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Table of Contents

Methodological Basis And Concept Of Experimental Study In Economics
Tatiana V. Folomeeva[1*], Elena A. Duvanova[2], Elena V. Bakalskaya[3], Irina I. Igaykina[4], Yulia A. Shukshina[5]

Innovation Characteristics Creating Hurdles in Acceptance of Technology
Mazhar Abbas[1], Salman Shabbir[2] ,Muhammad Shahid Nawaz[3], Jamil Ahmad[4] , Muhammad Ahraf[5]

Critical Discourse Analyses: Evaluation of Educative Role of Political Speeches in Processions
Dur-e-Shahwar[1], Nazia Suleman[2], Muhammad Salman Shabbir[3], Mazhar Abbas[4]

New Country's Political Discourse: Formation Of Speech Technologies

Tatyana Yu. Tameryan[1], Marina R. Zheltukhina[2]*, Gennady G. Slyshkin[3], Alevtina V. Shevchenko[4], Veronica V. Katermina[5], Yelena V. Sausheva[6]

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Abstract

In this article we investigate the characteristic features of political communication in the Republic of South Ossetia. Strategies and tactics for carrying on a political discourse will be examined with the material of press conferences and interviews of south Ossetian politicians, and the methods of their verbalization are considered. Investigation in this area is carried out for the first time, as the discursive analysis and systemic account of south Ossetian political communication is one of the most important and problematic issues within South Ossetian linguistics. In the present article speech strategies and tactics of key political leaders, in particular, the President and the speaker of the parliament of the Republic of South Ossetia and methods of their language realization are dealt with. The basic purpose of the investigation is the disclosure of peculiarities of functioning of political communication in the Republic of South Ossetia. The main method of investigation is discursive-cognitive analysis. Tactic-strategic store of the President and the speaker of the parliament serve for realizing the discourse of power and nation. Unity of the political course of the leaders of the country is manifested by use of dominating strategies-unity, openness/transparency and feedback. Role self-presentation of the representatives of the two branches of the government is sustained in the framework of Ossetic cultural tradition, in accordance with which the President of the Republic of South Ossetia is "the senior" and the speaker is "the junior".

Keywords: political communication, political discourse, South Ossetia politicians, speech strategies, speech tactics.

Introduction

The appearance of new nation-states on the map of the world, some of which are only starting to gain experience of political dialogue within the country and trying to get integrated into the global context stipulates significance of studying the political communication in the framework of modern linguistics. The Republic of South Ossetia is a young state, which is being formed and is developing in close collaboration with the Russian Federation, and with its support. After the declaration of South Ossetian Independence in 1990, providing for the progress of the country, a model of a political system with support of the Russian Federation was worked out. A one-house parliament was formed that same year. The first staff of the legislators (64 deputies) – then called the Supreme Soviet of South Ossetia – was formed after the nation-wide elections on December 9, 1990. The active representatives of the

organization Adamon Nykhas (People's Assembly) made up its main body. The first Chairman was Torez Kulumbegov, the first Deputy Chairman was Alan Chochiev. The Institute of President was formed in accordance with global laws of political consciousness. Establishment of the post of President was preceded by a serious internal political crisis, being the menace of civil war. On November 27, 1996, inauguration of the first President of the Republic of South Ossetia Ludvig Alekseevich Chibirov took place. The model of State organization used was largely based on the one used by the Russian Federation. The goal of the article is to analyze the new South Ossetian political discourse, speech strategies and tactics in the political sphere of new country.

Literature Review

Coming into being of the new political system, change of social and political situation inside the country, its ideology and tendency of its development, serving as the factor of striking root of state identity, reflect appearance of political leaders, who are working out technologies of communication.

Political communication and its various aspects have always been the subject of much debate and intensive study in diverse disciplines including linguistics, pragmatics, sociology, anthropology and others (Wilson, 1990; van Dijk, 1997; Obeng, 1997; Beard, 2000; Shevchenko, 2003; Chilton, 2004; Slyshkin, 2007; Katermina, 2015; Bobyreva et al., 2017; Ponomarenko et al., 2017; Sausheva, 2017; Zyubina et al., 2017; Yumatov et al., 2017; Gulinov et al., 2018; Zheltukhina et al., 2018; Tastan et al., 2018; Rudenko et al., 2018). Interaction is an important part of making politics. According to T. van Dijk (1997), the public sphere of politics is accomplished in the form of speech, which ranges from controversy and revelations to proclamation and declaration.

Public speeches of two political leaders of the country – L.Kh. Tibilov and A. I. Bibilov realize the ethnic specificity of communication of the government with the people. Oral forms of South Ossetian political communication reflect general tendencies to the growing role of close-contact communication of the government and the citizens of the country, which confirms great significance of its examination. South Ossetian political discourse is presented as an institutional communicative act carried out in the framework of Russian-Ossetic bilingualism in the stage of coming into being.

We take into account the thesis that political discourse is the sum total of all acts of communication used in political discussions as well as the rules of public politics, backed by and joined with traditions, and proven effective by experience. What is clear is that political activity does not exist without the use of language. It is true, as noted earlier, that other behaviours are involved and, in particular, physical coercion. However, the doing of politics is predominantly constituted in language. Conversely, it is also arguably the case that the need for language (or for the cultural elaboration of the language instinct) arose from socialization of humans involving the formation of coalitions, the signaling of group boundaries, and all that these developments imply, including the emergence of what is called reciprocal altruism. This is not of course to say that language arises *exclusively* out of these motives or functions.

Contemporary anthropocentric paradigm displayed in study of the influence of the language upon behavior and mentality of an individual, interrelation between language and society, are characterized by accentuating the human factor in the language.

The present investigation is carried out within the framework of cognitive-discursive approach. Discursive analysis deals with detection and account of specificity of realization of communicative reciprocity of the language based upon contextual milieu, which influences the choice of linguistic means. Cognitive approach enables us to recognize clearly relations between process of mental activity, speech origination, cognitive basis, communicative intentions, pragmatic goals and value orientations with verbal realization of the message in the context of linguistic, ethno-cultural, and institutional competence of the author. Moreover, cognitive linguistics develops perspectives of constructing cognitive models,

schemes and frames, which structure communication, in particular, account of personal lingual manifestations of the country leaders as of the representatives of the political institutions.

Problem of political discourse is based on theoretical theses of a general theory of discourse, worked out both by foreign and Russian linguists.

Denotation "political communication" discloses a range of problems associated with political problems and is correlated with communication, the subjects of which are politicians or political journalists, or, in a broader sense, deals with political problems, analyzed from the point of view of the subjects of politics, the latter considered the authors of political texts.

The decision to analyze the public speeches of the President and the speaker of the parliament of the Republic of South Ossetia was predetermined by increasing significance of oral public communication of the leaders of the two branches of government, whose referent linguistic personalities have had a major impact on the formation of South Ossetian political discourse.

The material for the article was withdrawn from Russian scripts representing genres of press conference and interview: on-line press conference of the President in the TV programme "Good evening, Ossetia", and speeches of the speaker in the weekly "Parliament digest". Which permit one to analyze the genre variety of the semi-institutional communication of the government with the population, and to describe the pragmatic approach of South Ossetian political leaders and the specific vocabulary for realizing it.

Political interview is an inquisitive interactional media genre, which involves active and passive agents. Two social institutes of power represent active agents: that of media and that of politics – a journalist and a politician, while the passive ones represent the target audience of thousands of potential viewers. The structural roles of active agents in the political interview vary. A. Fetzer (2007) identifies the two main interactional frames. In the first one, the relationship between the active agents – journalist and politician – is an asymmetrical one. The institutional power to organize the discourse is held by a journalist, who performs a moderating function of announcing the interactive subject, setting the outlines of the discussion area. The interviewee in turn has a genre-specific constraint to answer them. In the second interactional frame, the relationship between the speakers become symmetrical and even as they both orient themselves towards the distant recipients – the target audience (Fetzer, 2007).

On-line dialogues unlike formal rhetoric, disclose dominating, system forming strategies and tactics of producers of political discourse. Problems of theory of discourse dealing with political strategies and tactics are being studied by a whole number of such researchers as J. R. Searle (1985); D. Boden, D. Zimmerman (1991); G. Buttom (1991); A. Fetzer (2007); P. Chilton (2004); M. Pecheux (1999) and others.

Results and Discussion

The study revealed the main speech strategies and tactics of the President of South Ossetia L.Tibilov and the speaker of the parliament A. Bibilov, which are described below.

The specific discourse characteristics of communication of the authorities in South Ossetia are principles of openness and feedback, formed on the ethnic traditions of communality and collegiality. These proved to be the most effective as dominant strategies (Tameryan, 2015a,b).

 Concept blocks *«people – government»* and *«president – speaker»* form a zone of political discourse, conditioning basic vectors of south ossetian communication. Unity of policy of the President of RSO L Kh. Tibilov and the speaker of the parliament A. I. Bibilov, their synchronous cooperation is manifested via strategy of ***demonstration of unity of the two branches*** of the government, the latter called forth by the necessity of consolidation and preservation of this new state.

In the below mentioned example, the speaker, when asked about his political perspectives says:

*На все воля божья <…>. Но сказать, что я не думаю об этом, – это обмануть. Хотя решения двигаться в этом направлении я еще не принял. В любом случае, **мы вместе с президентом** будем думать, что делать дальше. И я уверен, что решение будет найдено нужное и правильное* (Fridrikhson, 2015).

*Na vse volya bozh'ya <…>. No skazat', chto ya ne dumayu ob ehtom, – ehto obmanut'. Hotya resheniya dvigat'sya v ehtom napravlenii ya eshche ne prinyal. V lyubom sluchae, **my vmeste s prezidentom** budem dumat', chto delat' dal'she. I ya uveren, chto reshenie budet najdeno nuzhnoe i pravil'noe* (Fridrikhson, 2015).

*For all God's will <…> It would be a lie to state that I don't think about it. Anyway, I have not made up my mind to move in that direction yet. **The President and I** shall together decide what to do next. And I am confident that the solution will be proper and sound.*

Political discourse as a reflection of social- political life of the country reveals all the universal national-specific cultural values and inner aspirations of the people. As for the pragmatic constituent of the linguistic realization, substantiation of strategic-tactical means, they are indicative of individual preferences of the linguistic personality and state his emotionally evaluative manifestations, being «variable» parameters of the communication. So, identifying himself with the aspirations of the citizens of the country concerning the foreign policy of the President, the speaker shows a note of personal approval with the help of the idiom « *with every fiber of my soul*», i.e. totally:

*Позиция президента республики, заявленная им же самим, такова: если при его президентстве Южная Осетия войдет в состав РФ, он будет считать, что свою миссию выполнил. Я с этим полностью согласен, и **всеми фибрами души поддерживаю внешнеполитическое направление** деятельности президента* (Fridrikhson, 2015).

*Poziciya prezidenta respubliki, zayavlennaya im zhe samim, takova: esli pri ego prezidentstve YUzhnaya Osetiya vojdet v sostav RF, on budet schitat', chto svoyu missiyu vypolnil. YA s ehtim polnost'yu soglasen, i **vsemi fibrami dushi podderzhivayu vneshnepoliticheskoe napravlenie** deyatel'nosti prezidenta* (Fridrikhson, 2015).

*If South Ossetia gets integrated in the Russian Federation while he is a President, he will consider his mission fulfilled. I am all for it and I support the President's **foreign policy with every fiber of my soul**.*

South Ossetian political communication is developing in conformity to institutional discourse. It tends to semi-formal patterns, presupposing people-authorities dialogue and rejection of rituals. The genres under study imply responsiveness of the subjects of political communication, personal response of the members of the government not only to the global problems of the country, but also to everyday matters of its citizens.

The national specificity of political technologies of the President and the speaker of the RSO is application of the close- contact social communication, which is the most effective technology in the ethnic environment of the citizens of Transcaucasia, explicated by a ***strategy of the openness of the authorities***. Interactive genres of intercourse, performed in the open regime, are characterized by personality of the representative of the government and by intensity of his ideological position, by necessary availability of a direct and/or indirect addressee.

Meeting with people L. Kh. Tibilov sets the form and register of communication at once:

*Сегодня мы выбрали такую форму общения. Надеюсь, что у нас получится **прямой, открытый и откровенный разговор**. Я постараюсь **самым честным образом** ответить на все вопросы. **У меня нет секретов** от своего народа, и ничего скрывать я не собираюсь. Прошу задавать **всевозможные вопросы**. От того, насколько **искренними и честными** они будут, какими будут ответы на них, будет создаваться впечатление вокруг руководства республики, народа и государства* (Tibilov, 2014).

*Segodnya my vybrali takuyu formu obshcheniya. Nadeyus', chto u nas poluchitsya **pryamoj, otkrytyj i otkrovennyj razgovor**. YA postarayus' **samym chestnym obrazom** otvetit' na vse voprosy. **U menya net sekretov** ot svoego naroda, i nichego skryvat' ya ne sobirayus'. Proshu zadavat' **vsevozmozhnye voprosy**. Ot*

*togo, naskol'ko **iskrennimi i chestnymi** oni budut, kakimi budut otvety na nih, budet sozdavat'sya vpechatlenie vokrug rukovodstva respubliki, naroda i gosudarstva* (Tibilov, 2014).

*Today we have agreed on this kind of intercourse. I hope we shall have an **open, direct** and **frank** conversation. I shall do my best to answer all your questions **as sincerely as possible**. **I have no secrets** from my people and I am not going to conceal anything. I beg you to ask **all possible questions**. Their **frankness** and **candidness**, the way they will be answered make for the image of the government, the people and the state.*

Semantic repetitions, forming a synonymic row «*direct, open, frank, candid, open no secrets*» serve as a tactic, fulfilling a suggestive function and implicitly displaying to the addressee the basic principle of the political activities of the President – openness and honesty.

Actualization of the strategy of openness is accomplished with a statement of the President, showing his willingness to answer ***all possible questions.***

Resorting to a tactic of semantic repetition A. I. Bibilov demonstrates the openness of the government with the people:

*Я всегда пытаюсь **говорить открыто**, **чтобы никогда не было** какой-то **двусмысленности в** моих словах* (Bibilov, 2015).

*YA vsegda pytayus' **govorit' otkryto**, **chtoby nikogda ne bylo** kakoj-to **dvusmyslennosti** v moih slovah* (Bibilov, 2015).

*I always try **to speak frankly**, **to avoid any kind of ambiguity** in my speech.*

Tactical orientation of the President serves as the way of his self-presentation as *the senior* «*osset. khistær*», the stronghold of the republic, that he holds every citizen of his small country in great regard.

The President addresses his assistant – T. A. Kodoev, the head of the Central directorate of the Administration of the President, instructing him to find out in what conditions an applicant, resident of Sarabuk village, lives:

Таймураз Черменович**, посмотрите, в каких условиях живет **Фатима Кумаритова** и завтра же доложите. А по поводу **техники**, которую она просит, мы, **конечно же, поможем (Tibilov, 2014).

Tajmuraz CHermenovich**, posmotrite, v kakih usloviyah zhivet **Fatima Kumaritova** i zavtra zhe dolozhite. A po povodu **tekhniki**, kotoruyu ona prosit, my, **konechno zhe, pomozhem (Tibilov, 2014).

***Taimuraz Chermenovich**, find out, in what conditions **Fatima Kumaritova** lives and inform me no later than tomorrow. As for **the technical equipment**, we **shall certainly help** her.*

The tone of responsibility from government for every citizen of the country correlates with the tactic of personal addressing the citizens by name and detailed awareness of L. Kh. Tibilov, form an effect of safety and security, destroying the stereotype of the government failing to fulfill duties and promises.

A woman addressing the President in written form does not expect a positive answer and ends her message up with the following words:

Пишу без надежды... (Tibilov, 2014).

Pishu bez nadezhdy... (Tibilov, 2014).

Writing without hope...

L. Kh. Tibilov answers her:

***Ну почему же без надежды? Ваша проблема** с приобретением шланга для воды **будет решена**. Мы переговорим с Главой Администрации Цхинвальского района Аланом Солтановичем Плиевым и предоставим Вам его. По поводу рекомендаций оставить село я, **конечно же, разберусь**. Таймураз Черменович, **зафиксируйте**, пожалуйста, поручение* (Tibilov, 2014).

***Nu pochemu zhe bez nadezhdy? Vasha problema** s priobreteniem shlanga dlya vody **budet reshena.** My peregovorim s Glavoj Administracii Ckhinval'skogo rajona Alanom Soltanovichem Plievym i predostavim Vam ego. Po povodu rekomendacij ostavit' selo ya, **konechno zhe, razberus'.** Tajmuraz CHermenovich**, zafiksirujte**, pozhalujsta, poruchenie* (Tibilov, 2014).

Why without hope? Your problem of water hose will be settled. We are going to discuss it with the head of Tskhinval region administration Alan Soltanovich Pliev… Concerning recommendations to leave the village, I shall certainly see to it. Taimuraz Chermenovich, report the errand, please.

By his rhetorical question, the President expresses inadmissibility of the fact that aspirations of any resident of the republic might be unheard, as the President takes personal control of national as well as citizens' everyday problems.

The speaker A.I. Bibilov, getting in contact with the audience, realizes the strategy of feedback, ensuing the strategy of openness:

*У меня, как у Председателя Парламента, **каждый** день приемный, наших граждан мы принимаем всегда, тем более, что многие приезжают из отдаленных сел. **Мы открыты для общения,** и я не сомневаюсь, что каждый депутат предметно работает со своим избирателем. **То, что мы можем сделать совместными усилиями, мы сделаем**, и все в этом убедятся в ближайшее время* (Bibilov, 2015).

U menya, kak u Predsedatelya Parlamenta, **kazhdyj** den' priemnyj, nashih grazhdan my prinimaem vsegda, tem bolee, chto mnogie priezzhayut iz otdalennyh sel. **My otkryty dlya obshcheniya,** i ya ne somnevayus', chto kazhdyj deputat predmetno rabotaet so svoim izbiratelem. **To, chto my mozhem sdelat' sovmestnymi usiliyami, my sdelaem,** i vse v ehtom ubedyatsya v blizhajshee vremya (Bibilov, 2015)

Every day *of my office as the speaker of the parliament **is a reception day, we** receive our citizens all the time, all the more because many of them come from remote villages. **We are open for communication** and I do not doubt that every deputy deals with his electors substantively. **Everything we are able to do with united efforts,** we shall do, and everybody will see it in the nearest future.*

The strategy of feedback is realized in the statement of the President, when he expresses satisfaction with meeting the citizens of his country:

*Я получил **такое удовлетворение** от этой встречи, что **мне захотелось еще больше сделать** для них, **активнее поработать** во имя того, чтобы будущее у Южной Осетии было прекрасным. И оно будет прекрасным, **ведь мы будем создавать для этого все условия*** (Tibilov, 2014).

*YA poluchil **takoe udovletvorenie** ot ehtoj vstrechi, chto **mne zahotelos' eshche bol'she sdelat'** dlya nih, **aktivnee porabotat'** vo imya togo, chtoby budushchee u YUzhnoj Osetii bylo prekrasnym. I ono budet prekrasnym, **ved' my budem sozdavat' dlya ehtogo vse usloviya*** (Tibilov, 2014).

*I **feel so gratified** after this meeting that I **am willing to do even more** for them, **to work more actively** for the sake of wonderful future of South Ossetia.And its future will surely be wonderful, as **we shall do everything we should** to make sure it will.*

Unity of the political course of the leaders of the country is manifested by use of dominating strategies- unity, openness/transparency and feedback.

Conclusion

The conducted research confirms the theoretical and practical significance of the research as an actual direction in the discourse linguistics and political medialinguistics. Summing up the investigation held we form conclusions on which the political activities are based on traditions and forms of political speech. Language behavior of the leaders of RSO can be compared with the structure of Russian political discourse, in association with which it is developing.

The ethnic originality of south Ossetian political communication is characterized by absence of manipulative effect and is based on appeal to the people, and elaboration of mechanisms of intercourse in form of a dialogue as the result of rejection of opposition between the two branches of the government.

The distinctive characteristics of the discourse are the principles of openness and feedback, having proved to be the most effective as dominant strategies.

The strategic-tactical store of the President and the speaker of the parliament serves for realizing the discourse of government and people. Unity of the policy of the leaders of the country is manifested by use of dominant strategies – unity, openness and feedback. Role self-presentation of the representatives of the two branches of supreme power is sustained in the framework of Ossetic cultural tradition in accordance with which the status hierarchy presupposes responsibility and accountability of the government and absence of opposition «people-government».

Absence of distance between people and government stipulates to modality of confidence and ensures productiveness of the discourse of South Ossetian politicians – President L. Kh. Tibilov and speaker of the parliament A. I. Bibilov.

The role of self-presentation for the representatives of the two branches of government is sustained within the framework of Ossetic cultural tradition, in accordance with which the President of the Republic of South Ossetia is "the senior" and the speaker is "the junior".

This communicative problem of the discursive research of political speech in the new country is of particular interest to future researchers dealing with the above-considered problem.

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Literary Translation As Cognitive Overlap Between Foreign And Native Languages

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Abstract

The aim of this paper is to study the unique and universal features of the author's presentation of life and death based on the prose of late XIX – early XX centuries in the aspect of interaction between the Russian and English pictures of the world. We detail the results of lexicographical and etymological analysis, contextual, conceptual and cognitive review of translation strategies and techniques of Chekhov's fiction. A number of prose, drama and letters translations of Anton Chekhov by Constance Garnett Julius West and Gerard R. Ledger are examined for this purpose. By carrying out an analysis of these texts using a variety of methods we state that the effectiveness of translation is determined by the functionality of decoding. The personality of the interpreter acts as an intermediate link in the translation process, the competence and creative potential of whom provides interpretation of the author's ideas in the target language. Consequently, we validate hypotheses that the full convergence of ideas about life and death of the Russians and British facilitates the transfer of Chekhov's images into English to a large extend.

Keywords: translation, intercultural communication, Chekhov's prose, author's picture of the world, concepts life and death.

Introduction

The article deals with the comparative study of Anton Chekhov's works and fragments of his letters translated into English. The problem of the translation became the focus of philological research a century ago. The pivotal role of translation in the process of multicultural communication is undeniable, thus it is being constantly under study by Linguistics.

The mail idea of this paper is to investigate the unique and universal features of the author's presentation of *life* and *death* based on the prose of late XIX – early XX centuries in the aspect of interaction between the Russian and English pictures of the world.

Literature Review

In the aspect of translation, intercultural communication is being understood as the dialogue of texts, belonging to different cultures. Interaction of cultures and the texts as substitutes for cultures presupposes the existence of common elements and distinguishes discrepancies in the cognitive pictures of the world (see: Searle, 1985; Wilson, 1990; Boden & Zimmerman, 1991; Buttom, 1991; van Dijk, 1997;

Boeva-Omelechko, 2001; Slyshkin, 2007; Katermina, 2015; Tameryan, 2015a,b; Bobyreva et al., 2017; Zyubina et al., 2017; Volskaya et al., 2017; Gulinov et al., 2018; Knyzeva, 2018; Knyzeva & Popova, 2018; Ponomarenko et al., 2018; Tastan et al., 2018; Razumovskaya et al., 2018; Semenova et al., 2018). In addition, literary translation is interpreted as intercultural aesthetic communication also reflecting the interaction of the author and translator models of the world.

To convey Chekhov's ideas about *life* and *death* into the British culture is the most important goal of a translator that is why the representation of the given concepts are the pinpoints of the writer's fiction perception.

Description of A.P. Chekhov's works in the aspect of intercultural translation is based on a wide range of problems, connected with the given research (Freedman, 1988; Nankov, 2003; 2013; Purves, 2009; Garach, 2016; Lynch & Vogel, 2018).

We carry out the analysis of Chekhov's narrative applying methods and techniques in the context of the current translation principles. We demonstrate the ways the translators reveal the original text.

Results and Discussion

The study revealed that the effectiveness of translation is determined by the functionality of decoding. We discuss the results of lexicographical and etymological analysis, contextual, conceptual and cognitive review of translation strategies and techniques of Chekhov's fiction.

Any picture of the world is binary. We think of life and death, happiness and misfortune, past and future; we distinguish between right and left, close and distant. The left part of that opposition is always marked positively. The right component of the opposition is negative. (Dictionary of culture of the XX century, 1997: 143).

The two-component model of binary concepts consists of the invariant and variable parts. The invariant of a concept comprises common to a given culture meanings, fixed in the language.

Binary concepts *life* and *death* in Chekhov's narrative also constitute conceptual opposition.

Russian biological dictionary defines *life* as *the ability of an object to the replication of genetic information transfer* (Biological Dictionary Online, 1986). In the English biological dictionary *life* is treated as *the condition which distinguishes active organisms from inorganic matter* (Biology-Online Dictionary, 2018).

In the Russian language *death* is *a cessation of life* (Biological Dictionary Online, 1986). In the English language it is *the permanent termination of the biological functions that sustain a living organism* (Biology-Online Dictionary, 2018).

According to the philosophical point of view *life* in the Russian mentality is defined *a special qualitative state of the world, perhaps a necessary stage in the development of the universe. The specific phenomenon, a kind of absolute reality for the man and his consciousness* (Philosophical Dictionary, 1997: 236).

In Russian Orthodoxy *life* is *an interaction between body and spirit, the essence of which remains a mystery to mankind to the present time* (Brockhaus and Efron's Jewish Encyclopedia, 1913).

According to the English philosophy and Christian beliefs the conception of *life* and its nature varies. Both offer interpretations as to how life relates to existence and consciousness, and both touch on many related issues, including life stance, purpose, conception of a God or gods, a soul or an afterlife (Meta-Encyclopedia of Philosophy, 2018).

In Russian philosophy *death* is not regarded as the opposite to life. In some philosophical movements and religious believes life is considered as an integral part of the resurrection (Philosophical Dictionary, 1997: 362).

In English philosophy and Christianity *death* can not be viewed as the opposite of life. On the other hand, philosophy and religion consider death not as the opposite of birth, but as an integral part of the resurrection (Meta-Encyclopedia of Philosophy, 2018).

From the position of Orthodoxy *death* in Russian is: 1) opposite to the process of life, which destroys the interaction between spirit and body. The body is the mortal part of human being that dies, the spirit, on the contrary, as a permanent substance, which remains to live even after the death of the body, 2) it is a victory over the last enemy, because a person constantly meets with enemies in this life (Brockhaus and Efron's Jewish Encyclopedia, 1913).

In British culture, *death* is acknowledged as part of the current human condition, affected by sin. Although eternal life is a gift that is granted to all who accept salvation through Jesus Christ, faithful Christians await the second coming of Jesus for complete realization of their immortality. While waiting for Jesus to come again, Christians may be called upon to care for the dying and to face personally their own death (Religious Views on Death, 2018).

Data of etymological dictionaries indicate that the lexeme *zhizn'* «life» was formed by the suffix *-zn-*, indicating the Old Russian stative verb *zhiti* «to live» (Tsyganenko, 1989: 311).

In the XI century Old Russian word *zhizn'* «life» had two meanings: "life, recovery" and "property" (Fasmer, 1986: 52).

In the modern Russian language, the meaning "property" is preserved in such word as *belongings*. Old.-Russ. verb *zhiti* meant "to exist; to feed; to dwell (Chernykh, 1999: 304).

The lexeme *life* originated from Old English *life* (dative *lif*) "existence, lifetime, way of life, condition of being a living thing, opposite of death," from Proto-Germanic **libam* (cf. Old Norse *lif* "life, body," Dutch lijf "body," Old High German *lib* "life," German Leib "body"), properly "continuance, perseverance," from PIE **leip-* "to remain, persevere, continue; stick, adhere". Much of the modern range of meanings was present in Old English. Meaning "property which distinguishes living from non-living matter" is from 1560s. Sense of "vitality, energy" is from 1580s. Extended 1703 to "term of duration (of inanimate objects)" (Online Etymology Dictionary, 2018).

Data from etymological dictionaries demonstrate that the lexemes *death* in English and *zhizn'* «life» in Russian go back to the common Indo-European basis.

The lexeme *death* has the common root with the Russian verb *davit'* "to kill". The word *death* is positively connoted, since it is associated with the Indo-European prefix *su-* "good; its own; natural".

The word *smert'* «death» positively marked, since it is connected with the Indo-European prefix *su-* , "good; the good; its; natural" (Online Etymology Dictionary, 2018).

The synonymic row of representations of the concept *zhizn'* "life" is represented by the following nominators: *existence; being; accommodation; century; days; stomach; life process; living* (Dictionary of Synonyms of the Russian Language, 1970: 120).

The synonymic row of nominations of the concept *life* is represented by the following words: *animal animateness; body; breath; consciousness; continuance; creature; endurance; entity; essence; existence; flesh; growth; human; individual; organism; person* (Collins English Thesaurus in A-Z form., 1992).

The synonymic row of representations of the concept *smert'* "death" is represented by such nominators as: death; assumption; the end (of sbd's days); execution; coffin;; (fatal) outcome; grave; moraine (Dictionary of Synonyms of the Russian Language, 1970: 271).

The synonymic row of the words nominating field the concept *death* consists of the following nominators: *annihilation; bereavement; cessation; decease; demise; departure; destruction; dissolution; downfall; dying; end* (Collins English Thesaurus in A-Z form., 1992).

So, lexems *zhizn'* "life" and *life* do not originate from the same source, but they convey close semantic meanings: existence; being; time or period (from birth to death); motion.

The lexemes *smert'* "death" and *death* have the common Indo-European origin, as they go back to Gothic *taúrþr* "murder". Their common semantic features are*:*
cessation (of life); decay; death.

The most significant cognitive feature of the concept *life* in Chekhov's narration is conscious existence:
"*We live not in order to eat, but in order not to know what we feel like eating*";
"*Mankind has conceived history as a series of battles; hitherto it has considered fighting as the main thing in life*" (Chekhov, 2018).
Chekhov is indulgent to many human weaknesses, except meaningless existence and idleness:
"*The **all of the evil in life** comes from **idleness, boredom, and psychic emptiness**, but all of that is inevitable when you become accustomed to living at others' expense*" (« *My Life* »);
"*In order to live well and humanly one **must work** – work with love and with faith*" (Chekhov, 2018).
In Chekhov's works gender differences are not revealed, but quite the contrary, he tries to overcome them, affirming the equality of the sexes:
"*A woman ought to be trained so that she may be able**, like a man,** to recognise when she's wrong, or she always thinks she's in the right. Train her to **think logically, to generalise**, and do not assure her that her brain weighs less than a man's and that therefore she can be indifferent to the sciences, to the arts, to the tasks of culture in general <... >. We must **give up** our attitude to the **physiological** aspect, to pregnancy and childbirth, seeing that in the first place women don't have babies every month; secondly, not all women have babies; and, thirdly, a normal countrywoman works in the fields up to the day of her confinement and it does her no harm. Then there ought to be **absolute equality in everyday life**. If a man gives a lady his chair or picks up the handkerchief she has dropped, let her repay him in the same way*" (Chekhov, 1977, 107-132).
Reflections of A.P. Chekhov on the death of N.M. Przhevalsky about the people of heroism, about devotees that are needed, "like the sun" in modern society, "enormous educational significance of their activities" form the cognitive layer, reflecting ideas about *the role of the individual in life and in history* in the writer's idiolect:
"*One Przhevalsky or one Stanley **is worth a dozen polytechnics and a hundred good books**"* (Aldrich, 2007, 361);
"*I believe in **individual people**, I see salvation in **individual personalities** scattered here and there all over Russia--educated people or peasants--they have strength though they are few. No prophet is honoured in his own country, but the **individual personalities** of whom I am speaking play an unnoticed part in society, they are not domineering, but their work can be seen; anyway, science is advancing and advancing, social self-consciousness is growing, moral questions begin to take an uneasy character*" (Chekhov's Short Stories, 1883).
Comparative analysis of metaphoric and axiological layers of binary concepts *«life»* and *«death»* also help reveal a number of similarities and differences in their cognitive structure:
We identified the dominant metaphoric model of the concept *life* – "*life* is *nature*" in all its manifestations:
"*Autumn, yes, summer was over. There were fine, warm days, but it was fresh in the morning, shutters creaking on their rusty hinges, or from the flying cranes – and one's heart felt light, and one was eager for life;*
*A tree is beautiful, but what's more, it has a right to **life**; like water, the sun and the stars, it is essential. **Life** on earth is inconceivable without trees;*
*<…> the cold crimson sunset lay a narrow streak of light, he thought that truth and beauty which had guided **human life** there in the garden and in the yard of the high priest had continued without interruption to this day, and had evidently always been the chief thing in human life and in all earthly **life**"* (Chechov, 1886).
Life is represented by such cognitive metaphors, as *«life is a bowl / a cross»*:
"*He did not go to meet His sufferings with a smile, <…> but prayed in the Garden of Gethsemane that this **cup** might pass Him by;*
*One must know how **to bear one's cross**, and one must have faith. I believe, and so do not suffer so much*" (Chekhov's Short Stories, 1883).
Another frequent metaphor Chekhov's narrative is "*life is a flash of light*":

"*<…> when these feeble relics of **life flickered** up in her for an instant she would say to her son*" (Chekhov's Short Stories, 1883).

The author associates *life* as a chain of events, among which it is sometimes difficult to discern causal relationships, but this is what makes our existence an interesting, uncommon, and sometimes completely unpredictable story:

In the works by A.P. Chekhov, *life* is built up as a chain of events, between which it is sometimes difficult to determine cause and effect relationships, but this is what turns the existence of the writer's characters into an interesting, uncommon and sometimes completely unpredictable story:

"*The past, he thought, is linked with the present by an unbroken **chain of events** flowing one out of another*" (Chekhov's Short Stories, 1883).

In Chekhov's discourse, *life* is personified as a kind of substance, existing by its own laws, on a life of its own.

The next models, metaphorizing *life* in Chekhov's picture of world, are:

life is dull;

life slips by without colour;

life is changed (Chekhov's Short Stories, 1883).

Thus, *life* is portrayed in Chekhov's axiologically ambiguous, and the motif of death predominates.

In the creative activity of the writer, death marks a transition to another life. In the conceptosphere of A.P. Chekhov, the death of the body is opposed to the immortality of the soul.

For A.P. Chekhov aimless and meaningless life seemed the most tragic. Spiritual death of a personality is more serious and terrible than the physical one, since physical death is inevitable.

At that time, the choice to live or not to live spiritually rich largely depends on the person in the letter to M.V. Kiseleva on September 29, 1886:

*When in a serious mood, it seems to me that those people are illogical who feel an aversion toward **death**. As far as I can see, **life** consists exclusively of horrors, unpleasantnesses and banalities, now merging, now alternating*" (Chechov, 1886).

Death is associated with *nature or some kind of a natural phenomenon*:

"***Strong storm** from the road and lost if not the local dogs that seem to death*;

*It's just a year since father died last May the fifth, on your name-day, Irina. It was very **cold** then, and **snowing***; *the thick **darkness** hung over earth but the thoughts of death makes me gloomy*;

***Autumn** came on, rainy, dark, and muddy. Radish was laid up at home ill, expecting death from day to day*" (Chekhov's Short Stories, 1883).

Death is described by the metaphor of sleep:

"*Up to the time of her **death** she had been brisk, and used to bring soft rolls covered with poppy seeds from the market. Now she did nothing but **sleep and sleep**"* (Chekhov's Short Stories, 1883).

Death is personified as a *ghost*:

"*see the **death** like **spectre** behind me*".

In Chekhov's stories, death is presented as a container:

death is *a coffin/grave/a cemetery / a catafalque*:

"*While the funeral procession was crawling from the church to the **cemetery** <…> What is this **grave** here <…> dead men <…> Zapoikin turned toward the **grave** <…> near the monument <…> **catafalque***" (Chekhov's Short Stories, 1883).

Phrases with the component "*a coffin*" metaphorize the concept "*death*":

to torture to death;

to drive someone to the grave.

Death is also presented as the biblical metaphor of *space*:

to see him off with;

psychological metaphor:

more dead than alive; half dead with terror; petrify with terror (Chekhov's Short Stories, 1883).

In the works by A.P. Chekhov cognitive features of the concept *«life»* are axiologically ambivalent. They convey positive connotations:

*<…> "and the inexpressible **sweet** expectation of **happiness,** of unknown mysterious **happiness,** took possession of him little by little, and life seemed to him **enchanting**, **marvelous, and full of lofty meaning;** <…> life **as a fine composition arranged with talent"** (Chekhov's Short Stories, 1883);*

and the negative ones:

*"Life is a vexatious **trap**; when a thinking man reaches maturity and attains to full consciousness he cannot help feeling that he is in a **trap** from which there is **no escape**; <…> and your long life, and Shakespeare, and Darwin, seem to you **nonsense, absurdity**"* (Chekhov's Short Stories, 1883).

Cognitive features of the concept *«death»* also convey oppositive evaluation. Death is marked positively:

*"Death can only be **profitable**: there's no need to eat, drink, pay taxes, offend people, and since a person lies in a grave for hundreds or thousands of years, if you count it up the **profit** turns out to be enormous"* ("*Rothschild's Fiddle*"); "*I see the **Divine Providence** in her premature death*" (Chekhov's Short Stories, 1883).

Death is estimated ambivalently:

*"Death is **terrible**, but still more terrible is the feeling that you might live for ever and **never die**"* (Chekhov's Short Stories, 1883).

Based on materials of Associative Thesaurus of English we found out that in the English language consciousness the most important realities turn out to be: *sex, money, work, food, water, time, life, love, car, house, death, home* (Kiss, G.R., Armstrong, C., Milroy, R., 1972).

Life is the seventh in importance, and *death* is only rated eleventh.

According to the Associative Dictionary of Russian the reaction to the word *life* the Russian language consciousness are the next: *death* (62); *excellent* (30); *long* (16); *good* (16).

Reactions to the word *death* the following are represented: *life* (61); *poet* (21); *fear* (18); *grief* (16); *has come* (15) (Russian Associative Dictionary, 1998: 214).

Conclusion

The conducted research confirms the theoretical and practical significance of the research as an actual direction in the discourse linguistics, cognitive linguistics, intercultural communication and translation theory. Thus, the binary concepts *«life»* and *«death»* form the core and the periphery. The core is structured by human knowledge of life and death, and the periphery is formed by author's meanings and his cognitive models.

The dominant cognitive features of the concept *«life»* in Chekhov's picture the world of conscious are: existence, work, gender equality and the role of a personality.

Such cognitive models describe the concept «life»: *life is a bowl; life is a cross*. The representations of that concept are based on associations with natural phenomena.

Death in the author's picture of the world is also associated with nature: *autumn* and *spring* symbolize *life* and *death* respectively. *Life* and *death* are both personified.

Death is described by the metaphor of sleep, container, space and psychological metaphor.

Valuable characteristics of concepts "*life*" and "*death*" stem from the central categories of Chekhov's creativity: on the one hand, life is conceived as *light, truth, beauty* and *happiness*; and on the other hand, it's comprehended as *darkness, yearning* and *despair*. *Death* is, however, perceived by Chekhov as *benefit, Providence, horror*. The author embodies his concepts of life as the unity, harmony and struggle of opposites.

Since the conception of *life* and *death* in the Russian and English pictures of the world are largely identical, the transfer of Chekhov's images into English was carried out taking into consideration all nuances in meaning.

The translation problem of the cognitive and discursive research of narratives of A.P. Chekhov in English translation is perspective for researchers dealing with problems of intercultural communication and translation theory.

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University Electronic Educational Resources: New Generation Of Multimedia Support For Educational Process

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Abstract
The availability and functionality of mobile electronic devices, information and communication applications and programs, the emergence of new devices and equipment contribute to the creation of a problematic situation of pedagogical update in the existing classification of electronic educational resources through the implementation of a new generation of multimedia software. In this regard, the main attention in this article is given to the identification of the design features for multimedia support of the new generation, corresponding to the goals and objectives of updating electronic educational resources of the University educational process. The article reveals the pedagogical advantages of electronic educational resources' key categories; the classification of the University educational process's electronic educational resources is established, taking into account the multimedia support of a new generation; the modern requirements for the design of content and technologies of designing multimedia support of electronic educational resources are defined. On the basis of the study results the effectiveness of the structure and content, technologies of use and distribution of multimedia support of the new generation in updating electronic educational resources of the University educational process are proved.
Keywords: electronic educational resources of the University; multimedia software; interactive; modeling; communication; content; algorithm; mobile electronic devices.

Introduction
The relevance of the study. Mass computerization of the University educational process creates objective prerequisites for the transformation of its scientific and methodical support. The theoretical and practical significance of this problem is noted by the majority of modern specialists (Ageev & Drevs, 2003; Avdeeva, Baryshnikova & Bosova, 2008; D'Angelo, 2007; Burns, 2011; Elistratova, 2011; Mitra, 2005; Yumatov et al., 2017; Tastan et al., 2018; Razumovskaya et al., 2018; Semenova et al., 2018). The primary task of these transformations is the University electronic educational resources, the structure of which in today's conditions is not only the means of educational purpose, but also the information components of

the educational space, in which the teacher and the student become equal subjects to solve the General educational problem. These trends have moved the multi-level functions of the educational environment (training, education, development, communication, formation of professional creative activity, etc.) in the field of electronic educational resources. But until now, in the theory and practice of the educational process, the justification of this phenomenon's pedagogical essence does not correspond to the resolution of the current problem – making the educational process as electronic one (Alenicheva, 2001; Berenfeld & Butyagina, 2005; Gordon, Loginova & Khristochevsky, 2008). The question is also remains open - what are the electronic educational resources of the new generation: whether they are one of the means of the educational process, a systemic factor in the educational environment or a model of the University educational process, in which the main role is played not so much by the subject content how the technology of Internet resources, with the help of which the training material is included in the system of educational information communication (Fartash et al., 2018; Davoudi et al., 2018). The study found that electronic educational resources today is a set of all the media diversity of scientific and methodical support of the University educational process, which solves its problem situations and pedagogical prerequisites for the design and implementation of multimedia technologies of the new generation (Basharova & Shamsutdinova, 2015; Ivanov, 2002; Ilyina, 2007; Kameneva, 2012; Lankin, 2008). Through the use of multimedia, in the educational process telecommunications services are approved: e - mail, information blogs, network conferences, chats, forums, Internet diaries, teleconferences, remote access to information resources, etc. Currently, all of them are full participants of mass communication interaction in the field of education. With the advent of multimedia, the University acquires fundamentally new possibilities for presenting information (hypertext, graphics, animation, video and sound) through electronic books, multimedia encyclopedias, as well as through the models of "Tutors" - analogues of printed educational publications, supplemented by systems of training and monitoring tasks and information and reference apparatus (Bobrova & Nikulova, 2012; Drevs, 2014; Zagvyazinsky, 2001). Brand new opportunities for solutions to educational problems are defined today by the use in educational process of various types of mobile electronic devices (Internet tablets, netbooks, readers, etc.), considered as the main client device in the student's work (Drevs, 2014; Kulagin, Naikhanov & Ovezov, 2004; Khristochevsky, 2000; Khutorskoy, 2001). The availability and functionality of mobile electronic devices allow taking real steps for the transition to modern electronic resources, including interactive multimedia educational content. To substantiate the theoretical and practical importance of multimedia support of the University educational process's electronic educational resources, the article reveals the pedagogical advantages of the key categories of research; the classification of the University electronic educational resources, taking into account the multimedia support of the new generation is established; the modern requirements for the design of electronic educational resources are defined. On the basis of the study results the effectiveness of the structure and content, technologies of use and distribution of multimedia support of the new generation in updating electronic educational resources of the University educational process are proved.

Literature Review
It is established that the interest in the use of electronic educational resources in the educational process of the University is actively manifested in the middle of the twentieth century. The founders of the approaches to the development of these resources are considered Bush, who put forward the concept of Memex system in the 40s of the twentieth century, as Well as D. Engelbart and T. Nelson, who worked on this technology in the 60s of the last century (Elistratova, 2011). The leading ideas of these authors, modified taking into account the achievements in the development of multimedia resources, are used in this study as a methodological basis for the design and implementation of electronic educational

resources' models in the educational process of a modern University. It is proved that at the present time, media blogs, online conference, chat rooms, forums, online diaries, and others become full participants in mass-communication in the field of education. A vivid example of a global multimedia system is a WWW (world wide web) as the most promising, rapidly developing application system of the Internet (Kulagin, Naikhanov & Ovezov, 2004; Lankin, 2008). The integration of pedagogical and information technologies in education, the emergence of computer multimedia systems and interactive computer programs, the development of telecommunications networks have provided universities with the opportunity to build a qualitatively new information and educational environment.

Over the past ten years, there has been a fundamental change in the role and place of personal computers and multimedia technologies in the University. There is a considerable number of works on multimedia security of electronic educational resources in educational process of the University (Burns, 2011; Bashmakov & Bashmakov, 2003; Elistratova, 2011; Kameneva, 2012; Ilyina, 2007; Ivanov, 2002). To the positive factors in the use of the established resources from the side of the majority of authors (Elistratova, 2011; Zimina, 2003; Pervushina & Kaigorodtseva, 2012; Robert, 2006; Semenovskikh, 2014) are included information and electronic technical advantages of various types of mobile electronic devices (Internet tablets, netbooks, readers). It is proved that the availability and functionality of mobile electronic devices allow taking real steps for transition to a modern electronic educational resources based on an interactive multimedia educational content (Drevs, 2014; Elistratova, 2011; Zimina, 2003). It was found that the playback on the reading device presupposes the hypertext organization of the theoretical material, allowing students to carry out: a quick search of needed information; quick jump to the desired section of content; receiving a "pop-up" interpretations of words; the formation of notes in the margins of the content; highlighting sections of text by underlining; creating a brief annotation of the content sections; creating simple tests to consolidate the read material; fulfillment of individual assignments, etc. (Ageev & Drevs, 2003; Bobrova & Nikulova, 2012). The study found that there is no unified approach to the use of electronic educational resources as a new educational ideology among specialists. Supporters of a moderate, pedagogically balanced approach (Avdeeva, Baryshnikova & Bosova, 2008; D' Angelo, 2007; Zagvyazinsky, 2001; Zainutdinova, 1999; Khutorskoy, 2001), are alarmed by the fact that the goal-setting of electronic educational resources is focused on "extraction" of the teacher, reducing his/her role to the role of "Navigator" in the educational process. At the same time, on the one hand, the student's personal involvement in multimedia technologies of the educational process is potentially enhanced, and on the other hand it becomes implicit one (Zagvyazinsky, 2001; Robert, 2006; Khutorskoy, 2001). The special rejection among this group of specialists is the identification of the University educational space with the space of virtual technologies and the displacement of the institutional nature of higher education institutions from the information space for the reproduction of intellectual resources. In the course of studying alternative points of view on the problem of the research it is established – that despite the fact that multimedia technologies are currently effectively used in various fields of scientific knowledge as textual, visual, software, control technologies, which certainly contributes to the better implementation of the processes that occur both within the structure of electronic resources and outside it, it is premature to talk about the emergence of a holistic understanding of multimedia support of the University educational process as a pedagogical phenomenon. Last but not least, this problem is also due to the particular variability and unpredictability of the phenomenon itself, the quality of which changes following changes in the technical means to ensure its existence. Therefore, the study of the features of updating electronic educational resources of the University educational process with the help of the new generation multimedia support seems to be justified and appropriate one.

Results
3.1. Pedagogical Advantages of Key Categories of Electronic Educational Resources
The study found that the phenomenology of the University electronic educational resources is determined by the needs of society in the creation and use of innovative learning tools and rapidly developing information and communication technologies. It is proved that the use of multimedia tools and multimedia technologies allows modifying the learning scheme, in which the integration of electronic forms of educational process with multimedia software of the new generation gives a new quality in the transmission and assimilation of student knowledge system. Among the variety of electronic educational resources' priorities used in the University educational process, the study proved pedagogical advantages:

- Of active-activity-based cognitive environment of the student, focused on the implementation of information-search and research activities, performing a variety of practical tasks, support for creative activities with elements of content, the use of built-in communication tools for the organization of network interaction between the student and the teacher;
- Of individual models of the student educational trajectories, meeting the needs for creative and deep development of each subject through multimedia content, hyperlinks to electronic applications to textbooks and teaching AIDS, online databases of electronic educational resources;
- Of operational technologies of loading and transformation of educational content through modern communication channels;
- Of learning management technologies using mobile devices and other information and communication technologies' tools.

3.2. Classification of Electronic Educational Resources of the University Educational Process
At present, in the University educational theory and practice there is a stable understanding of electronic educational resources of the University educational process as synonyms of didactic materials presented in electronic form and used to transfer knowledge to students (Pervushina & Kaigorodtseva, 2012). It is proved that electronic educational resources have become an important part of modern education, and their use in the educational process is becoming the norm, as it allows to master the theoretical and practical components of the studied disciplines with greater intensity, with an increase in the level, quality and strength of knowledge even outside the walls of the educational institution (Elistratova, 2011). It is established that the most modern and effective models of electronic educational resources of the University educational process are those that are reproduced on a computer, have a navigation control system and realize the possibility of their adjustment and filling (Berenfeld & Butyagina, 2005; Pervushina & Kaigorodtseva, 2012). The classification of electronic educational resources adapted to the educational process of the University is represented by text-graphic, hypertext, multimedia and presentation forms:

- Text-graphic kinds-the content is presented on the computer screen, not on paper, which increases the life of the resource. It does not contain a non-linear presentation. It is based on the standard method of sequential immersion of the individual in the studied content (Ageev & Drevs, 2003; Avdeeva, Baryshnikova & Bosova, 2008);
- Hypertext kinds-content navigation is characterized by nonlinearity. Text fragments can be viewed in any order, determined by the logical sequence of content, mobility and motivation of the individual. The disadvantages of this type are the lack of visual and sound series (Basharova & Shamsutdinova, 2015; Bobrova & Nikulova, 2012; Ilyina, 2007);
- Multimedia kinds. They are multi-profile, possess a large memory footprint, extensive capabilities for simultaneous presentation of information in various ways of graphics, photo,

video, animation and sound (Elistratova, 2011; Yezhova, 2011; Zimina, 2003; Kameneva, 2012; Lankin, 2008; Pervushina & Kaigorodtseva, 2012);

- Presentational kinds. They have the ability to accommodate large amounts of graphic, text and audio information, combining audio and visual content. But when implementing visual AIDS, it is difficult to use a three-dimensional visual series (Ivanov, 2002; Kulagin, Naikhanov & Ovezov, 2004).

The established types determine the typology of electronic educational resources adapted to the educational process of the University:

- Illustrative (lecture) resources;
- Electronic reference books, dictionaries;
- Practical (simulators);
- Laboratory work;
- Game scenarios, technologies;
- automated training systems;
- control and diagnostic tests.

Installed types of electronic educational resources, provide unlimited opportunities for students' feedback in offline and online modes of the educational - cognitive activity's management in the implementation of individual learning paths (Drevs, 2014).

The study proved that the development of modern information and communication applications and programs, the emergence of a new generation of mobile devices and equipment in today's conditions form special requirements for the current classification of kinds and types of electronic educational resources of the University educational process. Among these requirements there is a special need to modernize the structure of electronic educational resources, in accordance with the modifications of multimedia content:

- updating of navigation devices of electronic educational resources in search for necessary information by means of linearity, which allows viewing pieces of information in the order determined by the logical sequence of content; or nonlinearity, allowing the use of information in any order, determined by the mobility and motivation of the individual;
- clarification of the means of using electronic educational resources, taking into account new technical and information achievements: PC, print media, various types of mobile electronic devices (Internet tablets, netbooks, readers, multimedia projectors, interactive whiteboards, etc.);
- correction of means of interactive access, animation of dynamic illustrative materials, video images, demonstrating mobile principles and methods of implementation of individual processes and phenomena on personal computers or local computer networks.

To implement the established structure of the requirements the following is justified: navigation; subject-content, subject-procedural; information and reference, activity-based components of multimedia support of electronic educational resources, as well as means of evaluation of student educational achievements, management tools and communication tools:

- Navigation component. It supports independent educational activities of the student to master the content of the discipline. This component includes the necessary tools of methodical support of the student when working with text material, printing the necessary fragments of the navigation device (table of contents, signals, symbols, alphabetical, nominal and thematic pointers, user bookmarks, notes, etc.), providing a quick search for information, the transition to the desired Chapter or paragraph, reflecting the relationship between the main and

additional material, as well as allowing the student to track and adjust their user level in electronic educational resources;

- Subject-content component. It contains General information about electronic educational resources (goals, objectives, place in the educational process, what disciplines are based on and what disciplines supports); the content of sections, a list of topics and sub-topics of the discipline; guidelines for the study of educational material, questionnaires and sheets for monitoring the assimilation of knowledge by students;

- Subject-based and procedural. It contains the basic components for the organization and implementation of the educational process in each discipline individually. It determines the scientific content, methodical structure and sequence of the discipline study. The quality of the discipline can be much higher if the guidelines or methodical recommendations for its study are used, which provide navigation of the student in the content of the studied material;

- Information and reference based. It contains educational, methodical and information resources that support the student's activities of information-search and problem-practical nature. Among them may be terminological electronic dictionaries, grammatical reference books, electronic libraries, a list of recommended sources of information for self-study, a list of addresses of additional information resources of the Internet (distance courses, business computer games, electronic encyclopedias, information materials), indicative lists of project work and requirements for their design;

- The activity-based component. It is intended for consolidation of the educational and professional knowledge, abilities and skills gained in the course of self-training. The activity-based component provides the assimilation of cognitive activity techniques by the student, develops interest in creative work, the ability to solve scientific and applied problems. It can be presented by practical tasks, both in the form of tests and in the form of collections of tasks (exercises), depending on the specifics of the discipline;

- Means of evaluation of educational achievements of students. They ensure the collection of current and effective information about the student's educational activities and provide him with information on completion of work in the form of a Protocol of results. E-testing is a formalized form of control and/or training. Working with training control tests and self-control systems can give an explanation in case of a wrong answer and recommendations for the use of a textbook, thesaurus or additional material. In case of placement of an electronic educational resource on the Internet-server of educational institution, it may be provided that the teacher receives information about the results of each student through e-mail resources;

- Control means. They provide the student with the opportunity to freely choose one of three modes of work in the e - learning environment: self-government, differentiated management on the part of the teacher and management on the part of the learning software. The first two types of control are due to the human factor-the student and the teacher and the level of communication between them. The mode of the program means of training provides management of educational and cognitive activity of the student in the course of passing of an individual trajectory of training and in this case electronic means strictly fix all achievements and mistakes of the student according to the set program.

- Means of communication. They are designed for the organization of electronic interpersonal communication between subjects of training using asynchronous and synchronous communication. The learning process is an active activity-based and a communicative character.

3.3. Design Technologies of Multimedia Support of Electronic Educational Resources of the University Educational Process

They are presented by step-by-step operations of the realization of multimedia and interactive content in the educational content of the educational process; the development of scenarios of student interaction with multimedia content, taking into account his or her age, psychological and pedagogical peculiarities; in the development of scenarios of student interaction with multimedia content for different subject areas; in the development of scenarios of student interaction with multimedia content of an interdisciplinary nature.

First step. Characterization of the typology of resources:

1) To study certain subjects;

2) To study individual sections of subjects in the study of the training material;

3) subject-oriented electronic training devices, with a reference training material;

4) Electronic automated systems of abilities' development.

Second step. Development of the structure and content of didactic materials in the media content of the educational process. It is determined by the peculiarities of integration of didactic and media content (character information, static, dynamic and sound visual series):

- Symbolic information (text, hypertext, formulas). The text of the content is divided into paragraphs corresponding to one or more classes within the lecture form. The text of paragraphs is structured with the help of subheadings, lists, tables. In mathematical, natural science and technical texts formulas should be presented. Hyperlinks provide the networked structure of the content. Layout of the content text should provide the possibility of its comfortable viewing. The optimal use of the screen space can be achieved through the miniaturization of navigation elements and media content, the use of "pop-UPS»;

- Static, realistic and synthesized visuals (photos, 2D-photopanorama, microphotography, macro-shooting, schemes, diagrams, graphics, training drawings, etc.). The text of the content is accompanied by a significant amount of high-quality images. In order to make optimal use of the screen space, such forms of compact representation of illustrative material can be used: scaling of illustrations, slide shows, tooltips over image fragments and formulas, interactive cards, time bands, as well as the possibility of decomposition of flowcharts, schemes of structure (device) of natural and man-made objects, etc.;

- Dynamic realistic and synthesized visual range (video experiments, video tours, 3D-photopanorama with approximation/removal, 2D-animation, overlay and morphing of objects, animation created by 3D-objects, virtual three-dimensional models of objects, etc.). Objects and processes, the main properties of which are manifested in the dynamics, are accompanied by an illustrated dynamic video. Immersion of students in the subject can be achieved by providing pop - up tips and scalable virtual reality objects (spherical photo and video, including combined in virtual tours, interactive three-dimensional models of objects, etc.). In mathematical, natural science, technical subject areas in the study of complex models, variable parameters of which provide visualization of the phenomenon or process, parametric models can be used as a basis for virtual laboratory work. Increasing the saturation of dynamic objects containing video clips can be achieved due to the parameters of the phenomenon / process, etc.;

- Sound series (audio fragments) is included in the content of the educational process to play sound objects (sounds of nature, technical devices, music, speech). Multimedia is the most important characteristic of the modern educational process. The content of the training session can include all of the above mentioned components, and part of them. The criterion for the

selection of media components is the degree of their importance in the presentation of a specific educational material. Each of the components should bring qualitatively new content to the submitted material. The primary role in this process is the synthesis of information materials' content. The result should be not an artificial symbiosis, but a complete, scientifically based and structured content that corresponds to the logic of the educational process and has new information qualities compared to a simple set of media components.

Third step. Design of the basic content of educational material. Information is not presented to the student in the finished form. It is stated step by step, assuming the presence of the results of control actions on the part of the student. Procedural part (the unit of organization of mastering) is a system promoting the comprehensive development of students and includes modeling, reinforcing and monitoring components. It is mandatory to introduce tasks, materials and instructions for independent work and practical training, for observations and experiments, tasks and questions to test knowledge and feedback, exercises to consolidate knowledge and skills, tasks and links to previously studied material, as well as components aimed at establishing interdisciplinary and interdisciplinary relations into the content.

Fourth step. Procedural part. The study proved that the implementation of the procedural part of electronic educational resources is based on the possibility of establishing various forms of students' interaction with multimedia educational content: manipulation of display objects; linear navigation (scrolling forward and backward within the screen or move from one slide to another); hierarchical navigation (choice of subsections using the menu, trees); online help called by buttons on the navigation bar (context-sensitive help is the most effective); feedback (resource responds to the user by evaluating the correctness of the task. These answers are recorded on the screen. If further progress in learning materials depends on the results of the job, it is a correction of the educational trajectory; constructive interaction (resource allows you to create and configure display objects, and manage; users can add new nodes and links to existing, expanding existing structure of the multimedia application); the reflexive interaction (the resource takes into account user actions for later analysis. On the basis of the information obtained, an optimal sequence of studying the material is created within the framework of the lesson); imitating simulation (screen objects are connected with each other and interact in such a way that the configuration of these objects determines their behavior, simulating the real functioning of technical devices, systems, social processes, etc.); surface contextual interactivity (the student is involved in various activities that have implicit didactic value; this type of interactivity is used in numerous entertainment and educational programs and didactic games); in-depth contextual interactivity (virtual reality, that is, the student is immersed in a virtual world imitated by computer and program). The high level of interactivity creates for a student not only a high level of ability to control the course of events, but also responsibility for the result achieved. From passive perception of information the student goes to active participation in the educational process.

Conclusion

The study confirms the theoretical and practical significance of the pedagogical justification of the process to update electronic educational resources of the University educational process. E-mail, information blogs, network conferences, chats, forums, Internet diaries, teleconferences and other forms are effectively used in the educational process of the modern University due to the use of electronic means. The availability and functionality of mobile electronic devices provide a transition to interactive multimedia educational content. In this regard, the article substantiates the theoretical and methodical approach to the design and implementation of multimedia support of the new generation as the core of the structure and content of electronic educational resources of the University educational process; reveals the

pedagogical advantages of key categories of research; establishes the classification of the University electronic educational resources, taking into account the multimedia support of the new generation; defines the modern requirements for the design of electronic educational resources. Based on the study results the effectiveness is proved of the structure and content, technology for distributing media provision of new-generation in electronic educational resources of the University educational process using criteria: motivational (willingness of the student to the use of multimedia support for educational process – 78,0% of positive responses); cognitive (knowledge and content information received using the multimedia educational content - 69.8% of positive answers); axiological (value – semantic aspect of the attitude to the content and technologies of multimedia support for the educational process – 69.0% positive answers); activity-based (the effectiveness of the experience in using multimedia support for the educational process in a variety of standard and non – standard situations - 68.7% of positive answers).

This problem as a pedagogical direction is not limited to the solution of the goals and objectives. Important one for the theory and practice of the University educational process is the problem of teachers' training of a new generation with METASUBJECT competencies of PROFESSIONAL activity in non-standard situations of multimedia support of the University educational process.

Acknowledgments

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Increase Of Staff Loyalty By Improving The Motivation (Stimulation) System In Enterprises Oil And Gas Complex Of The Khanty-Mansiy Autonomous District-Ugra

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Abstract
The article deals with the problems of satisfaction with work, the working conditions of personnel, reveals the main motivational factors that affect the loyalty of the staff, provided that they continue working at the enterprise or change their place of work. Based on the analysis of data collected during the study, ways are determined to increase the loyalty of personnel by improving the incentive system (incentive) at the enterprises of the oil and gas complex of the Khanty-Mansiysk Autonomous Okrug-UGRA (KhMAO-YUGRA). 136 employees of the oil and gas complex of KhMAO-YUGRA took part in the study. As a result, it was possible to find out that at the enterprises under investigation the loyalty of the personnel directly depends on the system of motivation (incentive). Along with a high degree of satisfaction with working conditions and their work activity among the majority of respondents, a large majority of the management (73%) were not satisfied with their position and work. The most important motivational factor for respondents when changing jobs was career growth and pay growth. Subject to continuing work at the enterprise, the most important factor is immaterial motivation. A comprehensive approach is needed to improve the system of motivation (stimulation), which includes improving working conditions, developing the personnel reserve system (talent management), expanding the social package and other measures to improve material and non-material motivation (incentives) of staff.
Keywords: staff loyalty, the system of staff motivation (incentive), job satisfaction, motivational factor.

Introduction
The competitiveness of any organization is determined primarily by the presence in it of well-trained personnel. The next problem, which linear managers and HR managers are called upon to solve, is the retention of valuable employees in the company, at the enterprise. Achieve high staff loyalty is not easy. This issue has always been on the agenda of the HR service of almost all organizations. In many countries, there is a search for the creation of universal mechanisms to increase employee loyalty. This fully applies to the Department of Public Service and Administration of South Africa (The DPSA South Africa, 2015) other specialized agencies (Chulanova, 2017).

A number of scientists have devoted their research to increasing the loyalty of civil servants by creating an excellent career outlook (Cohen & Duberley, 2015; Mironova et al., 2018), creating favorable conditions for successful career advancement (Tastan & Davoudi, 2015; Savelsbergh et al., 2016), using the Knowledge Management technology (Galunic et al., 2014; Rudenko et al., 2018; Fartash et al., 2018), through freedom in decision-making and responsibility for their implementation (Kondratyev, 2015). Some researchers support a systematic approach in determining the development vector of each employee of an organization in the interests of increasing his loyalty (Wescott, 2015). The questions of youth satisfaction with labor (Vinichenko et al., 2017), attraction and consolidation of young specialists in specific organizations at the stage of their determination in the labor market are investigated (Demchenko et al., 2017).

Motivation is the basic element in the personnel management system. A.Ya. Kibanov, I.A. Batkayeva, E.A. Mitrofanova (2017) consider the motivation of work as an employee's desire to satisfy his needs for certain goods through work aimed at achieving the company's goals. Thus motives encourage people to work better.

With the help of an effective system of motivation (stimulation), competent leaders achieve success in various fields of activity. In agriculture, the "Kibbutz" motivation system - agricultural communes in Israel (Putterman, 1983) proved to be very successful. In the sphere of education, there is a constant search for the creation of favorable conditions for labor activity, training, and improving the system of motivation (stimulation) (Davoudi et al., 2018; Sirotová & Lobotková, 2018; Vinichenko et al., 2018). A similar range of problems is considered in business organizations in the broad sense of the word (Problems and Solutions, 2013). It is proposed to reduce employee turnover through a competently constructed personnel assessment system within the framework of determining motivational factors (Gerchikov, 2004), taking into account behavioral motivation (Nakonečný, 2014).

F.C. Cuny (2000) focuses on the advisability of introducing part-time work without long-term commitments and voluntary work. The relationship between employee satisfaction and the current system of motivation, pay and productivity of labor is revealed in the article by M.V. Herpen, M.V. Praag & K. Cools (2005).

Y.J. Cho and J.L. Perry (2012) pay more attention to internal motivation and communication between employees. Motivational factors, especially of a monetary nature, and how they affect employee attitudes toward work, are given attention in the work of researchers N. Loon et al. (2016), (Belle & Cantarelli, 2015).

According to D.L. Dickinson (2001), the system of motivation, despite the fact that people work in a group (team), for each individual should be built according to its psychological characteristics and select different types of incentives.

A special place is occupied by the motivation of the management staff, since in the modern conditions this category is usually more mobile, is the subject of headhunting and requires increased attention in the issue of loyalty. As noted in a number of works, for career managers, career opportunities (Kirillov et al., 2017), involvement in senior management decision-making, favorable working conditions, the possibility of development and good communication (Bharadwaj, 2014; Cummings, Gao & Thornburg, 2016; Liu & Perry, 2016). It is important for project managers to build such motivation systems that clearly show career development vectors (Medina & Medina, 2014).

In general, despite the large number of good, solid, fundamental works, the issues of increasing the loyalty of personnel by improving the incentive system (incentives) at oil and gas enterprises have not yet been systematically reflected and require their solution. In this regard, the purpose of this paper is to identify ways to increase the loyalty of personnel in the oil and gas industry of the Khanty-Mansiysk Autonomous Okrug-UGRA by improving the system of motivation (incentives).

Methodology

To improve the loyalty of personnel through the improvement of the system of motivation (stimulation) of personnel at the enterprises of the oil and gas complex of the Khanty-Mansiysk Autonomous Okrug-YUGRA (KhMAO-YUGRA) a research program was developed. The program included two stages of the study: the first - to identify the degree of satisfaction with the work and motivation of the staff; the second is the identification of staff needs in improving the system of motivation. The study was conducted during the period May 2017 - June 2018.

The basis of the research methodology was the following methods: questioning, content analysis, logical, comparative analysis, methods of mathematical statistics, etc.

Two questionnaires were prepared. They were distributed to the respondents in hard copy. Each questionnaire was signed by the respondent, and he could fill only one questionnaire, acting according to the instructions. Incorrectly completed questionnaires in the processing of data were not taken into account.

At the first stage, respondents were asked to answer the following questions:

1. Are you satisfied with your work?
2. Would you transfer to another job under the following conditions (motivational factors):
   – if it is work in the most prestigious organization;
   – If this implies career growth and an increase in wages;
   – if other work will be more interesting;
   – if the social package is the most complete;
   – if the work involves an individual schedule.

At the second stage it was suggested to answer questions that were divided into sub-questions:

1. What kind of motivation (incentive) for you is paramount if you continue working in the company?
2. What would you like to change in the system of motivation (incentive)?

The study involved 136 employees of the oil and gas complex of KhMAO-YUGRA: up to 30 years - 18 people; 30-45 years old - 86 people; over 45 years old - 32 people.

The age structure of the respondents is characterized as follows: 63% were employees aged 30 to 45, 24% - employees, over 45 years and only 13% - persons under 30 years.

The study took into account the marital status of employees, the presence of children. More than half of respondents (77%) were married and had children, mainly at the age of 30-45. The following categories of employees of the enterprise took part in the study: employees: managers, specialists; workers: the main staff.

A hypothesis was formulated: staff loyalty directly depends on the system of staff motivation (incentive).

Results

At the first stage of the study, it was established that the satisfaction of the personnel of the oil and gas industry of the Khanty-Mansiysk Autonomous Okrug-UGRA by working conditions and the system of motivation (incentive) as a whole can be assessed as positive - 89% are satisfied with the work. Only 11% of the employees of the respondents are not satisfied with their work, while the percentage of such employees is dominated by managers.

If we consider the category of dissatisfied among the leaders, then they make up 73% of the total number of interviewed workers in this category, while all unhappy executives have families and children.

The main motivational factors by age are presented in the form of a diagram (Figure 1).

Figure 1. Motivational factors when changing jobs

For people under the age of 30, an important condition for changing jobs and, therefore, a motivational factor is career growth and pay growth, all respondents of this age chose this factor as the main one.

Employees aged 30-45 years in the vast majority also allocate career growth and higher pay. A relatively important factor is the extended social package.

Workers over 45 years of age see a more complex system of motivation (incentive). For them, career growth and pay growth, a social package, an individual work schedule are important, with a significant predominance of the first factor.

At the second stage of the survey, a survey of respondents was conducted to identify needs for improving the system of motivation (incentives). The results of the answers to the question "What kind of motivation (incentive) is most important for you if you continue working at the enterprise?" Are presented in Table 1.

For employees of the oil and gas complex of the Khanty-Mansiysk Autonomous Okrug-YUGRA, provided that the work continues at the enterprise, an important part is immaterial motivation associated with a flexible work schedule, additional days off, and the ability to work remotely. This variant of motivation is supported by 25.6% of employees of oil and gas enterprises. This is due to the fact that the work of the oil and gas sector is not connected with traveling and communication outside the organization and is usually tied to one place. On the second place in importance was the status motivation (career growth) of 22.5%.

Table 1. Preferred types of motivation (incentives)

Types of motivation	% of the respondents
Material motivation (a one-time bonus for performing a certain type of work, quarterly bonuses, bonuses for the year, surcharges, surcharges)	12,8
Material motivation within the framework of the "social package": housing provision (loans, subsidies, construction of housing at the expense of the organization, rent payment); payment for travel to the employee and family members, lump-sum material assistance for annual leave; payment for the employee and family members of permits to holiday homes, sanatorium and resort treatment, etc .; insurance of the employee and family members (medical, pension), etc.	16,8
Intangible stimulation by the "cafeteria" method (at the heart of a kind of "menu" and within the company's budget the employee has the right to choose certain goods like a visitor to a "cafe", for example, a fixed "virtual" amount, one employee can purchase a ticket, pay for additional education to a child and improve their qualifications, the other - to pay for travel, compensate for rental housing and daily meals in the dining room, etc.)	22,3
Work motivation (non-material motivation) - flexible work schedule (individual work schedule, the possibility of performing duties remotely via the Internet (work at home), "extra days off", etc.)	25,6
Status motivation (career growth)	22,5
TOTAL	100,0

Just as important for more than one-fifth of employees of enterprises is non-material incentive by the method of "cafeteria", when the employee himself chooses the necessary benefits for a fixed "virtual" amount. Material motivation within the "social package" is interesting to employees, and is 16.8%.

The lowest motivational factor was a one-time material motivation: 12.8%.

To the question "What would you like to change in the system of motivation (stimulation)?" Answers were received: the system of motivation (stimulation) requires a complex change in all proposed indicators - 30%; focus on improving working conditions, a more convenient schedule of work - 22%; development of the personnel reserve system (talent management) - 18%; improvement of intangible motivation (incentive) - 13%; expansion of the social package of 10% and development of material motivation (stimulation) - 7%.

Discussion

The study revealed that the majority of respondents (89%) are satisfied with their work and working conditions and their loyalty is at a high enough level. The most problematic group were the leaders, among whom more than half (73%) were not satisfied with their position and work. At the same time, they all have families and children. This indicates a weak top management, not developed system of staff motivation (incentive), low loyalty of this category of employees, and creates prerequisites for the transfer of management personnel to other organizations. All this can reduce the effectiveness of the organization as a whole. This conclusion is correlated with the studies of B. Bronkhorst, B. Steijn and B. Vermeeren (2015), which state that it is necessary to improve the forms of setting tasks and motivating

labor to develop the leadership qualities of managers, improve their work efficiency, and loyalty to the organization.

The main motivational factor for changing jobs for young respondents (up to 30 years and 30-45 years), as shown by the survey results, is career growth and pay growth. This shows the dependence of staff loyalty on the degree of development of the system of motivation (incentive) of the organization (enterprise). The lack of development prospects for most employees, especially for managers, is a negative factor that reduces his loyalty and encourages the manager to look for a new job. These findings are correlated with the studies of a group of scientists led by A.V. Kirillov et al. (2017).

Employees of the older age system of motivation (incentive) see more complex and loyalty is higher. For them, an individual work schedule, additional days off is important.

Subject to continuing work at the enterprise, non-material motivation comes first in all age categories (25.6% of respondents). In the second place is the status motivation (22.5%), related to career growth, inherent not only to managers, but also to specialists. It is of interest to choose the promotion by the "cafe" method, which enables the employee to choose a benefit from the proposed list. This allows more targeted influence on the motivation of the staff, increasing its loyalty to the organization (enterprise). Low material motivation speaks about its insufficient flexibility and the general high salary, characteristic for this field of activity. There is also an additional potential for increasing employee loyalty.

In general, a comprehensive approach is required to improve the motivation system (incentives) (30% of respondents), including improved working conditions, the development of the personnel reserve system (talent management), expansion of the social package, and other measures to improve material and non-material motivation (incentives) for staff. All this will increase the loyalty of employees of enterprises and will increase the effectiveness of their activities.

Conclusion

Loyalty of the organization's personnel is one of the most important indicators by which the organization achieves competitive advantages. In the course of the study it was possible to find out that the loyalty of the personnel at the enterprises of the oil and gas industry of the Khanty-Mansiysk Autonomous Okrug-YUGRA depends directly on the system of motivation (stimulation), which confirmed the hypothesis of the study. Along with a high degree of satisfaction with working conditions and their work activity, the majority of respondents, a rather large part of the management team (73%) were not satisfied with their position and work. The most important motivational factor for respondents when changing jobs was career growth and pay growth. Subject to continuing work at the enterprise, the most important factor is immaterial motivation.

According to the results of the study, it can be concluded that when building a system of motivation (incentive), it is necessary to take into account the specificity of the activities of employees and to approach it in the formation and improvement of the complex.

For this reason, it is possible to develop a preliminary mechanism that will allow us to identify ways of constructing an effective system of motivation (stimulation):

1. Conducting a detailed analysis of the structure and composition of staff on various grounds (employee category, age, family status, availability and number of children, etc.).

2. Evaluation of the existing system of motivation (on the level of satisfaction, tools are economic calculations, questionnaires and other methods, efficiency according to economic indicators).

3. Construction of analytical tables and logical schemes that allow spreading targeted motivation.

The hypothesis was confirmed: the loyalty of the staff directly depends on the system of staff motivation (incentive).

Having studied different aspects of the application of employee motivation systems, it must be remembered that incentive systems are constantly evolving and supplemented by new methods conditioned by modern society.

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Using The Method Of «Tree Structure» For An Analysis Of The Impact On The Environment

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Abstract

The relevance of the studied problem is caused by judgment of the fact that the city is the difficult, dynamic and nonlinear system full of various dangers. These dangers mention all elements of system, and it is necessary to analyze and control actions which promote growth of dangers. The purpose of article is that it is necessary to be able to conduct a research in the field of "city dangers" and to learn to operate them. The leading method of a research of this problem is the modeling of risk allowing to consider this problem from the point of view of reduction of consequences of emergency situations with the corresponding training of the population and training of professional rescuers. In article the algorithm of creation of treelike structure for the analysis of possible situations with definition of the main logical operations in detail reveals. The qualitative analysis of conditions of safety of objects of a residential zone is submitted. Materials of article can be useful by drawing up. Material safety data sheets and also in the analysis of degree of risk for effective technogenic management of threats at the municipal level, including for carrying out quantitative assessment of prevention of negative events.

Keywords: complex technical systems, urban hazards, graphic-analytical method, analysis of risk.

Introduction

Currently the technogenic threats are becoming complex. The object or subject is at once exposed by number of factors, that is much more dangerous than the independent impact of these factors.

To the special features of today's emergencies and negative influences also applies the consequences of the realized hazards, that can be saved for a long time and influence few generations of people. All this leads to the necessity of a sensible and reasonable approach to the analysis of complex territorial risks that characterize the real state of public safety and the environment in each region (Moiseev, 1988).

Anthropogenic impacts on biota has important features: the non-linearity of the dose effect of different foreign substances or radiation on biological systems, that is, as a rule, the effect of low doses is often disproportionately strong; the cumulative effect of any long-term impacts on the natural objects (organisms, ecosystems and so forth.), that is, a significant increase and accumulation of action

subsequently often leading to a sharp qualitative changes by adding weak quantitative shifts; synergistic (shared) effect of various environmental factors on the living, which often leads to unexpected effects, that are not the sum of the responses to the rendered action (Nikolaikin, 2003; Zhumabaeva et al., 2013).

These features as well characterize and the technical systems too (small cracks may eventually induce significant effects, the accumulation of latent damage, aging of materials, fatigue dynamic processes in structures can lead to abrupt qualitative changes, the combined effect of various factors depending on the combination and exposure sequence can lead to different consequences, individual differences, even the same type of technical systems due to "age" and operating features to the action of environmental factors; any impact, "which found" weakest link in the technical system can lead to a chain reaction of failures, etc.)... A characteristic feature of synergistic processes, in addition to the negative effects is a delay in time of their appearance of mutual reinforcement is a time lag of their appearance in comparison with the stimulating factor (Ragozin, 2003).

The existing safety passports of the territories are intended to assess the possibility of emergencies, assessment of the consequences for the population, territory, facility and stuff, as well as the development of risk reduction activities and the weakening of harmful effects in emergency situations on the territory, readiness assessment for liquidation of emergency situations, etc. (Zagrebina, 2015; Romanovsky & Muraveva, 2010b).

The main difficulties in the development of Safety passports are associated with the analysis of risk of possible emergencies and the damage forecast (Romanovsky & Muraveva, 2010b). The passport itself - is only a few pages, but the calculating and explanatory note to it - a thorough multi-page document (Sumin & Chalkin, 2010). Speaking about the security of the territories, we must not forget that they are, from a thermodynamic point of view, they can not be detached from the flows of mass, energy and information, which, in turn, can be both stabilizing and destabilizing factors in the security (October, 2006).

During the analysis and assessment of risks the distinguish between potential and situational danger must be taken into account and (Pushkin & Emelyanov, 2005). The potential danger - is the possibility of implementing a number of events that leads to undesirable consequences. According to the point in time, this situation will occur, the severity of the consequences will be different. The situation that is contributing in varying degrees to the development of such events, is situational danger. Quite the opposite course of events is also possible - from immediate response to protect the realization to the potential danger to provoking serious consequences (Muraveva et al., 2017).

The presence of situational risk is a destabilizing factor affecting the safety of people, environment and economy (A Note on Optimization Problems of a Parallel System with a Random Number of Units, 2017). This requires a more comprehensive analysis and consideration of forming situational risk factors (anthropogenic, natural or a combination) to the possibility of organizing their management.

Methodological Framework

Risk analysis of the territories before all contains insurmountable uncertainty. There are many reasons: an endless number of sys-tem elements called "territory" (macro - and micro world of animate and inanimate nature); the endless number of causal relation-ships (mostly unknown) as between elements of the system itself, so elements of other systems (territories); the random factors of the events as the result of accidental circum-stances, random forces; possible secretive formation and development of risk factors, etc (Muraveva, 2011).

Therefore, in general case, the "territory" is a complex, dynamic, substructuring, non-linear system, "stuffed with" all sorts of dangers (Kasyanov, 2003).

All hazards can be divided into the following three classes:

1) the naturaly-environmental, caused by the disruption of the natural cycles of sub-stance migration;

2) the technogenically-production, related to the possibility of unwanted energy emissions and harmful substances accumulated in technological objects created by human beings;

3) the anthropogenically-social, caused by willful concealment and / or distortion of in-formation. In our opinion, also it is necessary to add: "or ignorance, for various reasons, the real situation" (Belov, 2003).

Speaking about scenarios of possible emergencies at the facility level, it is necessary to emphasize that every dangerous object usually has its own characteristics, its own set of project and non-project accidents and disasters. Actual means of mathematical modeling for most of them (explosions, chemical spills of hazardous substances etc.) allow you to define a typical accident scenario, a typical vision of its different stages.

Based on these knowledge, it is easier to plan rescue operations. As a rule models al-low to find out vulnerabilities of a particular company or area, which are necessary to be secured firstly. In many specific cases the analysis of these models helps to understand how to do monitoring for a particular object.

We should pay attention to one important fact. Risk assessment decisions are based on the information about the probabilities of different possible outcomes and the possible damage that requires a very high level of knowledge of the studied objects, technologies, solutions (Grote, 2012). However, in many cases, the level of todays science does not allow to have such information and assess risks, leaving a considerable degree of uncertainty. In these circumstances, the level of risk assessment can be carried out only approximately using a combination of different methods - the method of expert evaluations; statistics; method for creating scenarios with analytical studies, using approaches based on fuzzy logic (Problems with safety observation reporting, 2018).

Expert methods are suitable in cases when there are no data about the frequency of symptoms and obscure the logic of their origin and development. As a rule, they are applied in the assessment of the probability of accidents and catastrophes, when the chain of elementary events is so complex that it is impossible to form an adequate their correlation structure, allowing to estimate the probability of the resulting adverse events (Silaev, Nedostup & Khaustov, 2006).

The main difficulty will be in building a chain of possible events that may be realizable only in a particular area at a particular set of circumstances. Among the many possible scenarios of emergencies there can be either rather obvious, so and difficult to predict. It could be anticipated only by highly qualified experts as the root cause at first meaning can be "trivial events".

The theory of risk (risk theory) provides a solution for similar problems in different are-as of our lives. Risk theory is the theory of decision making under probabilistic uncertainty. From a mathematical point of view, it is a branch of the theory of probability, and applications of risk theory are almost unlimited. The financial area of application is mostly advanced: banking and insurance, management of market and credit risks, in-vestments, business system. Non-financial applications associated with threats to health, the environment, risk of accidents and environmental disasters are developing as well (Romanovsky & Muraveva, 2010a). In risk studies, there appeared a separate branch under the title "risk Management".

In technosphere the risk management is a part of systematic approach to making decisions, procedures and practical measures in solving the problems or reducing the risk of industrial accidents for human life, illness or injury, damage to property and the environment. Several names for the risk management process exist in our country (industrial safety) and abroad ("safety management", "management of process hazards"), which are actually synonyms (Aven & Reniers, 2013). Under these terms refers to a set of measures dew to reduce the level of technological risk, potential material losses and other negative consequences of accidents.

It is also necessary to understand the basic difference between the concepts of "risk Assessment" and "risk Management". Risk assessment is based on the fundamental, first of all natural-science and engineering, studying the source (e.g. chemical objects) and risk factors (e.g., pollutants, taking into account characteristics of specific technologies, and environmental situation) and the mechanism of interaction between them. Risk management is based on economic and social analysis, as well as the legislative framework, that are not needed and are not used in the risk assessment. The risk management deals with the analysis of alternatives to minimize the risk, it is a special case of the class of multicriteria problems of decision making under uncertainty. Risk assessment provides the basis for the research and development of measures to control risk.

In terms of works connected with problems of risk, the term "riskology" is used the meaning of which is interpreted by the authors in different ways:

- O.N. Janicki (Muraveva, 2012): "the Subject riskology – is not risks and their consequences, not disaster, it is a society which is inherent in the production, distribution and consumption of risks";
- V.V. Otkidach, S.G. Dzhura, O.V., Pisarenko (Nikolaikin, Nikolaikina & Melehova, 2005): "... the science about the risk is needed. This science is riskology. Riskology – the science about the future, because it is concerned with predictive assessments, possible outcomes, future disasters";
- G.F. Gordukalov notes that "riskology" is often called the overall direction of the risk analysis of any planned activity and currently is in the process of its formation (Muraveva, 2014).

In our opinion, for the better risk analysis of urban areas it is possible to use the concepts and instruments, interpreted in "Applied technospheric riskology" (Romanovsky, 2007).

Applied technosphere riskology – interdisciplinary branch of science synthesizing theoretical and practical experience of Sciences about surrounding world in development of conscious use of knowledge about synergies, technological, environmental, social and other factors in risk management of difficult technosphere complexes.

Despite the abundance of the researches in the technosphere safety systems, the problem of choosing ensuring research methods remains relevant. Particularly, the construction of the event trees does not accept to include in the chain of development the effects of possible scenarios to the possible developments. The human factor is guilty in most accidents, so in risk analysis this impact of it is best veiled in statistical information on historical incidents (Shavalieva et al., 2013).

The event tree, in general, differs from a decision tree, that is not adapted to the analysis of human actions in certain conditions as the decision tree is not adapted for developments in the technosphere system. The authors hope that graph-analytical method of risk analysis will allow to connect the "unconnected" (the method of prof Romanovsky) (Romanovsky & Muraveva, 2010b).

The method of "Tree structure" allows clearly formalize the considered material; to analyze various situations; analyze different but related situations and events within a single tree; to conduct effective quantitative evaluation of conditions to prevent negative events or conditions to achieve the goal; to consider all elements of the system "man-machinery-environment" equally in a single tree.

The tree structure is a graphical representation of the relationship of the various specific events in the system "man-machinery-environment".

Event – is a condition, occurrence, phenomenon, action that could occur, has occurred or may occur in the system or element.

The event, as a purpose of the analysis, called the head or resulting. The head event occurs as a result of a combination of various events. In the tree structure, there may be several head events. In addition to

strictly deterministic cause-effect relations, inverse relations in a tree structure are possible too, when the head event (or intermediate) affects the previous one.

Events that cause the processes in the system and eventually are leading to the occurrence of head events, are called primary or original.

Events located on the tree structure between the head and the primary events are called intermediate.

Any event indicated by the symbol with the notes inside it:

Quantitative analysis is determining values for risk of adverse events, evaluation of the effectiveness of different interventions aimed to reduce risk and select appropriate solutions.

Quantitative analysis consists of determining the probability of occurrence of the final head events after building the tree structure that meets the purpose of the analysis, the odds of the starting (initial) events.

A quantitative measure of the initial evenst is chosen on the basis of available statistics, expert estimations or other methods. Calculations are done for all the branches of the tree structure.

The relations between events of the structure denoted by the logical connections or operations:

1) Operation "And":

```
                    ┌──────────────────────┐
                    │   The output event   │
                    └──────────────────────┘
                               ↑
                            ╭──────╮
                            │  and │
                            ╰──────╯
                            ↗        ↖
      ┌──────────────────────┐      ┌──────────────────────┐
      │  The Input event 1   │  ... │  The Input event n   │
      └──────────────────────┘      └──────────────────────┘
```

The output event in this case the occurs only when the implementation of all input events. The number of input events is more than one.

The concepts of "input event", "output event" hereinafter serve only to explain the quality of communication between them using an operation and are not concepts most of the tree structure.

In the case of the Operation "And" for an n input events which are statistically independent the probability of the output event is determined by the rule of multiplication of probabilities:

$$P_{output} = \prod_{i=1}^{n} inout_{xi}$$

where P – the probability of the output event,
$P_{\beta xi}$ – the probability of i input event,
n – the number of the input events.

2) the Operation "Or":

```
                    ┌──────────────────────┐
                    │   The output event   │
                    └──────────────────────┘
                               ↑
                            ╭──────╮
                            │  or  │
                            ╰──────╯
                            ↗        ↖
      ┌──────────────────────┐      ┌──────────────────────┐
      │  The input event  1  │  ... │  The input event n   │
      └──────────────────────┘      └──────────────────────┘
```

The Output event occurs when at least one of the input events is implementing. The number of the input events more than one.

For statistically independent events, united the operation "OR", the probability of the event output in general is:

$$P_{output} = 1 - \prod_{i=1}^{n} (1 - input_{xi})$$

3) the operation "Σ", (set of events):

The Operation «Σ» is applied when the effect of the input events to output can not be clearly attributed to one of the previous two ("AND" or "OR"). The output event occurs when cumulative impact of the input events to output exceeds a certain threshold. The number of the input events more than one.

In the case of the operation «Σ» probability of the output event is defined as follows:

$$P_{outputx} = \sum_{i=1}^{n} W_i P_{\beta inputxi}$$

where W_i – significance (the degree of influence on the output of the input events) i the input events.

In addition, for the operation «Σ» normalization condition must be performed:

$$\sum_{i=1}^{n} W_i = 1$$

In essence, the operator "set of events" is a formal neuron.

In recent years, a new branch of maths specializing in artificial neural networks is greatly developing.

The relatively simple elements are the basis of the neural networks and imitate the brain neurons. The neuron means formal neuron. Neuron has a group of synapses - unidirectional input links and axon - an output connection.

General view of the formal neuron is shown in Figure 1:

Figure 1. Formal neuron scheme

Each synapse is characterized by the value of synaptic connections or its weight w_i, describing through flow capacity of the channel and assess the degree of influence of the signal from the input to the output. The current state of the neuron is determined as the weighted sum of its inputs.

The output signal of the neuron is a function of its condition $Y = F(S)$. The function F is called activation and may have a different purpose, depending on the conditions of use of a specific neuron in the network.

Depending on the application of the specific neuron, its output signal can be analog or digital (1/0 or Yes/no).

In the graphical analytic method of the technosphere risk analysis the neuron appeared.

4) Operation "—▶ " (cause - effect):

Operation "—▶ " is used to simplify the chain of events in the specific system "man - machinery - environment" in the case where there is a clear relations between input and output events.

Operation "—▶ " in some cases, may be replaced by one of the operations
"And - Cause", "OR - Reason", "Σ - Cause" depending on the specific situation:

This can be useful for analyzing the reasons for the emergence of "mandatory" events in a specific system. In the case when the input event initiates the implementation of several output events, a graphical representation of the operation "— ►" looks like:

For the operation "— ►" (cause and effect) the probability of the output event looks like:

$P_{output} = W P_{input}$

Here W makes sense of the degree of influence cause to effect. At the same time:

$$1 \geq W > 0$$

When output events are more than one the influence of input events on each output is estimated individually.

5) the Operation "the qualifying event":

If the input event is implemented further developments will occur in the branch "Yes" (the implementation of the "Output event 1") or along the branch "No" (the implementation of the "Output event 2") depending on implemented in a particular case specifying the event or not. If it is necessary, the analysis of the causes implementing the defining event in the tree structure is conducted.

Operation "qualifying event" is a kind of condition of implementation of each of the two alternative events.

So the input event is Implemented with a probability of P$input$. The qualifying event has its own probability Pqe.. If in the tree structure, the causes of a defining event is analyzed, the probability of its realization is also calculated, as well as for any intermediate event. Otherwise, the defining event is suitable for the source.

The probabilities of the output events are defined by the following relations

$P_{output1} = Pd_{.e.} \cdot P_{input}$

$P_{output2} = (1 - Pd_{.e.}) \cdot P_{input}$

because the alternative output events form a complete group of events.

For introducing clarifications to related events and other events that do not directly affect the course of events, you can use the symbol:

(to the fragments)   (from the fragments)

The tree structure can be divided into separate fragments. A single logical structure used to move the character serial number inside the transition to connect the fragments in it:

Building a tree structure begins with the processes of synthesis and analysis, which includes several procedures.

The synthesis process involves identifying the purpose of the analysis, the choice of a specific system "man-machinery-environment" to enable analysis to achieve the goal. The analysis process is performed by methods of induction and deduction.

As an example, we present the results of qualitative analysis of safety conditions of objects in residential areas (Fig. 2, 3).

We can say that in this case we are talking about a new kind of technology risk management, considering and deciding a wide range of related issues (technical, environmental, socio-economic, informational, political, etc.) to identify "weak" spots in existing or created by the technosphere, the systems for the subsequent optimization of security measures and reduce the probability of occurrence of emergency situations natural and technogenic character.

Results

Why is the method of "tree structure" is considered by the authors as a system-forming factor of applied technospheric riskology?

Figure 2. An example of the tree structure 'The conditions of residential territory conservation' (fragment 1)

Firstly, the method of "Tree structure" absorbed graphoanalitical method precursors and is an extension development of them. In particular, there may be a few head events; the impact of future events is permitted to the previous ("scrolling" of the events in time); development on different "branches" of the structure as response to changes of the current situation.

Secondly, it is possible to equal record of all components of the "human-technology-environment" system within a single structure.

Thirdly, the operator 'set of events' appeared. This allows more easily include aspects of psychology, economics and other disciplines in the analysis.

Figure. 3. An example of the tree structure 'The conditions of residential territory conservation' (fragment 2)

Fourth, not complete, but rather an exemplary tree structure more voluminous then (if may say so) principle setting circuit according to which it was created. The reason is that the 'structure' requires a clear formalization of the problem.

Discussion and Conclusion
The method of 'Tree structure' allows: clearly formalize the material under consideration; analyze various situations; analyze different but related situations and events within a single 'tree'; conduct an effective quantitative assessment of the conditions to avoid adverse events or conditions to achieve goals; equally, within a single 'tree', take into account all elements of the system 'human-technology environment'.
Difficulties and advantages of this method are as follows. The difficulty is that it is necessary to clearly understand all the intricacies of the problem, to be able to separate the main thing, to be able to combine all events in a single structure. The advantage is that logical structure built 'does not allow to' miss from consideration some important points; it demonstrates the important relationship of events. Life is changing, changing our knowledge of it, and, dare to hope, the content of MSDS and Russian territories' regional and municipal governments will be more fully meet the objectives of our common security.

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Socio-Cultural Interference Of Educational Process As A Condition Of Foreign Student Adaptation To University Educational Space

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Abstract

The article reveals the discursive understanding of the educational process's socio-cultural interference as a pedagogical condition of a foreign student's adaptation to the University educational space; the structural and content stages of the process of a foreign student's adaptation are determined. Based on the study results, the effectiveness of socio-cultural interference of the educational process as an innovative condition for the adaptation of a foreign student is substantiated. The practical significance of frames' structure of socio-cultural interference of the educational process in the adaptation of foreign students to the University educational space is proved. The materials of the article can be useful in the development and implementation of the content and new technologies of foreign students' adaptation to the University educational space, as well as in the educational activities of University teachers, methodologists, curators, Tutors working with foreign students.

Keywords: adaptation of a foreign student, migration, socio-cultural interference, educational space of the University, adaptation frames of socio-cultural interference, pedagogical conditions, intercultural interaction of the student, modeling.

Introduction

Relevance of the research problem. Educational activity of higher educational institutions with foreign students is largely determined by the characteristics of the processes of their adaptation to the conditions of learning for future professional activities, for communication and interaction in the educational space of the University and in society (Domorovskaya, 2007; Dorozhkin & Mazitova, 2007; Petrov, 2009; Tastan et al., 2018; Razumovskaya et al., 2018). This trend is present at all levels of the educational process and is manifested as an indispensable condition for the success of foreign students in the development of current and future educational goals and objectives, the effectiveness of personal and professional development, depending on how long in time and at what costs they have the process of adaptation (Drozhzhina, 2013; Ivanova, 2001). So it is natural that up until now the problems of foreign students' adaptation to the University educational environment, mediated the learning process, are on the first

(Vadutova, Kabanova & Shkatova, 2010). It is proved that the modern picture of the world, which is changing under the influence of global migration processes, from new positions reveals the features of this problem in high school, requiring rapid, creative and effective solutions from the side of all subjects of educational activities (Giddens, 2004; Dianova, 2008; Crane, 2002; Madsen, 1993; Robertson, 2002; Wimmer, 2008). In the course of the study the importance of rethinking the pedagogical conditions of foreign students' training process and their reorientation from information and cognitive bases to the methodology of socio – cultural interference of the educational process is determined. It is established that the aggregation of higher education values with the content of a foreign student's professional training is largely mediated by the socio-cultural interference of the educational process, the main purpose of which is the successful adaptation of a foreign student in a specially organized environment of the University educational space:

1) Weakening or strengthening of the educational values formed under the influence of newly acquired ones;

2) weakening or strengthening of the acquired educational values under the influence of the existing ones (Allakhverdov & Allakhverdov, 2014; Bagan, 2008; Crane, 2002; Domorovskaya, 2007).

The results of the study prove that these trends require appropriate approaches to the process of a foreign student's adaptation in the educational space of a modern University (Itinson & Rubtsova, 2015; Rybakovsky, 2015; Savchenko, 2010). The advantages are established of the frame approach which is based on conventional, in accordance with the educational tradition, social and cultural interferences of the educational process (Gurina & Sokolova, 2005; Yanitsky, 2011; Rudenko et al., 2018; Fartash et al., 2018; Semenova et al., 2018). The efficiency of two types of frames is defined: periodically repeated way of organization of educational material (frame - concept) and educational time (frame – scenario). It is proved that both types allow a foreign student to expand the volume of assimilated knowledge and information without increasing the amount of time spent on their study, as well as to bring together the goals of adaptation with individual creative abilities of the individual. An effective way to address these areas is to increase the volume of didactic units of training content in the process of their consolidation in time (for example, lectures and seminars are carried out in the process of project activities) and content - by compressing educational information (specific subject areas are transformed as the information becomes more complex in interdisciplinary training modules). In this process is the productivity of the frame, as the material under study can be easily transferred into tables, charts, slides, it saves training time and allows a foreign student on the basis of self-study material to form their own decision about borrowing or not borrowing socio-cultural values, traditions, ideas generated in the learning process (Yanitsky, 2011; Dvora & van Hulst, 2011; Davoudi et al., 2018). In this regard, the main attention in this article is given to the development of theoretical and methodical approach to the effective implementation of a foreign student's adaptation to the educational space of the University on the basis of socio – cultural interference of the educational process, determined by practice – oriented types of frames. The article reveals the discursive understanding of the socio – cultural interference of the educational process as a pedagogical condition for the adaptation of a foreign student to the educational space of the University; defines the structural and content stages of the process of foreign students' adaptation to the educational space of the University; on the basis of the study results, the effectiveness is justified of socio-cultural interference of the educational process as an innovative condition for the adaptation of a foreign student to the educational space of the University. The practical significance of the frames' structure of the educational process's socio-cultural interference in the adaptation of foreign students to the educational space of the University is proved.

Literature Review

Scientific – methodical ideas and insights of philosophers, sociologists, psychologists, teachers, methodologists (Allakhverdov & Allakhverdov, 2014; Annamuradova, 2013; Bagan, 2008; Vadutova, Kabanova & Shkatova, 2010; Giddens, 2004; Gladush, Trofimova & Filippov, 2008; Gurina & Sokolova, 2005; Ivanova, 2001; Crane, 2002; Madsen, 1993; Robertson, 2002; Savchenko, 2010; Dvora & van Hulst, 2011; Yanitsky, 2011), devoted to various aspects of adaptation of a foreign student to the educational process of the University, constitute the methodological basis of this study. The work of E. Giddens (2004) is of particular importance for the study of the problem. It is established that his conclusions about the migration waves are based on the logical paradox of E. Stroop (1930) about the occurrence of interference. Until now, the assumption of E. Stroop (1930) has not been refuted that interference does not arise as a result of postulated mythical restrictions on the possibility of cognitive activity, but as a result of checking the correctness of the paradoxical task: not to realize (ignore) the result of automatically performed transformations. In turn, E. Giddens (2004) on the example of migration waves proves the nature of the interference of cultural space: the inevitable transformation of local cultures (the inclusion of foreign cultural elements, the interpretation of cultural forms) – on the one hand, the lack of human resources, revealing the gap between economically developed and backward or unfavorable regions – on the other. The polystylism of cultural forms, values, norms, behavioral imperatives, target-setting styles suggest the emergence of intercultural neutral space that removes the contradictions of interacting cultures, expanding the diversity of cultural styles and ways of their presentation and interpretation. As a result, migration processes, according to E. Giddens (2004), form new cultural zones within this space, providing individuals with opportunities to adapt to external zones.

The works of sociologists, social psychologists (Crane, 2002; Robertson, 2003; Madsen, 1993; Wimmer, 2008) give the phenomenon of adaptation of foreign students to the educational space of the University signs of "tertiary" market of educational services. Here it is necessary to highlight the main indicators of this market: 1) income from the sale of paid educational services to a foreign student, from the associated industry – food, accommodation, transport, educational literature, cultural activities, etc.; 2) improvement of the age and sex structure of the population due to the youth of reproductive age migrating for educational purposes; 3) obtaining new citizens who have already been integrated into society, who have received their citizenship in the most favorable way – through the education system (Report on international migration of the UN population Division, 2012; Report on international migration of the UN economic cooperation and development of United Nations Organization, 2011).

In psychological – pedagogical literature (Waldenfelds, 1994; Dementieva, 2008; Dianova, 2008; Petrov, 2009; Fursa, 2012; Shpet, 2014; Dvora & van Holtz, 2011) a leading idea can be traced about the priority of creating a safe learning space for socio-cultural and socio – professional training of foreign students. Many researchers (Annamuradova, 2013; Vadutova, Kabanova & Shkatova, 2010; Gladush, Trofimova & Filippov, 2008; Ivanova, 2001; Savchenko, 2010) on the basis of the results obtained note the changes of adaptability in different ethnic groups of students depending on the cross-cultural interaction in educational process of the University. To date, the special importance belongs to research on adaptation of foreign students due to socio-cultural potential of the educational process as a leading strategy to improve educational opportunities (Gladush, Trofimova & Filippov, 2008; Gurina & Sokolova, 2005; Crane, 2002; Robertson, 2002; Shpet, 2014; Yanitsky, 2011).

In recent years pedagogical studies devoted to the problems of a foreign student's adaptation to the educational space, much attention is paid to frames, methods of their organization and application are proposed, advantages of use are highlighted, requirements for design are determined (Gurina & Sokolova, 2005; Dvora & van Hulst, 2011; Yanitsky, 2011). The theoretical and practical expediency of design and implementation of frames – concepts and frames - scenarios as innovative components of the

socio-cultural interference of the educational process, focused on the adaptation of the student, is also substantiated in the presented works.

In the course of the study, despite the extensive bibliography, the availability of productive directions and approaches to the study of the problem of adaptation of a foreign student to the educational space of the University, the questions of developing new forms of adaptation, new resources for its development remain open. The leading role in this process is played by the socio-cultural interference of the educational process, which in turn is a dynamically changing condition for borrowing, communication and self-presentation. In this regard, to date, the need for theoretical and methodical justification of socio – cultural interference of the educational process as an innovative condition for the adaptation of the individual to the educational space of the University remains relevant. The solution of this problem determines the purpose of the study.

Results

3.1. Socio-Cultural Interference as a Pedagogical Category

It is established that in research the concept "interference" is used to describe virtually all areas of socio – humanitarian knowledge: they declared sensory, perceptual, mnemonic, linguistic interference, the interference of reflexes, skills, roles, cultures, etc. The description of interference in these studies often looks as if several information flows are struggling with each other to capture some limited resource. The creators of such hypotheses come from an intuitively obvious message that it is usually more difficult to solve two problems at the same time than one. It is assumed that the interference is manifested when two interacting processes are superimposed on each other (Allakhverdov & Allakhverdov, 2014). In psychological science, the main assumption of interference theory is that the information stored in memory is complete and not damaged, but cannot be reproduced because of competition with the newly obtained information (Bagana, 2008). Psychological studies mostly used two types of interference: proactive and retroactive (Allakhverdov & Allakhverdov, 2014; Bagana, 2008). Proactive interference is represented by the process of the preservation's deterioration of the studied material under the influence of pre-learned one. In other words, the individual has difficulty in remembering new information, as the process of encoding and storing this new information is influenced by existing memories. Retroactive interference reflects deterioration in the preservation of the memorized material caused by memorization or operation with subsequent material. That is, the new information affects the existing one, distorting it or disrupting the ability to reproduce both. In the course of the study, the meaning of this concept is used in the construction of interference as a pedagogical category. It is determined that the interference of the educational process in the educational theory and practice of working with a foreign student is mainly replaced by the process of borrowing educational values in the intercultural interaction of the individual with teachers, fellow students, representatives of the educational environment and society for its intercultural enrichment. Frankly speaking, it should be borne in mind that the process of interference is different from the process of borrowing. First, borrowing as a process is carried out at the social level, not at the individual level. Secondly, interference differs from borrowing as a process of psychological nature: the transfer of values, habits, languages from one culture to another is not identical to the process of addressing the values of another culture for social reasons. However, borrowing and interference become genuine borrowing only as a result of long-term contact between cultures (Bagana, 2008). It is proved that the solution of the pedagogical meanings in the presented directions is mediated by socio-cultural interference of the educational process, whose main goal is the successful adaptation of foreign students in specially organized conditions of educational space of the University: 1) weakening or strengthening of educational values formed under the influence of newly acquired ones; 2) the attenuation or gain of the acquired educational values under the influence of already formed ones.

3.2. Structural and Content Essence of a Foreign Student's Adaptation to the Educational Space of the University

Adaptation (in Latin – adaption) is the subject of study of a number of Sciences, both Humanities and natural Sciences. The generally accepted universal definition of adaptation (adaptability as the most stable state of the organism in the new conditions) is used in the course of this study (Annamuradova, 2013). Several forms of social and cultural adaptation are established, which affect various spheres of the existence of a foreign student's personality in the educational space of the University:

– Physiological adaptation-change of biological mechanisms of regulation of vital activity in order to maintain a favorable physical health. From the point of view of physiology, there are urgent and long-term adaptations (Annamuradova, 2013);
– Psychological adaptation is a fairly high level of self-estimation and low anxiety level, positive attitude and contented mental state (Domorovskaya, 2007);
– Social adaptation is the process of coordination of conditions of social environment and opportunities of the student's personality, his/her expectations and needs. Due to the fact that the training of students takes place in groups, their personal adaptation (adaptation to new environmental conditions) is directly related to the position in the team. The identity, group, and environment actively interact with each other (Dorozhkin & Mazitova, 2007);
– Cultural adaptation-means the development of cultural values and features of living in order to form a comfortable standard of living (Ivanova, 2001);
– Adaptation in the educational space, that is, the restructuring of the individual within the framework of inclusion in the new social role of a foreign student (Gladush, Trofimova & Filippov, 2008).

It is established that the process of adaptation may be faster or slower depending on the structure of the barriers to the successful development of the foreign student in obtaining quality education and comfortable living:

– Physiological barriers (change of time zones, climate, food, water) inevitably appear in the first weeks of the student's stay in the country, but their overcoming is easier and faster;
– The language barrier is the most significant problem, the solution of which involves many aspects of adaptation: educational, social, cultural, and psychological. The success of overcoming the barrier depends, first of all, on the degree of motivation in language acquisition;
– Emotional barriers also often arise in the early stages of adaptation processes, as the initial stage of stay in a foreign country is always associated with emotional overload. Emotional factors, which include anxiety, play an important role in intra-group processes, in the ability to understand yourself and others, thus determining the success of adaptation;
– Social and cultural barriers (social, political, religious and professional differences that lead to different interpretations of certain concepts used in the communication process).

The efficiency is proved of step-by-step implementation of social and cultural adaptation of a foreign student, identification of features and difficulties of adaptation, determination of pedagogical mechanisms to overcome barriers, substantiation of socio-cultural interference of the educational process as a condition of effective adaptation of the individual to the educational space of the University: the preventive period (before arrival in the country); the initial period (the first month of stay in the country) and the main period (all further stay in the country).

– Preventive period. There is an acquaintance of the entrant with information about the University through its representatives, through the Internet and other media. A special role in

the effectiveness of adaptation of the preventive period is played by the website of the University with a positive interface and the professionalism of its representatives or intermediaries in the contacts between the University and the applicant (Annamuradova, 2013).

- Initial period. It lasts about one and a half month. In these extremely short terms, the possibilities of entering the student into a new linguistic, socio-cultural and educational environment, into the space of mastering the basic norms and rules of the team, developing his/her own style of behavior, overcoming physiological, psychological, linguistic and other barriers are projected (Vadutova, Kabanova & Shkatova, 2010).

- Main period. It is determined by many factors: from social and living conditions to the psychological climate in the group. Foreign students are taught in international study groups, which facilitates the entry of the student into the life of the University and in the educational space (he/she is in a situation of "I - like everyone", which increases the level of self-estimation). Communication with representatives of other countries and the daily training activities have a significant impact on adaptation processes and the formation of a student whose behavior becomes rational, he/she correctly understands and estimates the intra-group situation and develops adequate guidance in relation to group norms, goals and values, and designs true to the behavioral tactics, the appropriate group requirements and expectations (Dorozhkin & Mazitova, 2013).

On the basis of the obtained results, the personally determined stages of borrowing by a foreign student of social and cultural values of the educational process as a priority condition for adaptation to the educational space are determined.

The first step. Autonomy. It manifests itself in the form of personal mimicry, adjusting to the conditions of the new society. Students are involved in social processes according to the existing norms of behavior. At the same time, they preserve their own cultural identity and demonstrate the rejection of the values of the new society. There is no equivalent development of the cultures of students who come into contact. Students remain isolated from the influence of the dominant society.

The second stage. Assimilation. There is a gradual process of awareness of demonstrative behavior's inappropriateness and rejection of the values of the educational space and the new society, the understanding of such behavior as a sign of impropriety. At this stage, there are changes in the socio-cultural foundations of the student. In the active interaction and coordination of foreign students, teachers and students of the University there is a productive basis for the dialogue of cultures

Stage three. Interference. This is the result of the consolidation of cultural and value values of the educational space and the foreign student's culture entering into interaction with it. Interference contributes to the development of cultural identification of students with new values on the basis of maintaining their own ethnic and cultural affiliation. As a result of interference, the basic values of the student's personality change. Borrowing the values of the new environment, the structure of traditional values is changing. Without violating the integrity of cultural identity, interference allows to reach the level of intercultural interaction based on universal values. At the same time, students rely on the emerging ability to identify themselves with the values of the educational space as the micro models of a new culture; their consciousness opens to new meanings and values of the surrounding space.

3.3. Adaptation Frames of Socio – Cultural Interference of the Educational Process-an Innovative Condition for the Adaptation of Foreign Students to the Educational Space of the University
They represent a set of periodically repeated methods of socio - cultural interference of the educational process (frame – concept) and educational time (frame-scenario). It is proved that these frame models

allow foreign students to expand the volume of assimilated knowledge and information without increasing the amount of time spent on their study, as well as to bring learning goals closer to individual creative possibilities. The established effectiveness of these areas is manifested in the increase in the volume of didactic units due to their consolidation in time (for example, lectures and seminars are carried out in the process of project activities), and in the content of training by compacting educational information (specific sections are converted into subject, and then as the complexity of the information takes place - in interdisciplinary training modules). This process is the productivity of the frame, as the studied material can be easily transferred to tables, charts, slides, which saves time and gives the student the opportunity to adapt to the new educational space of the University on the basis of the originally formed sign – symbol frames – concepts and frames – scenarios. It is proved that the established frames are most effective at the 3rd personally determined stage of borrowing by a foreign student of socio-cultural values of the educational process. This is the result of the consolidation of cultural and value magnitudes of the educational space and the foreign student's culture entering into interaction with it.

1. Frame – concept. It is a certain framework of educational information focused on specific goals of adaptation of a foreign student to the educational space of the University:

- Actualization of knowledge – information is loaded in the frame in the form of concepts, formulas, and brief definitions of the quantities relevant to the didactic objectives of the previous material;
- Specification of cause-and-effect relationships between the previous, already studied material and the new, upcoming for study;
- Visual placement of drawings, diagrams and other sign - symbol texts supplementing the information content;

Design of reference outline of study contents:

1) Goals, objectives are defined;

2) Requirements to the content of the reference abstract are structured;

3) The form of information's presentation are determined (are performed in a variety of forms, depending on the creativity of the teacher);

4) Functions are established;

5) the content of the article is presented (basic knowledge, arranged in a logical sequence and presented mainly by means of graphic means, sign - symbol texts) It is proved that the main advantage of supporting abstract is the compaction of information, educational content, specifically and clearly presented (systematization of educational content, consolidation of knowledge elements, generalization of figurative and logical knowledge, algorithmization of the universal structure of support schemes in the symbolic form);

6) A logical – semantic scheme of the reference abstract is created and implemented (it serves as a form for the content of information, establishing the most typical, significant, system-forming relationships between semantic cells of educational information). The main difference between frame schemes from other logical and structural schemes, representing a certain part of the educational material, is the stereotyping and universality of the selected links for structuring knowledge on the basis of the system-forming links of the new content with the previous one, establishing the relationship of these levels of information. Logic-semantic schemes are aimed at identifying such relationships and presenting them to students in the form of graphic or symbolic structures.

2. Frame-scenario. It is based on the sequence of execution or correction of educational actions and the output of the analyzed educational situation. The hierarchical structure of the frame scenario consists of information terminals (slot nodes) and non-terminal nodes. The terminal represents and describes the subject under study, its specific features, as well as information about the relationship with other objects,

about the method of using the frame, about the next action or about the action to be performed if the assumption is not justified. Non-terminal nodes contain additional information and information related to the object that describes the frame, as well as the data required for exit procedures. To explain the student's quick understanding of the situation, it is necessary to correlate the frame - scenario terminals with the most typical questions arising from this situation. In essence, a frame - scenario is a unit of questions about the topic, the problem, the expected situation, the ways to solve and the answers to them. In the course of the study the structure of frames – scenarios of socio-cultural interference of the educational process, the most adapted to the educational space of the University, is substantiated:

- frame scripts. They represent the procedure of the task (action): description of algorithmic requirements with the help of the established language of information transmission (description of the sequence of the task solution, instruction of actions in case of negative results, Advisory recommendations for solving certain problems);
- frames-algorithms. They form and develop educational skills of development and systematization of knowledge in the discipline. Algorithmic frames differ from scripts in that work on a given algorithm requires students to perform a variety of intelligent operations and update information from other frames (including procedural ones);
- frames-description. The reveal the laws of events or processes, the characteristic features of which is the high compression of the text and the sequence of the situation or cause – effect relationship of the basic content of the text. Description frames are represented in symbolic or graphical form with the help of digital, algorithmic, symbolic logograms;
- problem solving frames. The study identified the stereotypical structural elements of the didactic frames of solving problems: the problem's updating– formation of knowledge about the ways of solving problems –problem's solution choice–problem's solution – evaluation of the optimality of the solution. The main purpose of problem solving frames is the development of logical, problem-based, creative thinking of the individual as a result.

It is established that in educational theory and practice, there are also other types of frames, which are determined by a variety of purposes: linguistic, cognitive, semantic, ways of knowledge representation in artificial intelligence, etc. The established classification is oriented to the solution of problems of socio-cultural interference of the educational process as conditions of foreign students' adaptation to the educational environment of the University. Frames-concepts and frames - scenarios allow the most effective use of socio - cultural interferences of the educational process as a recurring way of organizing educational material (frame - concept) and educational time (frame-scenario) in the educational space of the University.

Conclusion
The study confirms the theoretical and practical significance of the pedagogical justification of socio-cultural interference of the educational process as a condition of student adaptation to the University educational space. Until now, the problems of foreign students' adaptation to the educational space of the University, mediated by socio-cultural values of the educational process, are in the first place. It is proved that the modern picture of the world, which is changing under the influence of global migration processes, from a new position, reveals the features of this problem in the University, requiring rapid, creative and effective solutions from all subjects of educational activity. In the course of the study the importance is determined of rethinking the pedagogical conditions of the foreign students' training process, and their reorientation from information and cognitive bases on the methodology of socio – cultural interference of the educational process. It is established that the aggregation of higher education values with the content of professional training of a foreign student is largely mediated by the socio-

cultural interference of the educational process, the main purpose of which is the successful adaptation of a foreign student in a specially organized environment of the educational space of the University:

1) Weakening or strengthening of the educational values formed under the influence of newly acquired ones;

2) Weakening or strengthening of acquired educational values under the influence of existing ones.

The results of the study show that the established trends require other approaches to the development of a model of foreign students' adaptation in the educational space of a modern University. During the study, the advantages of frame approach based on the conventional, established in accordance with the established educational tradition, social and cultural interference of the educational process were subjected to experimental testing. In this regard, in this article, in the process of modeling practice – oriented types of the frame, a theoretical and methodical approach to the effective implementation of the adaptation of a foreign student to the educational space of the University on the basis of socio – cultural interference of the educational process is developed. The article reveals the understanding of the socio – cultural interference of the educational process as a pedagogical condition for adaptation of a foreign student to the educational space of the University; the structural and content essence of foreign students' adaptation to the educational space of the University. On the basis of the results of the study the effectiveness of socio-cultural interference of the educational process is justified (weakening or strengthening of the formed educational values under the influence of newly acquired ones; weakening or strengthening of acquired educational values under the influence of existing ones) as an innovative condition for adaptation of a foreign student to the educational space of the University.

This problem as a research area is not limited to the solution of the goals and objectives. The substantiation of frame approach to the design and implementation of models of socio-cultural interference at the preventive and assimilation stages of adaptation is important for the formation of the personality of a foreign student.

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Crisis Of The Education System In Russia Under The World Economic Crisis

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Abstract

The crisis of the modern Russian education system is a topic constantly discussed within the expert community. One of the main problems that determine the negative processes in Russian education and Russian science in the post-Soviet period is the impact of the global economic crisis. An equally important factor that strengthens the crisis character of the functioning of Russian education is the long-term policy of its ill-conceived reform. The causes of the crisis in the Russian system of higher education are: the problems of financing of education, copying Western ideas, massivization and standardization of education, total informatization, the transformation of value orientations of young people, the loss of the meaning of the "social elevator" by higher education, the withdrawal of the upbringing function from the education system.

Keywords: Russian education system, crisis, global economic crisis, modernization of education, labor market.

Introduction

Today, the entire world community has been in crisis for a long time, shaking the world order and bringing with it destructive consequences to all spheres of socio-economic life of absolutely all strata of the population, and the crisis phenomena, as satellites of human history, evolve from the economic system to the education system. The rapid social and economic changes occurring on the world arena also affect the higher education system, which faces the need to revise the system of organization, the management system, with the need to adapt curricula, programs, and the entire educational process as a whole to the requirements of the time. Every global economic crisis is an occasion for another revision of the results of social and economic processes in the world and individual countries, and at the same time an occasion to rethink theoretical templates and exaggerated assessments of the possibilities of the current system of market relations, including in the education system. The impact of the world economic crisis on the system of higher education in Russia is very significant due to the country's involvement in world social and economic processes, the crisis is a part of the economic cycle and its onset is inevitable in the social system of society. Undoubtedly, the crisis threatens the welfare of the country, national security (Gafiatulina et al., 2017a,b; Razumovskaya et al., 2018; Tastan et al., 2018; Rudenko et al., 2018), the balance of the economic system, as it contributes to the interruption of stable economic growth, violates the balance, preventing the normal development of social relations.

Before talking about the impact of the global economic crisis on the Russian system of higher education, it is necessary to understand the essence of its main characteristics. It is customary to distinguish three

principal characteristics of the world economic crisis: 1) the crisis of global capitalism, which has a high conflict potential for society and all of its social systems; 2) the crisis of the model of global (transnational) liberalism, which testifies "to the undermining of the fundamental foundations of the modern world economic structure and the prevailing liberal economic theories"; 3) the current world economic crisis, with not yet completely clear consequences, can be regarded as a turning point not only in the world economic system, but also in the social and economic system of any country (Ryazanov, 2009), and Russian education is not an exception in this regard. Thus, in the face of the onset of the global economic crisis, there is a crisis in the system of Russian education. The essence of the education crisis is connected with the gap between the existing system of education and the world economic crisis provoking rapidly changing social systems and the conditions of society. The global economic crisis, with all the set of global problems - demographic, social, environmental, spiritual and moral, is also directly related to the decline in the quality of intellectual capital produced by the higher education system, the narrowing and weakening of its social functions in general.

The problems of studying the crisis of Russian education are considered in the works of E. E. Anikina, L. Ivankina & Yu. Sorokina (2016)., I.M. Ilyinsky (2012), V.V. Kasyanov, N.P. Lyubetsky & S.I. Samygin (2017), V.V. Kasyanov, V.V. Kovalyov & S.I. Samygin (2017), I.G. Malinsky (2009), E.A. Samokhina (2012) and others.

Most scientists indicate that the crisis in the system of Russian higher education has been observed for a long time, the authors point to the difficult state of this institution, despite a permanent reform for almost twenty-five years (Samokhina, 2012).

Moreover, the reform of Russian education in the post-Soviet period has turned into an endless process with an unclear goal and without any noticeable indicators of the growth of quality and efficiency, although it is the growth of efficiency that is considered the main goal of educational reforms. The reform covers education of all levels, but the subject of consideration in this article is the crisis of higher education in Russia in the conditions of the world economic crisis.

Research Methodology

The purpose of this article is to identify the distinctive features of the systemic crisis of higher education in Russia in the conditions of the global economic crisis. The study used a comprehensive method that allows to take into account the set of factors that were the primary cause of the global economic crisis, its rapid spread and influence on the system of higher education. To realize the purpose of publication, the development of a theoretical and methodological toolkit becomes urgent. In the framework of this study, it is necessary to use a comparative, as well as a structurally-functional approach, in which the feedback between the world economy system and the system of Russian higher education was analyzed. As K.V. Vodenko et al. (2018) point out, the university system is traditionally viewed from the standpoint of the structural and functional approach, the description of the university system as a mechanism of social mobility, professional socialization, differentiation according to the professional profile. Significant results have been achieved in this direction, indicating that integration / disintegration processes are observed in Russian higher education. Integration of higher education under the impact of the economic crisis is characterized by the transition to a model of commercialization, the introduction of new educational standards, the connection to the world market of educational services. Disintegration introduces the destruction of the inequality of the educational environment, the division of higher education institutions into elitist and mass ones, and lengthens the distance between the training of specialists and their relevance to the labor market (Vodenko et al., 2016; Semenova et al., 2018).

Results

Today, the higher education system is rightly interpreted by scientists as an institution for the reproduction of social inequality, and despite the introduction of a unified state examination designed to equalize the chances of youth in access to quality education, a significant part of youth does not have access to quality education and further decent employment as a result of economic reasons (Gafiatulina et al., 2017a).

The process of reform was launched by the collapse of the USSR and the Soviet system of higher education. It would be logical to assume that centralization, bureaucratization and unification of education inherent in the Soviet model (and justified by the specifics of this model) will remain in the past. However, this did not happen. The modern Russian education system paradoxically managed to combine in itself the worst features of Soviet total bureaucratic control and the "free market element" in its ugliest manifestations: a kind of symbiosis of absurd bureaucracy and dependence on the market and the world economy. A striking example of this symbiosis is the commercialization of education in the Russian way, when higher educational institutions are interested in a certain number of students and understate the requirements for the quality of their preparation, because not only the income of the educational institution, but also its survival, the amount of teaching load and the number of working places depend on the number of students. If the dependence on money "brought" by students to the university is due (in part) to the logic of the market, then all the rest is connected solely with hypertrophy of state intervention in the activity of universities, the regulation of the number of students per teacher, the normalization of the training load, student enrollment plans, the need to harmonize and approve "at the highest level" any new educational directions (Kasyanov et al., 2017).

It is often said, that the crisis of the system of Russian education was caused by the transition to the Bologna system, which began in 2003. However, this directive transition, initiated only by the will of the state and without consideration of the opinion of the majority of the Russian educational community, can hardly be recognized as being realized and responsible for all modern problems. Russia has not become a part of a single educational space, which is implicit in the Bologna system. This is hindered by many factors, for example, the loss of the meaning of the "social elevator" by higher education; Low mobility of teachers and students, due primarily to external economic reasons. In Russian conditions, even the transition from one institution to another is difficult - what can we say about the regular exchange of students and teachers across Europe? Russian diplomas are still not recognized in European countries without additional procedures (planned to be achieved by 2010) (Tupitsyna, 2017).

Russian society itself is not prepared for the transition to the Bologna education system, which was formed in the West in the civic and legal culture based on European values of pragmatism, consumerism, individualism, independence, competition, and high mobility. That`s why, those graduates of higher education institutions who have been penetrated by these pro-Western values in the course of education do not find application to these qualities in the Russian reality and are forced to migrate abroad.

In general, there are several main reasons for the emergence of a crisis in the Russian higher education system. One of these reasons has been a constant renewal and change, as well as a sharp increase in scientific and technological progress in the conditions of world economic globalization. The so-called "traditional" training loses its significance, its methods and rules, which for years have been unchanged at its core, and have completely exhausted the possibilities for transformation.

The second serious reason for the emergence of the crisis in the education system in the conditions of the world economic crisis is the problem of financing of Russian science and education. All heads of higher educational institutions are concerned with the question, what will happen to the education budget if budgetary places are cut, the commercialization of the educational services market is observed, the cost of training is growing?

According to the data of the Faculty of Philology of Moscow State University, over the past decade the budget places for fundamental university directions of humanitarian training (Philology, History, Philosophy, Sociology, etc.) has been reduced at least three times (from about 300 to 100 people in large universities, from 100 to 30 people in smaller ones, in Novgorod, Chelyabinsk and some other universities it is now 10-15 people). Such a reduction in recruitment led to changes in the traditional structure of higher education institutions that implement humanitarian training: Instead of the earlier independent faculties and departments (philological, historical, sociological, etc.), a number of universities have Humanities Institutes (or other units with similar names) that teach the entire set of humanitarian educational programs open in the university. As part of the new divisions, previously independent faculties are represented by one or two departments of philological, historical, etc. profile, which in the created conditions are forced to serve, mainly, related directions of training and gradually lose their specialized character, ceasing to be graduating departments (On the reform of education, 2012).

In the global economic crisis, money investment in the sphere of Russian education has been significantly decreased. Moreover, the level of academic achievement in educational institutions of Russia began to fall.

As I.G. Malinsky (2009) writes in his article, the country's top leaders all the time emphasize in their statements that there will not be any financial reductions for implementing priority national projects, including education. Nevertheless, the sphere of education can not be aloof from the system of anti-crisis measures that are now really taking shape in society. Therefore, delays in budget financing of universities are inevitable, which will affect all aspects of the activity of universities, as well as the financial situation of employees and students (Malinsky, 2009).

The third reason is the process of massivization and standardization of higher education, which is determined by cardinal changes in technic and production technology, the replacement of the fifth technological order by the sixth, the transition to a knowledge economy, as a result of which the content and nature of labor are changing by the information revolution. Moreover, the information revolution led to the total "informatization of society": over the past two decades, the media, the computerization and the introduction of the Internet and the blogosphere, which are a direct tool for building up the material and economic potential, have been gaining momentum.

The processes of the world economic crisis give rise to the problem of specialists' shortage. In many countries around the world, special and higher education institutions annually produce more than a million specialists. However, the degree of their knowledge does not adequately meet modern requirements, since they are specialists in a "narrow" sense, therefore they cannot set and solve the problems of organizations in full. All this leads inevitably to a decrease in the level of wages, a reduction in jobs and an increase in the level of unemployment. About three million unemployed are forecasted in our country.

As a result of senseless borrowing from Western countries of dubious ideas (such as absolutizing testing, total implementation of the Unified State Examination, reckless copying of the Bologna education system, etc.), economic globalization "practically pushed Russia from the path of national development, the distinctiveness and dignity of domestic education, which were evident and valued all over the world, are mostly destroyed "(Ilyinsky, 2012).

In the framework of modernization of education, the fact that education is a type of social engineering, to which ideology, politics, religion, education as a whole is related, is overlooked, since it is these components that "form" a person and a personality (Shakbanova et al., 2018).

Discussion

One of the first documents on reforms in the field of educational policy, which served as a trigger mechanism for the crisis, was the Decree of the President of the RSFSR B.N. Yeltsin No. 1 "On Priority

Measures for the Development of Education in the RSFSR" (Gazette of the Congress of People's Deputies and the Supreme Soviet of the RSFSR, 1991).

This document, which was obviously populist in nature and concerned mainly the material support of educational institutions and raising the salaries of pedagogical workers, nevertheless, for the first time set the task for the Government to work out in a short time the State Program for the Development of Education in the RSFSR. On its basis, a new basic curriculum was adopted and temporary educational standards were introduced. The main line of reform of the Russian school in the conditions of the crisis in the first half of the 1990s. became its transition into variational teaching.

The new Russian elite, clearly oriented to the West and primarily to the United States, did not always objectively assess the foreign education system, often ignoring its weak points. Thus, one of the main measures undertaken by the state in the educational sphere was a sharp reduction of state obligations. Privatization of educational institutions in the early 1990s threatened to take on a mass character. This process occurred against the backdrop of a catastrophic decline in the standard of living of the majority of the Russian population, which could not but affect the accessibility of education. Such social losses were caused by the difficulties of the transition period.

The idea of introducing educational vouchers, planned in the framework of educational reform, aroused sharp criticism from the pedagogical community. It is necessary to recognize the fears of many specialists who pointed out that the consequences of such a decision could be similar to the results of privatization in the state economy.

As S.N. Djabbarova (2015) writes in her article, in recent years, several attempts have been made to build an economic forecast for the development of the education system in general and higher professional education - in particular. "Russian education was going through hard times, and the financial and economic crisis actually devalued the prognostic works of any of the spheres that are somehow connected with human activity".

As a result of the economic crisis, and decrease in the population's solvency, according to expert estimates, youngest people studying on a fee-paying basis in state and non-state educational institutions will not be able to pay for their education. The reduction of incomes will undermine the material base of non-state and most state universities. Decrease in budget financing of state universities affects the overall level of their incomes, investments into innovative development of higher and secondary vocational schools are reduced due to the reduction of extrabudgetary sources of funding (Djabbarova, 2015).

"Wild" market capitalism of the Western-liberal style "trampled", deformed the humanistic landscape of the state system of higher education, cultivated by centuries-old cult and practice "to sow eternal, reasonable, spiritual." The response of the street to the "breaking" of the traditional education system - "training - development - education" and removing such component as "upbringing", was the «explosion" of youth crime, mass alcoholism and drug addiction. Society has not just got "lost" generation, it has lost a historic time allotted for the construction of a new, democratic and civilized Russia. The youth of the "lost" generation of the 1990s graduated from universities, 80% of which are characterized as socially apathetic (Gafiatulina et al., 2018).

Experts argue that as a result of the economic crisis in Russia, the labor market and the higher education system develop separately from each other. The labor market does not appreciate the signals of the education system, and the education system ignores the signals of the labor market. There is an imbalance in the system of higher education, when the system prepares not those professionals who are needed by the market, therefore, does not fulfill the function of building human resources.

Conclusions

So, what was the result of the modernization of Russian education in the conditions of the economic crisis, what crisis phenomena, in turn, did it cause in the system of Russian education?

- Firstly, the thoughtless copying of questionable ideas of the West, which led to the loss of the "social elevator" by the higher education system, as it was in Soviet times.

- Secondly, educational inequality, the inequality of access to quality higher education as a result of polarization, a sharp property stratification of the population.

- Thirdly, the massivization and standardization of education, "Homogenization" of students at the expense of the development of personal abilities, exclusion of the human factor from the pedagogical process , automation of the pedagogical process.

- Fourthly, displacement of value orientations of youth towards a material, consumer and pragmatic attitude toward life and the social environment.

- Fifthly, the years of violent reform and modernization of education have led to the fact that the priority of educational objectives is the quality of the specialists trained by the system of higher education, to the detriment of personal qualities, since human qualities have ceased to be taken care of.

- Sixthly, the total introduction of the Internet, the blogosphere, which transformed the society; seventhly, the removal of the function of education from the system of Russian education as a result of the withdrawal of education from the draft Law "On Education".

- Finally, eighthly, the imbalance of the system of higher education and the labor market.

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Solidarity Practices In Regional Communities In Southern Russia

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Abstract

The article deals with various repertoires of solidarity practices, on the one hand, as social actions aimed at demonstration of ethatist solidarity with the authorities, on the other – as legal and illegal protest social actions, allowing to identify the target and value priorities of solidarity groups in regional communities in the South of Russia.

Keywords: solidarity, solidarity practices legal solidarity practices, illegal solidarity practices, regional communities, activity-based paradigm of solidarity practices' study, cumulative paradigm of solidarity practices' study.

Introduction

The problems associated with the search for ways of social integration and consolidations of regional communities have become more urgent in modern Russia. This is due to the fact that today it is becoming increasingly difficult to manage social processes through administrative coercion and the imposition of political decisions on the population without taking into account their views on various issues of public life. In addition, regional authorities, under constant pressure from various interest groups, have to look for new forms and ways not only to discuss public topics with them, but also to enter into appropriate social contracts. Such forms and methods today are various repertoires of solidarity practices, based not only on discursive, but also on the activity of social subjectivity. The institutional basis of solidarity practices in regional communities, which put forward personal preferences (Dean, 1996) and make it possible to coordinate social interests, are primarily the principles of social justice and social trust.

Materials and Methods

In the modern foreign discourse in the context of "freedom and loyalty" (Kapeller & Wolkenstein, 2013) various moral and legal aspects of social solidarity are considered (Alexander, 2011; Cureton, 2012; Domurath, 2013) related to the problems of social disintegration of an individualized society in the West (Oliner, 2010; Kolers, 2012; De Zubiría, 2013). The attention of foreign researchers is also drawn to the problems of social solidarity and supranational integration of regional communities (Sierra, 2013).

In Russian scientific discourse the social solidarity is seen as an ideological alternative, which is capable to overcome the radical conservative and liberal-anarchist attitudes at the macro-social level, widely spread in modern Russian society (Okara, 2010; Kovalev et al., 2018). At the same time, the researchers

note that in the modern Russian society social solidarity takes mainly the form of grassroots self-organization (Zverev, 2009). In this regard, mass actions of "street" protest in various Russian regions are of particular scientific interest. In the context of the threat to the social interests of certain social groups, these protests are a negative reaction of people to the decisions of local authorities, which are perceived by the protesters as an attack on their social rights or vital interests.

At the same time, the researchers, paying attention to such a trend in the social development of Russian society as a decrease in social solidarity (Skvortsov, 2012), note that outside the "strong social ties", localized in family-related groups, stable solidarity communities are formed very rarely. This is especially true at the local level, where solidarity has not become the norm even in the area of neighborly relations (Reutov, Reutova & Shavyrina, 2016). At the same time, the researchers believe that the priority importance of private values in modern Russian society in comparison with the values of civil debt and social responsibility has an extremely negative impact on the prospects of development of solidarity activity of civil type (Volkov, 2017).

At the same time, the researchers emphasize that, despite the low level of social trust in the Russian society, solidarity practices at the micro – social level, which include various forms of self-organization of the population associated with the desire of citizens to improve the environment, to help people who find themselves in a difficult situation, and to a lesser extent-with the protection of their rights, are gradually becoming an integral part of the social space of local communities. In the self-organization processes in these communities, the role of power structures is still significant, but horizontal forms of social cooperation are also actively developing (Reutov, Reutova & Shavyrina, 2016).

Thus, sociological studies show that the idea of social solidarity is unconditionally echoed in various regions of Russia, especially among the socially active population in local communities. At the same time, solidarity practices are considered mainly through the prism of specific collective goals and interests that unite people within various social communities – from small social groups to the Russian society as a whole (Reutov, 2017).

The methodological basis of the scientific study of solidarity practices in regional communities is the cumulative theory of social solidarity and the activity-based paradigm in the understanding of social practices. Cumulative theory of social solidarity includes the notion that, first, the "description of solidarity in terms of interpersonal (inter-subjective) relations means recognition of the individual in question, as equal and worthy partner interaction", second, "a society that can be described in terms of solidarity, is based on the fair distribution of chances of their subjects for recognition", third, "the fair order of recognition is a prerequisite for social cohesion and solidarity" (Juul, 2010). Within the activity-based paradigm the social practices are considered as different repertoires of conscious and unconscious social action, allowing "the person to place in a particular social capacity" (Volkov & Kharkhordin, 2008).

Solidarity practices in regional communities, together with social practices of coercion and consent, constitute a special type of social interaction involving the principle of "mutual responsibility" for achieving certain goals. Features of solidarity practices based on the common social interests of interacting actors are that they are consistent with the expectations of people and are conditioned by moral assessments of joint social actions, "highlighting personal preferences" (Barsukova, 2002).

Different types of solidarity practices can be distinguished in regional communities: 1) natural (organic) solidarity practices of everyday life and artificial (constructivist) ones initiated by social activists; 2) rational (goal-oriented and value-rational) solidarity practices and routine practices, conditioned by customs and traditions, and therefore bearing unconscious and sometimes affective nature; 3) positive solidarity practices aimed at solving common problems, and negative ones aimed at confrontation with "strangers" or the fight against "enemies"; 4) legal solidarity practices authorized by the authorities, and

unauthorized, illegal ones; 5) Loyal, showing solidarity with the government, and the protest solidarity practices, expressing a negative attitude towards the power solutions.

Result

The subject of this article is the solidarity practices in such entities of the Russian Federation as the Rostov region, Stavropol territory, the Republic of Adygea, Kabardino-Balkar Republic and the Republic of Crimea. In the work as solidarity practices in regional communities in the South of Russia, first, actions aimed at demonstrating solidarity with the authorities; second, authorized protests, third, unauthorized protests are considered.

In the regions of the communities in the South of Russia, the actions aimed at demonstrating solidarity with the government are primarily associated with such public holidays, organized by regional authorities, as well as regional branches of the political party "United Russia" as "Russia Day" (June 12), "Day of national unity of Russia" (November 4), "victory Day" (may 9). The events organized on the occasion of these state holidays are of a clearly patriotic nature and are also aimed at demonstrating the greatness of Russia and friendship between the peoples of Russia. In addition, in the South Russian regions, special importance is attached to the holding of anti-terrorist rallies. Every year, on the day of solidarity against terrorism (September 3), rallies are organized, where the authorities try to attract as many young people as possible, public figures of the older generation, as well as authoritative representatives of the Muslim clergy. Since 2014, mass rallies have been held in all regions of the South of Russia in connection with the inclusion of Crimea and Sevastopol in the Russian Federation.

In addition, solidarity actions are held in those days that are of particular importance in the historical memory of local communities. So, in Stavropol on January 21 meeting in honor of city liberation from the German-fascist aggressors organized by the city authorities is annually held. In Rostov-on-don there is also a tradition to organize such events on February 14. Since this date coincides with the day of "all lovers", especially revered for obvious reasons among young people, often these two holidays are combined mainly by youth organizations in their programs. Thus, the Rostov regional children and youth public organization "the Commonwealth of children and youth of the Don" regularly holds a civil-Patriotic action "freed Rostov", in which thousands of people take part.

Solidarity actions in the regions in the South of Russia have its own specifics. For example, the activists of the "National liberation movement" organized rallies in support of Putin's candidacy in the presidential elections in the Rostov region during 2017. This political movement, created to counteract the "color revolutions", is essentially affiliated with the "United Russia" and is a "street" element of the party, attracting active youth, able to "beat the enemy" (opposition) with his own weapons, that is, the organization of small rallies and pickets. On February 18, 2018, Nalchik and Maikop hosted a campaign organized by the Federation of trade unions "For the stable development of the country", which was attended by about 4 thousand people who demonstrated their solidarity with the course of the Government of the Russian Federation. These actions were held on the eve of the elections and had the nature of propaganda activities in support of Putin's candidacy in the election of the President of the Russian Federation.

In the North Caucasian republics, numerous historical memory rallies are held every year in connection with the events of the Caucasian war of the 19th century, organized by representatives of the authorities and various national movements, for example, Adige Khase. In September 2017, rallies in support of Rohingya Muslims were held in all major cities in the North Caucasus. In Grozny at a rally in front of the mosque "heart of Chechnya" more than 1 million participants gathered. However, only about 200 people gathered in Nalchik on the square of Abkhazia in the center of the city, and the media reported only about the collection of petitions regarding Maikop.

In Stavropol every year on October 30 meetings devoted to the memory of political repressions' victims in which representatives of the power, public and religious figures, and also, mainly the senior generation take part are held. Separately, it should be said about the actions organized by the military. In conditions of aggravation of foreign policy relations in the Rostov region, such events are given great importance. So, on September 2-3, 2017, on the embankment, events were held under the motto "contract Service is your choice!" which was visited by over 60 thousand people. The same action was carried out in 2015.

The leader of the authorized protests in the South of Russia is the Rostov region. These actions are carried out by the regional branch of the Communist party of the Russian Federation, which organizes rallies, processions, pickets and other mass events, mainly timing them to the former Soviet holidays. However, the Communist party's activity is not limited to the" red days" of the calendar. So, on June 11, 2016 in Rostov-on-don at a monument to Lenin a meeting was organized whose participants protested against "the worsening of social and economic situation and inaction of local authorities"; on December 19, 2017 the meeting was organized on a platform near the don state library directed against "illegal criminal prosecution of the Communist Vladimir Bessonov", and which was also initiated to make amendment to the regional legislation limiting the rights of preferential categories of citizens. In addition, at the turn of 2017-2018, several meetings were organized in support of the nomination of the candidate for the post of President of the Russian Federation from the Communist party P. Grudinin. However, it should be noted that, despite the large number of the total number of protest actions by the Communists, rarely any of their activities gathered more than a hundred protesters.

Some activity on the organization of opposition rallies, sanctioned by the authorities are exhibited by a "Fund of struggle against corruption" and "Coordinating Council of the opposition" led by A. Navalny. So, in June 2017, in Rostov-on-don, the action was held under the slogan "we demand answers" (about a hundred participants). In October 2017 and January 2018, meetings were held in connection with the refusal to register A. Navalny as a candidate for the post of President of the Russian Federation (about 150 and 800 participants, respectively). Among the authorized protests organized by other public organizations, one should call meetings organized in Rostov-on-don by political parties of PARNAS and "Civil initiative": one was held in July 2016, at which the audience demanded the resignation of the mayor of the city (about 50 participants), and the second – 20 August 2017 under the slogan "We are patriots of Russia", where there was an acute criticism of the Federal government (about 20 participants).

High activity on the organization of sanctioned protests which are non-political in nature, are shown by initiative group "defrauded investors", who starting from 2015, held in Rostov-on-don several numerous public events (rallies, pickets, hunger strikes). Activists-coordinators of this group, having a website on the Internet, regulate the flow of protest activity through social networks.

In Stavropol region protest activity was slightly lower than in the Rostov region. The most mass action took place in May 2016, organized by trade Union activists. At the meeting, the audience, expressing support for the President of the Russian Federation V. Putin, opposed the anti-crisis measures of the Russian government (about 2 thousand people). In January 2018, the regional center held a meeting of A. Navalny, whose participants called for a boycott of the presidential elections held in Russia (about 100 people). Among the authorized events of a non-political nature the rally in April 2016 in protest against the prosecution of atheist V. Krasnov can be called, attracted to criminal liability for "Public actions expressing clear disrespect for society and committed to insult the religious feelings of believers" (about 20 civil society activists) and a number of other smaller events.

In Kabardino-Balkaria protest sanctioned events were primarily associated with updating in the historical memory of the events connected with the forced deportation of the Balkars from charges of collaboration with the Nazis. Such actions are held annually in Nalchik on March 8 and are considered as acts of ethnic

memory. In June 2017, about 40 activists of the "Association of victims of illegal political repressions" demanded to demolish the monument to the Soviet party and state figure B. Kalmykov.

One of the most loyal regions in the South of Russia is Adygea. The only authorized protest action which took place here in June 2017 was organized by A. Navalny and was directed against corruption. Rally, which was loudly named by the regional media– "the First anti – corruption rally", was held under the slogan "I am a patriot, I am against corruption" (about 40 people took part mainly, as in other regions of the country, young people).

In Crimea, during being a part of Ukraine, a fairly high level of protest potential was formed, which found its implementation in the habit of solving the problems in relations with the authorities through the so-called "street democracy". However, despite the fact that the problems that worried the Crimeans before joining Russia, have not been successfully resolved, protests in the Crimea are mainly directed against the decisions of not Federal, but regional or municipal authorities.

In the media and various Internet resources, thematically devoted to the events in the Rostov region, for the period from 2013 to 2018, twenty-one protests of an unauthorized nature were mentioned. Basically, these were the actions organized by the "anti-corruption Fund" and the "coordination Council of the opposition", headed by A. Navalny. The biggest resonance was caused by two unauthorized meetings, which received coverage including in the Federal media. One of them took place in March 2017 ("He is not Dimon"), the other in June 2017 (dedicated to the "Day of Russia"). The total number of participants of these meetings, which was dominated by young people aged 18 to 25 years, varies from 300 people (regional media) to 1.5 thousand people (Internet resources). In October 2017, in Rostov-on-don, an unauthorized protest action of supporters of A. Navalny (about 100 participants) took place, demanding to allow Him to participate in the presidential elections of the Russian Federation. It turned out to be virtually unnoticed by the local press, having been noted only in the reports of some news agencies. In December 2017 in Rostov-on-don one more similar action (about 800 participants) was carried out.

Some protest activity in Rostov-on-don is shown by the opposition movement "Solidarity", created in 2008 as a result of the unification of some groups of non-system opposition. In total, social networks and the media reported three protests. One of them was held in June 2016 under the slogan "For Russia without dictatorship" (about 35 participants). The second – in October 2016 on Lenin square (about 40 people) in honor of the anniversary of the murder of B. Nemtsov and was dedicated to the memory of political repression in Russia. The third was held in September 2017 in the Park named after Ostrovsky (5 people) in protest against the installation of the monument to the "Heroes of Donbass".

Discussions

Noting the peculiarities of unauthorized protests, it should be noted that in Rostov-on-don there are also few unauthorized protests related to citizens' concerns for the improvement of the city (unauthorized dumps), the requirements of religious organizations' equality (protests of "Jehovah's Witnesses"), violations of consumer rights, protests of truckers against the "Plato" system.

In the Stavropol region, Kabardino-Balkaria and Adygea, there were even fewer unauthorized events. In the media only one of the illegal action-picket is mentioned, whose participants protested against the refusal to register A. Navalny as a candidate for the election of the President of Russia (about 40 participants). In Stavropol, protests, unauthorized by the authorities, are not so much political as ethnic, connected with inter-ethnic relations at the domestic level. In particular, in December 2012, in Nevinomyssk, an unauthorized rally was organized, at which only 140 people were detained by the police, which indicates an extremely tense background of its occurrence. In January 2013, a mass unauthorized rally took place in Stavropol which was organized by the Stavropol regional branch of the

all-Russian social and political movement "Conservative movement "New force". In October 2013, the police stopped another unauthorized rally by detaining 17 people.

In October 2014, a meeting of more than 500 participants, uncoordinated with the authorities, was held in the city of Mineralnye Vody. The reason for it was a fight in the city hospital, which led to the murder of a local resident. However, at the rally not only nationalist, but also political slogans sounded, in the form of protest against the unsatisfactory work of the city authorities. Also in a number of mass media it was reported about several unauthorized meetings in smaller settlements organized by Cossacks during 2014-2015 against inactivity of law enforcement agencies concerning "ethnic gangsters".

The unauthorized protest actions that took place in Kabardino-Balkaria which differed in some variety in comparison with Stavropol, but on a much smaller scale and not such tension. In the period from 2013 to 2018, the media of the Republic, as well as various Internet resources, report 8 unauthorized actions. So, in February 2013, the meeting took place in Nalchik (about 50 attendees), directed against discrimination against devout Muslims. In February 2014, on the eve of the Olympic games in Sochi, a protest action was held in Nalchik, organized by the society Adige Khekuj – Cherkessia, under the slogan "Sochi – the land of genocide" (about two hundred participants).

Several unsanctioned small rallies arose spontaneously. Most of them were connected with the protection of their economic interests by protesters. Among the meetings of a political nature the unauthorized rally can be mentioned, which was held in Nalchik in June 2017 (about 20 participants), protesting against corruption, but speaking, according to the protesters, regardless of A. Navalny, who on this day held a Federal action for the same purpose. The second meeting was held in October 2017 in protest against the beating of human rights defender A. Iritov by law enforcement agencies (60 participants).

In Adygea there was not a single unsanctioned rally of anti-government nature. There were attempts to organize them by the public movement "for the future of Adygea", but the authorities always managed to agree with its leaders and the actions were not carried out. Among the unauthorized protest actions of non-political nature it is possible to mention the meeting of ecological nature which was carried out in April, 2014 and directed against construction of a Parking in one of the residential districts of the city (about hundred participants).

In Crimea, the vector of unauthorized protest actions changed dramatically after March 2014. If earlier protests in the region were associated with the discontent of the Russian-speaking population, opposed to the acquisition of Ukrainian identity, now the so-called factor of "Crimean Tatars" began to act as the first plan. The main source of the protest activities of the unauthorized nature is the organization "the Mejlis of the Crimean Tatars". In Russia, this organization is considered to be banned since 2016, but the Verkhovna Rada of Ukraine has determined this status as the highest representative body of the Crimean Tatar people. The "Mejlis" regularly tries to carry out illegal actions, despite the existing prohibitions. Often these actions are massive, but the peak of the protest activity was in 2014-2015 years and had a downward trend when the leaders of the illegal organization were prosecuted for organizing mass riots. In addition, the unsanctioned actions of the Crimean Tatars remained an ethnic factor, which has a political nature only in an indirect form, since their ideas are not shared by the main part of the population of the Republic of Crimea.

Conclusion

The scientific study of solidarity practices in the regional communities in the South of Russia as actions aimed at demonstrating solidarity with the authorities, as well as authorized and unauthorized protest actions, allowed to identify their subject area and to understand the target and value priorities of solidarity groups. Currently a mass rally to demonstrate solidarity with the government, are organized, typically by public authorities or by the party "United Russia". These solidarity actions, usually timed to

the main state and regional holidays, or having an anti-terrorist nature, have a clearly expressed loyal-state and Patriotic orientation.

The study of authorized and unauthorized protest actions leads to the conclusion that the degree of protest moods in the regional communities in the South of Russia is very low. Here the leader of the protest actions was the Rostov region, which, however, is characterized by the absence of really significant social base for recruiting supporters of the ruling opposition. There are neither any influential organizations nor a significant number of political actors in the region who are willing to express their discontent with the authorities. There are no opposition political forces in the Stavropol region, in Kabardino-Balkaria and Adygea. It should be noted that if liberal rhetoric, though weak, but is present in the protest solidarity practices in the Rostov region and Stavropol region, the Adygea and Kabardino-Balkaria are not characterized by it. In these republics, the historical memory of its peoples plays an important role in the authorized protests, in the depths of which the Russian government has a bad credit history. In the Stavropol region and the Republic of Crimea, the historical memory of the peoples, on the contrary, plays an important role in the organization of unauthorized protests. This is due to the fact that in the Stavropol region ethnic conflicts on domestic grounds are smoldering, and in the Crimea activity is shown by some Crimean Tatar organizations banned in the Russian Federation.

The absence of any significant sanctioned and unsanctioned protests in the regional communities in the South of Russia indicates the underdevelopment of civil society institutions here. In addition, here, as in the Russian society as a whole, the state-civil identity dominates, the carriers of which demonstrate loyalty to the state and its political course. In national republics with this identity, ethnic and national identities of the peoples living in them, positioning their ethnic and cultural exclusivity as entities of Federal relations in Russia, are quite coexist.

Gratitude

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Socio-Political Changes As A Socio-Cultural Trauma For The Social Health Of Russian Youth

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Abstract
The article is devoted to the impact of socio-political changes on the social health of Russian youth in the framework of the theory of socio-cultural trauma developed by P. Sztompka. The idea that social and political variability itself can undermine the normal course of life of the entire society, inflict a blow to various groups, cause stress and a kind of trauma, demonstrates the importance of studying the state of social health of young people from the point of view of socio-cultural trauma. The trauma to the social health of a young personality is caused by shocking socio-political events. It possesses two important regularities: 1) the greater the gap between the organized environment and the new event, the stronger the impact of trauma on the social health of Russian youth; 2) the more trauma affects the core of the sociocultural system - the sphere of basic values, rules, norms - the stronger it is felt.
Keywords: socio-political changes, social health, Russian youth, society, socio-cultural changes, socio-cultural trauma.

Introduction
Almost all scholars pay attention to the problems of socio-political changes and social dynamics, because socio-political processes are not something fixed and settled. They reflect the variability of society and politics, reveal the interaction of socio-political institutions and actors that perform certain functions and roles, exert a certain influence on the state of various strata of the Russian population. In the late twentieth and early twenty-first century due to the negative consequences of political and social changes (increasing anomie, identity and legitimacy crisis , social tension and friction, mistrust syndrome, social injustice syndrome), there appeared the scientific interest to the notion of social and cultural trauma. This interest is caused by the fact that it is from the point of view of trauma, as a new conceptual theory, that a number of negative or dysfunctional consequences in society can be explained, because all sorts of socio-cultural changes are traumatic (Arefyeva, 2009; Gafiatulina, 2014).

Research Methodology
Since the days of Auguste Comte, a person and society have been studied not only in static, but also in dynamics, in the process of social and political changes. Socio-political processes, being dynamic, act in

the form of socio-political changes affecting social security and are defined as a set of diverse changes taking place in society and state, in their socio-political structure, institutions, organizations, social statuses and roles of individuals and groups, in their interactions with each other and with any structural components of society (Gafiatulina, Imgrunt & Samygin, 2017).

The idea of the Polish sociologist P. Sztompka (2005), that social and political variability can undermine the normal course of public life, inflict a blow to various groups, cause stress and create a state of a kind of trauma, demonstrates the importance of considering the social health of various groups in the light of the new theory of socio-cultural trauma. Especially in the conditions of sociocultural traumatization of society, the youth, as one of the most vulnerable social group, suffer greatly.

Thus, the focus of our research attention in the study of the social health of Russian youth within the theory of socio-cultural trauma is determined by: firstly, the special role of youth, as a specific, contradictory and extremely vulnerable social group in social reproduction; secondly, the period of identity crisis, which can be more difficult the wider the range of role models modern societies provide. (Shakbanova et al., 2018); thirdly, the social and cultural changes taking place in Russian society and affecting the youth, as well as their social health and well-being in general (Vereshchagina et al., 2016).

Traumatic metaphor focuses attention not only on the features of social structures of society that are experiencing dramatic changes, but also on the psychosocial well-being and social health of young citizens. Thus, examining the traumatogenic influence of the growing disorganization of capitalism on physical and social health of different groups of the population in Great Britain and the USA, G. Scambler (2002) wrote a whole methodological chapter in his work devoted to reflections on the essence and role of the phenomenon of social changes in the current process of health forming of different population groups.

Results

The issues of social health of Russian youth are contained in the works of such Russian scholars as: R.A. Zobova and O.A. Kelayeva (2005), A.S. Moskvich (2008), G.S. Nikiforov (2006), V.M. Nilov (2012), O.A. Ragimova (2009) and others. In the thesis of A.S. Moskvich (2008), for example, the social health of young people is seen as a category that characterizes the state of viability of youth as a social organism, reflecting the realities of society. O.A. Ragimova (2009) considers the social health of youth as a resource and social capital for successful socialization and social adaptation in new socio-economic conditions.

Russian sociologists R.A. Zobov and O.A. Kelasew (2005) define the social health of youth as a state of well-being within a particular social system. Moreover, the authors consider the social health of young people as an integral characteristic of the development of a personality or a group in the unity of social and biological indicators expressed in the combination of the criteria of satisfaction, physical, mental health and social activity.

From the standpoint of social and political changes, V.M. Nilov (2012) regards social health as a complex, holistic dynamic state, which develops and evolves in the course of implementation of the genetic and social potential, and allows the individual carry his/her own biological and social functions to a greater or lesser extent. According to the results of V.M. Nilov`s research, the peculiarities of the reaction of individual, socially vulnerable groups to the social changes taking place in society play a significant role in the formation and long-term preservation of the low health status of the population (Nilov, 2012).

In this article the social health of young people is considered as a state conditioned by the interaction and relationship of youth with the changing socio-cultural environment, reflected in the sufficiency of status-role positions for the possibility of realizing personal needs and socio-cultural adaptation (Gafiatulina et al., 2018).

According to the results of several independent studies it can be concluded, that the most traumatic factors for the majority of young citizens in the new social and economic situation of Russian society are social injustice, loss of stability, a drop in morality, a loss of security, confidence in the future, weakening of order in the country, interethnic conflicts (Perestroika through the eyes of Russians, 2005).

Thus, the concept of socio-cultural trauma, introduced by P. Sztompka is unquestionably a concept specifically sociological and applicable to the phenomenon of social health. Under trauma, the scholar understands the state of tension associated with the social, political and cultural changes experienced by a particular group or society as a whole. Social change, according to P. Sztompka, is associated with traumatic events and characterized by four basic features: firstly, the unexpectedness and speed; secondly, depth, radicality and comprehensiveness; thirdly, it is perceived as an exogenous event, beyond our control, all "we suffer from trauma"; fourthly, it is perceived as something shocking, unacceptable and repulsive (Sztompka, 2001).

In the process of developing the concept of cultural trauma, P. Sztompka (2001) identified three main areas of its manifestation in a rapidly changing society, on the example of Poland, which can also be applied to modern Russian reality, in particular: the demographic sphere, the sphere of social and political structures, and cultural sphere. In modern Russian society, we find the symptoms of socio-cultural trauma for the social health of young people in all three spheres identified by P. Sztompka.

 The first sphere - demographic - well known are negative demographic changes, occurred as a result of socio-political transformations in the Russian society: they are constantly mentioned in State reports on the health conditions of the population in general, and youth, in particular. According to the data of institutions conducting medical examinations of entrants, boys and girls come to get professional education already with high level of eye diseases, digestive system, breathing and postural disorders. Based on the sociological data of the official website of the Federal Agency for Education, about 90% of freshmen experience serious difficulties in learning as a result of memory impairment, reduced concentration, increased personal alarmism (anxiety), etc. (Gafiatulina et al., 2017).

The second sphere is the socio-political structure: the symptoms of trauma in this sphere are manifested in imbalance and violation of previously established social and political ties; the changed structure of society and the new political and socio-economic relations, which "caught unawares" the majority of the country's population, including young people, and completely overturned the traditional stratification of society. As a result, new influential social groups appeared, the social status of youth and other demographic groups changed. Thus, our regional surveys of young people in 2016 shows that, the social status of this group is characterized by such features as: the uncertainty, associated with the intermediate position of youth between the stages of childhood and adulthood; social inequality, associated with the limitation of the rights of young people and the limited realization of personal needs, and socio-cultural adaptation; crisis of social identity, etc. (Shakhbanova et al., 2016).

The third sphere - sociocultural - is understood by P. Sztompka as "wounds on the fabric of culture", in the author's words, in the broadest sense of the word, including radical and traumatic changes in the image and way of life, customs and traditions, the nature of mass communications and social interaction in the youth environment. Thus, the playing nature of youth is an important element of the subcultural consciousness and style of behavior of young people, the way of self-defense of individuality, a means of liberation from traumatic reality. As G.I. Gerasimov and E.S. Topilina (2012) emphasize while destroying and subverting habitual and legalized stereotypes of a way of life and thoughts, game behavior at the same time replenishes and compensates the traumatizing youth reality, creating a new cultural reality, new meanings, values, myths, roles, and relations.

Another factor, which reduces the level of social health of young people, is the loss of traditional cultural roots caused by the forcible introduction of Western values, foundations and behavior that do not

correspond to historical traditions, are alien to Russians and suppress the sense of national self-awareness. All this, according to experts, reduced psychosocial stability and social immunity, led to anomalous, deviant forms of behavior, including parasuicidal and suicidal behavior, in the conditions of social uncertainty and rapid social changes (Dmitrieva & Pogozhy, 2010).

Against the backdrop of radical social changes, characterizing the level of social welfare of Russian society, N.M. Rimashevskaya (1999), noted that the social unhealth of the population is manifested in the catastrophic growth of anomalies and antisocial behavior: alcoholism; drug addiction, especially among young people; criminalization of the social environment; a sharp increase in the number of youth suicides.

The trauma to the social health of a young personality is caused by shocking socio-political events. It possesses two important regularities: 1) the greater the gap between the organized environment and the new event, the stronger the impact of trauma on the social health of Russian youth; 2) the more trauma affects the core of the sociocultural system - the sphere of basic values, rules, norms - the stronger it is felt.

The interpretation of P. Sztompka's theory of social and cultural trauma in relation to the state of social health of Russian youth as a special group, shows that the sequence of traumatic events in the sociocultural sphere can cause 6 stages of a traumatic state:

1) the cultural past state of the society, which caused trauma (for example, the state of stagnation of the Soviet economy, economic and technological backlog from the West);

2) traumatic events, their content, the nature of traumas (for example, financial, educational and health reforms);

3) conflicting interpretations of traumatic events of the past, its symbolic interpretation, which is one of the factors of social disintegration, along with the disintegration of the social-status of many vulnerable groups;

4) traumatic symptoms as generally accepted patterns of behavior, stereotypes and opinions (for example, in the youth consciousness, among such symptoms is normalization, the universality of the "institution" of bribing the teacher, the legitimization of extremist sentiments, confidence in the lack of social justice, uncertainty about future employment, etc.) (Gafiatulina et al., 2018);

5) post-traumatic adaptation, which, as a rule, has two forms among any socio-demographic groups: the use of active coping strategies (including socially unhealthy, deviant forms of behavior among young people), and, on the contrary, a passive strategy of reconciliation, habituation "to live like everyone else";

6) overcoming the trauma - the final stage, which either coincides with the end of the transition period, i.e. the onset of a stable ("normal") state of social groups, society; or the beginning of a new cycle of trauma, in case a relaxed trauma conceals the conditions for the appearance of a new type of trauma (Sztompka, 2001).

Thus, it becomes obvious that unexpected and radical socio-political changes traumatize the social organism, thereby undermine the individual's social health. In addition, P. Sztompka (2005) specifies that social trauma is, primarily, a cultural trauma, because the foundations of the usual meanings, symbols and meanings of social and political reality break down.

Discussion

In post-Soviet Russia, socio-political changes are studied with the use of transformational and institutional directions. The transformational approach is applicable to transitional societies under uncertainty, in which civil consent with the principles of democratic constitutionalism is a condition for institutional transformation. This approach focuses on the study of the gradual growth of integrative processes, and at the same time the continuing tendency towards disintegration. There are conducted studies of social differentiation and traumatization of society; socialization of representatives of new and

old generations in conditions of socio-political changes; social control of protracted conflicts in the youth environment as a result of socio-cultural trauma.

Institutional approach is used while examining the phases of socio-political changes in Russian society: the processes of legitimizing of the order and power, legalizing of the order and its control. Within the framework of this approach, changes in the value orientations of social groups and efficiency of economic, legal, political and educational reforms are studied (Vodenko et al., 2016).

The whole set of socio-political changes, depending on their content, is divided into five main types:

Structural socio-political changes include all the changes occurring in various socio-structural and political components of society, namely in social, political, socio-territorial, socio-cultural, ethno-national, professional structures, etc.

Professional socio-political changes cover all the variety of changes taking place in the structure of professional activity of people in all spheres of public life - in material production, science, politics, culture, etc.; in the interaction of people with various socio-political institutions - state, religion, health, education, etc.

Functional socio-political changes occur in all functions of all the structural components of society - in its socio-economic, political, socio-cultural, social subsystems; in the production, family-household, educational, civil law and other spheres of activity, in the process of development of socio-political institutions, organizations and individuals.

Motivational socio-political changes relate to the various changes taking place in the sphere of motivating individual and group activities, no matter in which area of social or political reality they occur.

Sociocultural socio-political changes are a complex multi-level process of socio-political and sociocultural dynamics, during which not only the systems of socio-political values, norms, patterns of behavior change, but also the principles of social and political culture.

Thus, socio-political changes cover all spheres of society, forming the core of the socio-political dynamics of the society and the state. This dynamic is reflected in the social health and social development of Russian youth.

Socio-political changes represent one of the important aspects of the socio-political process, but do not cover it completely, since in the socio-political process an important place belongs to the simple reproduction of already existing structures, functions, norms, standards of behavior. Thus, socio-political changes are an important, dynamic part of socio-political processes.

However, why are radical changes so traumatic for the social health of young people or other socially vulnerable groups? Answering this question, P. Sztompka asserts that they are traumatic for the reason that they are unexpected, sudden, comprehensive and all pervasive, since they affect all social groups and each individual. They are observed resolutely at all levels of the macro-, meso-, and micro social environment, and, last but not least, they devalue (depreciate) "the usual rules of social action accumulated by previous experience, devaluate its social capital", make each group and each individual "a sort of bankrupt "(Yadov, 2005).

Taking into account all of the above, it should be added, that sociocultural trauma of changes in society, because of its suddenness, surprise, is undoubtedly uncertain and risky for the social health of each young subject (Vereshchagina et al., 2015).

Symptoms of socio-cultural trauma for the social health of young people are the lack of the ability to fully realize their biological and social functions, the deterioration of status-role positions for the possibility of realizing the personal needs of young people, uncertainty about the future, the reduction of social activity up to social passivity, the threat of sociocultural disadaptation.

Conclusions

To the conclusion it should be said, that in accordance with the theory of cultural trauma, developed by P. Sztompka, (Sztompka, 2001), the impact of socio-political changes on the social well-being and health of the members of any society is universally damaging. Situations which are traumatic for the social health of young people, according to the theory of socio-cultural trauma include: new forms of risk for young people - possible unemployment or misuse of employment, competition in the labor market, youth crime, immigration; as well as changes in living standards - the emergence of poverty, a decline in the ability to successfully adapt to the social environment and to use it for personal development.

Thus, the theory of social and cultural trauma focuses not so much on the characteristics of social structures of the society that are experiencing sharp socio-cultural changes, but rather on the social health of the population, and, first of all, young people.

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Drivers For The Innovative Development Of Russian Regions: Economic Sanctions, Human Capital, Investments In R & D

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Abstract

Since 2014 the Russian economy is under the influence of economic sanctions. During this time, the import substitution program, a series of industry support programs for Russian producers were developed and implemented, there was an increase in investments in R & D from the state and private sector. The objective of this article is to test the hypothesis that currently economic sanctions imposed on Russia do not hamper the innovation activity in regions, but, these sanctions are an additional driver for the innovative development of regions in addition to traditionally considered factors, human capital and investments in R & D. To this end, in 2017 the authors developed and tested the equation of the innovative development of regions, in which four main factors are distinguished by the decomposition method, the influence of which has been widely discussed and proved in the scientific literature on this issue: the effect of human capital, the productivity effect of the knowledge generation sector, the productivity effect of the innovative production sector. This study is a continuing assessment of the impact of economic sanctions. If the earlier conducted factor analysis of 51 Russian regions showed a decrease in the innovation activity in the surveyed Russian regions, the data for 2016 showed an excess of the level of 2013 in terms of innovative products per capita. There is an increase in the number of regions, in which the growth of innovative products is due to the factors of return from the use of human capital, the cost of innovation. The impact of the knowledge generation sector is increasing. Future analytical calculations will show whether this can be considered as the beginning of a new trend. One thing can be noted with certainty that the external factor of sanctions stimulated the mobilization of resources, both private Russian business and the state.

Keywords: innovations, economic sanctions, regions, Russia, development factors.

Introduction

The innovative development of regions is the basis for the country's economic growth. The weakening of possibilities to borrow new technologies under conditions of foreign economic sanctions stimulated the internal activity of research and development. In general, today, a pool of institutional and program solutions has been formed that allows enterprises to obtain state support for innovation. The demand for the creation of domestic technologies by Russian companies is increasing. Large corporations, in terms of foreign economic sanctions, revised their innovative development strategies set the goal of minimizing dependence on purchases of foreign technologies and equipment. Against the backdrop of rising costs for

the innovation activity, the differentiation of its results at different stages of the innovation process increases.

Scientists have repeatedly turned to the study of the structure and content of the innovation process and there have been various modifications of it, depending on what, according to the scientist R. Rothwell (1993), should be brought to the fore when studying innovative development factors.

P.M. Romer (1990) proposed a model of the endogenous scientific and technological progress based on the idea of accumulating human capital. Beginning with T.W. Schultz (1964) and G.S. Becker (1975), human capital and investment in it are firmly embedded in economic science as an important component of economic growth. P.M. Romer (1990) suggests the economy divided into three sectors. The research sector exists and develops solely as a result of human capital concentrated here and the stock of knowledge, the use of which leads to the creation of new knowledge, which then materializes as new technologies.

The sector for the creation of means of production, without having its own human capital, pays for scientists to create new technologies in the first sector.

In the third sector, the set of acquired knowledge is applied in the form of technologies, and the production process is provided by the costs of labor and capital.

The idea of a sector innovative economy is supported by modern theories. For example, I. Etzkowitz (2008) offers an innovative economy model based on the principle of close interaction of business, science and the state within specific institutions at each stage of creating an innovative product.

The objective of this research is to reduce the innovation process of the region to a two-sector model. In the first sector, persons engaged in research and development, the creation of new technologies in laboratories and enterprises (human capital of innovation) generate new ideas, theories, methods, create and formalize patents for new technologies. The most important factors are human capital and investments in R & D. The received results, first of all new technologies, are directed to enterprises for the production of innovative products.

Scientific works of R. Capello and C. Lenzi (2015) support the point of view on the priority value of human capital for the innovative development of regions. At the same time, the employees' competence in innovation firms, their ability to create innovations and promote them on international markets, and the implementation of joint scientific projects are the main factor in innovation diffusion and a prerequisite for the successful activity in the international environment (Chaminade & Fuentes, 2012; Tastan & Davoudi, 2015; Fartash et al., 2018; Davoudi et al., 2018).

The importance of investment in innovation is a consequence of the Schumpeterian approach (Schumpeter, 1969), according to which the most important feature of innovation is commercialization of the innovative product. First of all, it is about investing in R & D (in the domestic practice - R & D), patenting, capital innovation costs of enterprises, which allow creating financial conditions for the innovation activity. First, R & D and patenting are generally considered in a separate stage of the innovation process, performed in laboratories and enterprises (Albert 2017). Secondly, at the stage of innovation spread an important place is occupied by investments of enterprises in the form of capital expenditures to install new equipment, to introduce production facilities on the basis of new technologies, which allows organizing the production of new products or improving the quality of products. Third, following the approach of G.H. Battisti and P. Hollenstein (2007), Stoneman and Woerter, as well as B. Hall, F. Lotti, J. Mairesse (2012), the introduction of innovations often requires organizational innovation and investment in information and computer technology. Implementing organizational changes can increase the ability of users to use new technologies, and, therefore, increase the effectiveness of innovation dissemination.

Economic sanctions imposed against Russia, provide for measures aimed at limiting investment opportunities of enterprises in R & D, capital expenditures for innovation. However, the sectoral nature of sanctions should be taken into account. Thus, the United States with respect to Russia has established a direct ban on its own citizens and firms for the transfer of dual-use goods, and also imposed restrictions on the export of technologies used in oil and gas industries. These measures are supported by the countries of the European Union and expanded in relation to a number of industries in the territory of the Republic of Crimea (in the spheres of transport, telecommunications, energy and exploration, production of oil, gas and minerals). For enterprises in other industries, the difficulty is caused by a high cost of loans on the domestic market and a limited access to the world financial markets.

Although sanctions in the global world do not always achieve their goal (Lance & Engerman, 2003), the secret of success, according to G.C. Hufbauer et al. (2009), is in the political and economic power of countries-subjects.

The objective of this article is to test the hypothesis that currently economic sanctions imposed on Russia do not hamper the innovation activity in regions, but, on the contrary, along with traditional human capital and investments in R & D, are an additional driver for the innovative development.

To do this, the study consistently solves the following problems: to determine the theoretical basis and to identify the factors that have a decisive impact on the innovative development of regions, to develop an analytical model and, on the basis of relevant statistical data, to provide the evidence base for the formulated conclusions.

The novelty of this study is the presentation of new data on the impact of sanctions on the innovative development of Russian regions on the basis of a factor model. The issue has to be researched, since there are data on the cost of sanctions for many countries-objects (Hufbauer et al., 2009), but in Russia this data is not enough, and they are limited mainly by the general influence on the economy of the country (Glazyev 2016), not affecting in detail the innovation activity in the context of regions.

Materials and Methods
2.1. The Equation of the Innovative Development of Regions
Economic sanctions, human capital, and investments in the innovation activity have a major impact on innovation in Russian regions. The number of new technologies and the volume of innovative products are the results of the innovation process in the three-sector innovation economy. It is important to use relative indicators to compare regions with each other. Then, as a final indicator of the region's effectiveness in terms of the innovation activity, it is possible to take the volume of innovative products per capita. The approach of the Strategy Partners Group in the equation of prosperity is interesting, in which the authors decompose the resulting index of gross output per capita into individual components (resources and effects) and their impact, as A. Prazdnichnikh (2013), a partner of Strategy Partners Group, points out, is important for the strategic development.

Taking into account the approach of the Strategy Partners Group, which when developing the equation of prosperity, it is possible to draw up an equation for the innovative development of the region.

The proposed methodology is based on the notion that the human factor is the key factor of the innovative development, and also that the innovation activity is carried out in two sectors - the sector of knowledge and technologies generation, the sector of production of innovative products for final consumption (Figure 1).

Figure 1. The equation of the innovative development
Source: compiled by the authors.

Then the equation of the regional innovative development (i) in the period of time t can be described by the formula (1):

$$Innov_{it} = E_{HC_{it}} \cdot E_{K_{it}} \cdot E_{C_{it}} \cdot E_{P_{it}} \qquad (1)$$

The approach of the factor decomposition allows identifying the reasons for the gap in the level of the innovative development in the analysis of the territory "before and after", as well as in the analysis between regions.

The innovative development of the territory (country, region) from the economic point of view is expressed by the key indicator - the volume of innovative products, works, and services per capita. The decomposition of this indicator allows distinguishing four main factors, the influence of which has been widely discussed and is proved in the scientific literature on this issue.

2.2 Chain Substitution of Factors
The model (1) is a multiplicative deterministic. To calculate the influence of factors in deterministic models, for example, the method of chain substitutions can be used. This method is based on the calculation of intermediate data of tested indicators by alternately replacing the values of factors of the previous year (t-1) by the current ones (t). To assess the influence of changes in factors over the analyzed period, one of modifications of the method of chain substitutions is used - the method of absolute differences.

Component 1 "Human Factor Influence" (the effect of "human capital") shows how much teaching activities and developments have spread among the population. This factor is expressed by the proportion of the population engaged in research and development in the total population and is estimated by the formula:

$$\Delta Innov_{HC_{it}} = \Delta E_{HC_{it}} \cdot E_{K_{it}} \cdot E_{C_{it}} \cdot E_{P_{it}}, \qquad (2)$$

where $\Delta E_{HC_{it}}$ – change in the effect of human capital in the region i for the analyzed period t;

The low value of the indicator $\Delta E_{HC_{it}}$ shows that the region has a low population, which is systematically carrying out creative activities aimed at increasing knowledge seeking new areas for the received and existing knowledge, providing services for scientists and developers.

A high proportion of the population engaged in the development, in the total population, illustrates a favorable environment for the innovative development from the perspective of concentrating human capital with competencies to create new knowledge and technologies.

As a rule, the staff engaged in research and development includes personnel of relevant departments of higher education institutions and industrial organizations.

Component 2 "The productivity effect of the knowledge generation sector" shows the return on the use of human capital in the knowledge generation and technology sector, expressed in terms of the number of technologies per 1000 people engaged in research and development.

$$\Delta Innov_{K_{it}} = E_{HC_{it}} \cdot \Delta E_{K_{it}} \cdot E_{C_{it}} \cdot E_{P_{it}}, \qquad (3)$$

where $\Delta Innov_{K_{it}}$ – change in the productivity effect of the knowledge generation sector in region i over a period of time t.

The higher the index $\Delta Innov_{K_{it}}$, the more productive the sphere of new knowledge generation in the country (region) is.

Component 3 "Cost effect" shows the share of R & D costs per each unit of new technology and characterizes the level of technological costs on the part of enterprises and organizations, regardless of financing sources.

$$\Delta Innov_{C_{it}} = E_{HC_{it}} \cdot E_{K_{it}} \cdot \Delta E_{C_{it}} \cdot E_{P_{it}}, \qquad (3)$$

where $\Delta E_{C_{it}}$ –change in the cost effect in the i-th region for the analyzed period. The main feature of the indicator of internal costs for research and development is that enterprises assess the current and capital costs that could be attributed to research and development. Therefore, often this indicator is criticized for lack of accuracy. The low value of the indicator $\Delta E_{C_{it}}$ illustrates a high return on the funds invested in research and development.

Component 4 "The productivity effect of the innovation production sector" shows how productive enterprises and organizations are. This indicator correlates with the volume of innovative products per capita, but shows the share of innovative products in the costs of science and development. And in this sense $\Delta E_{P_{it}}$ illustrates the effectiveness of innovation in the region.

$$\Delta Innov_{P_{it}} = E_{HC_{it}} \cdot E_{K_{it}} \cdot E_{C_{it}} \cdot \Delta E_{P_{it}}, \qquad (4)$$

where $\Delta E_{P_{it}}$ – change in the productivity effect of the IP sector in the i-th region. The higher the value of $\Delta E_{P_{it}}$, the bigger the IP sector is.

Then, the overall change in the volume of innovative products per capita in the region over the analyzed period can be represented as the sum of particular changes in indicators due to the influence of individual factors:

$$\Delta Innov_{it} = \Delta E_{HC_{it}} + \Delta E_{K_{it}} + \Delta E_{C_{it}} + \Delta E_{P_{it}} \quad (5)$$

For a deeper analysis and better interpretation of results, regions can be divided into groups based on the results of the calculation.

Results
3.1. Typology of Regions
For deeper analysis and better interpretation of the results, regions based on the results of the calculation were divided into groups according to the criteria presented in Table 1.

Table 1. Classification of regions according to the level of the innovative development

№	Classification of regions according to the level of the innovative development	Value $\Delta Innov_{it}$
I	Innovative-active regions	>0
1.1	Regions with a high level of the innovative development	>10

1.2	Regions with an average level of the innovative development	from 5 to 10
1.3	Regions with a low level of the innovative development	from 0 to 5
II	Innovative-inactive regions	<0

Source: compiled by the authors

Below is the analysis of factors influencing the volume of innovative products per capita in Russia before (2013) and after (2015) the introduction of economic sanctions. The volume of innovative products was calculated in prices of the base period (2013) in order to neutralize the impact of a sharp increase in inflation during the period under review. According to Rosstat, the consumer price index in 2011 and in 2014 was 111.4% and 112.9%, respectively.

The data of 2013 allow assessing the state of the innovative development of regions before economic sanctions. The results of the calculation for 2015 take into account the impact of economic sanctions imposed on Russia in 2014. According to the methodology of the official Russian statistical service Rosstat the authors adopted the following estimated indicators:

1. The volume of innovative products in the region (million rubles), which includes products produced in the reporting year based on various technological innovations.

2. The average population of the region (thousand people) is the arithmetic average of numbers at the beginning and end of the corresponding period.

3. The number of personnel in the region (person) involved in research and development takes into account the totality of individuals whose creative activities are systematically aimed at increasing the amount of scientific knowledge and searching for new areas in order to implement this knowledge, as well as those people who engaged in providing direct services related to the implementation of research and development.

4. The number of developed advanced technologies (units) - technologies and technological processes (including equipment necessary for their implementation), computer-controlled or microelectronic based and used in the design, production or processing of products (goods and services).

5. Internal R & D costs (thousand rubles) represent the actual costs of performing research and development in the region (including those financed from abroad but excluding payments made abroad) expressed in monetary terms. Their evaluation is based on statistical accounting of costs on performing research and development by the organizations' own forces during the reporting year, regardless of the source of funding.

When conducting the study, the authors excluded the regions from the totality of regions of the Russian Federation which had no statistical information, as well as regions containing zero values of indicators, which did not allow getting the correct calculation of effects. Among them are the Republic of Tyva, the Trans-Baikal Territory, Primorsky Krai, the Amur Region, the Magadan Region, the Sakhalin Region, the Jewish Autonomous Region, and the Chukotka Autonomous District.

The factor analysis of the change in the level of innovative products average per capita in regions of the Russian Federation shows that during the years of sanctions, the volume of innovative products per capita decreased (Table 2.).

Table 2. Total change in the volume of innovative products per capita and its effects on all analyzed regions of Russia, thousand rubles.

Indicators	Years			Substitution (assessment of change due to a factor) **	
	2013	2015*	2016*	2015 to 2013	2016 to 2013
Volume of innovative	24,42	20,15	27,06	-3,56	2,65

products per capita including:					
Effect of human capital	5,07	5,04	4,92	-0,09	-0,68
Productivity effect of the knowledge generation sector	0,0020	0,0019	0,0021	-0,91	1,91
Cost effect	524,7	654,27	615,26	5,78	4,43
Productivity effect of the innovation production sector	4,68	3,34	4,21	-8,35	-3,02

Note: * The calculation was carried out in prices of 2013.

** Calculation by the method of chain substitution.

Source: the authors calculated with official dates of the Federal State Statistics Service of Russian Federation.

During the study period, positive deviations of at least one of indicators from the final indicator were recorded in 37 regions (74%). The strength is most often the actual innovation activity, which is characterized by an increase in the volume of innovative products almost 3-fold. It should be noted that the largest contribution to this indicator was made by three regions (Tyumen, Belgorod Regions, Udmurt Republic). But the indicator of human capital negatively deviated over this period, which affected the efficiency of the productive sphere of creating innovative products in general.

Negative contribution is due to a decrease in the share of research and development, as well as a decrease in the productivity of innovation, both in the knowledge generation sector (the number of advanced technologies created has declined) and in the production of innovative products. Support for the volume of innovative products per capita was provided by a resource factor - the cost of research and development (due to the growth in the share of research and development costs attributable to the creation of each unit of technology). At the same time, it is possible to pay attention to the multidirectional change in the productivity effect of the knowledge generation sector and the cost effect: R & D costs increase against the backdrop of negative dynamics of developed advanced technologies per each engaged in R & D. This dependence characterizes the decrease in the effectiveness of additional costs for research and development under conditions of sanctions.

A detailed analysis of changes in the innovation activity of Russian regions under sanctions has made it possible to show the effect of presented effects on the overall level of the innovative development of the Russian economy (tables 3-6).

Table 3. Regions with a high positive change in results of the innovative development (over 10)

Regions	Change in the volume of innovative products per capita in 2016 compared with 2013, thousand rubles	Including:			
		Effect of human capital	Productivity effect of the knowledge generation sector	Cost effect	Productivity effect of the innovation production sector
Belgorod region	19,65	5,38	39,00	-41,53	16,80

Bryansk region	16,92	-0,19	4,96	0,78	11,38
Moscow region	10,15	-0,61	1,85	2,29	6,62
Tula region	16,75	5,33	-18,46	43,92	-14,03
Yaroslavl region	16,21	0,76	2,35	7,91	5,18
Krasnodar region	11,28	0,03	1,13	-1,07	11,19
Rostov region	15,60	-0,09	7,61	-1,06	9,14
Republic of Mordovia	16,72	1,84	12,62	-18,54	20,80
Republic of Udmurt	41,42	67,66	-69,15	1,09	41,83
Tyumen Region (excluding KhMAO and Yamal)	93,49	1,17	-0,48	2,51	90,28

Source: The authors calculated with official dates of the Federal State Statistics Service of Russian Federation.

The highest innovation activity in 2016 is observed in 12 regions, and four times more than in 2015 (only three regions had a figure above 10). In nine regions there is a positive impact due to human capital, i.e. growth in the proportion of personnel engaged in research, and in three regions due to the productivity of the knowledge generation sector.

It should be noted that only in three regions: the Belgorod Region, the Krasnodar Territory and the Republic of Mordovia, the increase in the volume of innovative products per capita has a "correct structure", because it is conditioned by human capital and productivity factors in the areas of knowledge generation and creation of innovative products (Table 4).

Table 4. Regions with an average level of the innovative development (5,0-10)

Regions	Change in the volume of innovative products per capita in 2016 compared with 2013, thousand rubles	Including:			
		Effect of human capital	Productivity effect of the knowledge generation sector	Cost effect	Productivity effect of the innovation production sector
Lipetsk region	5,05	29,84	-29,68	24,30	-19,41
Ryazan region	8,90	0,66	-2,10	3,85	6,49
Moscow	9,77	-2,58	3,86	11,18	-2,69
Astrakhan region	8,84	-1,09	-0,20	0,70	9,43
Republic of	9,24	-0,50	18,88	-14,34	5,20

Bashkortostan					
Republic of Tatarstan	9,19	-78,10	215,36	-127,51	-0,55
Sverdlovsk region	7,00	1,37	7,38	-0,27	-1,49
Kemerovo region	7,47	0,32	-0,67	0,88	6,94
Khabarovsk region	9,81	2,56	15,94	-4,40	-4,28

Source: The authors calculated with official dates of the Federal State Statistics Service of Russian Federation.

Nine regions of the Russian Federation entered the group with the average innovative development under sanctions. You can also see a slight positive or negative effect of the cost effect on changing the level of the innovative development in this group, which again confirms how additional internal costs for R & D are inefficient. At the same time, it can be seen that the main influence was on the share of innovative products in internal costs for research. Effects related to the human factor also had a negligible impact on the innovative development of regions (the Lipetsk region is an exception).

The third group consisted of eighteen regions with a slight change in the level of the innovative development under sanctions (Table 5). Practically all regions of this group, as well as regions of the first group, positively influenced the effect of human capital. The productivity of domestic costs in this group is generally low.

Table 5. Regions with a low level of the innovative development (from 0.01-5)

Regions	Change in the volume of innovative products per capita in 2016 compared with 2013, thousand rubles	Including:			
		Effect of human capital	Productivity effect of the knowledge generation sector	Cost effect	Productivity effect of the innovation production sector
Voronezh region	4,72	-0,25	-3,01	3,49	4,49
Republic of Karelia	0,33	0,07	0,05	-0,10	0,31
Vologda region	3,91	1,56	10,25	-9,72	1,81
Kaliningrad region	0,50	0,00	-0,34	0,42	0,43
Leningrad region	2,44	0,90	-2,60	2,81	1,33
Pskov region	0,77	-0,45	0,90	0,86	-0,53
Saint Petersburg	3,76	-2,13	-11,16	21,56	-4,51
Chuvash Republic	4,19	5,22	-9,53	5,33	3,17
Penza region	3,52	-1,04	-5,56	5,53	4,59
Saratov region	0,68	0,49	-2,86	5,31	-2,25
Ulyanovsk region	1,48	-6,17	4,99	1,65	1,01
Yamalo-Nenets Autonomous	1,62	0,14	2,92	-2,54	1,09

District					
Krasnoyarsk region	1,41	0,78	7,66	3,98	-11,02
Irkutsk region	2,42	-0,25	-1,29	1,27	2,69
Novosibirsk region	3,65	0,01	1,65	1,01	0,98
Tomsk region	2,15	1,35	8,63	-6,74	-1,09

Source: The authors calculated with official dates of the Federal State Statistics Service of Russian Federation.

The analysis of regions with a positive change in the level of the innovative development suggests that under conditions of sanctions and with a shortage of financial resources, it is possible to activate the innovation activity only through increasing the productivity of human capital in the field of innovation, as well as through increasing the cost-effectiveness of the innovation activity in regions. During the period of sanctions, the volume of innovative products was reduced in a number of surveyed regions.

Table 6 shows regions with a negative change in the level of the innovative development under conditions of sanctions.

Table 6. Regions with a negative change in the level of the innovative development in 2013-2016

Regions	Change in the volume of innovative products per capita in 2016 compared with 2013, thousand rubles	Including:			
		Effect of human capital	Productivity effect of the knowledge generation sector	Cost effect	Productivity effect of the innovation production sector
Vladimir region	-3,69	2,11	45,81	-43,41	-8,21
Ivanovo region	-0,21	-0,10	0,77	-0,60	-0,28
Kaluga region	-3,43	-0,98	-5,68	6,47	-3,24
Smolensk region	-1,70	0,28	22,19	-19,79	-4,39
Komi Republic	-11,92	2,74	24,21	-24,52	-14,36
Arkhangelsk region (excluding the Nenets Autonomous District)	-113,90	-0,44	-11,56	52,90	-154,80
Novgorod region	-1,13	3,77	0,63	-0,32	-5,21
Republic of Kabardino-Balkaria	-0,63	0,46	-0,46	-0,10	-0,53
Perm region	-3,60	0,00	96,48	-85,79	-14,29
Samara region	-12,65	-31,52	74,34	-70,63	15,15
Chelyabinsk region	-9,14	-1,53	15,55	-6,15	-17,01
Republic of Buryatia	-3,74	-0,32	17,74	-17,19	-3,97
Omsk region	-1,79	0,51	-1,95	10,51	-10,87

Source: The authors calculated with official dates of the Federal State Statistics Service of Russian Federation.

The analysis of the data in Table 6 shows that the greatest decline in the innovative development took place in the Arkhangelsk, Samara, Chelyabinsk regions and the Republic of Komi. In the Arkhangelsk region, despite a significant positive impact of the cost effect, there was a multiple reduction in the productivity effect of the innovation production sector, which indicates the inefficiency of additional costs for R & D under conditions of sanctions. In the Samara and Chelyabinsk regions, the share of personnel engaged in research work decreased, but there was an increase in the number of advanced technologies created per person engaged in the innovation activity. Nevertheless, the cost impact had a negative impact and in the aggregate led to a significant reduction in the level of the innovative development in the region.

The data presented in Table 7 provide an overview of the level of differentiation of the innovative development of Russian regions in 2013-2016.

Table 7. Differentiation indicators of the innovative development of Russian regions, 2013-2016

Regions	Change in the volume of innovative products per capita in 2016 compared with 2013, thousand rubles	Including:			
		Effect of human capital	Productivity effect of the knowledge generation sector	Cost effect	Productivity effect of the innovation production sector
Leading regions	93,49 (Tyumen region)	67,66 (Republic of Udmurt)	39,00 (Belgorod region)	43,92 (Tula region)	90,28 (Tyumen region)
Regions-outsiders	-113,90 (Arhangelsk region)	-31,52 (Samara region)	-11,56 (Arhangelsk region)	-85,79 (Perm region)	-154,80 (Arhangelsk region)
Average	4,27 (~Republic of Chuvash)	0,18 (~Yamalo-Nenets Autonomous District)	9,74 (~Vologda region)	-4,57 (~Khabarovsk region)	`-1,07 (~Tomsk region)
Median	3,58	0,11	1,01	0,74	0,18
Standard deviation	22,95	16,13	37,63	29,17	27,92

Source: compiled by the authors

It is worth paying attention to the fact that Russian regions, traditional innovative leaders with developed innovation systems, have reduced the number of engaged in R & D (Samara region), R & D costs and production of innovative products more than others (Arkhangelsk region). More resistant to sanctions were regions in which: (1) the innovative system was actively developed through new large-scale projects

in recent years, the structure of the innovative sector of the economy was in line with the general national trends of state support for import substitution and growth in demand in agriculture due to the ban on the import of products from countries of the European Union (Vologda and Lipetsk regions); (2) in the regional innovative system, a strong reserve for new technologies has been formed (the Republic of Tatarstan).

Discussion

The results of the research, perhaps, will lay the beginning of a new scientific discussion that economic sanctions are the driver for the innovative development of Russian regions. Earlier studies of factors of the innovative development of countries and regions did not take into account the impact of economic sanctions. Among the factors of the innovative development were human capital (Zemtsov et al., 2016), investments in R & D (Gokhberg and Kuznetsova 2011).

As a result of the analysis, the authors found out that regions that traditionally do not belong to innovative leaders in Russia have managed to maintain stability or improve their innovation performance. At the same time, regions that produce the most innovative products per capita were in the unstable group. The reason is in the scale of innovation systems and the structure of the economy of these regions. Regions with small innovation systems, in which favorable market conditions were developed for innovative enterprises, were more resistant to sanctions. However, this issue is debatable and requires a deeper study.

Conclusion

The use of data from official statistical reporting for 2013-2016, the decomposition of factors developed and presented by the authors in this paper, the equation of the innovative development of regions made it possible to obtain new data on the impact of economic sanctions on the innovation activity in regions of Russia.

The volume of innovative products per capita in Russian regions could be increased by increasing the impact in the knowledge generation sector, which was the result of the influence of foreign economic sanctions and the increase in domestic demand for research and development of new technologies. The authors tend to reduce the effect of human capital - the decline in the number of people engaged in research and development (according to Rosstat data, 4,738 people).

The cost effect in 2016, as well as in 2015, has a positive impact on the volume of innovative products per capita, but is characterized by a high variability among regions. The value of the outsider (the Arkhangelsk region) is more than 100 times lower than the regional average. The majority of analyzed regions under conditions of sanctions increased R & D costs, which as a whole promoted the level of the innovation activity. It should be noted that the cost effect for a more objective interpretation should be considered in conjunction with the productivity effect of the innovation production sector and the productivity of the ideas generation sector.

The productivity effect of the innovation production sector, calculated in prices cleared from inflation in 2013, is slightly higher than in 2015, but is still in the negative zone. It is necessary to pay special attention to the creation of economic conditions for the introduction of new technologies in production.

The proposed equation of the innovative development has shown its validity as a good analytical tool, since it allows quantifying the contribution of the most important factors of the innovative development - human capital and innovation costs. The sustainability of regional innovation subsystems is promoted by the developed knowledge generation sector, which confirms the hypothesis of T. Brenner and T. Broekel (2009) on the priority role of human capital for the development of the innovation activity.

The results of calculations showed that regional innovation systems have not been formed enough to ensure the necessary sustainable level of innovation systems in the regions. The effect of human capital experiences less volatility, which confirms its relative stability under conditions of external influences. Under the conditions of sanctions, the sustainability of innovation systems in Russian regions can be maintained by increasing R & D costs, but not their effectiveness. In the future it is necessary to take into account that an increase in the cost of research in regions of Russia with a weak human capital will not lead to a proportionately greater effectiveness of innovative activities (Zemtsov et al., 2016).

Calculations showed that, under the conditions of external global challenges, the production effect of the innovation production sector differs by greater volatility, since it is tied to consumer demand, international trade, i.e. spheres most affected by sanctions (Hufbauer et al., 2009). Similar conclusions are in line with earlier estimates and represent the importance of international relations with suppliers and consumers for the international development of regions (Sennett et al., 2002). The danger for the Russian innovation sector lies in the fact that economic sanctions in the long run contribute to the formation of a closed economy, and such an economy in the global world is self-defeating.

Acknowledgments

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Features Of The Formation Of Professional Mobility Components In Students With Physical And Health Disabilities

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Abstract
The relevance of the study is conditioned by the fact that professional mobility is one of the most important qualities of future specialists in the modern realities of the changing labor market at the present stage of the country's socioeconomic development characterized by intensive development and instability. This is particularly true for people with disabilities. The purpose of the article is to identify the features of forming the components of professional mobility in students with physical and health disabilities (hereinafter – students with disabilities). The leading methods of research are comparative, allowing to study the formation of each component of professional mobility in students with disabilities and students in the conditional rate of development. The study makes it possible to identify the features of the formation of professional mobility in students with disabilities in such components as motivational, general, reflexive and cognitive competence. The research materials will be useful for administration and university professors, researchers interested in problems of persons with disabilities.
Keywords: professional mobility, inclusion, students with disabilities, structure of professional mobility.

Introduction
1.1. The Relevance of the Study
In the last decade, the number of young people with disabilities who want to receive higher education is increasing. In this regard, the number of educational organizations of vocational education is increasing, which train people with disabilities. At the same time, the modern labor market makes various demands not only for the quality of training, but also for the qualities of the individual specialists.

One of such qualities of a young specialist today is their professional mobility, which allows a person to change their professional activity or change its direction in conditions of the labor market instability and economic processes in modern society. Mobility is one of the main indicators of professional and social relevance of the subject, it acts simultaneously as a value-semantic formation and as a type of personality response to various situations in changing living conditions (Dolga, Mazilescu & Filipescu, 2015; Simoes et al., 2017; Rudenko et al., 2018; Semenova et al., 2018; Tastan et al., 2018; Fartash et al., 2018; Davoudi et al., 2018). In the modern works of domestic researchers, various approaches to the concept and its structure are displayed, as well as the essential characteristics and methods of their formation in higher education. Most of the authors consider the difficulties of professional self-determination, lack of motivation, inadequate attitude to life realities and values (Bratseva, Bulatova & Mishchenko, 2018). Also, the vast majority of studies are devoted to the professional mobility of students with no health deviations, and therefore this problem is poorly developed.

Thus, the higher educational institutions are now facing a problem of peculiarities of training and professional-personal development of persons with disabilities, due to their special needs, opportunities and personality characteristics. In this regard, it is necessary to develop new approaches to training students with disabilities in the context of implementing inclusive education to train competent and professionally mobile professionals. To solve this problem, it is necessary to determine the personal characteristics of students with disabilities to develop the most optimal ways of learning and development. Therefore, as a basic definition of professional mobility, we accept the following: "... the quality of the specialist, manifested in their readiness for horizontal and vertical professional movements, to a change in socioeconomic and professional environment (including status) positions ..." (Mishchenko, 2012; Mishchenko et al., 2016). As components of professional mobility, we accept the following: motivational, cognitive-competence, reflexive-evaluative and general. Diagnostics of students with disabilities will allow to determine their peculiarities in the formation of professional mobility, for further developments on this issue.

Materials and Methods
2.1. Methods of Research
The following methods were used during the research: theoretical methods for the analysis of scientific research on the stated problems, psychodiagnostic methods.
2.2. Base of Research
Research work was carried out at the State Educational Establishment of Higher Education "Yugra State University" (hereinafter - the University).
2.3. Stages of Research
The study was conducted in three stages:

- At the first, preparatory stage, an analysis was made of the current state of the problem posed in psychological and pedagogical studies; a research program was developed.
- In the second, the main stage, a study was conducted on the students of the university, including both students with disabilities and students in a conditional standard.
- At the third and final stage, psychodiagnostic procedures were processed, the results of the study were analyzed and generalized.

Results
3.1. Research Program
Diagnosis of the formation of components of professional mobility of students with disabilities was conducted on the sample of senior students with disabilities of various nosologies (n = 8) and students with no deviations (n = 13).
The study used a complex of psychodiagnostic techniques, consisting of separate techniques for assessing each component of professional mobility.

Table 1. Used psychodiagnostic techniques

Component (element) of professional mobility	Diagnostic technique
Motivation	Questionnaire of the motivational structure of personality (QMSL) by V. Gerbachevsky (Batarshev, 2006). Business qualities questionnaire (BQQ) by V. Taranenko (Suncova & Kozhevnikova, 2012).
General personality	Questionnaire "Communicative and Organizational Inclinations" (COI) by V.V.

	Sinyavsky and V.A. Fedorishin (Batarshev, 2006). Intelligence structure test by R. Amthauer (Vasilyeva, 2014).
Reflective valuation	Self-attitude questionnaire by V.V. Stolin and S.R. Pantileev (Romanova, 2011).
Cognitive competence	Technique "Diagnostics of value orientations in the career" by E. Shane in the adaptation of V.A. Chicker (Chiker, 2006). 16PF questionnaire by R.B. Cattall (Kapustina, 2004) (scales C, N, O, Q2, Q4, characterizing the professional activity of a person))

3.2. Results of the Study

The results of the diagnostic methods stated in the study and the conclusions are presented in Tables 2-7.
Block 1. Diagnosis of the motivational component of professional mobility.
Table 2. Results for Questionnaire of the motivational structure of personality (QMSP) by V. Gerbachevsky (Batarshev, 2006) (%)

Motivation structure component	Students with disabilities	Students with no health deviations
Self-respect motive	62,5	77
Cognitive motive	50	53,8
Competitive motive	50	23
Inner motive	25	23
Avoidance motive	12,5	15,4
Change of activity motive	37,5	0
An effort of will	0	23
Self-potential assessment	50	38,5
Targeted level of mobilization	62,5	38,5
Regularity of results	12,5	30,8
Initiative	37,5	30,8
Results significance	0	0
Task complexity	0	0
Achieved results level assessment	0	0
Expected results level	0	0

The leading motive for both groups is self-respect, manifested in the desire to set ever more complex goals in the same type of activity. Significant differences are revealed in the competitive motive. Students with disabilities attach great importance to the high performance of other people. In addition, it is important to note that students with disabilities showed a desire to finish the study faster (37.5%).
Comparative analysis showed that the main factors of activity for students with disabilities are internal socially significant motives (self-esteem, competition, cognition). Also, students with disabilities highly value their potential for achieving rather difficult goals (50%), but they do not realize their actual opportunities (12.5%), do not make efforts to achieve them and do not expect results of their activities.

Table 3. Results for Business qualities questionnaire (BQQ) by V. Taranenko (Suncova, Kozhevnikova, 2012), (%)

| Level | Scales | | | | | |
| | Self-orientation | | Communication orientation | | Business orientation | |
	Students with disabilities	Standard	Students with disabilities	Standard	Students with disabilities	Standard
7-13	12,5	0,0	0,0	0,0	0,0	7,7
14-20	12,5	15,4	12,5	30,8	0,0	15,4
21-27	37,5	23,0	37,5	30,8	50,0	23,0
28-34	25,0	46,2	37,5	30,8	37,5	30,9
35-40	12,5	15,4	12,5	0,0	12,5	23,0
41-47	0,0	0,0	0,0	7,7	0,0	0,0

A comparative analysis of the assessment of their self showed that students with disabilities are realistic about meeting the needs of their self (37.5%). The factor of personal achievemnts in work is determinative for them within reasonable limits, they avoid being aggressive (25%), they show unhealthy ambition, snobbery and excessive perseverance in achieving their status. Conditionally healthy students also realistically approach their self needs satisfaction (23%), but for them, the factor of personal gain in business activity plays a certain role, though not always decisive (46.2%). The most characteristic reaction is the intensification of efforts to achieve results.

A comparative analysis of the assessment of communicative abilities has shown that students with disabilities have insufficient communication skills in business and interpersonal relations, they avoid an extremely wide range of communication (50%). In conditionally healthy students, the dynamics has a pronounced tendency towards medium and high rates, which indicates the desire to build adequate communication with others, independence from the majority opinion, they rely on personal goals and defend their positions.

Thus, for students with disabilities, the following conclusions can be drawn from the diagnosis of the motivational component of professional mobility:

– students are dominated by a high level of claims to achieve goals that do not correspond to real opportunities, which indicates an overestimation of self-respect;
– students are dominated by internal socially important motives;
– they do not do enough to achieve their goals, and are also not very interested in the results of their own activities;
– show conformism, weakly defending their business strategy, preferring to transfer responsibility to other people.

The obtained conclusions allow to conclude that the motivational component of professional mobility among students with disabilities is partially formed.
Block 2. Diagnosis of the general personality component of professional mobility.

Table 4. Results for Questionnaire "Communicative and Organizational Inclinations" (COI) by V.V. Sinyavsky and V.A. Fedorishin (Batarshev, 2006), (%)

Development level	Communication skills		Organizer skills	
	Students with disabilities	Standard	Students with disabilities	Standard
Low	75,0	7,7	50,0	15,4
Lower average	12,5	23,0	25,0	15,4
Average	0,0	38,5	12,5	30,8
High	0,0	15,4	12,5	30,8
Very high	0,0	15,4	0,0	7,7

Comparative analysis showed that in students with disabilities, communication skills are at a low level (75%). They have difficulty in establishing contacts with people and in speaking before an audience; they are poorly oriented in an unfamiliar situation; they do not defend their opinions, they suffer from insults; manifestations of initiative in public activity are extremely reduced, in many cases they prefer to avoid making independent decisions. In conditionally healthy students ("standard"), communicative abilities are at an average level, which indicates the formation of communicative competence.

Comparative analysis showed that students with disabilities have a low level of organizational abilities (75%), which indicates that they are not independent in solving problems, unable to properly build their responsibilities. In conditionally healthy students ("standard"), the dynamics in the manifestation of organizational abilities is above the average, which indicates their internal activity in solving problems, quickly orienting themselves in critical situations, they are in need of organizing their activities.

Table 5. Results for Intelligence structure test by R. Amthauer (Vasilyeva, 2014), (%)

Development level	Students	Verbal intelligence					Mathematic intelligence		Spatial intelligence	
		Completing sentences	Odd word	Analogy	Generalizing	Memory	Arithmetic problems	Numerical series	Spatial imagination	Spatial generalizing
High (120-130)	With disabilities									
	Standard	7,7	15,4							46,2
Average (85-115)	With disabilities	100	100	100	75	12,5	62,5	100	75	75
	Standard	92,3	84,6	100	92,3	77	92,3	100	84,6	53,8
Low (75-80)	With disabilities				25	87,5	37,5		25	25
	Standard				7,7	23	7,7		15,4	

Students with disabilities have an average intelligence level of 79.86, indicating a lower level of intelligence. They have an average level of verbal intelligence and practical verbal abilities, which is indicative of visual-figurative and practical thinking. Indicators of mathematical and spatial intelligence in the majority are within the standard.

Students with no deviations ("standard") have an average intelligence level of 100.23, which indicates an average level of intellectual development. They have theoretical and practical verbal abilities that testify to abstract-logical thinking and a hypothetical-deductive approach to cognition. Indicators of mathematical and spatial intelligence are within the norm.

Thus, it is possible to draw conclusions about the general personality component of professional mobility in students with disabilities:

- students have insufficient level of formation of communicative and organizational abilities;
- they have poorly developed theoretical abilities, which are an important condition for the development of professional competence in the process of studying at a university;
- they are characterized by personal immaturity, manifested in the naivety of judgments and poor orientation in everyday and practical life issues, which can lead to disadaptation in new professional activities.

The conclusions obtained allow us to conclude that the general interpersonal component of professional mobility among students is only partially formed.

Block 3. Diagnosing the Reflective valuation component of professional mobility.

Table 6. Results for Self-attitude questionnaire by V. V. Stolin and S. R. Pantileev (Romanova, 2011), (%)

Scale	Students	Expressiveness of the feature		
		Feature not expressed	Feature expressed	Feature highly expressed
General self-attitude	With disabilities	12,5	37,5	50,0
	Standard	7,7	23,0	69,3
Self -respect	With disabilities	12,5	50,0	37,5
	Standard	38,5	15,4	38,5
Autosympathy	With disabilities	25,0	37,5	37,5
	Standard	7,7	15,4	76,2
Expected attitude of others	With disabilities	50,0	37,5	12,5
	Standard	30,8	46,2	23,0
Self-interest	With disabilities	25,0	12,5	62,5
	Standard	0,0	38,5	61,5

The majority of students with disabilities and students in the standard of development somehow expressed a global self-relationship (87.5% and 92.3% respectively), which indicates that the subjects generally have a friendly attitude to their own self.

Comparative analysis showed that students with disabilities have more self-esteem than students in the standard of development (87.5% and 53.9%, respectively). This suggests that students with disabilities are more likely to believe in their strengths, abilities, energy, and highly appreciate their capabilities.

To a lesser degree, students with disabilities have autosympathy (75%). They have less favorable attitude to themselves, which may be due to the model of behavior being built, their qualitative characteristics, appearance, etc. For students in the standard of development, this indicator has a more positive orientation.

Comparative analysis on the scale of the expected attitude from others shows that half of students with disabilities expect a negative perception and no acceptance by their surrounding people. Students in the standard of development can trace an adequate expected attitude from others.

When analyzing the results on the self-interest scale, it can be concluded that for a quarter (25%) of students with disabilities, there is a lack of interest in themselves and their inner world. For conditionally healthy students, a positive attitude toward themselves is characteristic (62.5%).

Thus, conclusions can be drawn about the reflexive-evaluative component of professional mobility in students with disabilities. It is characterized by:

- the predominance of a negative attitude towards the perception and acceptance of themselves by surrounding people;
- dependence on external factors;
- a diminished interest in one's own personality;
- a high sense of self-respect for themselves.

All the foregoing suggests that the reflexive-evaluative component in students with disabilities is not sufficiently developed and requires corrective work.

Block 4. Diagnosing the Cognitive-evaluative component of professional mobility.

Table 7. Results for Technique "Diagnostics of value orientations in the career" by E. Shane in the adaptation of V.A. Chicker (Chiker, 2006), (%)

Scale	Students	
	Students with disabilities	Students with no health deviations
Professional competence	0,0	7,6
Management	0,0	15,3
Independence (autonomy)	12,5	0,0
Stability of work	25,0	38,4
Stability of habitat	0,0	0,0
Serving	37,5	30,7
Challenge	0,0	0,0
Lifestyles integration	25,0	7,6
Business	0,0	0,0

The analysis of the obtained results allows to draw a conclusion that the majority of subjects with disabilities (37.5%) have an orientation toward serving humanity, working with people. Approximately equally, students of both groups value stability of their work (25% and 38.4%), which is normal for future specialists who are just preparing for professional work and are trying to gain some experience. For a quarter of students with disabilities (25%), the integration of life styles is significant, which indicates that it is more important for them to maintain a certain way of life than to achieve success in their careers. Such people usually display conformism in their behavior (the tendency to change their behavior depending on the influence of other people, so that it corresponds to the opinion of others). To a lesser extent, students with disabilities (12.5%) chose an orientation toward autonomy. This indicates that they are experiencing difficulties associated with established rules, procedures, working days, discipline, clothing, etc. They like to work in their own way, at their own pace and according to their own standards.

Table 8. Results for 16PF Questionnaire by R.B. Cattell (Kapustina, 2004) (scales C, N, O, Q2, Q4), (%)

Students	Factors									
	C-	C+	N-	N+	O-	O+	Q2-	Q2+	Q4-	Q4+
With disabilities	75,0	25,0	37,5	62,5	25,0	75,0	62,5	37,5	75,0	25,0
Standard	30,8	69,2	53,8	46,2	77,0	23,0	15,4	84,6	15,4	84,6

Analysis of the results on the emotional stability scale (C) showed that in 75% of students with disabilities, there is emotional instability, which is characterized by easily arising irritation due to people and events, dissatisfaction with life situation, health, and can be caused by genetic instability of emotions. For 69.2% of conditionally healthy students, emotional stability is characteristic, which is expressed in their activity, working capacity, maturity of personality.

When analyzing the results of the straightness-diplomacy scale (N), students with disabilities showed propensities to diplomacy (62.5%), expressed in caution, subtlety, prudence, sometimes unreliability. For 37.5% of students with disabilities, straightforwardness which is indicative of a propensity to simplicity, frankness, immediacy, sometimes showing tactlessness in communication. For conditionally healthy students, both straightforwardness and diplomacy are characteristic (53.8% and 46.2% respectively).

A comparative analysis of the results on the hypertimia-hypothymia (O) scale showed that for most students with disabilities (75%), hypothyroidism is characteristic, which is expressed in a feeling of anxiety in stressful situations, self-flagellation, self-doubt, vulnerability, depression and anxiety. For most conditionally healthy students (77%) hypertension is typical, expressed in self-confidence, calmness, cheerfulness, vigor, arrogance and flexibility in stressful situations.

Analysis of the results on the scale of conformism-self-sufficiency (Q2) showed that for most of the students with disabilities (62.5%), there is a conformism that manifests itself in making decisions together with other people, following public opinion, lack of initiative and orientation towards social approval. In 37.5% of students with disabilities, nonconformism is expressed, which is characterized by independence, orientation to making their own decisions, independence, resourcefulness, desire to form their own opinion. For the clear majority of conditionally healthy students (84.6%), nonconformism is inherent.

The obtained results on the scale of ego-tension (Q4) showed that for 75% of students with disabilities, a relaxation is characteristic that is expressed by lethargy, apathy, low motivation, restraint and excessive satisfaction with one's position. In conditionally healthy students, there is more tension (84.6%), which manifests itself in concentration, increased motivation and vigor.

Thus, after analyzing the results of both methods, it is possible to draw general conclusions about the cognitive-competence component of professional mobility of students with disabilities. It is characterized by the following:

- an overestimated level of aspiration;
- unreadiness to make professional decisions independently;
- the most important motive and value in employment for work for them will be a guarantee of protection, and the students will show conformism and dependence on external factors, lack of the skill of independence when mastering professional knowledge;
- dissatisfaction with oneself, depressive tendencies, self-abasement;
- expressed dependence of the person from society, the optional sociability, rather a need for support from the group;
- low level of motivation for achievements, contentment with the already available.

Based on all the above, a conclusion can me made about the lack of a cognitive-competence component of professional mobility in students with disabilities.

Discussion

The previous researches, which were made by made by L. Dolga, C. Mazilescu, H. Filipescu (2015) are devoted to Erasmus mobility impact on professional training and personal development of students beneficiaries. V.A. Mishchenko (2016) in research about management factors and conditions of higher education students professional mobility formation. Research which were made by D.M. Simoes et al. (2017) are devoted to insights into the expectations of mobility students: the impact of Erasmus in their future professional careers. Research of O.A. Bratseva, O.V. Bulatova and V.A. Mishchenko (2018) are devoted to professional mobility of students with disabilities and invalids.

However, the analysis of scientific works devoted to the problem of forming professional mobility in students allows us to say that this problem is practically not considered in relation to students with disabilities.

Conclusion

The analysis of the results of psychodiagnostic methods allows us to conclude that in students with disabilities, professional mobility has a low level of formation. This conclusion indicates that it is necessary to carry out corrective work with this category of persons.

Research materials can be used: in the educational process by higher school teachers for students with disabilities; by researchers involved in the issues of inclusive education, by people with disabilities; by profile professionals working directly with this category of persons.

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Psychological And Pedagogical Resources Of Security Provision And Prevention Of Internet Risks And Life Threats Among Children And Teenagers In The Educational Environment

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Abstract

The article is devoted to the problem of protecting children and teenagers in the contemporary information society. The analysis has been done on psychological and pedagogical factors of security and approaches to prevention of Internet risks and life threats. The article contains the results of the study of teenagers and their parents' awareness of risks and threats, their attitude to preventive work conducted at educational institutions. The study was conducted with the use of an online survey and by examining respondents' subjective opinions. It shows that the most significant factors of security are an awareness of risks and threats, the formation of safe behavior skills and protection in a situation of the threat influence, the development of personal resources to withstand the influence of risks and threats. The conclusion has been drawn that the most significant resources to provide security and raise the effectiveness of preventive work at an educational institution are: the involvement of children, teachers and parents in joint research and preventive activity with the use of active forms, in the development of the alternative positive-oriented Internet environment, the provision of accessibility of specialized assistance in cases of the risk and threat influence. The results presented can be used by school teachers and psychologists when organizing work in the field of providing security for children and teenagers and preventing Internet risks and life threats. They can be used for devising preventive programs, holding educational and corrective events as well as in counseling and corrective work with teenagers who experienced the influence of threats.

Keywords: security, Internet risks, life threats, children and teenagers, prevention, psychological and pedagogical resources, educational environment.

Introduction

A complication of social life, the development of technologies in contemporary society entails various consequences for a person. Along with greater opportunities new threats emerge and spread that are likely to cause danger to his security, social adaptation, emotional health and psychological well-being.

In recent years, in connection with a wide spread of the Internet, Russian society has faced new risks that are associated with a negative influence on the mind of minors. This is about a wide spread of such security threats as bullying, grooming, involving children and teenagers in extremist and other dangerous groups and communities, in illegal activity and activities that pose threats to health and life.

Due to a growing demand for the Internet in learners' life activity and a constant increase in time spent in the Internet by teenagers, the provision of security for minors including systematic work to prevent Internet risks and threats to life is becoming highly significant.

The problems of providing Internet security for children and teenagers currently occupy a prominent place in psychological and pedagogical researches.

Researchers identify Internet threats, they build their typologies (Soldatova et al., 2011; Soldatova, Rtischeva & Seryogina, 2017; Kvon et al., 2018; Razumovskaya et al., 2018; Semenova et al., 2018; Tastan et al., 2018), specific features of the influence of some risk types are studied: cyberbullying, communicative risks, scamming and so on. (Soldatova & Zotova, 2012; Bochaver & Khlomov, 2014; Kowalski Limber & Agatston, 2011). Special attention is paid to the risk analysis of involving children and teenagers in extremist groups and communities (Davis, 2001).

The security provision for children and teenagers is considered in the context of general approaches to prevention. In a broad sense - this is prevention of various types of deviant behavior (Bandura, 2000; Belicheva, 1994; Rean et al., 2013; Masalimova et al., 2014; Salakhova et al., 2017; Artamonova, 2017; Artamonova, Efimova & Khydyrova, 2016; Efimova et al., 2015; Lipatova et al., 2015; Salakhova et al., 2016a, 2016b, 2016c; Masalimova & Chibakov, 2016; Tashcheva et al., 2017; Gaber & Zaretsky, 2018; Fartash et al., 2018; Davoudi et al., 2018; Zaretsky, 2017a, 2017b, 2018.). In a narrow sense – this is prevention of the Internet addiction (Voisunovsky, 2010; Brynin, 2010; Fortova & Eropov, 2016), training the skills of a safe user and shaping critical thinking (Esenkozha & Kasen, 2015), the formation of «global civic consciousness» (Davis, 2001.)

The identification of psychological mechanisms of prevention (Kalinina et al., 2017) became the foundation to propose the subject generating approach in preventive work. In this approach the subject generating interaction between an adult and a teenager is considered as a significant factor of preventing Internet risks. This interaction is directed towards the formation of a subjective position in a teenager in relation to risks, taking responsibility for one's own behavior and reacting to risks, the formation of resources of hardiness to the influence of risks and threats (Kalinina, 2017).

With all variety of approaches presented in researches the problem of children and teenagers' protection from Internet risks and threats to life at present cannot be recognized as a solved one. The objective of searching for school children's security resources and raising the effectiveness of work in the sphere of preventing Internet risks and threats to life remains important.

Methodological Framework

The solution to the problem of identifying resources to provide security for children and teenagers and raising the effectiveness of work to prevent Internet risks and life threats we were trying to find on the basis of methods of the online survey, the study of subjective evaluations and real behavioral manifestations in situations when risks and threats were faced as well as collecting proposals to raise the effectiveness of preventive work.

In the course of the study with the use of direct and indirect questions we tried to find out the awareness degree among the participants about Internet risks threats to life, the experience of facing risks and threats, the used means and ways of protecting from the influence of risks and threats. The participants of the survey were asked to express their attitude to preventive work conducted at educational organizations, to characterize its content and forms, to evaluate its significance and show results. The evaluation of the preventive work efficiency was carried out on the basis of studying both the subjective opinion of participants of the survey about the quality of such work in schools and colleges and objective changes in real behavior of children and teenagers. The survey participants also gave proposals to raise the effectiveness of preventing Internet risks and life threats.

The survey embraced 108631 school students of three age groups (aged 12 – 13 – 34911 people), 14-15 – 39628 people, 16 – 17 – 34638 people) and 45738 parents from different subjects of the Russian Federation.

Results and Discussion
The data obtained in the survey shows that teenagers had different levels of information about various Internet risks and threats to life. The data is given in Table 1.

Table 1. The number of minors informed about risks and threats of Internet communication and those who had experience of facing risks (in % from the number of the participants of the survey)

Risks and threats	Number of minors		
	aged 12-13	aged 14-15	aged 16-17
Informed about dangerous websites	67	67	66
Threats to health	57	57	59
Pitfalls of communicating in social networks	50	51	51
Threats to life	40	37	36
Involvement in dangerous groups and communities	40	37	36
Have experience of visiting websites containing non-ethical and aggressive information	19	21	21
Have experience of coming across the calls to aggressive behavior	9	12	13
Experience of running across the calls to illegal activity	8	8	10
Experience of running across the calls to participation in rallies and mass protests	-	10	12
Did not get any information about Internet risks	9	9	8
Do not have any information about threats to life	12	14	14

School students were informed of the known risks, dangerous websites and threats to life. Approximately about a half of the interviewed people got the information about pitfalls of communicating in social networks. The awareness of threats to life and involvement in dangerous groups and communities is represented in lesser degree. Answering a question about the risks and threats the interviewed people had to run across teenagers of all three age groups along with websites containing non-ethical, aggressive information and threats to life indicate calls to aggressive behavior and activity that poses a life threat. An insignificant part of teenagers stands out who did not get any information about Internet risks and do not have any information about threats to life in the Internet environment.
Educational institutions play the leading role in informing teenagers about Internet risks. The majority of school students (56% aged 12-13, 55 % aged 14-15 and 55 % aged 16-17) point out that they get information about Internet risks and threats at educational institutions at special classes. The mass media

also play a significant role in informing teenagers about risks. Из них получают информацию 41% 12-13 летних, 49% 14-15 летних, 55 % 16-17 летних. Общаясь с родителями информацию об интернет-рисках и угрозах жизни получают 51 % 12-13 летних, 42 % - 14-15 летних, 35% 16-17 летних.
The study of the parents' awareness shows the following (table 2).

Table 2. Parents' awareness of Internet risks and threats

Level of awareness	Number of parents in % from the total number of the survey participants
Informed sufficiently	58
Informed well and can share this information with others	35
Not sufficiently informed about pitfalls connected with the use of the Internet	15
Badly informed	5
Do not have any information	3

In the sample of parents, the majority of respondents believe that they have sufficient information of the risks of the Internet use for a child and threats to his life. About a third of the parents interviewed can even share this information with others. However, there are also those who do not know such information (3-5% of all interviewed parents), another 8 to 15% have a superficial understanding of the risks associated with the Internet use and threats to life. The sources of information about Internet risks and threats to life for the majority of those who took part in the survey are events held at educational institutions: for 57% these are parents' meetings, for 27% of parents these are teachers and a psychologist's lectures at school / college. Colleagues at work are an additional source of information for 48% of parents. Another 15% of respondents use special literature and 7% - get information from the media.
The study of the respondents' attitude to prevention work of Internet risks, conducted at educational institutions, showed the following (table 3).

Table 3. Participation in preventive events for teenagers

Participation in events	Number of the survey participants in % of the total number			
	aged 12-13	aged 14-15	aged 16-17	parents
Minors' participation in events	70	69	66	83
Do not remember any events devoted to threats to life	1,3	1,3	1.4	12
Do not remember events devoted to Internet risks	29	24	31	17
Teachers' lectures on Internet risks	51	48	47	83
Briefings during classes	35	37	41	83
Teachers' lectures on life threats	49	43	31	83
Special classes to	16	15	17	12

counteract Internet risks				
Special classes to counteract life threats	35	37	41	18
Training courses for safe behavior while using the Internet	10	10	13	22
Meetings with specialists	7	8	10	5
Contests	5	5	7	3
Social projects	-	2	2	21

In the opinion of all survey participants, preventive work in educational institutions is represented by special events. Much attention is paid to work on the prevention of threats to minors' lives. This is confirmed by the fact that only a very small number of respondents cannot recall such events. In relation to Internet risks, this number is already much larger, which gives grounds for determining Internet risks as a problem zone in the content of preventive work.

Despite a significant variety of proposed activities, activities of an informative and instructive character remain predominant in preventive work to shape teenagers' perception. So, teenagers point out that they are told about Internet risks by teachers; briefings are conduct in class. There are teachers' lectures about threats to life, briefings on the prevention of threats to life.

In students' opinion, to a significantly lesser extent, activities are provided that imply an active inclusion of teenagers themselves in preventive work and the formation of their subjective position to Internet risks and threats to life. Adolescents point out their participation in special training classes to counteract Internet risks, training courses of safe behavior on the Internet, meetings with invited specialists. Quite a small number of respondents in all age groups mention their participation in contests and social projects. A slightly larger number of participants mention their participation in special classes to prevent threats to life.

The analysis of the results shows that, the participants in the survey of all age groups as the most significant for themselves identify activities that involve an active position of participants. So, contests and training games were best remembered for 12 - 13 year old teens; for school students aged 14-15 and 16-17 these were summer actions devoted to cyber security, conducted jointly with security forces, trainings in safe behavior on the Internet, etc.

Similar results are also shown by the parents participating in the survey. In parents' opinion, the most "popular" events held at educational institutions in all the regions of the Russian Federation are special briefings during classes, class hours and lectures. Significantly less often parents mark the holding of events using the methods and tools that activate the position of the participants themselves. Twenty two percent of parents know about trainings of safe behavior on the Internet, 21% report on social and project activity (creative contests, social projects, flash mobs, etc.), 18% are informed of special training sessions. Seventeen percent of parents participating in the survey note that they do not know about the implementation of preventive measures, which indicates the inadequacy of their involvement in preventive work. This is confirmed by the answers to the open question about what preventive measures parents themselves took part in. Here the predominant answer in all the regions is "parents' meeting", "lectures" or "the speech made by the director, head teacher, psychologist", in which parents played the role of listeners, which does not imply an explicit active position of the parent. In a large part (about 40%) of the questionnaires, the answer box contains "did not participate in any" or was left blank.

Most of the parents who participated in the survey understand the significance of preventive work and they are eager to participate in it. Only 3% of respondents indicate that they do not do any work, since they believe that this should be done by an educational organization. Along with the fact that parents discuss with the child known risks and threats (68% of respondents do so), almost half of them mostly use prohibitive measures (they control websites visited by children, limit their time on the Internet, control the content of the child's page in social networks). At the same time, only 16% of parents have an idea about software controls. Not more than half of parents know and use measures of positive prevention of Internet risks and threats to life, for example, they talk with their children about the value of   life.
The effectiveness of preventive work was studied on the basis of indicators of subjective satisfaction with this work by adolescents who participated in the survey and objective indicators of the use of safe conduct measures. The results are shown in table 4.

Table 4. Indicators of the work effectiveness to prevent risks of Internet communication

Effectiveness indicators	Number of survey participants in % of the total number		
	aged 12-13	aged 14-15	aged 16-17
Evaluate the work to raise awareness of Internet risks and threats as good and excellent	64	59	62
Evaluate the work to create a healthy and safe lifestyle as good and excellent	73	67	68
Satisfaction with the number of preventive events	65	56	57
Satisfaction with the content of preventive events	65	56	57
Follow the security rules	9	5	4
Became cautious about the information on the Internet	43	34	31
Share with parents about the information their friends' participation in dangerous Internet groups	45	41	40
Tell teachers or other adults about suspicious information	6	10	12
Discuss risks with parents	4	4	4
Conceal the time of work on the Internet and addresses of used resources from parents	21	31	34
Add strangers to friends	76	81	81
Send personal data to strangers	42	40	38
Actively look for strangers on the Internet and enter into correspondence with them	4	5	5

The work on raising awareness of Internet risks and threats, creating prerequisites for a healthy and safe way of life is evaluated as good and excellent by the majority of survey participants. At the same time, the

majority of respondents express their satisfaction with the interesting content of the events held. The number of students dissatisfied with the activities held is 8-13%.

At the same time, the evaluation of changes in behavior when using the Internet, presented by teenagers, gives much fewer grounds for optimism, and points to the existence of a number of significant problems in the effectiveness of preventive work.

The answer to the question about how the events held influenced behavior shows that these activities achieve some positive results. Thus, a small number of teenagers began to treat information more cautiously on the Internet, share alarming information about their friends' participation in dangerous Internet groups with parents and with teachers.

Negative effects are also observed along with positive ones. Teenagers began to conceal from their parents the time of work in the network and the addresses of the resources used, spent more time in the Internet. But only 4% of respondents in all age groups started discussing internet risks with their parents and teachers.

Even more alarming trends are observed when evaluating the effectiveness of preventive work based on changes in adolescent behavior. A very small number of participants (from 4 to 9%) in all age groups use security measures while using the Internet and social networks (close pop-ups, stop talking when they receive alarming information, etc.). Six percent of 12-13 year-olds, 10% of 14-15 year-olds and 12% of 16-17 year-olds tell parents or other adults about suspicious information. At the same time, 76% of 12-13 year-olds and 81% of 14-15 and 16-17 year-olds add strangers to friends. Forty two percent of 12-13 year-olds, 40% of 14-15 year-olds and 38% of 16-17 year-olds send personal data to strangers on request. And 4-5% of teenagers and adolescents in all age groups actively look for strangers in the network and enter into correspondence with them.

The results of the parents' evaluation of certain areas of preventive work show that the work to inform children and parents about risks and threats, as well as the formation of attitudes towards a healthy lifestyle, is highly evaluated. Parents have a low opinion of the work on the organization of interaction in matters of prevention: joint work of the school and family, school cooperation with other departments.

The assessment of the effectiveness of preventive work, reflected in changes of teenagers and adolescents' behavior when using the Internet, given by parents looks more optimistic compared with the assessment of teenagers and adolescents themselves. For example, positive tendencies in children's behavior as a result of preventive measures are noted by 38% of parents. At the same time 44% of parents indicate that their children began to discuss Internet risks with them and about 30% note that children began to share alarming information with them and talk about friends who were in a difficult situation. However, 18% of parents indicate that the work done does not affect their child's behavior, and about 4% of parents notice negative consequences (the child began to hide information from his parents).

The results obtained on the basis of the Internet survey of minors and their parents, the study of their opinions about preventive work organized in schools, the evaluation of the effectiveness of this work enable us to identify the problems in work in the sphere of preventing Internet risks and life threats to children and teenagers, to allocate some resources and determine the areas of increasing the prevention work efficiency.

The leading role in raising awareness of Internet risks and life threats both among teenagers and their parents goes to educational institutions where various preventive events are held. When organizing preventive work, the participants of the survey (both the pupils of three age groups of 12-13, 14-15, 16-17 years and their parents) regularly receive the information about Internet risks and life threats. The school students largely receive information about the existence of dangerous websites, harm to their health, risks in communication, scamming. In their own experience along with mentioned threats, teenagers encounter threats to their emotional well-being (baiting, insulting, posting information that discredits one's honor

and dignity) as well as the involvement in dangerous groups and communities, calls to illegal or dangerous activity. Teenagers are not well aware of these threats. This fact points to the necessity of paying more attention to preventive work in order to raise awareness among school students of potential threats associated with the detriment to emotional well-being as well as the involvement in extremist or other dangerous societies calling to aggressive and deviant behavior that poses threat to minors' social adaptation and life, their getting acquainted with the ways and conditions of counteracting these threats.

Despite the variety of preventive measures offered to teenagers, adolescents and their parents, instructive and informative activities maintain the primacy. At the same time, the participants in the survey identify the events that activate the subjective position of the students, involving them in preventive work as the most significant and memorable ones. This data points to the need to shift the emphasis in conducted events from their informational and instructive character to an active position of students. Their participation in the development and implementation of safe behavior rules in the Internet environment can be a method of such involvement. The development of active forms of prevention constitutes a significant resource to enhance its effectiveness.

The evaluation of the effectiveness of preventive work from the positions of students allows one to establish its ambiguity. On the one hand, students demonstrate a sufficiently high level of satisfaction with preventive measures, having a high opinion of their number and an attractive character. On the other hand, these measures do not always effectively affect the behavior of users, and in some cases have negative effects. This testifies to the need to pay more attention to the problem of the effectiveness of preventive measures conducted by educational organizations, their focus on a specific, clearly determined result, concerning changes in the behavior of users of the Internet in the area of their compliance with security measures.

The results of the evaluation of preventive work from parents show that despite a high level of their satisfaction with the organization of work, information about Internet risks and threats to life, the number and content of preventive measures, the problem of improving efficiency remains very important. The task of not only familiarizing the students with risks and threats, rules of safe behavior on the Internet, but also the formation of a strategy for safe living, assuming an active position of each person in relation to Internet risks and threats, assuming responsibility for counteracting these risks comes to the fore.

The results of the survey demonstrate a quite high degree of parents' trust in an educational organization in the prevention of Internet risks and threats to minors' lives. So, in the case when a child is in a difficult situation, exposed to risks, parents express their readiness to seek help from teachers and psychologist of the school. The analysis of the answers to the question of seeking help from outside the school points to the lack of access to specialized assistance. Raising the awareness of parents about the possibilities of providing specialized assistance in situations of risk exposure is another resource for increasing the effectiveness of prevention.

Parents of school students also have significant potential for participating in preventive work, which is not yet fully used in educational organizations. A significant number of interviewed parents do not merely report a sufficient level of awareness of risks and threats, but also express their readiness to share this information with others, demonstrating the desire to be actively involved in preventive work. The possibilities of using the resource of parents pose the task of developing forms and methods of active interaction between educational organizations and the family in the prevention of Internet risks and threats to minors' lives.

Conclusion

The analysis of school students and their parents' attitude to security provision work, the Internet risk prevention and life threats of minors at educational institutions, as well as parents' proposals allows one

to identify a number of significant resources for its improvement. The major resource is the enhancement of the share of active forms and methods of preventive work with minors that help the learners not merely get information about the risks and threats, but develop themselves and implement the techniques of safe behavior in practice counteracting risks and threats. Another significant resource is an active involvement of parents in preventive work, forming up a system of constructive interaction between a family and an educational institution, as well as the implementation of the systemic interdepartmental interaction in solving the problem of the security provision. It is possible to incorporate both identified resources on the basis of the organization of active research or practical preventive work, which parents together with teenagers and teachers engage in, and where, the ways to counteract risks are revealed and developed. The joint (by children and adults together) development of the alternative, positive-oriented Internet environment for children and teenagers provides vast opportunities for activation of these resources. Alternative ways of employing teenagers need developing including the improvement of the entertainment programs and employment.

The provision of psychologists' specialized assistance or the assistance of specialists in the field of Internet security in difficult situations when a child encountered the threats can be considered as an additional resource.

The results presented can be used by school pedagogues and psychologists while organizing work in the sphere of ensuring children and teenagers' security and preventing Internet risks and life threats to devise preventive programs, to hold educational and corrective events as well as counseling and corrective work with teenagers who were the victims of the threat influence.

Acknowledgments

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Methodological Basis And Concept Of Experimental Study In Economics

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Abstract
It is emphasized in the research that the concept of economic experiment unlike others, artificially reproduces an economic event or process for the purpose of its further practical application. Ideal economic experiments are the experiments made by an abstract method without objectification of experimental material. The main types, tasks of pilot study, classification of experiments are the main objectives under investigation. The program planning divided into the stages was observed and the methodology of conducting pilot study was taken into consideration.
Keywords: economic experiment, methodology of pilot study, classification of experiments, program, stages.

Introduction
Experimental or pilot studies were always important as they are usually directly connected with identification of opportunities of that area in which they are carried out. Therefore in modern Russian economic experiments are especially urgent as the large-scale projects directed to an innovative way of forms and methods of managing development. Now there is still a necessary condition of disclosure of allowances of social and economic development of the country acceleration, search for organizational improvement including the economic levers capable to increase results of production to satisfy material interests of society, labor collectives and certain workers, enhancing, for example, compensation.
The purpose of our work is the analysis of methodology of conducting pilot study. The main objectives of our work are consideration of a concept of "pilot study" and its classification, particularly in the economic sphere; studying of methods of statement of an experiment, including the program and stages of carrying out an experiment. Subject of our research is the experiment methodology.
In the past foreign authors R. Owen (1992), B. Proudhon (2008), F. Taylor (2004), E. Mayo (1946), J. Locke (1984), A. Smith (1994), D. Ricardo (1993), K. Marx (1962) and A. Marshall (1983) were engaged in the theory of pilot studies. Large-scale experiments at the macro level are connected with J. Schormerhorn (1994), P. Samuelson (2009) and others. J.St. Mill (2003) developed the classical scheme of pilot study.
It is possible to distinguish A. Orekhov (2009), G. Ruzavina (2012), M. Melnyk (2008) from the authors who described methodology and classification of methods of an experiment in detail.

Methodological Framework
Pilot study is one of numerous methods of a research in the form of scientifically delivered experience, intended for practical check of ideas or hypotheses in the field of enhancement of a certain sphere of public life for identification of communications between the phenomena. In the course of economic experiment the behavior of certain people or labor collectives as a result of change of economic conditions

of their work, for example methods of the organization of planning, material stimulation, etc. are studied (Arzhenovsky, 2009; Bakalskaya, 2012; Bakalskaya & Duvanova, 2010; Duvanova & Kachagina, 2015; Ivleva et.al., 2016; Lipatova et.al., 2015).

Economic experiment is made in the following sequence: theoretical and organizational preparation, economic-mathematical modeling, carrying out and observation of the course of economic experiment, summing up and decision making and conclusions (Blaug, 2008; Ivleva et al., 2014; Bakalskaya, 2013).

The experiment purpose in researches is a detection of properties of the researched objects, verification of the delivered hypotheses of a causal relationship between the phenomena, the most complete and deep studying of a subject of scientific research on the basis of the made experiment. The purposes of economic experimenting can be the most different. In most cases they can be subdivided on the following purposes:

a). Scientific (research),

b). Production,

c). Pedagogical (Mitin, 2014; Duvanova & Pivtsaeva, 2016; Bakalskaya, 2014).

Therefore, the first typology which can be established in this case is a separation of economic experiments on research, production and pedagogical. It is natural that research economic experiment pursues on scientific, research aims; the research and production experiment combines scientific and production (economic) purposes; the pedagogical experiment (for example, in the form of business game) combines the scientific purposes with pedagogical (Duvanova, 2015; Masalimova & Shaidullina, 2017).

Economic experiment unlike others, artificially reproduces an economic event or process for the purpose of its further practical application. Ideal economic experiments are the experiments made by an abstract method without objectification of experimental material (apart from, certainly, its objectification on paper or in electronic form) (Poisons, 2013; Masalimova et al., 2017; Mitin et al., 2017; Ovsyanik et al., 2016; Salakhova et al., 2016; Vasyakin et al., 2015).

The main types are here:

1). Mathematical economic experiment;

2). Mental economic experiment;

3). Virtual (computer, etc.) business game (Duvanova, 2016).

Tasks of pilot study are as follows:

1. Development of the program of statement and organization of stages of pilot study;

2. Practical check of justification of recommendations and programs;

3. Non-admission of large mistakes in managing;

4. Development of the program for elimination of mistakes.

5. Achievement of practical effect in the researched field of activity.

Both people and various spheres of national managing can be object of economic experiment.

Having specified a concept of pilot study of works of foreign and domestic scientists, we came to the conclusion that it presents itself the research method in the form of scientifically delivered experience aiming at practical check of ideas or hypotheses in the field of enhancement of a certain sphere of public life for identification of communications between the phenomena.

Classification of experiments depends on various conditions. So one should assume the following factors.

1. The way of formation of conditions: natural, artificial.

2. The structure of the studied objects and the phenomena: simple, difficult.

3. The organization: laboratory, natural.

4. The research objectives: reformative, stating, controlling.

5. The nature of external impacts on an object: material, informative.

6. The character of the studied objects and the phenomena: sociometric, technological, econometric.

7. The nature of interaction of pilot study means with a research object: usual, model.

8. The studied models: material, mental.

8. The controlled sizes: passive, active.

9. The number of factors: one-factor, multiple-factor.

It is also required to consider actually statement and the organization of an experiment, including its stages, the program of planning, methods of pilot study results measurements and the graphic representation of its results (Vasyakin et al., 2016).

Having led the analysis of works of modern writers of A. Orekhov (2009), G. Ruzavina (2012), M. Melnyk (2008), it is possible to make the conclusion that the methodology of pilot study includes directly its statement and the organization, and the structure of an experiment consists of the following stages:

1. Plan development;

2. Assessment of measurements and the choice of means for carrying out an experiment;

3. Carrying out experiment;

4. Handling and analyzing of experimental data.

Results and Discussion

After determination the value of the experiment we pass directly to the program of pilot study. One should carefully think over the creation of a detailed plan of work which will allow avoiding mistakes and omissions both in process, and as a result of experimental researches. Therefore special attention is paid to the following items of the program:

1. The purpose and tasks following from it;

2. The choice of the varied factors;

3. Description of amount of a research;

4. Order of implementation of an experiment;

5. Detection of the sequence of change in factors;

6. Determination of a step of change in factors (interval between experimental points);

7. Choice of measuring instruments;

8. Description of carrying out experiment;

9. Analysis of results of an experiment.

The program begins with the name of a subject of a research, the working hypothesis is made. Then the experiment technique, the list of required materials, devices, installations is developed, the list of contractors, the schedule and the estimate is constituted. The technique of an experiment represents system of acceptances or methods for consecutive implementation of an experiment, i.e. the program of a research. Planning is necessary to perform an experiment for short terms with the minimum costs. Receipt of reliable information is reached at the same time on condition of following to planning rules. Such rules will consider the nature of results of measurements and availability of the external factors influencing an object.

The factors participating in process while planning can be changed by special rules everything together, giving an opportunity to present results of an experiment in the form of the mathematical model having statistical properties.

Planning can be divided into the following stages:

1. Collection and analysis of prior data;

2. Determination of input and output variables and area of variables change;

3. A choice of a mathematical model for provision of experiment data;

4. Selection of an optimality criterion and development of the experiment program;

5. Information analysis method choice;

6. Setting of an experiment;

7. Check of statistical premises which are used for obtaining results of an experiment;

8. Analysis of results of an experiment;

9. Processing of results of an experiment;

10. Compilation of recommendations about these results.

So we analyzed methodology of conducting pilot study taking into consideration the concept of "pilot study" and its classification; studying methods of experiment statement. The program and stages of carrying out an experiment were included into the main objectives of our work.

Conclusion

Summing up the results, it is possible to note that statement and the organization of an experiment depend on its value. In a generalized view in various branches of science experiments are called according to a branch of science: for example, social, economic, pedagogical, psychological, biological, chemical, physical and others.

In conclusion, it would be desirable to emphasize that today the method of an experiment is one of the most popular scientific methods, particularly in the economic sphere. There fore its knowledge can be useful, first of all, to economists for receipt of exact and objective results of statistical data measurements.

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Innovation Characteristics Creating Hurdles in Acceptance of Technology

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Abstract

The purpose of this study is to explore the factors influencing the consumer resistance to innovation. Smartphones used as an innovation in this research. This study was executed by using the self-administered questionnaires to find the customer mind-set and behaviour towards innovation. This study confirmed the gap between the Asian and Western perspective. This study indicated the significant positive relationship between attitude towards existing product, relative advantage, social influence and consumer resistance to innovation. The choice of study method and sampling method reduced the testing boundaries in the research. This study provided to the current body of literature as well as in the market. It gives the idea to the marketer and manufacturer to improve their product features to reduce the consumer resistance to innovation.

Keywords: hurdles, relative advantage, self-efficacy, smartphones, technology

Introduction

Mobile-phone technology i.e. telephones, tablets, and notepads has been playing key role in building our lives better than ever before. As an effective tool of communication, due to the technology, users can reach to whom they want to, regarding their official or social matters (Kendrick, 2013). Today, mobile phones has become users' part of life due to its meaningful, effective, affordable and operational use (Lepp, Barkley & Karpinski, 2014). Hence, the mobile phone has been considered as one of the basic communication device (Kaya & Argan, 2015), building virtual communication environment (Kaya & Argan, 2015). According to Smura, Kivi, and Toyli, (2009), majority of the users in developing states are use to carry their smartphones with them everywhere and every time (Smura, Kivi, & Toyli, 2009). As indicated by Hanley and Becker (2008), the mobile-phone technology has quickly turned into one of the most significant telecommunication medium due to emergence of the internet technology. The effect of mobile phone, as an innovations, has become unquestionable in our everyday lives (Balasubramanian, Peterson, & Jarvenpaa, 2002).

Today, people are using mobile-phone devices, not only as an effective communication tool worldwide, but as a medium of information and education for them (CNET, 2013). Frequent use of

mobile-phones has lead to an extended communication environment and users' mobility. Development of internet and the wireless technology, in the late 1990s, has been helping in the growth of telecommunication facilities for the mobile-phone users (Barnes, 2002). Therefore, mobile advancement has a lot of potential for the upcoming communication markets, as a revolution in the business world as well (Stewart & Pavlou, 2002).

According to the International Telecommunication Union (ITU, 2009), mobile technology is a key source of rapid data and information communication, being developed in various regions of the World. Therefore, users can share the information and access the emails via mobile phones (Sultan, Rohm, & Gao, 2009). The mobile phone industry has a great potential to play its role in the telecommunication sector of Pakistan.

The telecommunication industry of Pakistan has rapidly grown is the recent years showing incredible developments in the country. The telecommunication industry of Pakistan was rewarded as the status of the industry in 2005; whereas it is one of the fastest growing industries in the country. Growth of the mobile business sector was 10%, i.e. 120 million subscribers in 2012. However, the number of subscribers was decreased in 2013, because of the substantial duties forced by the new government. In March 2013, total number of mobile users were noted as 122.127 million, the strongest net expansion since November 2012 (Mobile Phone Industry of Pakistan, 2013). According to Business Monitor International (BMI), consumer electronic product business in Pakistan is expected to grow annually 13.3 percent i.e. USD 3.3 billion by 2016. Furthermore, According to Morgan Stanley (2011), point out in figure 1.1, the demand of mobile phone devices in Pakistan involves Smartphone and tablet is anticipated to grow at an incredible rate and even exceed the requirements of old-style innovative products. Furthermore, smartphone usage in Pakistan has been gradually increasing and it has reached 31 percent by January 2015. Indeed, Smartphones have been playing a key role in the growth of the telecommunication devices market in Pakistan. A majority of the smartphone population is comprised of youngsters gives an extra edge to the smartphones in Pakistan.

Companies dealing in the area of smart devices in Pakistan are Samsung, Nokia, Blackberry, Apple iPhone and LG and the telecommunication services are being provided by Ufone, Mobilink, Warid, Telenor and Zong (PTA). Importantly, among the aforementioned companies working in Pakistan, Samsung is seen far ahead in popularity among the users; whereas all other companies like; Nokia, Blackberry, Apple iPhone and LG etc. have remained unable to maintain their popularity in the market. Pakistan is price conscious market while more than 65 percent of the total users in Pakistan carry low cost Chinese smartphones resulting in unattractive market for all other brands like; Nokia, LG, Sony and Huawei (Khan, 2015). Hence, the expensive value of the Smartphones is one of the main reasons behind Smartphone low market share i.e. one per cent market share in the market from 2007 to 2008 (Martin, 2007). Consequently, consumers are seeing reluctant towards adopting all Smartphones due to some factors which have been studied and analysed in this study.

Previous research has been focused on qualitative nature. Some other previous studies have tested consumer and innovation cahaterisrtics both with large sample size but this study has tested only innovation characteristics with consumer resistance to innovation. When previous studies tested both innovation and consumer characteristics then results was different like relative advantage, perceived risk and social influence was insignificant (Abbas et al., 2017) but in other studies results are constantly different by reducing the sample size. Due to the results contradiction in different studies there is need to more explore this phenomenon.

Materials & Methods Used.
The survey questionnaires have been adapted from previous researchers with appropriate modification that is suitable for the sample. The survey questionnaires are consisting of mainly two components. The first component comprised of several Likert-type scale items, and the second component describes the

demographic information of the consumer resistance to innovation in this study. The Likert scale is considered to examine how strongly the respondents agree or disagree with a certain statement (Sekaran, 2003). The scale is intended to be the new approach of Renis Likert rating scale for measuring the personal attributes and behavior of an individual which are six-point Likert scale.

Sekaran, (2003) reported that two types of sources for data collection. First is a primary source and second is a secondary source. Primary source refers to the first-hand data and it is collected by researchers and scientists especially for the achievement of their research. Secondary source refers to the second-hand data collected from existing sources as well as for different purposes. Saunders, Lewis, & Thornhill, (2003) stated that majority of the time the utilization of secondary data researcher cannot achieve their particular objectives and it is not possible for a researcher to meet their objectives in the research. Due to this reason researcher tend towards another source for data collection. The purpose of this research is to measure the consumer behavior towards selected items that are very essential primary data or information with an increase to secondary data/information. Sekaran, (2003) and Zikmund, (2000) stated that secondary data collect from many sources like articles, journal papers, books and internet. While primary data collect through interviews, observations and survey studies like a questionnaire. In the light of above literature for this study, a questionnaire is a suitable technique for the primary data collection. Though this technique large amount of respondents has been focused in the selected wide geography. Questionnaire technique is cost effective as well as free from interviewer influence during data collection. This technique is very helpful as well as effective for collection of the data from a wide variety of samples in less time. Questionnaires are concentrating by collecting information from selective unit of analysis from population to give the compulsory information.

The main objective of quantitative research is to determine the relationship between independent and dependent variables in a population (Hopkins, 2000). Thus, it is all about quantifying relationships between variables. In the case of the present study, researchers employed survey method because, firstly this is arguably the most well accepted and most commonly used technique in management and social sciences research (Myers, 2009; Veal, 2005; Hair, Ringle, & Smarted, 2011). Secondly, survey method is useful for obtaining precise statistical information (Whitfield & Strauss, 1998). Thirdly, this method is also regarded as the simplest and least expensive, especially when the sample population is geographically widely dispersed (Bryman, 2001). Fourthly, a considerable advantage of survey method is the potential anonymity of the respondent, which can lead to more truthful or valid responses. Finally, due to a high degree of standardization and accessibility of the survey method, which is particularly essential from a data analysis viewpoint, as a result, can be generalized (Ghauri and Gronhaug, 2005).

This study used a cross-sectional method using survey questionnaire. A cross-sectional study mainly involved in measuring all study variables within a short span of time where data is collected at one point in time. Thus, the cross-sectional study method is appropriate for this study because the researcher in interested to find out the perceptions of respondents regarding consumer resistance to innovation. Usually, the survey method helps to collect a large number of data quickly, thus it can be generalized to a large population. In addition, various statistical techniques can be used to analyze data (Myers, 2009).

The data collection for this study using self-administered survey based questionnaire. Although every one of the respondents understands the English language to some extent, and the questionnaire is basically in English, but carefully translated into Urdu (National Language of Pakistan). Translation of the questionnaire is used in this research to verify the equality of measures in English and Urdu versions. The translation process monitored through (Brislin, 1970) process for back-translation for cross-cultural research through different languages. The English versions of the questionnaire translated into Urdu by an assistant Professor in COMSATS Vehari Pakistan who is sound in the Urdu language. After this translated questionnaire sent to another Profession in Pakistani public university for English translation

who is sound in the English language. A lot of debates was held for the original meaning of questionnaire to verify the real meaning of questionnaire is preserved. The final questionnaire having 60 out research variables and 8 demographic questions are in English and Urdu.

Sampling & Measurements.
The population of this study comprises of smartphone users who use different brands with different services by service providers in Pakistan. Sample has been selected from a big range of population consists of universities students who are big mobile users in Pakistan. Selection of university students as a unit analysis in this study is most appropriate for a few reasons. Lep et al., (2015) stated that mobile phones are an important part of young student's life and culture. It is observed that majority of the college students who are in the same age group of mobile phone users (Karaaslan & Budak, 2012). University students have been looking one of the biggest group of consumers of smartphones (Head & Ziolkowski, 2012).

Statistical Analysis.
4.1. Measurement Model & Structural Model
In the model assessment, the measurement model was attempted to guarantee the model validity and reliability. This is in accordance with contentions of Esposito Vinzi and Russolillo (2010) who presented the general guideline for outer loading. As indicated by their dependable guideline out loading ought to be 0.5 and above, with respect to concerning the average variance separated it ought to be above than 0.5. In light of the accompanying contention every one of the items in outer loading which are beneath than 0.5 ought to be erased one by one with the most reduced value, since it enhances the data quality.

This section deal with the structural assessment as spotted out by Hair, Black et al., (2006) structure model deal about the dependence of the association in the hypothesized model of undergoing investigation. In Partial Least Square, structure model presents inner modeling analysis of the direct relationship between the study constructs and their t-values as for as path coefficients. As discussed by Agarwal and Karahanna (2000), the path coefficients are the similar as the standardized beta coefficient and regression analysis. Beta values of the coefficient of the regression and t-values are inspected to make a decision on the significance. Following the rule of thumb by Hair et al., (2014), t-value that is larger than 1.64 is well thought-out to be as noteworthy, which promotes the use for creating results on the proposed assumption.

Table 2   Descriptive Analysis

	No	Mini	Maxi	Mean	Std Dev
RA	220	1.00	6.00	4.7248	1.13416
P	220	1.00	6.00	3.7242	1.43129
SE	220	1.00	6.00	4.6306	1.02872
SI	220	1.00	6.00	4.2065	1.21083
Valid N (list wise)	220				

Table 3 Convergent Validity

Construct	Item	Loadings	Cronbachs Alpha	Composite Reliability	Average Variance Extracted
P	P2	0.80083	**0.9009**	**0.9286**	**0.5544**
	P3	0.78107			
	P4	0.7660			
	P5	0.6168			
Resistance to Innovation	ORI1	0.94080	**0.7373**	**0.8313**	**0.6918**
	ORI0	0.91211			
	ORI11	0.915978			
	ORI2	0.558239			
	ORI3	0.618654			
	ORI8	0.919805			
Relative Adva	RAD1	0.744225	**0.82157**	**0.8753**	**0.5849**
	RAD2	0.828534			
	RAD3	0.815776			
	RAD4	0.720995			
	RAD5	0.707274			
Self Efficacy	SE1	0.863418	**0.7967**	**0.8644**	**0.7178**
	SE2	0.798303			
	SE3	0.830304			
Social Influence	SI1	0.717952	**0.8311**	**0.8804**	**0.5971**
	SI2	0.777202			
	SI3	0.866527			
	SI4	0.609529			

Table 4 *Discriminant Validity*

	P	CR	RA	SE	SI
Price	0.74458				
Consumer	0. 4548	0.83176			

Resistance				
Relative Adv	0. 40089	0.434647	0.764771	
Self Efficacy	0.330615	0.415638	0.633467	0.847284	
Social Influence	0.415456	0.501354	0.418797	0.389161	0.772722

Figure 1.2   *Direct Effects*

Table 5 Hypothesis Testing

NO	Paths	Path Coefficients	STERR	T Value	Decision
1	**P -> CR**	0.2656	0.0641	4.142	**Accepted**
2	**RA -> CR**	0.1882	0.0761	2.4736	**Accepted**
3	**SE -> CR**	0.0249	0.0657	0.3787	**Not Accepted**
4	**SI -> CR**	0.1936	0.0672	2.8787	**Accepted**

Results & Discussions

In Pakistan, a country that has different cultures, languages, and social values, the result is not surprising. In such situation, higher prices show higher resistance to innovation by consumers. This agrees with the arguments in the previous study (Kleijnen, Lee, & Wetzels, 2009). Innovative products like smartphone will become a normal phone or inferior phone just because of the abnormal price of the smartphone as well as if the purchasing power of consumer of overall products increased, that means every consumer may own a smartphone. Thus, there is no need to take it for social status even it is not cheap for the consumers (Moser & J.D 1995; Jee, Han, Joseph, & Xavier, 2010).

Social influence has playing significant influence on the intention to reject the smartphones in Pakistan. Some authors argue that social influence takes affirmative effect on consumer have best attitude toward innovation like mobile phones. To validate the proposition in this study social influence is a positive predictor of resistance to innovation by consumer (Kim, 2009).

In addition, Verkasalo (2010) suggests that the social norm influences intention to use a smartphone indirectly through influencing the perceived enjoyment and normally consumer resist to use the smartphones. Similarly, Shin (2010) also investigated that due to social influence consumer reluctant to buy the innovation like smartphone.

Most of the discussions in the literatures are on works in the western context, which is not applicable in the Asian context because every country has different preferences and characteristics which vary culture to culture (Ongori et al., 2007). This includes Pakistan, collectivism and power distance country, in which people have different preferences related to adoption and rejection of new technologies. Also, most of the previous works were on the Internet banking, mobile banking, self-service technology, and online e-banking, with very few discussions on smart phones. Based on such distinction regarding the consumer's cultures and preferences in Pakistan, previous studies confirms that complexity influences the consumer resistance to smartphones (Dunphy & Herbig, 1995; Tan & Teo; 2000, Laio, Liu, & Cheng, 2015; Holak & Lehmann, 1990).

It has been revealed that before pursuing economic activity, consumers also consider risks associated with their transactions, in terms of financial, privacy, and security risk. Chen et al. (2010) refer financial risk to the consumer's possible financial loss, while security risk impacts the consumer purchase intention about innovative products. Further, Javed et al. (2012) remind that risks also influence the consumers' behavior. In such context, risks refer to product, convenience, security, and financial risk. In short, the previous findings reveal that perceived risk has a adverse influence on resistance to innovation by consumer.

Furthermore, motivation has direction, power and determination to choose or reject the innovative product. Even though a high motivation goes for product adoption, but consumers like students have more power and determination over the new technology and they reject due to their own cultural values and they are demotivated by the innovative products due to their intrinsic motivational factors. In spite of the fact that Pinder (2008) and Diefendorff and Chandler (2010) brought up, that capability and circumstances cannot be viewed as factors of motivation, which affect the consumer adoption towards new technology like smartphones, Parker and Ohly (2008) argue that motivation is affected by external power at both macro and micro levels. Meanwhile, Kanfer, Chen, and Pritchard (2008) found that there is a mixture of different impacts on motivation, such as science, identity, and unconscious techniques like quality groups of stars. Based on that, this study deduces that motivation is a significant factor that has created resistance to innovation by consumer in the perspective of Pakistan due to their own pattern of life in Pakistani society.

The previous studies (Mohtar & Abbas, 2015; Ellen & Bearden, 1991; Fagan, Neill, & Wooldridge, 2003; Chong et al., 2010; Dasgupta et al., 2011; Kim et al., 2013; Kim et al., 2013), which signifies that efficacy or confidence of consumers to use smartphone might affect the consumer intent to purchase or reject new

innovation or technology. Park and Chen (2007) that self-efficacy is an important interpreter of consumer resistance to innovation. This means that individuals with advanced level of self-efficacy can reduce the consumer resistance level to adopt new technology as an innovation (Chong et al., 2010).

The previous studies (Reynolds et al. 2006, Richins, 1997) and it verifies that emotion is an essential element of customer response, and the significance of emotion in the field of buyer behavior is founded (Bagozzi, Gopinath, & Nyer 1999; Richins, 1997; Sbai, 2013). According to Phillips and Baumgartner (2002) emotion related to consumption is influenced by each actual product functionality and a performance of disconfirmation of anticipation (Chitturi, Raghunathan, & Mahajan, 2008). Also, it supports the findings by Bagozzi and Lee (1999), who detailed the negative emotion into anger, fear, sadness and disgusted guilt, shame, humiliation, and envy.

Consumer boldness to present invention is a common factor and it is influenced by skills, traditions to use the existing products to serve the customer current wants and demands. Customer and traditions are a customer personal behavior which depicts the extra ordinary respect to the traditions culture and norms of the society (Schwartz, 1992). The significance of the traditions includes positive inclination of consumer towards existing products available in the market.

Empirical exploration has revealed that social-demographic aspects in Pakistan has a positive influence on the adoption behavior of new products. It recommends that more youthful, higher salary, and better-qualified consumers have a tendency to acknowledge the market innovations (Gatignon & Robertson, 1985).

In the previous studies, they found that consumer always desire to learn about novelty and excitement from novel product adoption (Agarwal & Prasad, 1998; Agarwal & Prasad, 1999; Hirunyawipada & Audhesh, 2006; Midgley & Dowling, 1978; Rijnsoever & castaldi, 2011). On top of that, Im et al. (2003) and Bartels and Reinders (2011) investigated the moderating variables for the relationship between consumer innovativeness and rate of adoption by consumers. Im et al. (2003) discovered that buyers' demographic factors like income, age, and education is not a significant moderating determinant when consumer innovativeness influence innovative product adoption.

Additionally, Steenkamp, Hofstede, and Wedel (1999) found that the degree of diffusion rate in a new product is high. Also, failures due to the cost is significant in the organizations. As an initiative to avoid from failures in the diffusion of innovation, marketers also understand the innovative consumer needs and demands as well as the significant target class in the process of diffusion of innovation. Due to the innovativeness, consumer needs and demands are very high and they always look to the new innovation but they resist to the new innovation because they feel every innovative product like a smartphone cannot meet their needs and demands (Hoffmann & Soyez, 2010).

With regards to that, this study concentrates on the innovativeness of a particular person as a customer in the context of Pakistan. When consumer innovativeness influences the consumer resistance to innovation, it implies that a consumer is highly innovative and their innovativeness tendency leads to the resistance to innovation (Goldsmith & Flynn 1992; Im et al., 2003; Mahajan et al., 1990). It is normally believed that consumer innovativeness and innovators are significant aspects in the diffusion and adoption of new products (Rogers, 1995; Roger & Shoemaker, 1971; Gatignon & Robertson, 1991). This could happen also in the innovative ideas and services (Hirshman, 1980).

Suggestion for Future Research

This research is quantitative and as a response to this study future studies can use mix method on customer overcoming resistance to innovation as well as they can test this model in other regions like western countries.

This study used SmartPLS and SPSS for data analysis to check the items reliability and validity. Other studies can increase the sample size, the inferences were derived through SEM-PLS. Particularly, the PLS is used to confirm the results and it has provided more credibility. Meanwhile, SEM method is to check the outcomes and, therefore, it has delivered extra trustworthiness. The selection of SEM-PLS in this study is appropriate based on the following reasons.

In conclusion this research is cross sectional that test the overcoming consumer resistance but future research can use longitudinal research to improve the results.

Conclusion

The basic aim of this research to investigate the determinants effecting resistance to innovation and overcoming on resistance to innovation by focusing low income consumer in the context of Pakistan. Based on the grounded literature, using the mobile phones is very easy to them, therefore they recognize that relative advantage has immediate impact on resistance to innovation (Lu et al., 2009). In other words, the relative advantage is an important factor that can affect consumer delay to innovation mainly among qualified people as per the theory qualified people are change agents.

On the other hand, refusal of innovation by consumer indicates significant unwillingness to select or adopt the innovation. Customer higher perceived value of all expensive smartphones, which including high innovative product or a new technology, because these types of products are usually paid at the reasonable high price (Vitzthum, 1995; Lange, 1925).

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Critical Discourse Analyses: Evaluation of Educative Role of Political Speeches in Processions

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Abstract

Language is indispensible to every political action as it is structured, transferred and swayed through language (Sharndama, 2015). The use of language at public forums by a personality is called public speech. It is one of the vital tools politicians use to incorporate their ideologies in the minds of masses. The relationship between language and politics extends back to Greek and Roman treaties on rhetoric. Rhetoric is an art of delivering ideas in public. According to Aristotle the key to statesmanship is the skill of rhetoric (L.Dunmire, 2012). Cicero also viewed rhetoric as an apparatus to shape political beliefs and actions. The current study is a CDA analysis of Mr. Nawaz Shrief and Mr Imran Khan's speeches after a verdict upon Panama case and the analysis manifests the fact that Imran Khan's speech is more inclined towards playing an educative role for masses. This legacy of classical rhetoric manifests itself in "modern world's Public Political Communication"(PPC) in much more deliberate and refined way. Hence, in order to comprehend modern rhetoric we must consider public political communication as major social and political fact with an essential contribution in establishing social order (Arsith, 2015).

Introduction

Specific linguistic aspect of communication through which the speaker acts upon the world, particularly upon its peers is called discourse. When its linguistic specification is political forum, it is called political discourse. Political discourse analyses (PDA) examines political phenomenon through the lens of language(Bell,1975). PDA is a socially concerned linguistic framework for examining the linkages and intricacies of political thought and behavior (Chilton, 2004). PDA helps in deconstructing language practices through which political speakers saturate their expressions with authority, evidence and truth to achieve legitimacy, particularly in political contexts. (Atkins, 2002) believes that revelation of concealed things is important, as they are not graspable to the people occupied. Hence, in order to comprehend hidden ideology and power constituents of dominant discourses (public political communication) we need a critical linguistic approach which is more issue oriented than theory oriented.

Critical discourse analyses (CDA) provides a comprehensive framework to unmask the relation between language and power. CDA considers discourse as a social practice where the context of language use is crucial (Fairclough, and Wodak1997). Fairclough developed an analytical framework (Fairclough, 1992a, 1995a) for the operationalization of these theoretical considerations (relation between text and context). This framework's foundations are laid on three fundamental concepts.The first concept is of intersexuality that is the relationship between texts. The second concept is of inter discursivity that is the combination of genres and discourses in a text. The third concept is of hegemony that is the predominance in political, ideological and cultural domains of a society.(Fairclough, 1995). He attributes these three dimensions to each discursive event. According to Fairclough, a discursive event is simultaneously text, discursive practice (including the production and interpretation of texts) and social practice.

The aforementioned three concepts are operationalized through three components that are description, interpretation and explanation. In first step Linguistic properties of texts are described (textual analysis). In the second step the association between the productive and interpretative processes of discursive practice and the texts is inferred(process analysis). In the third step the linkages between discursive practice and social practice are explained(social analysis) (Fairclough, 1995a). By following these steps we can establish a systematic way for exploring the relationship between text and its social context. The whole method is shown in the figure 1.
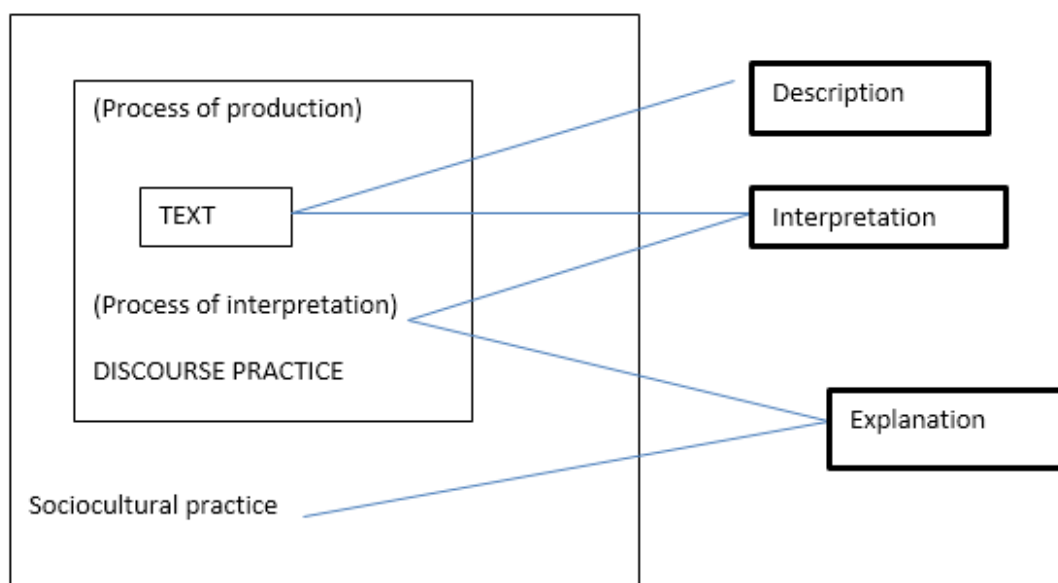

Figure 1(Fairclough model of CDA)

Review of Related Literature:
There are many implications of this model but the most obvious use of it is in political settings. (Nazish Memon, 2014) applied this model on the last speech of Benazir Bhuto to analyze how linguistic features are used by politicians to propagate their ideology. The outcome of this work was that linguistic features are used as product to control the minds of people in a country.

(Sharndama, 2015)analyzed the inaugural speech of president Muhammad Buhari by describing (textual analysis), interpreting (process analysis) and explaining (social practice analysis) the text. The findings of this work revealed that inaugural speech indicated ideology, hopes and plans of new president on which his government intends to operate.

(Hussein, 2016)Deconstructed the speech of Egyptian president Abdeel Fateh Al Sisi,at New Suez Canal Inaugural Ceremony, through CDA. He focused on semantic features only to perform micro (local semantics) and macro (semantic macro structures) analyses of the text. He found that speech has distinctive features which were tactfully used to manipulate people.

Research Objectives

Above cited works indicate that different scholars used different dimensions of CDA to explore the hidden meanings of text, but the common thing is that the focus of research was current issue or important political event of their region. Similarly, the current work is an endeavor to analyse the political speeches of two major political parties' leader (PML-N and PTI) in processions after Panama Verdict. The purpose of deconstructing their speeches is that being so popular leaders what role they are playing in educating the minds of masses concerning veracity of Panama issue and corruption. Before discussing research methodology to conduct this study, a brief introduction of panama issue in Pakistan is discussed below.

Panama papers are 11.5 million documents revealed by Panamian law firm Mossack Fonseca which identified the client information for more than 214,488 offshore entities. Among them were the children of Pakistani Prime Minister Mr. Nawaz Shareef. Revelations show they possess three offshore companies and some flats in park lane of London.These leaks become a bone from heaven for opposition parties in Pakistan who were already haunting Prime minister and his family on corruption charges. Hence,Perturbingsituation rose in the country concerning the legitimacy of allegations. In order to mitigate the effects of charges and to prove his innocence the ruling PM addressed the nation on 5thApril 2016 through Pakistan television broadcasting and stated he is ready to present himself for judicial scrutiny. Most vigilant opposition party leader Mr. Imran Khan promptly wanted the government to form inquiry commission headed by serving chief justice of Pakistan. However, government tried to contact ex-supreme court judges to lead the commission but they turned down the request without mentioning any reason.

Terms of reference (ToRs) for inquiry commission of Panama leaks were finalized by government team headed by Finance Minister Mr.Ishaq Dar. Opposition parties rejected government's ToRs and after collaborative effort presented their own ToRs for inquiry commission being formed. Meanwhile the PM addressed the nation again and stated if he is found guilty he will resign from his position. The tussle between government and opposition parties overToRs did not settle inspite of government's efforts to sit and form collaborative ToRs.

 After so many negotiation and filling petition to election commission PTI finally filed the case in Supreme Court on 29 August 2016. The court provided much time to Mr.Shareef's family to prove their innocence and provide substantial evidence, but they keep on lingering the matter. After many hearings and the report of joint Investigation Team PM Nawaz Shareefwas disqualified from his position on behalf of article sixty-two and sixty-three of Pakistani jurisdiction, on 28thJuly 2017. He stepped down and started his GT road campaign to prove his innocence, while PTI celebrated "youm e tashukur", day of thanks after Panama verdict. Other opposition parties also celebrated panama verdict and apparently it seemed the nation was happy at fair trial.

So, in order to evaluate the speeches of petitioner party leader (Imran Khan of PTI) and convicted party leader (Nawaz Shreifof PML-N) after panama decision current study has been conducted.

Research Questions

The research questions to carry this work are given below
Q1. Are the political leaders in Pakistan creating political awareness among masses?
Q2.What educative role the speeches of political leaders are playing concerning veracity of corruption?

Research Methodology

Panama verdict has been regarded a turning point in Pakistani History and it overwhelmed the whole nation but two political parties has a significant role throughout the scandal. One of them is PML-N

which was the ruling party during the panama issue and the party's head was Pakistani Prime Ministry Mr.Nawaz Shareef who was charged with allegation of corruption and hiding his assets. The second party is PTI which is the major opposition party and has its government in one province of Pakistan. The PTI's head Mr.Imran Khan who always talked about eliminating corruption in Pakistan to formulate a fair society charged Mr.Nawaz Shareef against the property revelations of Shareef family which were made in Panama leaks. The judicial decision of Panama issue came against Mr.Nawaz Shareef so, PTI celebrated the decision and PML-N started awareness campaign to prove the innocence of Mr.Shareef. Hence the current Work is conducted by taking speech of Mr. Imran Khan on "Youm-e-Tashukur" (30thJuly 2017) and last speech of Mr.Nawaz Shareef's GT road rally (12th august 2017). Transcripts of speeches were taken from internet. To keep the actuality of text intact its Urdu version was analyzed instead of transcribing it in English. Model of CDA by Fairclough was applied on transcribed speeches to unmask the hidden meanings of text.

Data Analysis
Analyses of Mr.Nawaz Shareef Speech
Description
Following discursive practices have been found from the speech of Mr.NawazShareef's GT road rally for interpretation and explanation:

- Invoking Emotions
- Interrogative style
- Reflecting innocence
- Manipulating sanctity of vote
- Historical Allusions
- Grasping audience by glorifying services
- Forecasting revolution
- Pointing towards unseen hands
- Manipulating PM's disqualification as country's distortion
- Reflecting Unfair and delayed judicial system
- Creating need for new judicial system
- Ensuring people's support
- Reveling plan
- Creating need to stand with PML-N

Interpretation
Invoking emotions
The PM started his address by directly referring towards the honor of Lahore's people as he said,
Lahore's bashful people! Asslamoalikum!
Honor is a matter of prestige and start of address by giving call to bash is to ignite the people.
An unusual happening is reflected when PM says,
What I am watching in Lahore today? I never saw this before, I never saw Lahorees like this before in Lahore.
You always speak the truth.Lahore's people you always speak the truth

Interrogative style

The mood of the speech throughout the text is interrogative. After making the audience attentive PM directly put forward a question

You people send me to Islamabad as your representative, did not you?

This style has been adopted to engage the audience and obsess their minds. Questions are manipulated in such a way as to get the desired responses. Questions are in the forms of tags mostly to curtail response choices.

Dou **you** understand the reason behind it? Do you?

Apparently authority and decision is maneuvered in the hands of people for example

Is the owner of Pakistan its twenty billion people or just five persons? You re the owner. Are not you?

Is it acceptable for you?

All the PMs since last 70 years were wrong? Were they all wrong? Why they were not allowed to complete their tenure? Was Pakistan not developing? Tell me?

Reflecting Innocence

In the beginning of speech audience is told that whole country is mourning the unfair decision for example when he says:

It's the fourth day of my travel and where ever I went… even the kids in the country are agitated at PM's disqualification.

To generalize the statement PM is mentioning he has visited different regions of country and everywhere the people were mourning the biased decision. The incident is intensified by the use of word "kids". Then he stats how he is innocent

Who are those who disqualified me? Are they qualified who stated one day that PM Nawaz Shareefdid no money laundering, did no corruption, did not receive any commission or bribe, did no kickback and disqualified Him on other day by stating that why he did not take salary from his son? Is this the reason to disqualify PM?

It is obvious in the start of text that a question mark has been raised on the credential of people who disqualified PM, because they declared him fair at one day and disqualified him next day on more insane grounds.

Historical Allusions

Speaker linked his disqualification with the chain of events happened to Pakistani Prime ministers throughout the history. He mentioned it's been a custom that a PM was never allowed to complete his tenure of five years. So his disqualification is not because he is guilty rather its just to repeat the history.

Your all PMs since last seventy years were wrong? Were they all wrong? Why they were sent back to homes? Why they were not allowed to complete the tenure?

This is the treatment with PMs since last seventy years.

Is this the way to treat PM? No,this is not acceptable. Since 1947 till today they ousted all the PMs. The PMs were just allowed to rule for one and half year while three dictators consumed thirty years of country.

We are wide of the mark since last seventy years. We become directionless. Pakistan is vacillating.

Manipulating Sanctity of Vote

Speaker vested all the powers in the hands of audience by mentioning again and again that they are the real owner of country their vote is important.

You people choose me through vote in 2013.

Your vote and you twenty billion people are the owner of country, are not you?
Is there any sanctity of twenty billion people or not?
So if you ask me Nawaz Shareefprotect the honor of our vote I will do this, I always do what I said. I don't care my life. You people are my life.

It is obvious from the text that the speaker first remind the people he was chosen by them so if their selected person is ousted it means their honor is violated. Now they people must ask the ousted person to protect this honor.

The word honor is sensitive issue for Pakistani people so they will be emotionally ignited and ask the speaker to protect this honor. The speaker also ensuring the audience is more important for him than his own life so he will take a stand. Through the game of words speaker manipulated his ousting as humiliation to the honor of his people.

Glorifying Services

Throughout the speech speaker boosted his services in front of audience. He magnified how he had solved people's core issue and how much beneficial he is. So his turnover is actually a deliberate hindrance to bar public prosperity.

You gave me vote and asked me Nawaz Shareef there is no electricity, no working fan, stoves cold down at home…it's been the fourth year and electricity has starting coming, is not it? Tell me? Metro bus service is available and orange line train is ready. Poor people are getting benefit from it. Poor man's daughter can easily travel in metro….

These electricity plants which we built, this did not happen easily we did zealous efforts to complete themin twenty months. There is not only electricity in Pakistan now but its available at low rates so your industries may work and your homes bills to be reduce and your farmers me get cheapelectricity and then Pakistan will prosper.

Forecasting Revolution

The speaker pointed toward uncommon happening in the start of speech and interpreted it in the middle of speech as a prophecy of revolution, he states that,

What I am beholding today, what I be held today in shahdra , the emotions of people, I never saw this before, I never saw this passion before, this passion is the foundation of revolution, its foundation of revolution, if this revolution did not come, poor will always remain poor, if this revolution did not come nobody will get justice, if this revolution did not come few people will send PM back to home.

First he stated enthusiastic presence of people is out of the way and then he linked it to urge for revolution. He depicted revolution is indispensable at this stage otherwise poverty and injustice will be prevalent in the country.

Pointing Toward Unseen Hands

In his speech the speaker referred to some secret forces that are creating disturbance in country. Most of the references are hidden but at one point he stated, who are those people who ousted your elected prime minister? And it is very obvious that he was ousted by judicial commission after trial. So according to him the people who are demolishing country are actually those people who ousted him.

Manipulating PM's Disqualification as Country's Distortion

Throughout his speech whenever speaker mentioned his disqualification he depicted it as country's loss or linked it with any disastrous happening in the country. For example

Who are those who want to sabotage country's progress... you have to take a firm stand against them otherwise the country will suffer another accident, may GOD prohibit it Pakistan was already fragmented in 1971…..

Pakistan's honor and grace is very dear to me, it was going up in last four years they pulled it back.

Reflecting Unfair and delayed judicial system

The speaker raised fingers on unequal justice remittance in the country as he stated in his address

Let me tell please are not their trials lingering since last thirty year? Are they concluded? Tell me please are they ever concluded? The trial of grand-father is due for grand-son… am I right or wrong? Neither there is judicial justice nor economic and nor social, what a cruelty!

These lines clearly indicate that malice is overwhelming in Pakistan and with this pathetic situation the country cannot run long. So people must stand up against it and bring a new system. As the speaker stated

For this we need to change the law, we need to change the system….

Ensuring support and revealing plan

After presented a faulty system in the country the speaker asked people to stand with him so that they can eradicate the malignant collaboratively. They were again and again asked to promise that they will take a stand for prime minister to change the system.

Now there should be silence please, be silent please, ask yourself if you make a promise you will fulfill that, will u? I am asking a question, I am asking again,I already told you until we will not change the system, Pakistan could not develop, it will be puppet show….then you must promise with me you will be with Nawaz Shareef to bring a revolution in the country.

Explanation

The whole speech has three basic discourses; playing with emotions, reflecting injustice and ensuring support to change law. The rest of the themes discussed before are the part of these three basic text fragments.

As a warm up strategy Mr.Shareef started the address by touching honor of people. Honor is the most prestigious thing in Pakistani society. People could give and take lives in the name of honor in Pakistan. When a call of honor is given by speaker it creates hype in audience and it indicates the most important thing is going to happen.

 After alerting the audience speaker become interrogative. The use of interrogative style is to grip the audience's mind and reinforce speaker's ideas. He used either tag questions or specified interrogative questions to elicit intended responses. He repeated his questions to incorporate his thoughts in the minds of people.

The speaker mentioned his services again and again in the speech. His services comprised metro bus, orange train and electricity plants. Pakistan is a country where poverty is rampant and power deficit is prevalent. so speaker elaborated his services as the only solution to country's problem to gain peoples' sympathies and emotional attachment.

After griping emotions the speaker reflected injustice with him. First he pronounced history to link his ousting with the chain of events (ousting of PM's or breaking assemblies before five years) to prove that the decision against him was not because he was found guilty rather it's a norm in Pakistan. This strategy has been used by speaker to gain people's sympathies. After this technique the speaker manipulated the sanctity of vote. He articulated that an elected PM cannot be disqualified by judiciary because the real owners of Pakistan are its twenty-million people not five members judicial bench. When we link this statement of speaker with social discourse we realize that elected members are also answerable according

to Pakistani laws and there is a proper way to question any misconduct or clear any doubt. On ground realities illustrates that the disqualification decision full filled legal quorum. So this statement is just to manipulate innocent minds that are not abreast of the whole procedure. Speaker also reflected his innocence by saying that he was convicted for not taking his salary. The verity is he was disqualified for not declaring his monthly salary worth of 10,000 UAE Dirhams owed to him by UAE based firm capital FZE. According to the rules and regulations of election commission of Pakistan any member who want to participate in election has to declare all his assets, in the country and abroad, in front of election commission. If something is not declared it is called hiding of assets and the person committing this crime does not remain "Sadiq and Amen" (truthful and trust worthy). In Pakistani law any person who is not "Sadiq and Amen" cannot hold public office. Now it is obvious that there is a great difference between hiding assets and not taking a salary.

After manipulating judicial decision as biased and unjust the speaker asked people to take stand against this decision. He again linked his punishment with East Pakistan debacle and prophesied if his disqualification is not reviewed it will lead towards another debacle. The speaker used this strategy to create concern among people for the safety of Pakistan. The speaker wanted to get the support of people to present a bill in senate, so he created a need for people to stand with him by reflecting that country is at the verge of splitting and deteriorating. When we see these words of speaker at social canvass we realize that the speaker and his party is at deterioration point not the country. The speaker was not only the head of country but he was also the head of his party. When he was disqualified from public office, by rule he cannot remain his party's head. So another head in the party would be elected. The party member may not have the same loyalties with new head and party may split. But, if a PM is ousted there is legal procedure for the new PM to hold the office immediately. Newly elected PM has no loyalty issues from parliament as he is elected by majority of house members and the country could work smoothly.

In nut shell the whole speech is manipulated to gain sympathies and intended support.

Analyses of Speech Mr.ImranKhan's Speech
Description
Gratitude
Appreciating women role
Tribute to Supreme Court judges
Philosophy of human strength
Religious references
Vision of new Pakistan and its features:
1. Policies to eliminate poverty
2. Quality education and health services at government outlets
3. Equality in justice distribution
4. Indebted country(by decentralizing power)
5. Eradication of unemployment
6. Governance reforms
7. Ensuring Merit

Warning corrupt leaders
Defending allegations
Dawn leaks
Reflecting corruption and money laundering
Optimistic approach

Interpretation
Gratitude
Speaker started and ended his speech by thanking the nation for standing against culprits of panama scandal. He said that the upkeep and stance of people against corruption reveals Pakistani's are sensible people. They know their problems, they understand their problems and they want to resolve their problems.
Today I again want to thank you people… I am happy that I have a live nation in front of me, a nation who is sensible, who talks about the problems of Pakistan and who understands the problems of Pakistan.

Acknowledging Women's Role
The speaker appreciated the enthusiasm and courage of women who were present in sit-in and who actively participated in movement against corruption. Speaker acknowledged that women has great role in nation building. When a woman is politically astute the next generation has political acumen. The speaker demonstrated it through his own example. He said he stood against corruption because his mother, the late Ms. Shoukt Khanum, felt the pain of deteriorating situation of Pakistan after its founder. Due to this agony,she taught her son to stand for justice, have stance for truth and legality. This teaching of his mother turns him into leader who is fighting against corruption.
Today I specially present tribute to women …your enthusiasm, your zeal, I am happy that the females of Pakistan are playing active role in making Pakistan a great nation.
My great contribution in my life, in making me is my mother, she was the mother who was politically aware… she taught me since childhood, "you should not bow to cruelty, you have to take stand against cruelty".

Tribute to Judges
Speaker presented a warm tribute to Supreme Court judges who held fair trial of panama case.
He said they are great judges that they stood against gang, they would have been presharized, they would have been given lavishing incentives but they remain courageous to ensure justice.
He also mentioned the history of Pakistani courts is notorious for bowing to power and the speaker's decision of consulting court for panama case was criticized by all political leaders and media persons, but he trusted court and court deviated from notorious history to remain fair in distributing justice. This judicial change is praise worthy and it gave hopes for new Pakistan who's foundations are built on justice.

Philosophy of Human Strength
After giving hope for new Pakistan the speaker probed into human strengths. He elaborated with *Quranic* references and "*Sunah*"that the real strength of human beings is self-reliance and belief in GOD. If a human being absorb these two features then nothing is impossible for him. The speaker further encouraged his audience by the verse of AllamaIqbal which stats
Fear not the severity of biting winds. O Eagle
They blow only to usher you onto higher skies

Religious References
Throughout the speech the speaker quoted from either Quran e Pak**or l**ife of Prophet (saw). For example
"And he ordered prostrate him"
He asked us in Quran-e-Pak study the lives of prophets.

People of taif (nauzobillah) stoned prophet (saw) but he did not lose his heart.

Vision of new Pakistan

Being hopeful due to fair judiciary the speaker presented the vision of new Pakistan. He asked audience to imagine how would be the new Pakistan. Then he presented the features of new Pakistan.

First of all they will have policies to eliminate poverty from the country. They dream a day when there will be no poor person in the country to give alms and they will send the money out of the country. This dream is not impossible as when Prophet (saw) left this world Arabs were just a small suppressed nation in between Persian and roman empires. After thirty years no suppressed people could be finding in Arab.

To eliminate poverty we will strengthen our education system. The quality education in government schools will be ensured free of cost as it is in Germany and Japan. We have seen such improvement in education system in KPK where 1.5 million students left private schools for government.

The speaker said they will offer quality services in government hospitals on the pattern of west where indiscriminative ,specialized and free treatment is offered free of cost. This has also become possible in Pakistan. Sixty percent population in KPK has health cards through which they can avail free of cost health treatment

We will ensure easy, quick and equal justice for all.

There should be a judicious system; we want that judicious system which prophet (saw) enacted in the city of Medina. The big nations were destroyed where there were different judicial systems for wealthy and poor.

The speaker said they will ensure fair accountability from top to bottom. NAB will transparently work. It will not wait for the approval of PM to take actions against corrupt. The FIA and FBR will work autonomously in the country. The speaker will strengthen the institutions in country.

We will strengthen our institutions so much that no one would dear to do corruption; no one would have nerve for theft.

The speaker talked about making the country economically strong by generating funds from within the country and making FBR autonomous. The text of public will be spent on public. The initiative will be taken by utilizing grandeur governor hoses of provinces for public purposes like libraries, parks or museum. The speaker mentioned we cannot waste public's money on extravagant government expenditures.

The country where more than half population is living below poverty line how we can offer palaces to governors, how can we have grand PM houses where the daily expenditure is fifteen million, how a poor country can waste such money….

The speaker said we will revive the country by ensuring merit. This is the only way to bring reforms in governance. Democracy is actually the name of merit. Only those societies can progress which has merit and justice. And merit demands that only eligible candidates

Warning Corrupt Leaders

The speaker demonstrated that the PML-N has no democracy and theydo not abide by merit. This party is exhibiting monarchy in the country. It is utterly family politics. If Mr. Nawz Shrief is declared ineligible to hold public office then why only his brother has been chosen as acting party head? If the party would have followed merit they would have selected any other member instead of Mr.Shahbaz Shrief   who is also guilty of corruption charges. The speaker said he is on war against corruption in the country so he will go against each and every corrupt leader in the country.

Our fight is not against shrief family, we are on war against corruption, we will come out again against corruption.

Defending Allegations

The speaker said as he came out against corruption so his opponents raised fingers on his charity hospital "shokatKhanum". This allegation is shameful because it's not he who made it, its Pakistani people, Pakistani school kids who started campaign for it. This is the only hospital in the word which provides seventy percent free services to its patients. He challenged that if any corruption is proved in this charity hospital he should be hanged..

He also defended his ex-wife Ms.Jamima. The speaker said in spite of having Jewish history she become Muslim and came to Pakistan at very young age but she was victimized here by false charges of Jewish conspiracy and smuggling antiques. Due to aforementioned false allegation she left Pakistan and the speaker was separated from his kids.

Dawn Leaks

Speaker said Mr. shrief is a traitor that he has close family ties with Pakistan's worst enemy India. NarindarModhi declared Mr.Shrief as his friend. So, dawn leaks are actually depiction of India's plan's against Pakistani military. Because the news was leaked from PM's media lobby. So PM wants to be on the side of His "friend" so that his theft may be protected.

Reflecting Corruption and money laundering

The speaker ended his speech by reflecting in front of nation the difference between corruption and money laundering. He said corruption is like theft and money laundering means the theft amount is transferred out of the country. Each year one thousand billion rupees is money laundered .Biggest money launderer in Pakistan is its Prime Minister Mr. Shrief. This situation is putting the country under heavy burden of debts. Per head debt of Pakistani nation is almost one million and twenty five thousand rupees which is an alarming situation.

Explanation

This speech has three basic components which are acknowledgement, vision and determination. All these components are logically elaborated through citations from Quran, Sunnah and international examples.

These three components have one discourse which is corruption. The acknowledgement section of speech presents tribute to those who held fair trial of corrupt leader.it present tribute to women who took stance against war on corruption. It also present salutes to mother who taught her son how to exhibit strength against corruption. When we connect this segment of speech with the life of speaker we come to know he followed all legalities in his matters of life so he seems to be law abiding person. He built a charity hospital for cancer patients, because his mother was died of the same disease. This reflects he practically respect and consider women.

Vision section of the speech presents an imaginative view of the corruption free Pakistan. Important thing in this section is speaker did not impose his views, rather he asked the audience to think about the new Pakistan. He provoked their thoughts and then shared his own ideas with the public. We can see the practicality of his vision in KPK where his party is ruling. This province of Pakistan has shown improvement in governance and public services at government outlets in comparison to other provinces of Pakistan (Herald survey report).

A strong determination is reflected through his philosophy of human strength, the way he fought against Panama scandal and challenged other corrupt leaders in the country.

Research Questions Answered

Analyses of the speeches reveal that the public processions are according to the set motives and agendas of speakers instead of 'creating political awareness' as their prime task. The first speech absolutely revolved around the personality of speaker, his services and his innocence. Analyses of the second speech indicated it boosted public political acumen somehow as the speaker provoked his audience about general political issues and the explained the matter with international examples.

As far as the educative role of leaders about corruption is concerned the first speech did not illustrate it. The second speech elaborated with examples what is corruption, how it affects a nation and how to take stand against it.

Conclusion

Public processions held by politicians are common in every democratic state. The basic purpose of these processions is to keep the nation abreast of political scenario in the country. They strengthen the political prudence of nation. The findings of the current work revealed that the speech of Mr.Imran Khan quench this need of nation up to some extent while the speech of Mr.Nawaz Shrief is to defend himself and boost his services.

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