ISSN 2311-8806

Modern European Researches

Issue 2
2020

MODERN EUROPEAN RESEARCHES (2020) ISSUE 2, 41 P.

Modern European Researches Journal is the peer review journal, which reflects the most outgoing scientific investigations in such fields of knowledge, as pedagogy, education and training, comprehensive study of human, psychology, social problems of medicine and ecology; philosophy, sociology, political science, jurisprudence, economics; language and literature study, study of art, study of culture.

EDITORIAL ADDRESS

PUBLISHER@DOAJ.NET

ISSN2311-8806

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SPEECH GAMES AS ONE OF THE METHODS OF TEACHING FOREIGN LANGUAGES

The relevance of this article is due to the need to form the communicative competence of secondary school students as the main goal of teaching foreign languages in accordance with the Federal State Educational Standard. The purpose of the article is to consider a speech play as one of the methods of teaching foreign languages. The leading approach to the study of this problem is the analysis of methodological literature and the experience of teachers. The article considers the structure of a speech game, its types, as well as the ways and conditions for effective achievement of its goals. The materials of the article can be useful for teachers of secondary schools and students of pedagogical universities and institutes when studying subjects related to the theory and methodology of teaching foreign languages.

Keywords

speech game, types of speech activity, teaching foreign languages, teaching method

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1. Introduction

The relevance of this research is primarily due to the existing contradiction between the goal of teaching foreign languages defined by the Federal State Educational Standard and the results of achieving this goal, since only a small percentage of school graduates have foreign language communicative competence at a appropriate level (FSES, 2019). In addition, the relevance of the use of speech games as a method of forming a foreign language communicative competence is determined by the fact that the use of such games as artificial communication conditions allows to bring communication in the classroom as close as possible to a natural communication in a foreign language. A speech game actively stimulates students' motivational sphere to master the language, helps to achieve psychological readiness to speak a foreign language, allows activating and repeating the language material many times, to practice choosing the right speech option in conditions of natural necessity, which prepares students for spontaneous and situational speech.

2. Materials and Methods

During the research the following tasks were solved: to provide a theoretical analysis of methodical literature on the research topic; to consider the peculiarities of applying the method of speech games in teaching foreign languages; to determine the requirements of the Federal State Educational Standards for the formation of speech skills.

To solve the tasks in accordance with the theme and logic of the research, such theoretical methods as comparative analysis of scientific and methodological literature, normative documents, and studying other teachers' experiences were used.

3. Methodological Framework

The theoretical basis of the research consists of Russian methodologists' works devoted to the study of game methods of teaching.

A speech game is one of the active methods of teaching a foreign language. It is focused on practical language learning through the use of collective forms of learning. According to N. Gorlova, «speech games are used for the development of all types of speech activity: listening, speaking, reading and writing.» They allow us to improve and activate the skills of monolog and dialog speech of various types purposefully *(Gorlova, 2013)*. N. Eremina writes that «speech games form and develop the ability to use language tools in the process of performing a speech act and are always based on a specific communicative situation in which speech actions are performed» *(Eremina, 2003)*. A speech game can be used for teaching oral communication in various fields.

As a rule, creating a situation of real communication within a certain topic in the lesson is a difficult task for a teacher, and the use of speech game as artificial conditions for communication stimulates the statements and behavior of students that will be characteristic of a certain situation *(Eremina, 2003)*. Speech games allow teachers to bring communication in the classroom as close as possible to natural communication in a foreign language, to achieve psychological readiness to speak a foreign language, allow them to activate and repeat the language material a lot of times. A possibility to practice choosing the right speech option in conditions of natural necessity prepares students for spontaneous and situational speech. Speech games allow students to master speech reaction, logical construction of statements, as well as practical and creative use of speech skills in the process of communication.

When creating an appropriate environment, students are able to memorize entire blocks of language material. Any speech game is a successful way of organizing such a situation, because the speech actions that students perform to achieve the result of the game, can be learned almost without effort. Such games create natural conditions for language acquisition. As a result, speech skills are developed more effectively than in other types of pair and group work, and language material is fixed more firmly.

The inclusion of speech games in the process of teaching a foreign language contributes to a significant increase in its quality and effectiveness, since the game activates the creative and mental activity of students.

The effectiveness of training is due to a sense of equality, passion for a task that seems to be easy to perform, which helps to overcome shyness and fear of making mistakes in the process of speech activity, which often prevents students from speaking fluently in a foreign language lesson. Students' attention is diverted from strict adherence to grammatical rules, which facilitates the process of creating statements. The students have extra-linguistic purpose of the speech associated with the game. And it is to achieve something abstract through the language. Speech games distract attention from working out the rules of the language, switching it to the competitive side of the game. Thus, the development of automation of speech skills is taking place.

The game allows students to leave the classroom mentally, which prepares them better for communication in a foreign language in real life, because game situations give much more opportunities to use the language than the usual topics of conversation in the classroom. The game situation allows teachers to talk to those students who usually feel uncomfortable while communicating in a foreign language. In addition, a speech game motivates students to participate in activities, since it is not a usual boring one for them. This participation increases the level of knowledge and interest of students in a foreign language *(Azimov, 2009)*. Despite the conditional nature of the game activity in the lesson, the game is a model of a real situation in life. The inclusion of non-verbal means, such as facial expressions and gestures, in speech communication emphasizes the purposefulness of speech activity *(Konysheva, 2008)*.

Like any collective game, a speech game is characterized by a two-dimensional nature; the developing effect of the game is achieved by it, since the game activity takes place in real time and is both real and conditional for the player in a sense. To achieve this goal, students are forced to interact, that means both listening and speaking at the same time.

Speech games increase the effectiveness of teaching a foreign language because it is a means of both teaching and education. At the same time, it reproduces the social norms accepted in a particular society, so in the game process there is a complex development of an individual: emotional, intellectual and moral.

However, even if the game is included in the teaching process, the teacher may face some problems related to insufficient motivation of students, since not all of them want to play in the classroom. At the same time, game activity can be effective only if there is an internal motivation but not the requirements of the teacher, since speech under compulsion implies the absence of a motive, which is a necessary component of speech activity. If there is a game motive, the student uses personal experience and emotional memory, which activates speech activity.

The conditions for effective organizing speech games are:

– productivity – speech activity must be as productive as possible in order for language tools to be used autonomously;

– matching the goal – increasing productivity is achieved by having a goal, the ones that unite students to work together to achieve it, as well as elements of competition are especially effective;

– interactivity – even in the development of monologue speech game skills, students should be able to communicate with each other, since interaction in the speech game is a good preparation for using the language to communicate in real life.

Speech games should concern the use of language in real-life situations in order to automate language skills.

The atmosphere in the classroom is also a very important factor for the effective development of speech skills, during the game it should be based on the support of each other; there should be no judgment in its process. The teacher must maintain the students' sense of success in the lesson, and even minor victories must be noted. The communicative environment is created by supporting the high activity of each student. If a student is silent, they must engage in active thought activity in order to understand the statements of their classmates and formulate their own. This complex process of organizing the situation in the classroom depends on the teacher and is achieved by mobilizing students' attention to special tasks.

Speech game activity in the lesson approaches communication in real life through the inclusion of such social characteristics as the topic, situation, role relations between the participants of communication, the sphere of language use. A speech game is organized by introducing a game situation as a means of stimulating students' speech activity. Game situations are selected so that they meet the needs and interests of students. The reality of the situation of speech communication in the framework of a speech game appears in unpredictability, spontaneity and relevance of the speech, and this is typical for communication in a foreign language in real life. The goal of the game is formulated for students in the form of a game task.

During a speech game, students should be given some time to prepare and plan their speech for greater speed and fewer pauses, as well as for the coherence of the utterance and its more accurate construction in terms of syntax and vocabulary. However, it is better to limit the time to complete the stages of the game, as this increases the fluency of speech, and in the absence of a clear period, the attention of students is focused on the choice of language tools more. Preparing statements in writing can also be an effective option in the process of performing a speech game, as it increases the process of productive speech activity over time. In order to encourage students to use more complex language tools and speech structures, it is necessary to formulate the need to explain and argue their point of view in the task *(Thornbury, 2005)*.

Speech games that involve minimal teacher assistance help form the basis for subsequent communication in real life, so the teacher should minimize the level of interference in the game process itself. At the same time, students should understand that the teacher is always there and can help if they encounter difficulties that hinder the achievement of the game goal.

When evaluating a student's speech and correcting their mistakes, the teacher should focus more on the content of statements rather than on language errors, because in the long run, focusing on mistakes can reduce the motivation to learn a foreign language. Interrupting students' speech in order to make comments or correct mistakes interferes with the development of speech skills, this leads to the fact that the student concentrates on the correctness of their speech from a linguistic point of view and can't speak fluently. At the same time, the teacher's feedback should give an impetus to improving subsequent statements. In addition, the teacher must be sensitive in evaluating students, because the student perceives this assessment as an assessment of himself or herself as a person. Thus, it is important that the correction of errors is one of the stages of the game, but any student has an opportunity to correct them.

The result of a speech game is often unpredictable due to the spontaneity and joint speech activity, in which there are no restrictions on the use of the language.

The success of a speech game in the classroom depends on careful selection of material and methodological preparation. To make the game more interesting for students, the teacher should involve interdisciplinary connections and include in the content of the game the material that goes beyond the textbook. In addition, to achieve the goals of the lesson, it is important to choose the right type of a speech game depending on them. The method has a huge number of types of speech games, but there is no unified system for their classification.

Depending on the number of participants, they can be group or team ones. The difference between these two types of speech games is the presence of an element of competition in team games, while group games involve working in an atmosphere of cooperation.

Speech games are distinguished depending on what form of speech activity they develop more actively. Games for the development of dialog speech allow teachers to form the skill of constructing more accurate, complex and capacious statements, while games for the development of monolog speech skills develop fluency of the language better.

Among speech games, specialists in teaching methods distinguish educational and entertainment games, such as guessing games, games aimed at finding out the missing information. There are also dramatization games in which students describe their characters in detail, then through the series of improvisations a story is invented, after which a general scenario is recorded and played out by the students. Constructive-modeling speech games are associated with the creation of students' own product of speech activity, for example, collective writing of stories, inventing jokes, etc.

Finally, speech games are represented by such story-role-playing games as role-playing and business games, which are the most popular types of speech games, so it is advisable to consider their features.

Role-playing is defined as «a form of organizing collective learning activities in the classroom, aimed at the formation and development of speech skills and abilities in conditions as close as possible to the conditions of real communication» *(Azimov, 2009)*.

Role-playing games contribute to the formation of the ability to choose language tools depending on the communicative situation, mastering foreign language speech etiquette, as well as the ability to defend their position and resolve conflict situations. Role-playing games are characterized by speech activity of high productivity, suitable for different levels of language proficiency and topics of the curriculum. The characteristic features of the role-playing game are the collective activity and maximum employment of each participant in the game. The social significance of role-playing games lies in the development of collective forms of communication through the solution of a game problem *(Bim-Bad, 2002)*.

Typical elements of role-playing games are the problem that underlies the game, the different attitudes of participants to it, as well as the problem situation as a condition of cognitive conflict. The structure of the game includes roles, game actions, game items instead of real ones, real relationships between the players, and the plot that is played in the game *(Galskova, 2005)*.

The implementation of the role-playing game includes four stages.

1. At the preparatory stage the teacher chooses the theme of the game and formulates the problem, aims of the game, selects a suitable lexical-grammatical material, thinks over the description of the situation, including time and place, the roles of participants with the characteristic of the heroes, formulates a speech intention. Students can also be involved in the process of preparing for the game, for example, in searching for additional material for the game, or simply in repeating thematic vocabulary.

2. During the stage of explanation the game includes the distribution of roles that have different relevance to the problem being discussed, which should be thought out by the teacher in advance in accordance with the individual abilities of students. The teacher gives the introduction to the game and its situation, the formulation of the lesson goal, justification for the choice of the game problem. Sometimes a revision of lexical and grammatical material is performed before the game. For the successful organization of the role-playing process, it is important to think the roles as well as the placement of students and props over.

3. The third stage of the game includes the organization of students in the game, maintaining an atmosphere of partnership and cooperation. During this stage, the teacher only controls the course of the game, remaining unnoticed by the students. Students play out communication situations in accordance with their roles and the theme of the game. According to I. Voron, students should rely on their own views, life and language experience, performing their roles *(Voron, 2019)*.

4. The control stage involves the teacher's assessment of the students' work, analysis of the game, summing up the students' discussion of the problem in the form of an oral or written statement.

Specialists in the fields of teaching methods differentiate role-playing games into types depending on the duration of the game and the complexity of the speech task. R. Milrud identifies the following types of role-playing games: controlled, for which the teacher prepares replicas independently; moderately controlled, involving the use of descriptions of the game's plot and roles; free, in which students are given only a game situation and roles, and the task of students is to play one of the episodes of the game *(Milrud, 1987)*.

4. Conclusion

The use of speech games in the teaching process helps to solve such an important task as the formation of psychological readiness of students for communication, and makes it possible to revise the language material in conditions of natural necessity.

Речевые игры должны широко использоваться в процессе обучения посредством внедрения в него комплексов упражнений, содержащих речевые игры.

Speech games should be widely used in the learning process through the introduction of complexes of exercises containing speech games.

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THE ROLE OF TEACHERS' SPEECH BEHAVIOR IN THE EDUCATIONAL PROCESS

The aim of the work is to analyze the content of the notions “communicative culture”, “good speech” of a higher medical school teacher. The questions of raising the level of communicative training of a higher medical school teacher and of mastering his speech skills are discussed in the article.

Keywords

communicative competence, communicative culture,
speech skills, pedagogical communication

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1. Introduction

The period of the end of the 20-th – the beginning of the 21-st centuries is marked as the time of wide-scale reforms in the system of Russian higher education. This fact is associated with a sharp increase of the role of the pedagogical science which makes it possible to efficiently integrate modern psychological-pedagogical models and innovation technologies into the educational space.

Currently the most urgent problems of pedagogy appear to be those concerning peculiarities of the teacher's personality, specificity of his professional activities, expression of his creative individuality, professional career, elevation of his general and speech culture levels *(Privalova, 2016; Privalova, 2017; Rodionova, 2017)*.

Contemporary requirements to a higher school teacher imply that he is obliged to have a certain communicative training which appears to be a necessary condition in formation of the teacher's professional skills *(Barsukova, 2019; Rodionova, 2016; Sheshneva, 2014)*.

2. Methodological Framework

The problems concerning the role of teachers' speech behavior in the educational space of a higher school have been studied by such Russian scientists as L. S. Vygotsky, V. A. Slastenin, P. Ya. Galperin, L. I. Skvortsov, A.V. Sokolov, V. I. Annushkin, and others. All of the authors support the viewpoint that the teacher is a central figure of the academic-educational process possessing the capability to self-development and self-mastering, systemic selection, processing and translation of information of any degree of complexity.

The higher school teacher is a well-qualified specialist who is a master in the taught discipline, methods of teaching and educating students, and who has deep knowledge in the sphere of professional communication. The arsenal of speech skills and abilities allows higher school teachers not only to carry out the profile training of a future physician but also to produce a direct influence on formation of the young specialist's personality. The higher school teacher purposefully directs all types of academic-educational activities onto the comprehensive development of students hepling them to establish their civil position and life orientation points. This is possible only in case of close pedagogical cooperation resulting from direct and continuous interactions between teachers and students *(Kloktunova, 2018)*.

Pedagogical communication is understood as communication between the teacher and students during classes and in extra-class time. Students' success in knowledge and their abilities to apply this knowledge in practice depend on the experience and speech mastery of the teacher. On the contrary, incorrect speech behavior of the teacher may not only prevent comprehension by students of the eductional material within the academic program, but it may also cause in them uncertainty and reduced attention, which may have negative effects on their working abilities in general *(Barsukova, 2019; Rodionova, 2016; Sheshneva, 2014)*.

Communicative culture of the teacher is a notion characterizd by a large volume of meanings. It includes a complex system of communicative knowledge, abilities and skills; and determines the key position of the teacher in his professional activities *(Kloktunova, 2019; Veretel'nikova, 2014)*.

Communicative culture of the teacher is manifested in the complex of various psychological and speech peculiarities such as in the capability to establish an emotional contact with students, to take the initiative in communication, to create a favorable atmosphere in the process of education, as well as to perfectly determine the psychological status of students by verbal and non-verbal signs. Besides, communicative culture of the teacher implies the ability to orient quickly and correctly in various situations of pedagogical communication, to find adequate means for transmitting the required content and to provide the back response from the audience *(Rodionova, 2016; Veretel'nikova, 2014)*.

Various communicative tasks may be optimally solved due to the ability of the teacher to thoroughly think over the text of his speech and to correctly present his speech from the viewpoint of its composition and content. Good knowledge of basic characteristics of the sounding speech (diction, volume, distinctiveness of speech, its timbre, tempo and melodics) and the ability to apply this knowledge in various communicative situations help the teacher to produce the influence onto the audience.

A long-term collective scientific investigation of communicative activities of the most outstanding teachers of Saratov State Medical University (SSMU) named after V. I. Razumovsky (professors I. A. Chuevsky, V. D. Zernov, S. P. Mirotvortsev, I. M. Popovjan, K. I. Bender, A. L. Gamburg, M. M. Kruglyy, N. M. Amirova, G. M. Shub and others) has made it possible to prove the effectiveness of application of various communicative techniques by the teachers. For example, the increase of emotional coloration of the speech pronounced is achieved by means of intonational variability. The richer is the palette of vocal shades of the teacher and the more interesting is the intonational picture of his speech, the more expressive and available is the information communicated to the students by the teacher. A poor sound-volume range of the teacher leads to monotony and, consequently, to lessening of pedagogical influence onto the audience. It has been established that the speech of teachers, who have the ear for music, is characterized by internal melodiousness and produces a much greater effect onto the audience *(Privalova, 2016; Privalova,2017, Rodionova, 2017)*.

Speech techniques also include the ability of the teacher to make a logical accent which may radically change the meaning of one and the same phrase, and to emphasize the role of pauses in the general logical pattern of the informative-communicative effect.

Another significant characteristic of the teacher's speech is its intensity, i.e. the change of the tempo of information presentation. Both slow and too rapid speech tempo of the teacher causes difficulties for students in understanding the material and in perceiving the essense of his speech, makes the students tired, and lessens their attention. A good teacher must find “a golden mean” trying to change the speech tempo during the lesson.

Experienced teachers always take care of their voice tone. According to the data obtained during the carried out investigations, students feel a much greater psychological trust to low voices as compared to high voice tones. Young teachers should take this regularity into consideration and observe their voice training by using special methods of speech development technique.

One of the most important constituents of the teacher’s communicative training is elevation of the level of his speech culture which includes a good knowledge of the norms and systemic opportunities of the modern Russian literary language, the ability to demonstrate his “linguistic taste”, sense of style, intellect and erudition.

Speech culture is known to be understood as such a choice and organization of linguistic means which in a certain communicative situation and in case of observing modern linguistic norms and communicative ethics, make it possible to provide the greatest effect in achieving the posed communicative tasks.

A higher school teacher must continuously develop and master his communicative culture. A model speech of the teacher is charactertized by correctness, communicative expediency, accuracy, logic, clarity, availability, purity, expressiveness and timeliness.

A good speech is a term which is frequently encountered in scientific studies of recent decades and which includes the list of certain characteristics. A good speech means a modern speech which takes into consideration historical changes of the norms and peculiarities of the communicative situation, and which is clear and available for students’ perception.

Specificity of a higher medical educational establishment leaves its mark upon the communicative behavior of teachers. Their speech reflects a close interaction of communicative, ethic and deontological norms; is particularly euphemistic, brings up a respective attitude to any co-partner of communication *(Evdokimova, 2019; Fedjukov, 2019; Ignatiev,2019)*.

Communicative mastery of the higher school teacher is clearly manifested in the public speech expressiveness. According to the data obtained during questioning the students of different faculties of SSMU for the last five years, the students remember well only those lectures which have been delivered by teachers with a speech artistic talent. Those lecturers have demonstrated in public speech their personality, the ability to produce an emotional response in the audience. The most significant constituents of speech artistism are the energy of speech, its specific associativeness and imagery.

Speech energy is disclosed in the unity of the manner of behavior and speaking. The audience is impressed when the lecturer is not agitated, pronounces phrases distinctly and confidently, and does not hide his beliefs and preferences. Such a manner of speech and behavior produces a great emotional effect onto the audience and evokes trust to the teacher.

Associativeness, another inportant characteristic of speech, is capable to evoke in the students the co-suffering and thoughts over the heard information. It is achieved by means of the teacher’s addressing to emotional and rational memory of the students, their life experience. As the result the students receive not only special knowledge in the discipline but also the pleasure of spontaneous, natural communication with the teacher who activates their intellectual and creative capabilities. Associative speech is capable to transmit a great number of semantic shades avoiding a frequent use of speech cliches and stereotypes.

Speech imagery is one of the most obvious and vivid characteristics of the teacher’s good speech which attracts attention of students. The image always produces the effect onto the sense perception of the thought provided by the lecturer’s usage of various examples (from the life experience of the teacher and his collegues, from real medical practice, from Russian and world classical fiction), a large number of metaphors (conventional, traditional, widely used and entirely specific, purely medical), comparisons and analogies.

A higher school teacher must be able to operate a number of the basic communicative strategies: those of explanation, evaluation, control, cooperation, organization. The dominant communicative strategies in the educational process of a higher school are the strategy of explanation and the strategy of evaluation *(Rempel, 2018)*.

The communicative strategy of explanation is oriented onto informing students, i.e. providing students with information which may be achieved by various ways. During lectures, practical and laboratory classes, seminars, consultations, medical and clinical ptactical trainings, the teacher may be required to name, characterize, determine, correlate, summarize, specify, emphasize, interpret, reformulate, ask, answer, etc.

The communicative strategy of evaluation expresses the social significance of the teacher as the carrier of existing public norms and is realized in the right of the teacher to perform his own professional and personal evaluation of facts, events, situations, circumstances, certain persons, their actions, etc. The general evaluative meaning of speech may be distinctly expressed with the help of special verbal oppositions implying the well-known contrasting comparisons: "good – bad", "normal – pathological", "normal – abnormal", etc. Particular evaluative meanings of the teacher - sensory-gustatory, psychological, esthetic, utilitarian, teleological, normative, – are quite diverse and make it possible to transmit the finest semantic shades.

3. Results

Thus, communicative training of a higher school teacher is the most valuable professional instrument of pedagogical activity. Teachers engaged in the process of education do the same work but the results of their work are not the same. Depending on the fact how they do their work, teachers may be called dilettantes, craftsmen or masters. In the higher school pedagogical environment, only the best teachers, who take the advantage of authority on the part of students, aspire to be called real masters of pedagogy, demonstrate high-level speech culture, creative approach to their professional activities (*Veretel'nikova, 2014)*.

Knowledge of the newest pedagogical technologies, modern strategies and tactics of speech communication does not overshadow the achievements of the classical pedagogical art. The general and speech culture of the teacher, his mental and emotional wealth, sincere conviction in correctness of his words and acts still remain most significant for speech mastery of the higher school teacher engaged in formation of the personality of future medical specialists.

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THE ESSENCE OF THE CONCEPT "EDUCATION QUALITY"

The article is focused on the analysis of the components which comprise the meaning of the concept "education quality" regarded from the position of the speaker, place and time of speaking about it. It is assumed that the analysis of this concept should be based on distinct definition of the situational context and its components which constitute the meanings of the notion. This approach will make it possible for the educational community to come to an agreement in solving such complex issues, as what in fact education quality is, and how it may be improved.

Keywords

education quality, situational context, the structure of the concept, chronotope, the parties engaged

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1. Introduction

In order to provide efficient functioning of any social system, their initiators must understand the meaning of its each constituent unit. Words and their meanings are the basis on which all social systems created by man for direct interaction are formed. Consequently, the expected results cannot be achieved without competent usage of the language as the mediation means for transmitting thoughts and ideas.

Education is a complexly functioning social mechanism which has been specially constructed for transmitting ideas and meanings (translation of new ideas about the essence and regularities in the progress of natural and social reality to the subject of education, as well as comprehension of this knowledge by him). To our opinion, it is essential to review the basic notions of education, one of which is a widely common and most disputable term – "education quality" (Rodionova, 2013; Veretel'nikova, 2016).

2. Methodological Framework

In order to make a full-fledged dialogue between the individuals engaged in educational activities possible, and to avoid speculation and sophistry, it is necessary to analyze in detail the meaning of the notion in a certain situational context. And here arises the first difficulty – the context: what exactly will be considered as the context?

1. A great number of people discussing the problem of education quality. All of us have the idea about the quality, but our ideas are different; that is why it should be defined from whose viewpoint we analyze education quality: from the viewpoint of students, their parents, teachers, administration of the educational establishment, employers, state or society, or the entire mankind (Sheshneva, 2003; Barsukova, 2019)? Of course, each of the above mentioned social groups, with its own priorities and values, is satisfied with corresponding meanings of the notion under consideration; and due to that the concept has gained a well-pronounced hierarchical structure (Chuprova, 2014).

From the teacher's viewpoint, education quality may imply: intellectual potentials, applied capabilities which students gain during classes; resoures which the teacher uses to achieve certain pedagogical aims; opportunities of advanced training provided by the educational establishment.

From the student's viewpoint, it is important, for example, how interesting and simple it is for him to study (i.e., educational technologies applied by the teacher, interactions with the teacher based on mutual understanding) (Barsukova, 2019); what opportunities he will have to find a good job (Venig, 2011). Students themselves differ in age, which is implied in the concept "education throughout the entire lifespan". Requirements to quality are known to rise with the growth of demands. Hence, the older is the person and the higher is his level of self-consciousness, the more is the number of certain requirements which he can assert for the education he gets (Peshchersky, 2013).

From the viewpoint of the administration, education quality is, first of all, the achievement of planned indices which provide functioning of the educational establishment (fulfillment and over-fulfillment of normative requirements).

From the state's viewpoint, the primarily important meaning of the notion "education quality" is the effectiveness and competibility of the national economy.

From the society's viewpoint, the most significant criteria appear to be the availability of education for various population groups, principles of applicants' selection for enrolling to educational establishments (Sheshneva 2005, Barsukova, 2017), development of ethnic and moral norms and values in the students (Prisacariu, 2016), intentions for preservation of cultural heritage of the nation, and of ethnic self-determination of the person.

From the mankind's viewpoint, it is more appropriate to speak about some philosophical comprehension of the notion "education quality".

However, all the above mentioned representations of the concept "education quality" have a specific dependence upon the context, for instance – upon the national-geographical context.

2. National-geographical context. In different countries, not only the systems of education are different, but their own priorities which form citizens' personality and their orientation in values also differ. Let us analyze several differently constructed systems of education.

In Singapore students take the first places in international researches of education quality because the government provides maximal support to the system of education, thus raising its value in the minds of the population. At the initial levels, education is compulsory and free of charge; and parents are responsible for their chindren's school attendance. The central principle in education is meritocracy: the higher is the level of the student's mental faculties (average, particular, exceptional), the more opportunities he has to achieve success. Much attention is also paid to teaching quality; teacher's profession is considered respected and profitable, and it is not easy to enter the corresponding higher school. The country recognizes linguistic and cultural pluralism, education is conducted in two languages - national and English. Traditional grounds for building the educational system are rather stable; besides, it is oriented onto the international labor market. The main purpose is to create the environment which stimulates the individual's motivation for education throughout his entire lifespan. Consequently, from the state's viewpoint, qualitative education is education throughout the entire lifespan, during which the person gains both professional capabilities (in accordance with his abilities and skills) and significant general cultural training.

One of the peculiarities of educational system in Japan is critical competition since the university diploma is the guarantee of further successful life. There exists a strict students' selection for each new level of education carried out by means of extremely difficult exams (usually in the form of written tests), which differentiate the students according to their capabilities and determine their probable future professions. Moreover, senior school and university education is always paid. It means that in order to enter the university, it is necessary not only that the child has certain mental faculties but also that his parents can afford to pay for his education. The purpose of education in Japan is formation of qualified specialists capable to support economical and social development of the country.

In Chinese Republic education is financed by the government; that is why it is free of charge and compulsory for the citizens. The level of the population's literacy is rather high; education is characterized by a very well pronounced ideological underlying theme. Education in educational establishments and "public education" are equally significant. Hence, from the state's viewpoint, qualitative education is such education which forms competent citizens of the country who support common ideals.

Thus, educational systems are different in different countries, and this fact poses a certain impact on the citizens' manner of thinking. However, neither the subject nor the place defines completely the meaning of the notion "education quality". That is why it is very important to analyze the next component of the notion – historical time.

3. Historical time interval of existence of the educational system. Time dictates priorities and requirements (the paradigm of the person's manner of thinking); that is why it is necessary to have the idea about evolution in meanings of words and notions within different time intervals.

For illustration, let us analyze university gradation suggested by Bill Ridings in his book "University in ruins". By the author's opinion, in western countries during different time periods, the notion of university had different connotations (the evaluation is given from the viewpoint of a Canadian teacher):

a) University of mind (the period from the middle of XVIII up to the end of XVIII century). According to Kant, that university model had to be governed by mind and any outside intervention (including that from the state) was unacceptable. The principal orientation and essence of such an institution was intellectual activity; the basic subject was an individual researcher, and one of its functions was production of technical specialists;

b) University of culture (the period from the beginning of XIX up to the middle of XX century). That university model already implied in itself close interactions with the state which formed its social order – citizens' culturing, the latter contributing to transition of their natural characters and temperaments into the rational state by means of mastering the rules of thinking, and also (and it is not less important) developing and legally regulating their national self-consciousness;

c) University of perfection, excellence or quality (the period from the middle of XX up to the beginning of XXI century). This university model is characterized by orientation to the values posed by the modern or post-modern epoches. The author emphasizes that contemporary university is more likely post-historical than post-modern, i.e. this institution, having lost its ideological content, is more likely a simulator of what it has initially been – the project of historical development, strengthening and spreading the ideas of mind and/or national culture. There takes place commercialization of the idea of university, and appears a new purpose – to attract financial means, for which achievement the university has to be efficient, i.e. it must meet certain indices/criteria. The notion "education quality" acquires a different, economical tint (how does the student justify the financial expenditures spent on his education, what useful for the market will he be able to do?), i.e. the routine consumer logic is quite obvious. B. Ridings has also set very urgent and important questions concerning the legal basis for the criteria which have been chosen in order to evaluate education quality: the mark got by the student – as the main criterion of education quality; a degree received by the person – as the criterion of the best master of teaching; the amount of financial means which function at the university – as the criterion of its "excellence", etc. (Ridings, 2010).

3. Results

The relevance of Bill Ridings' classification of universities as the institution of western culture may be evidenced by a wide response of readers to his book. Nevertheless, it is this book that illustrates that within each historical period there is a certain set of values which has pre-determined not only such a notion as university, but also its basic orientation; and this certainly produces a direct influence on interpretation of the notion "education quality".

The second difficilty is as follows: all the above mentioned facts have characterized "quality of the educational system" rather than "education quality", i.e. family education, self-education, education in informal organizations, etc. have not been taken into consideration. Besides, there has neither been discussed the transition from the pedagogical system "man – man" to the pedagogical system "man – machine", which also sets philosophical questions and certain practical problems as to how educational interactions should be built and, correspondingly, how the final results of education should be evaluated.

The third difficulty concerns the issue, how all regarded aspects (the speaker's personality, chronotope, informal aspect of education, modern forms of organizing the educational process) should be considered in the development of some universal definition. Obviously, it should be done by means of its simplification. There may be no regular norm, as such, of education quality; having been designed for a certain context, it requires to be permanently revised (and this, probably, explains permanent revision of educational standards in Russia), and it should be oriented not only onto the final results but also onto provision of adaptability, opportunities of an independent choice within the process itself *(Kloktunova, 2018)*.

In case globalization does not finally "wash out" the boundaries between the countries, adopted traditions, national mentality and individuality, pluralism in interpretation of the concept "education quality" will always remain possible. To our opinion, it is the principal basis both for understanding the functioning system of education in general, and for determining and adequate understanding its qualitative aspects.

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PECULIARITIES OF ADAPTATION OF INTERNATIONAL STUDENTS TO STUDYING IN A MULTICULTURAL EDUCATIONAL ENVIRONMENT OF RUSSIAN UNIVERSITY

The authors reveal that international students experience difficulties in the process of socio-psychological adaptation to study in the multicultural educational environment of a Russian university. It is shown that the socio-psychological adaptation of international students is a complex, dynamic and multilateral process of restructuring the motivational sphere, complex of existing skills and abilities to interact with subjects of the educational environment; its optimal characteristics are associated with medium-low indicators of the level of anxiety and a realistic level of self-esteem and aspirations, which allows the student to satisfy relevant social and cognitive needs and realize the goals and objectives of training. The study reveals personal qualities and socio-psychological characteristics having the most significant impact on the process of socio-psychological adaptation of international students to study at the Russian university: self-esteem, motivation, anxiety, type of thinking, level of communicative inclinations, psychological climate of the teaching staff, as well as a new unusual learning system.

Keywords
adaptation, international students, university studies, multicultural educational environment

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1. Introduction

Currently, at all levels of Russian education, work is actively being carried out to integrate the educational space. In the context of globalization of the world and the requirements of educational reform, more and more people from other countries come to study in Russian universities. The problem of studying the characteristics of international students' socio-psychological adaptation to the conditions of studying at a Russian university is especially relevant in the current conditions of the formation of the international educational system.

When entering into the educational space of Russia, international students face a number of difficulties. The socio-psychological adaptation of international students to the conditions of study at Russian universities is one of the main problems that the university authorities, psychologists and teachers have to solve. The adaptation process is fraught with many challenges: necessity to establish social contacts, overcoming linguistic and didactic barriers, self-realization and integration in a new multicultural society, overcoming cultural shock, and adapting to the values of the new society.

Successful socio-psychological adaptation improves the quality and level of international students' training, provides high motivation for mastering knowledge, skills and abilities, which contributes, on the one hand, to their quick inclusion in the educational process, allows solving problems of preserving the contingent of students, which can be significantly reduced after first exam sessions; on the other hand, it contributes to the harmonious development of the personality and its self-affirmation in a new multicultural environment (Milyukova, Botalova, 2016).

A number of works by Russian authors have been devoted to the study of the socio-psychological adaptation of international students (Ivanova, Titkova, 1993; Grebennikova, 2011; Gladush, Trofimova, Filippov, 2012; Baturina, Vorobyova, 2013; Milyukova, Botalova, 2016; Pazukhina, Dedkova, 2017; Vorozhtsova, Korshunova, 2017, etc.).

However, the results of their research do not cover all aspects of the adaptation of international students to study at Russian universities; in practice, the issues of teaching international students in the multicultural educational environment of Russian universities remain unresolved.

2. Materials and Methods

Our study is based in Tula State Lev Tolstoy Pedagogical University. The study involved first-year students of the International Department aged 18 to 22 years; 60% of them are boys and 40% – girls (countries: Turkmenistan, Vietnam).

The aim of our study is to identify the socio-psychological characteristics of the adaptation of international students to study at the Russian university and to justify the psychological and pedagogical conditions that make this process more effective.

The following groups of methods were used: theoretical ones include study and theoretical analysis of the psychological and pedagogical sources on the research issue, analysis of regulatory and instructive documents, educational programs, generalization of the educational teaching experience in a multicultural educational environment, modeling; empirical ones involve observation, experiment, and standardized diagnostic techniques; data processing methods include quantitative and qualitative analysis of research results.

To identify the socio-psychological characteristics of international students' adaptation to study at the Russian university, we have compiled a diagnostic program that includes the following diagnostic methods: observation map "Map of the adaptation of an international student" (authors – S.V. Pazukhina, N.S. Dedkova, based on the methodology of studying socio-psychological adaptation to the school of E. M. Alexandrovskaya); Ch. D. Spilberger's self-assessment scale of situational and personal anxiety in the adaptation of Yu. L. Khanin; a methodology for determining communicative and organizational inclinations of V. V. Sinyavsky and V. A. Fedoroshin; scale of self-esteem and level of claims T. Dembo and S. Ya. Rubinshtein as modified by A. M. Prikhozhan; the methodology "Type of thinking" as modified by G. V. Rezapkina; the methodology for determining the psychological climate of the group of L. N. Lutoshkin; a diagnostic technique for the educational motivation of students A. A. Rean, V. A. Yakunin in the modification of N.Ts. Badmaeva.

3. Results

According to the results of the methodology "Map of adaptation of an international student", it has been found that only 26% of respondents have noted a high level of adaptation; an average level has been observed in 34%; and most of the international students (40%) have shown a low level of adaptation. The overwhelming majority of the international students with a low and medium level of adaptation are characterized by passive, constrained behavior in the classroom, or the learning activity is completely absent. Students make frequently repeated mistakes; they are inaccurate in completing assignments; there are many corrections; and strikethroughs are noted. In their free time from studies, students with this level of adaptation cannot find any use for themselves, keep themselves separate from the group, and there is practically no contact with the group. There is an episodic decrease in mood. Based on the results of the methodology, we can conclude that there is a need for further work on the formation of adaptive forms of behavior in the classroom and during the break.

Diagnostic results using the self-assessment scale of situational and personal anxiety showed that most of the international students (63%) have high levels of situational anxiety, 27% have medium ones, and 10% have low. The presence of a high level of situational anxiety in the subjects indicates their negative emotional state, which directly affects their relationships with peers, teachers, and also reflects the negative emotional experiences of situations in which it is necessary to reveal oneself in interaction, present oneself to others, show and demonstrate their capabilities. Subjects with medium and low level of situational anxiety experience much less emotional tension and stress in various situations of academic and non-academic activities. The adaptation process of medium and low level of situational anxiety does not have a significant negative impact. Most of the subjects (45%) have a low level of personal anxiety, 40% have an average level, and 15% have a high level. Anxiety as a personality trait among international first-year students has been revealed to a lesser extent (15%), that is, the level of personal anxiety has not been expressed. This level of personal anxiety can be associated with their age – early adolescence, that is, with little experience of studying at university of first-year students. Low indicators characterize a state of calm, clarity and psychological comfort. Average ones indicate a moderate level of tension and concern. High indicators correspond to strongly expressed states of fright, anxiety and bad premonition, approaching panic. According to the results of the diagnostics, it can be concluded that most of the international students need focused work to reduce the level of situational and personal anxiety.

The results of the methodology for determining communicative and organizational inclinations have revealed that only 3% and 7% of respondents have noted a very high and high level of communicative inclinations, 13% have had an average level, a level below the average has been recorded in 37% of students, and at most students of the groups (40%) the development of communicative inclinations is low. The vast majority of international students (40%) with a low level of communicative inclinations, as well as ones with a level below the average (37%), are characterized by a lack of desire for communication. In the process of adapting to the conditions of study at the university, these groups of students will experience significant difficulties when joining a new team, getting to know the study group, and establishing trusting relationships with students and teachers. Moreover, with a low level of communicative inclinations, international students experience great difficulties in establishing contacts with people and speaking in front of an audience; they are poorly oriented in an unfamiliar situation, do not defend their opinions, and do not show initiative in social activities. An average level of communicative skills was found in 13% of international students, they seek contacts with people, try to defend their opinions, plan their work. A high level was also noted in 7% of students. This level of communicative inclinations is characterized by initiative in communication, tendency to independent decisions in difficult situations. Low percentages among students at medium and high levels are most likely due to the fact that the potential of abilities at these values is not highly stable, constantly fluctuates, therefore these students should develop and improve their communicative inclinations. According to the results of the methodology, 3% of students differ in a very high level of abilities. This level of inclinations allows students to quickly navigate in difficult pedagogical situations, easily adapt to a new team, and independently organize the process of interaction with students. Based on the results of the diagnosis, it can be concluded that further work is necessary to develop the communicative skills of international students.

The results of the methodology for determining the type of thinking made it possible to state that the majority of international students are dominated by substantive-active thinking (60%); visual-figurative thinking is typical for 24% of subjects; verbal-logical one – for 7%; abstract-logical one – for 7%; and creative thinking is observed only in 3% of subjects. The data obtained suggest that the leading type of thinking among international students is substantive-active, which means that when organizing the educational process it is necessary to use appropriate forms, methods and teaching methods. In this case, the main methods of teaching international students are practical, visual, and verbal methods. Cognitive and practical activities in the classroom can be organized on the basis of a visual display of relevant objects and phenomena. The group of visual teaching methods includes observation, demonstration of visual aids (objects, paintings, filmstrips, slides, videos, computer programs).

Diagnostic results using the self-assessment scale and level of claims have shown that the majority of international students (54%) have showed a very high level of claims; 9% – high, 17% – medium; low level of claims was noted in 20%. A very high level of claims, or an unrealistic level, reflects the non-critical attitude of international students to their own capabilities as well as their inability to correctly set goals, which can adversely affect the process of socio-psychological adaptation. Medium and high level of claims, i.e. optimal level, reflects the optimal idea of international students about their own capabilities and is an important factor in successful adaptation to the learning environment. A low level of claims serves as an indicator of an unfavorable personality development and can lead to maladaptive behavior, inefficiency of any activity, and to difficulties in interpersonal relationships.

Most international students (44%) have shown a low level of self-esteem, 26% - medium, 10% - high, very high self-esteem has been observed in 20%. International students with a low level of self-esteem (44%) have difficulties in studying, in mastering the Russian language, in relations with teachers and students. The adaptation period of such students is quite slow; the language barrier is difficult to overcome. In this regard, we believe that low self-esteem prevents the successful process of adaptation. Medium and high levels of self-esteem confirm a realistic (adequate) self-esteem. This indicates that the subjects adequately evaluate their own strengths, set themselves really important goals that they strive to achieve. Adequate self-esteem will allow students to adapt most favorably to the new environment. Students with a very high self-esteem inadequately assess their capabilities, do not know how to correctly evaluate the results of their activities, compare themselves with others, which means that the presence of such self-esteem prevents the successful course of the adaptation process.

The results of the methodology for determining the psychological climate of the group have revealed that the majority of international students (43%) have a coefficient of subjective assessment of the psychological climate that corresponds to the “unfavorable psychological climate” scale; 27% have an “average favorable psychological climate”; only 10% include the psychological climate to “favorable, healthy”; also 20% are classified as “unstable, but rather favorable”. With an unfavorable psychological climate in the group there is an extremely unfavorable situation in interpersonal relationships. Lack of satisfaction with communication adversely affects the coherence in the work of the whole team as a whole. This group exists formally, without bringing joy and satisfaction to everyone who enters it. Particular attention should be paid to wellbeing of each individual in the group, its connection with dissatisfaction with business or emotional relations, to the socio-psychological status of each student in the group, and to what aspects of life he/she accepts or rejects. This, in turn, impedes the successful process of socio-psychological adaptation to the learning conditions of international students. A favorable healthy psychological climate in the team indicates a harmonious balance of business and emotional interpersonal perception and interaction. In a team with a good psychological climate, each member understands and accepts his/her responsibility for the state of affairs in the team as a whole. Moreover, the group has a high level of mutual assistance. Thus, it is necessary to pay attention to the psychological climate in the team, because it directly affects the success of the socio-psychological adaptation of international students.

Diagnostic results of educational motivation indicate a low motivation for the educational activities of international students: the average score on scales ranges from 2.18 to 3.86 points. Among the motives, communicative motives dominate – 3.86 points. Students understand the importance of communication, communication skills, including in professional activities. In second place, the group of social motives amounted to 3.41 points. Educational and cognitive motives are in the third place. The average value is 3.29 points. The average value for the group of professional motives is 3.21 points. It should be noted that cognitive and professional motives are positive, leading motives of learning. The results allow us to conclude that cognitive motives are not leading among international students. A low value is obtained on the scale of motives of creative self-realization (3.15 points). This may be due to the fact that the future profession is not actually a creative profession, which, in our opinion, indicates a weak desire for self-realization. The motives of prestige are also not so pronounced. The average value on this scale is 2.63 points. Modern international students do not want to be among the best students. The smallest value is obtained on the scale of avoidance motive (2.18 points), although many students note that, once in a university, they are forced to study in order to complete it.

4. Discussions

Based on the scientific analysis, we conclude that international students experience difficulties in the process of socio-psychological adaptation to study at a Russian university. Therefore, it is necessary to create special conditions that we have selected on the basis of analysis of diagnostic data that will contribute to the successful and effective adaptation of international students to study in the multicultural educational environment of a Russian university. The conditions justified by us are realized during the experimental training of international first-year students.

A comparative analysis of the results obtained at the ascertaining and control stages of the study has shown a positive trend for all the studied indicators, namely, the number of respondents with a low level of personal and situational anxiety, a realistic level of self-esteem and claims, the number of respondents with an average level of development of communicative inclinations, international students whose coefficient of subjective assessment of the psychological climate corresponds to the scale “favorable, healthy psychological climate." The positive dynamics observed after the implementation of the formative program is quite significant, which indicates the effectiveness of the proposed conditions.

5. Discussions

Based on the results of the study, the following conclusions can be drawn:

1. International students experience difficulties in the process of socio-psychological adaptation to study in the multicultural educational environment of a Russian university. Therefore, it is necessary to create psychological and pedagogical conditions that will contribute to the successful and effective adaptation of international students to the conditions of study at Russian universities.

2. Socio-psychological adaptation of international students is a complex, dynamic, multilateral process of restructuring the motivational sphere, complex of existing skills and abilities to interact with subjects of the educational environment; its optimal characteristics are associated with medium-low indicators of the level of anxiety and realistic level of self-esteem and claims, which allows the subject to meet current social and cognitive needs and realize the goals and objectives of training.

3. We have identified personal qualities and socio-psychological characteristics that have the most significant impact on the process of socio-psychological adaptation of international students to study at Russian universities: this is self-esteem, motivation, anxiety, type of thinking, level of communicative inclinations, psychological climate of the teaching staff, as well as a new unusual learning system.

6. Recommendations

The successful and rapid adaptation will take place under the dominance of teaching and educational and professional motives, thus it can be concluded that the majority of students in need of purposeful work on formation of positive learning motivation.

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ASPECTS OF LABOR MARKET FLEXIBILITY AND RIGIDITY

The relevance of the studied problem is conditioned due to the formation of the concept of flexibility in the management of the labor market. The purpose of the article is to determine the essence of flexibility and rigidity of the labor market, their positive and negative characteristics. The leading approaches to the study of this problem are information-analytical and comparative-historical ones. The article highlights the principles and features of managing a flexible labor market, analyzes aspects of employment flexibility and their classification. Article materials may be useful for increasing the efficiency of the modern mechanism of the labor market functioning.

Keywords

labor market, flexibility, rigidity, flexibility aspects, employment flexibility

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1. Introduction

Depending on the way how the relationship between employees and employers has developed, how the relationships are regulated, the labor market can be rigid or flexible. The problems of correlation of flexibility and rigidity of the labor market are quite relevant both for countries where these relations are only introduced to the labor market, and for industrialized countries that actively use flexibility in the mechanism of the labor market.

The development of flexibility in labor relations has conflicting consequences. On the one hand, it helps to increase the economic efficiency of enterprises, economic growth, and, consequently, there is an increasing of employment and welfare of the population. At the same time, flexibility allows making employment less “unified”, creating jobs that satisfy the requirements of different categories of workers, including women and youth, and allow them to realize their labor potential.

2. Materials and Methods

Study of methodological and applied aspects of labor market flexibility, analysis of the use of individual flexible forms of employment in modern conditions, the formation of areas for further expansion of non-standard forms of employment.

3. Discussion

A feature of the development of the labor market in modern conditions is the contradictory interaction of the processes and their regulation and deregulation. The concept of deregulation is supported today by neoconservative forces. They argue that the regulated labor market desists to be a market in essence, so the institutional structure, laws and regulations hinder its normal functioning. Therefore, in their opinion, the labor market should change its organizational forms completely. These restrictions, being excessively rigid should be replaced by more flexible ones.

The neoconservatives believe that the basis of a flexible labor market should be unlimited competition, everyone’s right not only for free choice of a job, but also for free choice of forms of employment, working hours and forms of social security.

They propose to eliminate the general legislative provisions that regulate the labor market and move on to differential tariff agreements. So that is not labor legislation, but an individual labor agreement (or an agreement within the enterprise) should become the main form of labor regulation.

Neoconservatives give the following arguments:

- new forms of technological progress require more flexible forms of labor utilization;
- Some forms are in the interests of certain segments of the population.

4. Results

Until the 1970s, labor markets in many foreign countries were characterized by state regulation and the great influence of trade unions, full employment, low inflation, the existence of a hard labor market in the context of economic growth. The market was characterized by a guarantee and stability of employment, which was ensured by the social insurance system and strict state policy of full employment, regulation of the dismissal of workers, providing workers with stable incomes by legitimizing the status of trade unions, the stability of the workplace and its security, and the existence of a balancing tax and social security system.

Structural shifts in the economies of these countries led to a contradiction between a tough labor market and a new concept of economic regulation, which was accompanied by crisis in social production and rising unemployment. This caused an objective transition to the concept of a flexible labor market.

The first benefit received or won by employees is considered to be the limitation of the length of the working day, and first was established legally in the XVII century in England. Today, almost in all countries, the law regulates not only the length of the working day, but also the number of working days in a year, weekends and holidays are fixed, etc. However, there is the working time regime in the industry that allows an enterprise to have opportunities aimed to its optimizing and improving the working conditions of its employees: the employee must work a certain number of hours per week or per month and can independently choose a work schedule (start and end time, distribution by day). Such a system has gained wide popularity in organizations that use the work of clerks, administrative staff, engineers, scientists. It gives employees the opportunity to combine family life and work better, take into account their individual characteristics, etc.

In order to regulate labor relations in the Western countries, a tool such as flexibilization is widely used, which literally means increasing the flexibility of the labor market. This is the elimination of its regular, rigidly established volume. The size of the labor force must change rapidly depending on fluctuations in demand for products; labor costs should reflect external changes in labor market conditions, creating savings in connection with the introduction of new technology.

Increasing the flexibility of using workers is also associated with the new concept of the personnel structure of the enterprise: it consists of a core, an intermediate layer and temporary workers. Quantitatively, economists define this in the following ratios: 25% / 25% / 50%. This concept makes it possible to combine intensification and labor efficiency with the diversity of its forms.

Temporary labor can be found quite easily in the market, and therefore, it is possible to decline it without special losses at any time. This is a subgroup of employees with mobile working and employment conditions. They are attracted to work when the conditions of marketing necessitate the expansion of the production program. They do not differ from the intermediate layer in their professional compositions and forms. The only difference is that they are hired only for temporary work, for a certain period of time and, as a rule, for shortened working hours. Existing forms of employment are characterized by the deterioration of all conditions as they move from the core to temporary workers.

Thus, at the present stage, the use of labor is characterized by the development of flexibility of working conditions and by an increasing in the diversity of its forms. Quantitative flexibility (for unskilled labor) and functional (for highly qualified personnel) are being distinguished. The development of labor mobility provides an opportunity to diversify forms of employment. Along with the traditional form (eight-hour work day, five-day week, fifty-two week work year), there are such non-traditional forms as part-time work, week, year, temporary and seasonal work, homework, etc.

The growth rate of employment in non-traditional forms exceeds the growth of employment in the traditional form. Various forms of realization of their abilities to work are created for different groups of the population in terms of age, marital status, gender, experience, training. In the USA and Great Britain, the workforce is covered by non-traditional forms of employment up to one third, and in Germany up to half.

A flexible labor market is characterized by such principles and features:

- prompt response to changes in labor market conditions, that is, changes in demand, supply and prices that occur in accordance with changes in the volume, structure, quality and price of labor;
- territorial and professional mobility of workers;
- the flexibility of the enterprise, which is manifested in the flexible regulation of the volume of products, as well as in the use of new forms of organization of production and labor, personnel management;
- a variety of forms of hiring and dismissal;
- a variety of forms of vocational qualification retraining;
- flexibility of salary differentiation;
- flexibility in the regulation of labor costs;
- flexibility of operating modes and distribution of working time;
- a variety of methods and forms of social assistance;
- a variety of methods and forms of employment (Zavinovskaya, 2000).

There are such aspects of employment flexibility:

- numerical flexibility, that is, the ability of employers to reduce the number of employees in accordance with fluctuations in production volumes. It is considered that this aspect is facilitated by fixed-term contracts, labor agreements and work contracts, as well as the almost unlimited right of employers to dismiss workers;
- functional flexibility, that is, the ability to move an employee from one workplace to another or require a combination of professions in accordance with production needs;
- flexibility of working time - the employer's ability to change the mode and quantity of labor in response to fluctuations in demand and production volumes.

Numerical flexibility. Workers hired by word of mouth to complete a certain amount of work are generally more likely to be fired. However, the likelihood of falling into the number of employees being laid off who were accepted on the basis of different forms of an employment contract is practically the same (Luzgina, 2008). While comparing these data, it can be suggested that lower job security guarantees for those accepted by oral consent are associated not only with the threat of downsizing, but with violations of labor discipline.

Functional flexibility. It was revealed that there are no significant discrepancies between sectors in terms of the degree to which employees are involved in activities that go beyond their work responsibilities. Unlikely that employees and unskilled workers will perform unusual functions from time to time, while aged workers, managers and employees in small enterprises are more likely to perform work that is not part of their job duties regularly.

Small business workers are more likely to combine work with other professions; unlikely to be done by employees, unskilled workers and those employed in the public sector and in the service sector. Employees of new private enterprises combine occupations on a regular basis slightly more likely than traditional workers, however, employees in small enterprises will have to do this more often, although this is less likely to affect unskilled workers and employees (Luzgina, 2008).

Flexibility of working hours. The mode of work depends in part on the industry and profession. Thus, managers, unskilled workers who work in construction and transport, are more likely to set the duration of their work day by themselves. Top managers and specialists, more experienced workers are much less dependent on senior management in choosing the time for the end of the working day. The length of the working day for workers in industry will be determined by KZPP or an individual contract much more likely, and for managers and employees in small enterprises - it will be determined by KZPP or an individual contract unlikely.

Private sector workers work hours by law or contract much less likely; they set their own duration more likely. The mode of operation in the private sector is not significantly different from other sectors of the economy. However, the workers employed in small enterprises informally or under a contract or labor agreement have much greater chances to work on a schedule (Oganesyan, Kuchkovskaya, 2006).

The simplest and most obvious form of flexibility is quantitative flexibility, which is expressed in the change in the number of employees or the level of salary in response to a change in the economic situation. This kind of flexibility has always been characteristic of the labor market. But in 1970-1980 the flexibility of work in the world was observed in a broader sense, this problem attracted increased attention of specialists and entrepreneurs, which is associated with several reasons (Balakhnin, Sumtsov, Filippova, 2004).

Firstly, the industrial production of the first half of the twentieth century in the industrial era, while dominating in economy, was characterized by the rule of three unities: unity of place of work, unity of time of work and unity of action. According to mass industrial production, this led to the formation of labor organization and labor relations systems that were effective at that stage, but corresponded to the changed production technologies and social relations of the post-industrial era no longer. In economy, being a result of the achievements of the scientific and technological revolution, full employment in large enterprises with a clear division of labor has been replaced by flexible employment regimes based on computer technologies, increased independence and universality of workers, a part of the services sector in which competition has required diversification of forms and customer service modes.

Secondly, for all economically developed countries, since the 1960s, an increase in the proportion of women in the labor force is characteristic, which is associated with the social and technological changes noted above. Family functions of women lead to the fact that they are being employed part-time or in flexible modes of work more likely than men.

Thirdly, the struggle of workers for their rights, the increase in the number of trade unions and their influence, the change in the social policy of many states have led to the development of various forms of social protection, which complicate the adaptation of enterprises to changing conditions. The procedures for determining wages, hiring and firing have become tougher, preventing the increase of economic efficiency of enterprises and thus worsening long-term prospects in the world of work.

As a result, the need for changes led to the formation of the concept of a flexible labor market and its implementation in practice. At the same time, it is a position of both processes contributing to the achievement of quantitative flexibility, and functional qualitative flexibility, which allows flexible modes of work and employment, and changes in wage systems. Therefore, one should rather speak not about the flexibility of the labor market, but about the flexibility of the entire system of labor relations.

Non-standard forms of employment include various forms of part-time employment. They include: part-time employment (employment at half or a quarter of the wage rate and, correspondingly, the same amount from the established working time), the division of jobs (when two or three workers are hired). Non-standard forms of employment also include temporary work and work on the principles of subcontracting, when firms move beyond the scope of their production structure to those types of activities that are not their main ones (protection, nutrition of workers, legal advice).

Among the considered forms of precarious work, remote employment is spreading most rapidly. Its growth for the period 2014-2016. amounted to 10.1% (Musaev, 2017).

Forms of employment under the conditions of flexible use of working time within the framework of a working day, week, year, the whole period of a person's labor activity (part-time, part-time, part-time and part-time work, part-time work, etc.) can be attributed to alternative forms of employment, along with traditional ones.

It is difficult to determine the specific level that would characterize the place of alternative employment and each of its specific forms in the new employment model. One statement is certain: from a social and economic point of view, they are progressive.

First of all, in contrast to the orientation of the employee to long and uninterrupted work during most of his life with a full working day, new weekly forms of employment increase the degree of human freedom in choosing an acceptable mode of work.

Alternative forms of employment also provide additional opportunities for the full and efficient use of labor resources, for engaging those groups of people whom traditional forms are inconvenient or unacceptable for (students, pensioners, people with disabilities, housewives, etc.).

The scale of partial and temporary employment cannot reach the critical point where there is a threat of personnel degradation of the economy behind. Two obvious factors hinder this. The first is associated with the risk of lower incomes, because underemployment cannot provide as high a standard of living as its full form. The second factor lies in the purely industrial sphere. The employee's personal desire is not enough to provide him with part-time employment yet; for this, appropriate jobs are needed. There is no doubt that the need for temporary and part-time workers will be noticeably inferior to the needs for those who work constantly and full time.

Of course, there is a significant list of reasons why an employee gives an advantage to temporary employment. In many countries, when hiring, the right not to work is discussed, for example, during the summer holidays, New Year's holidays, etc. The interests of those people who simply want to have more free time for personal needs (building a summer house, apartment renovation, travel, etc.). In a word, there can be a huge number of reasons for underemployment.

The spread of non-traditional work schedules, primarily of two categories of workers - temporary and working under the so-called alternative working modes became one of the trends, allows taking into account the capabilities of modern technologies and reducing labor costs.

The first category includes workers who do not have a contract in any form (written or oral), and are hired to perform temporary or one-time work. The second category includes four groups identified by statistics: the so-called individual contractors, according to them persons who work under an employment agreement, including workers of free professions - journalists, lawyers, consultants, as well as some other categories of workers; "on call" workers - those who are involved in work only in case of need; employees of special agencies that provide temporary assistance; and finally, workers employed in so-called contract firms.

The advantage of work schedules is their greater flexibility, which allows you to take into account the interests of employers and workers. For employers, this is, first of all, savings on bonuses and social benefits, which have become mandatory for regular employees in many companies, as well as on other expenses often (for the maintenance of premises, their rent or purchase, etc.), therefore that contract and temporary workers, using modern information technologies, can work at home.

In the United States, more than half of the 0 female contract workers combine such work with parenting (Supyan, 2001). At the same time, 25% of independent contractors, 20% of employees of aid agencies and 53% of call workers are part-time workers and only 18% worked on a schedule. According to a nationwide survey, 65% of entrepreneurs think that many firms will expand these forms of labor in the future.

Thus two contradictory trends can be identified in the nature of employment, organization and labor stimulation. On the one hand, in the conditions of a tough labor market, demand for specialists is growing, especially in high-tech industries, and their salaries are increasing, and other forms of motivation are widely used - property ownership, the right to options, the purchase of shares, etc. On the other hand, under the influence of economic globalization and increased international competition, American entrepreneurs are looking for ways to reduce costs by transferring some of the workers to non-traditional work schedules, and modern technologies allow it currently.

The last quarter of the 20th century is characterized by an increase in labor market flexibility. Homework is widespread. Its economic content becomes different. Not only the women who are burdened by their families, but also skilled workers who have at their disposal personal computers, terminals, and modern means of communication are partially unemployed now. The spread of "electronic homeworking" creates flexible jobs, reduces costs for entrepreneurs on premises, heating, lighting, etc. At the same time, such shifts in the structure of employment create a new lifestyle: work is enriched, employee self-reliance and responsibility are growing (along with possible hardships of self-isolation and lower union organization).

A qualitatively new situation on the labor market objectively requires greater diversity and flexibility in the ways of managing labor resources, including the elements of "self-adjustment" between jobs and the need for them. One of the most important prerequisites for choosing methods of such regulation is the legal recognition and free distribution of flexible forms of employment.

Shortening the working day can produce certain results in the implementation of employment policies. Over the past century, in most Western countries, working hours have been reduced almost by half. The exception to this rule was only Japan. Japanese work an average of 150 hours a year, which is 230 hours more than in the USA, 450 hours more than in Germany and 400 hours more than in France (Artyukh, 2016). Reducing the length of the working day in order to increase employment occurred in Sweden in the 70s, in France in 1982-1983 and in some other countries.

As for the Ukrainian labor market, it should be stressed that labor legislation as an attribute of the rule of law is becoming more stringent, in any case, with respect to employers. An unpaid salary on time (which takes place at many domestic enterprises) is a reason to get into the dock. At the same time, an employee, even in case of downtime, will receive two-thirds of his salary and leave at his own expense (Gabdulina, 2016).

In accordance with the new edition of Art. 24 of the Law of Ukraine "On Remuneration of Labor": "Salaries are paid to employees regularly on working days within the time periods established in the collective agreement, but at least twice a month after a period of time that does not exceed 16 calendar days" (Law of Ukraine, 1995).

After introducing amendments to the Law of Ukraine "On Leave" from 02.11.2000, the employer will have to pay employees 2/3 of the salary if the company is idle (Law of Ukraine, 1996). Thus, Law No. 2073 complicated the situation of enterprises that are idle. Employers have two legal options in the event of an enterprise downtime: either to look for money and pay temporarily non-working employees (that is almost impossible, because if there was money, the enterprise would not stand idle, or to fire them in compliance with labor law requirements (which is also not easy today: sanctions are provided for illegal dismissal up to criminal liability.) The most optimal solution to this problem is to agree with the labor collective on leave at their own expense.

5. Conclusion

Currently in Ukraine, among economists and politicians, it is widely considered that the current labor legislation, which is inherited from the Soviet period largely, became a serious obstacle to the development of a market economy in the country and does not allow employers to use labor resources flexibly.

It is widely believed that the Ukrainian labor market is dualistic: the unregulated commercial sector pays high salaries and takes advantage of labor flexibility, and the tightly regulated traditional sector with low salaries and inflexible labor is an obstacle to economic reform. The key conclusion implies the need to put an end to job security and increase the flexibility of the use of labor resources by moving from permanent labor contracts and collective agreements to individual fixed-term contracts, which are regulated by the Civil Code, and not special labor legislation.

6. Conclusion

This article is intended for scientists, specialists in the field of labor relations, researchers on the problems of the functioning of the labor market, labor market infrastructure workers, teachers, students of economic specialties.

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DEVELOPMENT OF A NEW IDEA OF SELF-KNOWLEDGE AND LOVE IN MODERN PHILOSOPHY

The article analyzes the understanding of the ideas of self-knowledge and love in the works of modern Western, Russian and Ukrainian scholars. The author makes an attempt to outline the relationship of the ontological aspects of self-knowledge and its philosophical foundations as a whole with the aspects of love phenomenon in the works of modern authors. The article is aimed at analyzing the problems of self-knowledge and love in modern social and philosophical studies, as well as identifying the relationship between them. The materials in this article may be useful for finding new possibilities for interpreting the concepts of self-knowledge and love. The study of the conceptual field of the terms love and self-knowledge allows us to argue that their relationship determines a certain condition, life-essential self-determination, attitude to the world and to ourselves.

Keywords
love, self-knowledge, modern philosophy, reception of concepts

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1. Introduction

The problems of self-knowledge and love intersect throughout the history of philosophical thought in the relationship of the actual social issues, in particular, from the perspective of the social regulatory role of love in the process of self-knowledge. The relationship of ontological aspects of self-knowledge and its philosophical foundations as a whole with the aspects of love phenomenon can be traced in the works of modern scholars.

Self-knowledge, as a specific form of cognitive activity, contributes to the transformation of an individual into personality, and performs a cultural and anthropological role in the process of historical and evolutionary formation of mankind. Self-knowledge is constant and continuous positioning of consciousness, our intention to be ourselves. The genesis of self-consciousness is a way of searching for the personal essence, it is a way of gradually discarding everything that is not truly essential. Here, love seems to be a constant in a person, with the exception of everything.

The analysis of the concepts of love and self-knowledge in the works of Western, Ukrainian and Russian modern scholars is an attempt to find modern understanding of the guidelines existing in the mind of every person, aimed at filling life with unique content, allowing to realize that a person is capable of self-improvement, self-realization, and self-change. Love is considered as a special quality of social relations, which also acts as a regulator in the process of self-knowledge, thus linking the problem of love and self-knowledge, and including them into the field of sociological issues. Without the interrelationship of self-knowledge and love, subsequent self-awareness seems to lead to the tragedy of human existence in society.

2. Methodology

The leading approach to the study of this problem is discourse analysis as one of the synthetic approaches to the definition of "self-knowledge" concept and the identification of relationships with the concept of "love" by modern researchers. In addition, the use of systematic approach involves a comprehensive review of various aspects of love, self-knowledge and their relationship. It seems to us that such an approach allows us to identify the paramount importance of love phenomenon in the context of self-knowledge and to identify the interdependence between the challenge of society and the answer – raising the question of self-knowledge. The systematic approach allowed us to consider various ideas about love and self-knowledge, showed similarities and differences in their interpretations.

In the framework of the comparative historical approach, we can see the interdisciplinary nature of the topic under consideration. The author emphasizes the dialogical nature of the works, the concepts of scholars, which are analyzed based on a comparison of their positions, and the search for new, unexpected possibilities for interpreting the classics. The comparative historical analysis made it possible to determine the genesis and transformation of the problem under consideration. Using the synthesis method, we can trace the unity of the transpersonal and the personal in raising the question of love and self-knowledge.

In modern philosophy, they consider the concept of self-knowledge most often in the context of the fundamental problems of (self) consciousness and rationality. A person's ability to explicitly recognize his own beliefs, intentions and perception of reality in general is the subject of a series of works by A. Byrne and M. Boyle, in particular, their joint essay "Self-knowledge and transparency", consisting of two parts "Transparency, Belief, Intention" , authored by A. Byrne [24], and "Transparent Self-Knowledge", written by M. Boyle [22]. The authors develop two approaches to explaining this phenomenon: inferential and reflexive. Byrne's inferential approach suggests that self-knowledge is determined by the transparency of the individual's experience regarding beliefs and principles, that is, by introspection of the individual experience of perceptions.

The reflexive approach, developed in addition to M. Boyle by R. Moran [30], suggests an alternative epistemological explanation of the individual's consciousness "transparency" as a prerequisite for the process of self-knowledge. According to Boyle, self-knowledge has no fundamental differences from the process of knowing other objects. In this case, self-knowledge is a special case of knowledge in general, where selfness is the object of knowledge. Moreover, the opinions that the individual develops in the process of self-knowledge are an expression of his "doxastic self-determination." They reflect the ability of a person to form specific prerequisites for his beliefs [21]. In this regard, M. Boyle identifies two types of self-knowledge: active, associated with the mind and the individual's awareness of his own judgments; and passive, responsible for perception, through which we know about our own feelings [23].

Self-knowledge as an attribute of consciousness is examined in the work of K. Hossack "Self-knowledge and Consciousness" [27]. For this area of research, the starting point is well-known Brentano's thesis, according to which the state of consciousness is postulated if it is identical to the introspective knowledge of its own specificity. Developing the thesis of Brentano, K. Hossack comes to unification of three blocks of problems in the concept of self-knowledge - introspection, consciousness and knowledge into a single problem of the metaphysical nature of conscious conditions. Solving a similar problem of the correlation of self-knowledge and self-addressing, self-reference, R. Howell uses the theses of Descartes and Hume. According to the first of them, our ability to state "I think" is a basic definition of self-knowledge; according to the second, our introspections cannot reveal anything more than different "impressions" in it. Trying to reconcile the classical theses of Descartes and Hume, R. Howell develops the concept of self-reference, according to which the reliability of our consciousness in its fundamental beliefs comes only from the necessary minimum of knowledge that determines it.

For modern analytical philosophy, closely related to the concepts of consciousness and self-knowledge, the problem of their rationality is rather relevant. The work of T. Spitzley "Self-knowledge and Rationality" examines the relationship and interdependence of human rationality and self-knowledge [32]. The author emphasizes two questions in this connection: firstly, is rationality a necessary condition for the individual to realize self-knowledge; secondly, is self-knowledge necessary for the individual in order to have rationality. The author's concept of self-knowledge, distinguishing, in particular, basic and local rationality, and considering the problem of self-knowledge need separately for each of them, allows one to answer both questions affirmatively. Another approach to the problem was found in the work of B. Reed with the same name [31]. B. Reed summarizes the results of philosophical quest in which the theory of individual's self-knowledge is based on the fundamental relations between the intentional states of the individual and his judgments about these states. The very existence of these relations is determined by the rationality of the individual. Thus, there are ways of thinking through which we have self-knowledge, not having direct relations between the intentional states of consciousness and the second-order judgments about them. This concept is designed to solve the contradiction between the ideas about the individual as a rational agent, developing a strategy of optimal action in accordance with "rational" goals, and the dubious rationality of the initial premises (beliefs of the individual) on which these goals are based. The author believes that the acceptance of a purely epistemic position in relation to oneself is precisely the thing that guarantees the individual's beliefs are found in the field of critical reasoning.

An analytical concept involving ditinguishing of opinions (beliefs) of the first and second order is developed by A. Pakholik-Zhuromskaya [12]. The author considers self-knowledge from the standpoint of inactivism. A. Pakholik-Zhuromskaya makes two assumptions: that the subject of self-knowledge receives direct knowledge about the intentional content of his attitudes; and that the content of these attitudes is determined by external factors that may not be known to the subject. Thus, the subject (individual) has limited access to the intentional content of his own beliefs, or his determinants are perceived as conditions for satisfying the mental states of the individual. The author shows that in this case there is an obvious conflict between the theses put forward, which suggests the presence of hidden subtext in first-order beliefs.

Ethical aspects of self-knowledge phenomenon are considered by modern scholars, as a rule, in the framework of Kantian constructions reception, which is reflected in the works of O. Ware and J. S. Zhong [6; 37]. In addition, it should be noted the ongoing attempts to explain the phenomenon of self-knowledge (the need for self-knowledge) within the framework of human consciousness using evolutionary theory, as it is done by P. Carruthers, L. Fletcher and B. Ritchie [25], and understanding the variability of self-knowledge phenomenon in cross- cultural aspect [36].

In modern Ukrainian and Russian philosophical thought, the phenomenon of self-knowledge is most often examined through attempts to actualize earlier philosophical constructions, which, however, do not take the form of receptions. So, a series of works by Ukrainian scholars is devoted to the self-knowledge concept of G. S. Skovoroda. These are the works of L. Kharchenko and L. Voronovskaya [1; 17]. Self-knowledge is studied through the prism of moral and ethical philosophy of Socrates, the original version of which was given by G.S. Skovoroda. Self-knowledge is the content of human existence; its reaching is conceived through the dialogue of the individual with other people and with his own "self". The thesis “know yourself” is the starting point of philosophizing and the directing of the search for philosophical truth. O. V. Golubovskaya refers to the concept of spiritual self-knowledge in the philosophy of Aurelius Augustine, outlined in his “Confession” [4]. In this case, the Christian doctrine is developed about the goal of self-knowledge as the meeting of a person’s soul with the Creator, as a manifestation of an individual’s free will. The ethics of self-knowledge is revealed in personal desire for self-improvement and in the search for the highest truth and ideals, which is a prerequisite for creating a harmonious spiritual person.

Therefore, we can observe two main approaches to the problem of self-knowledge in modern philosophy. An epistemological approach prevails in analytical philosophy, usually with receptions to the philosophy of the New Age; the concept of self-knowledge is close to the problem of consciousness, its nature and structure. The latter determines the question of an individual self-knowledge rationality. In ethical philosophy, self-knowledge is considered as meaningful activity of an individual’s inner world with definite goals, determined by a system of values. In domestic philosophy, this involves a direct appeal to the moral and ethical doctrines of Christian and Socratic philosophy.

The contemplation of love problem in modern philosophy is also closely connected with the receptions of the Christian philosophical tradition, both in its rather old and new versions. A scholar of authority from the University of St. Louis E. Stump in his work "Love, by All Accounts" ponders over three general approaches to determining the nature of love: reactive love, strong-willed love and kindred love [33]. According to E. Stump, each of these approaches to determining the nature of love has its drawbacks. So, reactive love (i.e., love arising in response) suggests that the features characteristic to the object of love may also be found in other individuals, which undermines his/her indispensability for a loving subject. This definition assumes as well that love can change when the characteristics inherent in the object of love, causing this feeling, change. In the case of the willful nature of love, the will to love can be equally applied to any object, regardless of the nature of the motive, positive or negative. Finally, kindred love is associated with the value of third motives - relationships, history, established relations, etc. E. Stump turns to the Thomistic, two-part approach to love, according to which true love should have two attributes: the desire for objective good to the object of love and the desire for unity with the beloved. However, the definition of Thomas Aquinas has some weak points. The idea of the good for the beloved person may be subjective; the lover does not always know what is objective. This may mean that the individual, thinking that he loves someone, actually does not have this feeling, which is a paradox. Thomas Aquinas also insufficiently outlines understanding of unity; the problem is the existence of forms of love unions that are unacceptable from a moral and ethical point of view. At the same time, the Thomistic understanding of self-love means a desire for a true good. One way or another, the basis for understanding love is the desire for the good of another. In a broader sense, E. Stump's constructions are connected with the theme of theodicy and with the problem of the joint existence of divine love and evil in this world [34].

Q.Liu examines the «Paradox of Christian Love» [29]. This philosopher is trying to find a conflict, a contradiction between the fundamental position of Christian ethics about love for God and for others. According to Q.Liu, the paradox is that accepting loving God as the ultimate foundation of love for one's neighbor and love for one's neighbor as the perfect manifestation of loving God means the superiority of loving God over one's neighbor. The result is the fact that in the event of a conflict between these principles, Christian ethics must necessarily sacrifice love for neighbor in favor of love for God, and, therefore, the second fundamental provision in favor of the first.

The works actualizing the doctrine of love by S. Kierkegaard are also indirect reference to the Christian concept of love. S. Krishek in his work "Two forms of Love" examines the issue of preferential love in "Works of love" by Norwegian thinker [28]. As you know, Kierkegaard considered love for others as love for one's Self as a duty, which is the only true form of true love. Love, which S. Kierkegaard defined as "preferential" - romantic love, friendship, is a contrast to love for others and it is considered as a form of self-love. S. Krishek tries to reveal the inconsistency of Kierkegaard's position regarding preferential love, demonstrating that, as Kierkegaard himself partially admitted, in some cases preferential love goes beyond the individual's love for him-/ herself. To resolve such conflicts in the concept, S. Krishek offers an excellent understanding of true love as a basis for all types of love, including preferential love. According to the author, true love can be based not on the thesis of self-denial (Kierkegaard), but on the thesis of self-assertion, and both of these theses can be connected by paradoxical unity. Preferential love and love for others turn out to be connected in a single concept of true love ("kjerlighed" by Kierkegaard) and exist simultaneously.

The works of R. Furtak and J. Turnbull, who opposes him, are also devoted to the interpretation of Kierkegaard's "kjerlighed" concept. The general subject matter of R. Furtak's work "Wisdom in love: Kierkegaard and the ancient quest for emotional integrity" [26] is the "rehabilitation" of emotions in contrasting them with a rational, sensible foundation, which the author considers to be wrong. The author tries to demonstrate the rationality of love and the rationality of emotions associated with it. An appeal to Kierkegaard is used by the author to argue the incorrectness of the traditional for ancient, in particular, stoic philosophy, consideration of emotions as a value-erroneous category. R. Furtak debates that emotional perception is reasonable and subject to rational legitimation. Emotions "correspond to nothing less than the objective conditions of the Universe" [26, 92]. According to Kierkegaard, the necessary prerequisite for human existence and the significance of everything is love, and it is also the source of creation for everything, the original love, regarding which everything else is ontologically dependent, is God. Thus, when we see things with "loving eyes," they turn out to be significant, we value them for what they are, and we believe that there is something that gives importance to everything. At the same time, the logical consequence of love is suffering, because love makes an individual at risk of losing the object of love. Nevertheless, this does not call into question the fact that only love offers the opportunity for an individual to accept life and saves him/her from a sense of existential hopelessness. In contrast to R. Furtak, J. Turnbull, putting S. Kierkegaard's work in a historical context, tries to show that without taking into account the religious nature of Kierkegaard's concept of love, his adequate understanding is not possible [35].

Modern Ukrainian philosophy also appeals to earlier concepts of understanding love. In particular, T. Chernigova analyzes the role of love in the philosophy of life by M. Meterlink [18], and T. Dobko [5] scrutinizes the role of love and happiness in the philosophy of D. von Hildebrand. According to O. I. Gilevskaya, the revival of love culture tradition could become one of the tasks for modern philosophy [2]. The author's analysis of this concept etymology shows that the verbal ways of expressing it reflect the worldview features of a particular culture, as well as the ethnic, cultural and social traditions of native speakers of a certain language. In particular, the semantic field of the concept narrows, a tendency toward the manifestation of a utilitarian approach to its understanding and definition becomes noticeable in modern era. The concept of love is detached from the sublime condition of the soul and from the ideal sphere, being replaced by the designation of everyday processes. Love becomes a symbol of the unity of individuals not in the spiritual, but in the specifically physiological sense of the word.

The ontological nature of love is examined in the work of T. Kuchera "Ontological and moral-existential dimensions of love" [8]. The author defines love as "a creative principle in everything", which can be directed to a wide range of objects; the author mentions, in particular, a "human essence", an idea, another person, God, Motherland, nature [8, 75]. Nevertheless, love manifests itself in interpersonal relations in the most complete way and serves the task of overcoming interpersonal alienation. T. Kuchera considers changes in understanding of love by various philosophical schools and traditions, starting from antiquity, as evolution, focusing on the classification of love types by the Canadian social psychologist J. Lee. These types of psychological relations, in fact, (love-friendship, love-eros, love-obsession, etc.) are considered as ontologically equal; and such "richness of forms" of love - as a wide opportunity for self-realization of a person. The author is inclined to consider the romantic relationship between a man and a woman as the main type of love. The other types, where love is not so fully manifested, the author assigns conformity with such phenomena as patriotism (love for the motherland). Love, which does not imply interpersonal relationships, is defined as directed toward the object.

Remarkably, according to the author, these types of love, including love for nature, love for the motherland and love for God, "do not require and do not imply" reciprocity.

Another work devoted to the ontological nature of love is the article by L. Shigimagina "Space-time continuum of love" [20]. In this case, the basis of the author's concept is the thesis that an individual's life is considered as a series of repeated existential events in which everybody makes his choice. Choosing his future in this way, an individual builds himself as a person. Love here is a characteristic of the direction of this chain of events. In human perception, love is manifested through the individual's feeling of time intensity ("mental time of the individual"). Ultimately, the author hypothesizes the existence of the law of spiritual energy conservation and transformation, which is responsible for the spiritual self-realization of an individual through love.

L. N. Shadrina in her work "Spiritual love as an ontoepistemological principle," makes an attempt to determine the metaphysical status of love [19]. The author focuses on the concept of spiritual love, which she defines as a metaphysical act that takes a person beyond the limits of his/her subjectivity, and, at the same time, an interpersonal act aimed at another person and revealing itself in a spiritual side of being. The significance of this phenomenon is in the individual finding an internal objectivity that is inaccessible to the human mind - spiritual love is responsible for an individual's ability to participate in the world as in "being with others". The author proposes the concept of "zero point of love" - a conditional point of subjectivity, in which "thinking and knowing private ego falls into its own beginning, which is not thought through and connected with the understanding private ego" [19, 29]. At this point, an individual, according to the author, acquires his/her personal beginning, obtaining earthly individuality. At the zero point of love, a person receives a priori knowledge of the world, and his/her thinking is freed from sensory perceptions. In general, the combination of the epistemological and ontological aspects of philosophizing in the concept of love gives philosophy the opportunity to achieve the "last signified" - God-Love [19, 30].

Receptions of the idea and philosophical concept of love in modern Ukrainian and Russian philosophy occur by updating the relevant doctrines of the prominent representatives of the Cappadocian School of Patristics (O. V. Pavenkov [11]), G. S. Skovoroda (V. V. Golomonzina [3]), Plato (Z. Khamsa [16]), M. Yu. Udaltsov [14]), V. S. Solovyov (N. A. Kiselev [7]), P. D. Yurkevich (L. I. Sorochik [13]), N. A. Berdyaev and V. V. Rozanov (E. A. Lebedev [9]), Pitirim Sorokin (I. E. Fadeev [15]), representatives of Western philosophical thought of the twentieth century (O. V. Pavenkov [10]).

3. Results and conclusions

Thus, we can observe two main approaches to the problem of self-knowledge in modern philosophy. In analytical philosophy, usually with receptions to the philosophy of the New Age, an epistemological approach prevails; the concept of self-knowledge is close to the problem of consciousness, its nature and structure. The latter determines the question of human self-knowledge rationality. In ethical philosophy, self-knowledge is considered as a meaningful activity of the individual's inner world with certain goals determined by the system of values. The consideration of love problem in modern philosophy is more closely connected with the receptions of the Christian philosophical tradition, both in its rather old and new versions.

Despite the bias towards the receptions of the Christian philosophical tradition, love is broadly regarded as a special quality of social relations, which also acts as a regulator in the process of self-knowledge, thus linking the problem of love and self-knowledge, and including them into the field of sociological issues. The analysis of modern understanding of love and self-knowledge concepts, as life-meaning values, as existing orientations in the mind of every person, aimed at filling life with unique content, leads to the realization that a person is capable of self-improvement, self-realization, self-change and shows the relationship of concepts. Examination of the conceptual field of “love” and “self-knowledge” terms allows us to argue that their relationship determines a certain condition, life-meaning self-determination, attitude to the world and to ourselves.

A study of the ontological foundations of the relationship between self-knowledge and love is relevant socially. Without the relationship of self-knowledge and love, it seems that subsequent self-awareness leads to the tragedy of human existence in society. Therefore, it seems to us that it is necessary to find a new perspective of love and self-knowledge and their relationship issues investigation, as well as the selection of material concerning the problems of love and self-knowledge, which requires further theoretical and methodological deliberation.

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MODERN EUROPEAN RESEARCHES: ISSUE 2, 2020
ISSN 2311-8806

FOUNDER AND PUBLISHER
Privatuniversität Schloss Seeburg, Salzburg

EDITORIAL ADDRESS
Seeburgstrasse 8, 5201 Seekirchen am Wallersee, Salzburg, Austria
publisher@doaj.net

PRINTING HOUSE
Autonomous non-profit organization of supplementary professional education
“Inter-regional center of innovative techniques in education”
printed by permission of Privatuniversität Schloss Seeburg, Salzburg, Austria

Sent for printing 20-05-2020
Circulation 1000
Order 050117/463