping above results in view, it can be said that;

1) No particular style or pattern, except a conventional pattern comprising an introductory and a main move with further sub step categories, exists for the acknowledgement texts.
2) Different writers follow different style and pattern while writing acknowledgement texts.
3) Mostly, the writers follow the conventional introductory and main move pattern. So far as the sub step categories' pattern is concerned, different writers violate this pattern by missing/avoiding or positioning the sub steps arbitrarily.
4) Most of the Spanish writers like Munday do not feel hesitation in using the word 'debt' in their acknowledgement texts as compared to English and Italian authors who avoid the use of the said word just for the sake of their pride on the grounds of national sensitivity to the monetary metaphor. Giannani (2002).
5) Like English and Italian authors Spanish writers too make frequent and excessive use of the personal pronoun 'I' while writing their acknowledgement texts. This shows how much they feel obliged to their aiders.
6) Spanish authors, unlike English and Italian authors, accept their responsibility for the errors and omissions in their acknowledgement texts. English and Italian writers consider errors and mistakes as the product of an unconscious and unsystematic process as they think it against their national pride to accept the responsibility for the errors/mistakes which, in their view, are unconscious and unsystematic. The same is not true with the Spanish authors. They accept due responsibility for the errors and omissions in their works.

Now it can be concluded that the style of the acknowledgement texts varies particularly form culture to culture as observed by Hyland & Tse (2004) and Giannoni (2002) and author to author in general (as has been observed from Munday's acknowledgement text). It can also be said that the acknowledgement texts differ from one another in elaborateness, design and style. The reason behind this can be that the authors do not observe any rules or specific pattern while writing acknowledgement texts for their works.

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Since acknowledgement is an important part of all types of written works, it should be written in a patterned manner. For this purpose, it is essential and needful that there should be a proper pattern and style to follow.

Pedagogical Implications

This research can prove useful for providing empirical basis for designing materials for writing of patterned acknowledgement texts and teaching about them to the researchers who need to write acknowledgements for publications.

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Appendix 1

Acknowledgements

I would like to thank the following copyright holders for giving permission to reproduce the following: Figure 1.1, reproduced from G. Toury, Descriptive Translation Studies- And Beyond, copyright 1995, Amsterdam and Philadelphia, PA: John Benjamins. Figure 3.1, reproduced from E. Nida and C. R. Taber, The Theory and Practice of Translation, copyright 1969, Leiden: E. J. Brill. Figure 5.1, reproduced from A. Chesterman (ed.), Readings in Translation Theory, copyright 1989, Helsinki: Finn Lectura; based on a handout prepared by Roland Freihoff; permission kindly granted by the author. Figure 5.2, reproduced from M. Snell-Hornby, Translation Studies: An Integrated Approach, copyright 1995, Amsterdam and Philadelphia, PA: John Benjamins. Figure 6.2, reproduced from J. House, Translation Quality Assessment: A Model Revisited, copyright 1997, Tubingen: Gunter Narr. Table 5.1, translated and adapted from K. Reiss Moglichkeiten und Grenzen der Ubersetzungskritik; the original is copyright of K. Reiss.

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Finally, but most of all, my thanks to Christina, whose love and help meant so much to me, and to Nuria and Marina, who have added so much to my life.

Jeremy Munday
London, November 2007

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Pillars of Imam Sadiq (a.s)'s school of education

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Abstract

one of the most prominent periods in the history of Islam can be the period of Imam Sadiq's Imamate which have had a tremendous impact on its scientific life and spiritual survival.

The author's aim of introducing pillars of Imam Sadiq's school of thought is to prove the existence of such a school of thought and at the same time examining the pedagogical principles of his teachings.

Keywords: Imam Sadiq, school, pedagogical, pillar.

Introduction

human being, from the beginning of the creation have had a need for learning and instruction and consequently a need for instructors. God, who has been the creator of all universe and beings, by considering these features of human, has assisted him in the supply of his needs by providing outer guide (prophets and Imams) and inside guide (reason). The existence of such a strong support from the lord has been being a strong hope for moving forward to the perfection of a man. Teaching methods of prophets and Imams as one of the two Leaders of human, have played a decisive role in the speed and direction of his evolutionary journey, studying the structure of education and training of Imam Sadiq (a.s) as one of the Shiite Imams, who has had a good upportunity to train lots of students can be the best indicator of divine school in education and instruction. So understanding the pillars of such a school provides us with a careful understanding of the divine backing of the people in their needs.

Why the pedagogical school?

An investigation of the pedagogical school of Imam Sadiq has never meant to forget other aspects of his or other Imams existence, of course the comprehensiveness of his leadership period has persuaded us to look at the Prophet's life from this side. Because from this aspect, there is dignity in Imam Sadiq's school, if you consider cultural issue in his Imamate period, you will notice the pedagogical aspect in it. If you consider economical issue, again you will see pedagogical aspects in it, also it is the same in regard to social issues and any other aspects in the history of his Imamate period. This of course, is not a denial of the other Imam's instructions and performance but as mentioned earlier, only because of specific circumstances in their Imamate period we are analyzing it with this approach. So, since education is the main characteristic of his school of thought and shows the specificity of his school of thought other than other schools, before we go to the subject, what is needed to talk about is our aim of this school because examination of its pillars primarily requires a proof of existence. The word "school" has different definitions in Persian literature, the school is defined as, reading, school, philosophical, artistic or literature theory, according to this definition the basis for proving the existence is evident from the perception of the concept. Technically there are various definitions for it and all of these definitions share a common aspect. Shahid Motahari in his Islamic worldview book explains the school term" school is a general theory and a comprehensive and coherent plan whose main goal is the perfection and welfare of mankind where the main lines and methods, necessities and unnecessities, the good and bad, goals and means and the source of inspiration of all duties and responsibilities are explained there. When we say" Imam Sadiq's (a.s) educational school, it's being educational is an explanatory adverb (Introduction to Islamic world) which means that, he wants to explain the type of school and the true Imam is also a

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possessive adverb which means that the school has been used as a symbol of imamate because during the period under discussion he was imam and the responsibility was on him and no one has the right to seize it. Therefore, we refer to Imam's educational school as a comprehensive plan which educates people and gives them awareness of their needs and abilities in order to use them in their direction of perfection. Hence the assignment of this school to him is only because of attributes that the Imams leadership has had, otherwise monopoly of ownership of it is unique to God and Imam as an appointed leader by the Lord has been merely responsible for prompting it.

Imam Sadiq's (a.s) educational school, an undeniable fact: with a little attention to the life of Imam Ja'far al-Sadiq, not only the existence of such school does not need to prove but also it is impossible to deny it. Because by noticing the educational examples in his Imamate period the existence of a systematic coherence among these examples will be evident and this implies the existence of the principles and pillars on which Imam's practical approaches are based. Therefore, the examination of the pillars of the Imam's school of though is not only for us to know it but also to those followers who believe in this pillars, it is a good evidence for each historical system to be a school of thought. Therefore, the study of the pillars discussed with reference to the examples is merely an intellectual constraint, so there are likely to be more examples than those mentioned in the pillars.

Freedom of speech:

One of the most prominent instructions of Imam was freedom of speech. The existence of various thoughts in his era, letting the opponents who had fundamental disagreement with him to talk freely, encouraging the companions and close friends to open a question and answer meeting with opponents is the best reason for the existence principle of freedom of speech in his educational school. Imam considers educational effect of that freedom of speech to the extent that individuals like Zarah whose family was originally from "Rome" and his father was one of the inhabitants of Rome and his grandfather Selensen was a Christian leader(Amli, Mohsen Amin, Ayana al-shi'a , vol. 7,p.46). Al-Tha'rah, Beirut, 1406AD), and Ihsan ibn hakam, who originally belonged to the followers of Jhem-i-i-Safwan al-amanAl-Sadiq (a.s) and Al-Madaab al-Arba'ah, vol. 3, p. 80 81 with participation in such meetings and acquaintances) because of his wisdom in dealing with the opposition and the awareness of Imam's knowledge, became interested in this religion and school, became the most prominent proponents of it.

2. The second pillar of the educational system of Imam Sadiq was his comprehensiveness in teaching. In other words, his educational network is not unique to a particular science, not only it considers all the scientific aspects of teaching existing in his era and of course paying attention to a scientific branch did not prevent him from teaching other sciences to his students, hence his educational system is based on three parts of the philosophy of education, jurisprudence and moral education. They are (Ekhtiar ma'rafate al-rejal; Icham bin Salem's narrative on the demand for a Sami man's debate from Imam, pp. 278-275(and this is other than the teachings of Imam in other sciences, as well as medicine, astronomy, and chemistry (thinker brain of shi'a world, translation of Zabih Allah Mansouri)

3. Strengthening the educational mentality (spirit): Another element of Imam Sadiq's educational school is strengthening of the educational spirit. Thus, students are ordered to work hard on education and avoid of laziness.

A practical approach can be interpreted in this regard. Therefore Imam (a.s) considers training and education obligatory and claims that" get up and demand knowledge and science even if you are drowning in the vortexes and your lives are in danger. (Bhar277\78)

4. Applicability of the teaching and pragmatism in teaching:

One of the concerns of educational system is survival and maintenance of information among students and its usefulness in lives of humankind. But in the view of Alahyun, who see everything from the perspective of approaching God and they see human perfection in moving forward to glory, they do not

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limit the usefulness of the sciences in worldly affairs, hence the concept of pragmatism in Imam's educational school is different from its point of view in pragmatism because as will be discussed below, his teachings are based on value-centering. Because of this Imam has been insisted on writing the instructions in order to put knowledge into account. As he says: "write, because you cannot preserve without writing".

(Mizan Alhakma\q11) because we do not save things unless we want to use them in future. And also he says:" all sciences are useless unless you put them in practice"(Majlisi, Mohammad Baqir, Biar al-anvar, Beirut). Therefore the applicability of the instructions along with pragmatism in teaching with the same meaning which was explained earlier, are inseparable pillars in Imam Sadiq's educational school.

5. Positioning in teaching:

The other pillar of Imam's educational school is positioning in teaching. In other words as long as he had not the opportunity to teach and give instruction, Imam did not teach anything. Hence, he always considered the existence of suitable condition in teaching for the purpose of obtaining materials. For example we can consider the subject of Basari and his repeated requests to Imam for the purpose of conveying the materials to him, while Imam, as long as he did not see the thirst for knowledge, repeatedly rejected his requests, (the hadith of the onvane basari: bahar al anvar, vol1,p.224) of course, this position in teaching is not limited to individual student conditions but environmental conditions has also always been considered. In this context, the words of Imam during taqiyyah can be reffered to because not only he was obliged to follow taqiyyah but also his students and attendants had to follow it too. Also in advocating the pure sciences and culture of Islam, they recommended taqiyyah, refer to Maalli bin khanis narration. It can be a good indication of the truth of our claim (wisal al-shi'a, book Amr be marof book, chapter31,)

6. Theorizing, innovation escape, and the fight against intellectual deviations: The era of Imam sadiq (a.s) which was a newer era coincided with a series of social changes made because of Islamic conquests. Shahid motahari in this regard says: "In that era Imam was facing a new front than the past, in addition to political events, a series of social factors and complexities, mental and spiritual problems were founded. Time requirements in era of Imam sadiq who lived in the first half of the second century was different from that of sayyed al Shohada's era who lived in first half of the first century, in the first half of the first century inside Islamic countries there was only one side (front) for men who wanted to serve Islam which was fighting against the corrupted caliphate. But later on, gradually there were various events (fronts) for various reasons. Huge cultural and scientific events appeared among Muslims and different religions were added to the principles and branches of the main religion.

It was at this time that Imam (A.S) in his practical approaches while fighting against Deviant ideologies, such as Sofia, zonadeqa and some others (Qomi, Safinat Al-Bahar , p. 57, p. 57)
Ehtejaj, Tabarsy, vol. 2, p. 75) established the basic foundations of pure divine thought, in fact Imam's and his students' strong and reasonable answers to dependent thought and materialists of their era can be considered as initial theorizing of Imam's religion of which the scholars have been taking advantage and in fact it has been a source of knowledge for them.

Thus, theorizing, heroism, and the fight against intellectual deviations can be another element. So theorizing, escape from innovation, and fighting against deviant thoughts can be considered as other pillars of Imam Sadiq's educational school.

7. Value centering:

By the influence of different cultures' views and other civilizations on Islamic societies and the emergence of social-individual struggles and also emergence of non-Muslim communities' belief signs in Islamic culture, Imam Sadiq (a.s), which was responsible for bringing the community towards the values of God, according to his imamate duties, tried to promote these values. His efforts in this area continued to work after his immaculate fathers and actually they can be considered the first inseparable loops of value and

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knowledge. Even though this connection and relation is not limited to learning science, also it covers the promotion of Theoretical and practical morality without any regard to those strict scientific terms. For example we can refer to his collection of ethical Hadiths used in this field.

8. Systematic Student training and talent discovery:

Another pillar of the Imam Sadiq's educational School can be systematic student training and talent discovery. Separating students to different educational groups based on their specific tastes and initiatives, referral of questioners to the expert groups (Icham ibn Sayyam's narrative on Shami man's request of Imam for a discussion
; P. 278-275, (recognition of the students' scientific identity (Safai, Ihsam ibn Hakam,
P. 14; Rijal Najashi, 433) all are affirmative of considering such a pillar in the educational school of Imam Sadiq(a.s)

9. Forethought and foresight: Forethought and foresight about identity of individuals was one of the things that Imam Sadiq always considered in his instructions and trainings therefore, in a convincing advice he says to the Shi'ites, "Before the marsh will overtake you and stray your children, overtake them and teach your children the right direction (Feyz Kashani, Mollassen,
Wafi, Isfahan, 1324 AH). Therefore, Forethoght and foresight can be considered as the ninth
pillar of his educational school.

10. Considering the general interests of the Islamic world:

Ultimately, what he noticed very much in his instructions was to consider the interests of the world of Islam In such a way that it can be regarded as a pillar in Imam Sadiq's educational School (a.s) the clarity of this claim is so obvious and frustrating that we do not need to reffer to specific historical examples, references to hadiths and documents shows Imam's consideration of the Islamic society and upholding this pillar by him.

Conclusion:

Therefore, not only the existence of the Imam Sadiq's instructional School is indisputable, but also its purposefulness and structural cohesion of it make it to be distinguished and more eminent than other schools.

Resources:

1-Metaphor, Morteza, an Introduction to the Islamic World.

2 -Adamly, Mohsen Amin, Ayane-al-Shi'a, Dar al-Ta'raf, Beirut, 1406 AH.

3. Alamam al-Sadiq and Almādah al-Arba'ah.

4) Mohammad ibn Hassan, the authority of al-Rijal.

5. Master Thought Shiite World, Translation Zabih Allah Mansouri.

6-Mohammadi Ray Shahri, Mohammad, Al-Hakma.

7th grade, Mohammad Baqir, Biar al-Anwar.

8-Hashar al-Amali.

9th, Morteza, Twenty Speeches.

10th-grade, Abbas, Safineh Al-Bahar

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