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COMPETENCE-BASED APPROACH TO EDUCATION IN HIGHER EDUCATIONAL INSTITUTION

Abstract

The paper deals with the relevance of application of new methods of training, the most important of which is competence-based approach to education in higher educational institutions. The purpose of the paper is revive of the main signs and groups of competences of educational process. The paper describes educational process basing on competence-based approach to education. The presented material will be useful for lecturers of higher educational institutions for conducting their lessons.

Keywords

education, educational process, cognitive activity, teacher, expert, personality, competency, interactive methods of training, higher educational institution

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According to the Federal Law “On education in the Russian Federation”, “Education is a uniform purposeful process of education and training, and also a set of acquired knowledge, abilities, skills, valuable installations, experience of activity and competences of a certain volume and complexity ...”.

Definition “education” opens three key aspects: process, value and result (Fig 1).

It should be especially noted that realization of procedural, valuable and productive aspects of education has to be carried out only in their unity. Education is social, constantly improved phenomenon. Reproduction and development of education demands big resources; it is carried out in activity of many people, establishments, and organizations with the use of various means and methods.

The main components of educational process in higher educational institution are teachers. Complexity of introduction of new pedagogical technologies lays in the fact that most teachers have only visibility of knowledge, but practically they do not have abilities

allowing departing from traditional training technique. Unlike active training forms, “traditional training” has survivability and does not demand special expenses of energy and skills. Innovation of study assumes purposeful introduction of new methods and technologies promoting effective training.

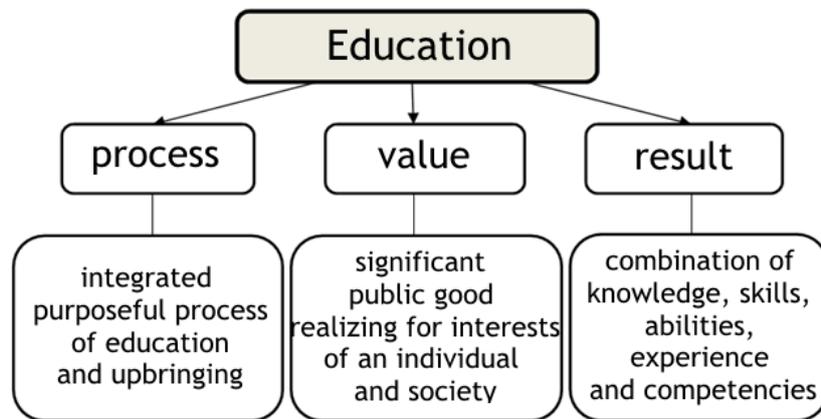


FIGURE 1. KEY ASPECTS OF EDUCATION

Educational process traditionally was based on knowledge as the main value of education. Mastering knowledge was a basic indicator of training and educational result and formation of practical activities was considered as assimilation of experience of application of knowledge in practice. Now as a result of rapid development of informatization and mass media, knowledge stopped being the absolute value of education, and this place was taken by active spontaneous personality capable to search and process knowledge and solve specific works objectives.

Change of the valuable basis of education resulted in need to create educational process on competence-based approach providing ability of a personality to solve certain problems caused by specifics of carried-out activities.

Competency is the general concept covering all activities and all range of the tasks solved in it. For specification of the concept in each kind of activity the concept “competence” appeared in competence-based approach.

Integration of Russia into the European educational space defined a need of the State for competent, mobile, competitive experts and need of expansion of professional recognition, comparability and compatibility of diplomas and qualifications. It caused relevance of formation of professional and key competences.

The concept “key competences” (key skills) predetermines that they are the basis (the key) for other, special, subject-oriented competences.

Key competences are a set of basic knowledge, general (universal) abilities, personal qualities allowing to reach positive results in professional activity and other areas of life. They present the highest step in the hierarchies of competences as have interdisciplinary character. Orientation to new objectives of education demands not only changes of maintenance of studied subjects, but also changes of methods and forms of educational process organization, activation of learners’ activity during training process, relation of studied problems to real life and searches of solutions of arising problems.

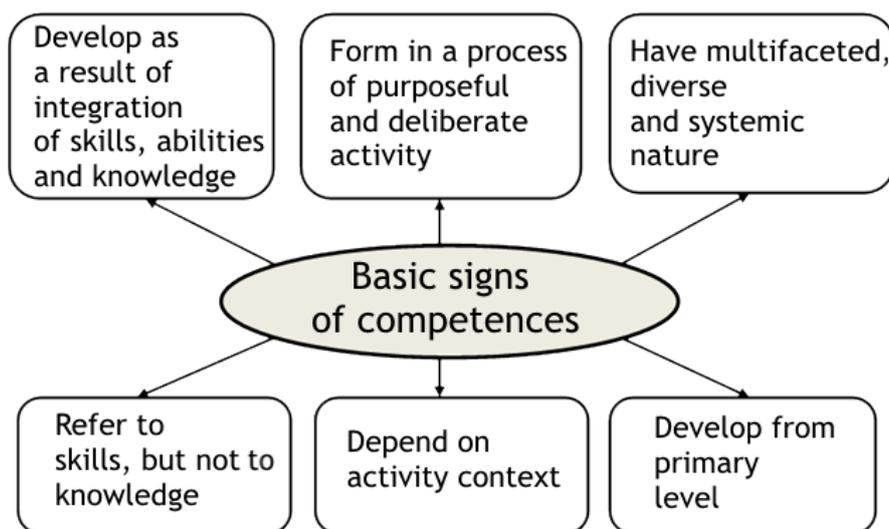


FIGURE 2. BASIC SIGNS OF COMPETENCES

As a result of training, such qualities as independence, responsibility for decision-making, students' creative and personal activities defining behavioral qualities of competent worker in labor market have to be created and developed. In conditions of developing training, innovations in education predetermine application of interactive methods for conducting educational process based on creative approach to the studied material and providing conditions for disclosure of student's identity.

Today the main signs (Fig. 2) and groups of competences (Fig. 3) are allocated.

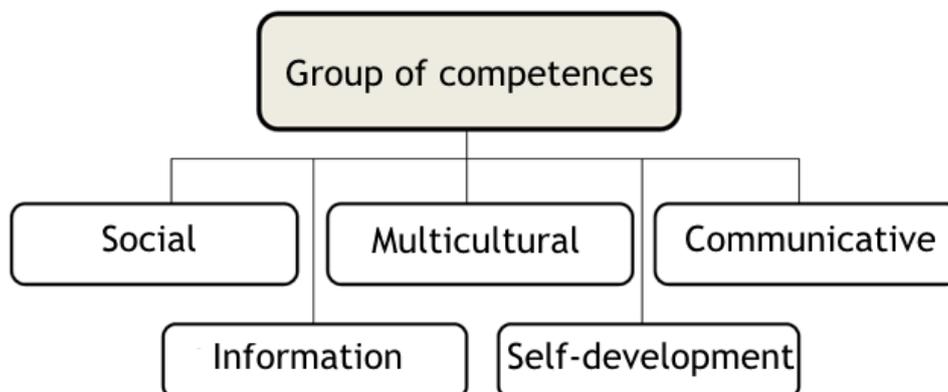


FIGURE 3. GROUPS OF COMPETENCES

Social competences are connected with readiness to take responsibility, be active in decision-making, in public life, in settlement of conflicts, in functioning and development of democratic institutes of society.

Poly-cultural competences concern mutual respect to surrounding people, their culture, tenor of life, language and religion.

Communicative competences predetermine development of a broad outlook of oral and written communication and mastering several languages.

Information competences provide possession of modern information technologies, abilities to get, comprehend and use various information.

Competences of self-development are connected with need and readiness to fill up the baggage of knowledge, self-improve in professional, private and public life.

It should be noted that for mastering competences a student has to become the subject of activity. Such conditions, which show these competences, are necessary for formation of certain competences. "To be competent" means to be able to apply the

gained knowledge and experience in the concrete situation. And a teacher has a difficult professional and methodological task to build a complex of activity purposes, which would fully correspond to competence-based approach to education in a higher educational institution.

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PSYCHOLOGICAL AND PEDAGOGICAL SUPPORT OF PROFESSIONAL AND PERSONAL FORMATION AND DEVELOPMENT OF A TEACHER

Abstract

The paper deals with the structure and the content of a system of psychological and pedagogical support of professional and personal formation and development of a teacher. New view of an issue of subjects and objects of a process of a teacher-professional support is given. The role of tutorship institution in the formation of socially important traits of a teacher is underlined.

Keywords

professional and personal formation and development of a teacher,
psychological and pedagogical support of professional and personal formation
and development of a teacher professional, professional self-determination of a teacher,
self-actualization of a person, tutorship institution

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According to the philosophical dictionary, the term "becoming" specifies the transitive condition leading to formation of phenomena of reality, to self-determination

of natural and public systems. This concept is interconnected with such concepts, as change, occurrence, transformation, updating, formation, restoration. When we speak about professional and personal becoming and development of a person professional we mean the standard - the model of a future expert to which a person aspires to correspond with during social interaction. Reproduction by a person of social experience occurs during his socialization - complex social and psychological phenomenon representing both process, and attitudes, both a way, and result of becoming of a person in dialogue and activity (Novikov, 1998).

In educational knowledge the contradiction between increased requirements of a modern society to professional self-improvement of teachers, on the one hand, and absence of proved and approved approaches in scientific and methodical maintenance and support of a process of professional and personal becoming and development of students of pedagogical high school - future teachers has become aggravated. Their becoming and development most intensively occur during primary socialization directly in pedagogical educational organizations. Mastering of social experience of a student for 4-8 hours per day during 4-6 years in educational establishment inevitably and naturally reflects on his or her becoming as a teacher-professional. What quality of mastering of this social experience? According to V.V. Rubtsov and A. M. Stolyarenko and others (Rubtsov, Stolyarenko, 2014), the constant structure of the pedagogical educational organizations, as a rule, isn't much interested in quality indicators of social experience mastering by students -future teachers and in result socialization of these students often enough goes by itself. Meanwhile at qualitative assimilation of social experience in the pedagogical educational organization (high school, pedagogical college) a future teacher is capable to save up his/her professional and personal forming potential without which the high-grade becoming of a teacher-professional is impossible.

Professional self-determination is a kind of way for optimization of a person with his profession. Since for a student of pedagogical institute - a future teacher, choice of a professional way is interfaced to search of sense of professional pedagogical activity. Major of professionally important and socially significant traits of students from pedagogical institutes is the interest to a profession of the teacher, representing a cognitive orientation of a person on pedagogical activity mastering, realization of his tendencies and abilities, formation of belief in correctness of the chosen way (Batarshhev, Makaryev, 2012).

In turn, professional self-determination represents itself as the major stage of self-actualization and primary socialization of a student from pedagogical high school - a stage predetermining an orientation of his vital way and independent search of significant senses of the future pedagogical activity. Professional self-determination of the subject of pedagogical activity assumes presence at him professionally important and socially significant personal traits substantially guaranteeing a process of productive self-actualization of a teacher of a vocational school.

Thus, professional self-actualization of a teacher is the independent and realized coordination of individually psychological and psychological and physiological opportunities of a person with the content and requirements of pedagogical activity, and also finding senses of carried out work on training and education of young generation. Such self-determination of a teacher is guaranteed at correctly arranged vocational orientation - system of the state actions providing a scientifically grounded choice by a person of his labor way (Batarshhev, Makaryev, 2012).

Rational professional self-actualization of a teacher is possible at an adequate self-estimation, a realistic level of tendencies and a comprehensible level of responsibility, as measure of social maturity. Process of professional self-determination comes to the end with revealing of a degree of professional suitability of the subject of activity (an expert-professional, an engineer, a qualified worker, a teacher and so on), which is understood

as a set of individual and psychological and psychological and physiological features of a person necessary for achievement of socially comprehensible efficiency in professional work (*Shadrikov, 1996*).

Such work for students of pedagogical institutions is pedagogical activity. Professional suitability of a teacher is mediated by pedagogical competences and formed at presence of positive professional motivation to which occurrence consolidation comprehension by a future teacher of public value of not easy pedagogical work, a recognition of achievements in this work and system of material and moral stimulus are promoted.

Self-actualization of a teacher assumes his personal development and self-improvement, formation of ability to continuous pedagogical creativity. Result of self-actualization of a teacher should become the need in constant self-development and self-improvement, for motivation to creative pedagogical potential and divergent thinking which has generated on the basis of creative thinking (*Batarshhev, Lukyanov, Makarov, Morozov, 2013*).

Professional orientation of a person represents itself as integrative property defining his attitude to a pedagogical profession. The orientation of a person is understood as a set of steady motives independent on current situations focusing activity of a person in conformity with his interests, tendencies, belief and ideals. In aggregate these realized motives form outlook of a person. A considerable role in formation of an orientation of a person not realized motives play, for example, psychological aim which is understood as the readiness not realized by a person to operate by certain way, providing steady purposeful character of activity. The orientation of a teacher's personality is connected with a system of pedagogical purposes and motives of professional work, in many respects defining its outlook and formation of moral features.

On expression by V.A. Slastenin, professional and pedagogical orientation forms a skeleton around of which the basic traits of a teacher personality (interest to a profession, to professional pedagogical activity, tendency in mastering by bases of pedagogical skill, formation of socially significant features) are arranged. In structure of an orientation of a personality interest to a pedagogical profession in system of motivation of a future teacher is leading motive.

Namely formation of readiness for future pedagogical activity assumes the expressed interest of a senior pupil, an entrant, a student of pedagogical high school to a profession of a teacher. For a student of pedagogical high school - a future teacher, a choice of a professional way is interfaced to search of sense of professional pedagogical activity. Major of professionally important and socially significant features of students of pedagogical high schools is interest to a profession of a teacher, representing a cognitive orientation of a person on mastering by pedagogical activity, realization of the wishes and abilities, formation of belief in correctness of the chosen professional (*Batarshhev, Makaryev, 2012*).

Under L.M.Mitin professional orientation is understood as a system of valuable orientations of a teacher setting hierarchical structure of dominating motives, inducing to confirmation in activity and dialogue (*Mitin, 1994*). For a teacher dominating motive is professional interest.

N.K.Sergey and V.V.Arnautov consider professional interests of a future teacher as emotionally expressed cognitive orientation of a person on mastering by pedagogical activity, realization of the tendencies to a profession, professionally significant abilities and belief (*Stolyarenko, 2003*). Interest to a profession arises not in itself, it passes through the certain levels investigated by N.K.Sergeev and V.V.Arnautov (curiosity, inquisitiveness, propensity to pedagogical activity, steady interest to a pedagogical profession).

Such motivation of a choice of a profession is effective and is expressed in aspiration to self-actualization and self-improvement in pedagogical activity. A future teacher already has significant volume of professionally significant knowledge which has been saved up as a result of teaching-professional work and self-education. It aspires to approve himself in a role of a tutor, an instructor, an assistant or an adviser. Estimating professional suitability to pedagogical activity, he connects abilities revealed in practical and educational activity, with requirements of a profession. He is capable to estimate adequately himself and to reveal a realistic level of pretensions (*Sergeev, Arautov, 1997*).

Integrative meaning of a phenomenon «professional becoming and personal development of a teacher» consists in inter-conditionality, inter-osculation and interference of simultaneously proceeding processes of professional self-determination, self-actualization and socialization (for students of pedagogical high schools and colleges – primary socialization) a subject of pedagogical activity. There is a process of the progressive integrated change of a person of a teacher under influence of social influences and his activity. For teachers and masters of production training it is important to know their abilities and opportunities to become high-grade functioning teacher-professional reaching to self-actualization, to constant professional and personal becoming and formation of creative pedagogical potential.

The psychological and pedagogical system of professional and personal becoming and development of a teacher should be understood as development, self-development of a teacher during the decision of professional pedagogical matters, mastering professional competences. At the same time, it is dynamic process of "expansion" of psychological properties and traits of a person, shown in formation of interest to pedagogical activity, in mastering by professionally important and socially significant traits of a person. The professional orientation, professional self-determination and professional self-actualization of a teacher (as the basic components of his professional and personal becoming and development) has integrative character, causing interaction of all components of the given system.

Psychological and pedagogical support of a young teacher professional-personal becoming (a student of pedagogical high school or college) represents movement together with a changing person of a trainee, near to it, the duly instruction of possible professional prospects, and if necessary – psychological and pedagogical help and support in a choice of ways of professional and personal development. This question is not idle one. Here, it is necessary to allocate subjects and objects of process of support.

We have undertaken an attempt to develop a system of professional and personal becoming and development of a teacher» (PPBDT) (fig. 1).

Components of the PPBDT system are:

- subjects of process of PPBDT support (a teacher-psychologist or a teacher-instructor, on the one hand, and a young teacher or a teacher-trainee, – on the other hand, being among themselves in the subject-subject relations);
- objects of process of PPBDT support, i.e. forming PPBDT (professional and personal becoming of a teacher-professional; professional and personal development of a teacher; formation of responsibility as a parameter of a social maturity of a person, other socially significant features);
- theoretical and methodical preconditions of psychological and pedagogical PPBDT support (scientific approaches; laws; psychological and pedagogical, axiological and acmeological bases; scientific methodical and teaching methodical support).

We do not consider questions concerning theoretical and methodical preconditions of psychological and pedagogical PPBDT support here. These questions are a theme of separate article. We are interested first of all in subjects and objects of psychological and pedagogical system of PPBDT support.

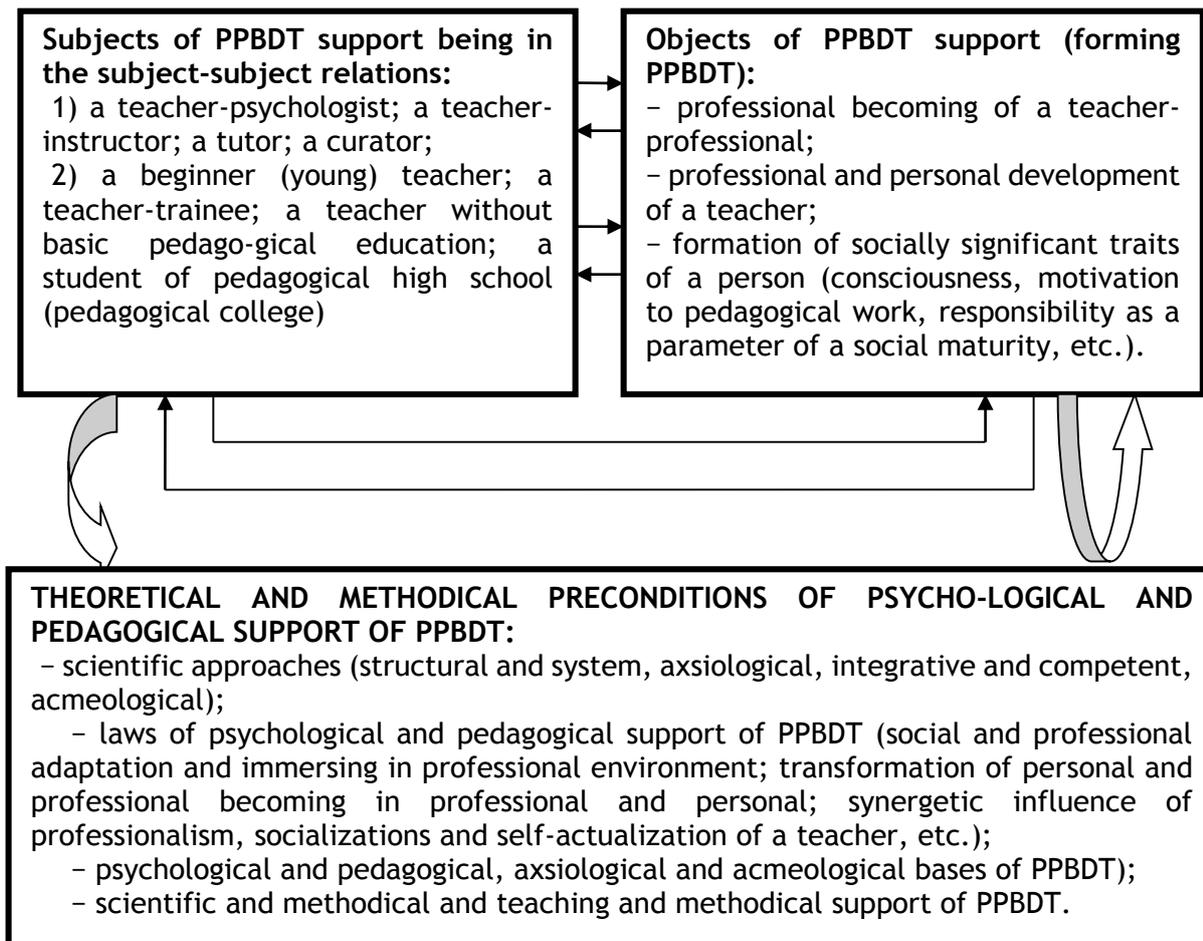


FIGURE 1. PSYCHOLOGICAL AND PEDAGOGICAL SUPPORT OF PPBDT

We consider a teacher (a teacher-psychologist, a teacher-instructor), performing a process of formation of professional and personal becoming and development of a young (beginner) teacher, and a young teacher by himself as subjects of process of psychological and pedagogical PPBDT support.

Both subjects of psychological and pedagogical PPBDT support are, equivalent, of equal worth and equal in rights, and are in the subject-subject relations among themselves. Sometimes a role of a teacher-instructor is attributed to a teacher-curator or a tutor. However, it is not absolutely correct. Professional activity of a teacher-psychologist, a teacher-instructor on psychological and pedagogical PPBDT support is regulated by the institute of preceptorship carrying out the control over activity of methodical commissions of professional educational organizations. Preceptorship as the mechanism of professional and personal development of pedagogical workers is the guarantor of mastering by trained his professional pedagogical competences through dialogue with more skilled members of collective - the instructors rendering methodical support to teachers and tutors of production training in maintenance of performance of requirements of professional standards of Secondary professional education (SPE).

Objects of psychological and pedagogical support and development of a teacher include those qualitative characteristics of a subject personality, which are formed during simultaneously proceeding processes of professional becoming and personal development. While analyzing works of national scientists (A.A. Bodalev, E.F.Zeer, L.M.Mitina, Y.P.Povarenkov, V.D.Shadrikov, etc.), we have come to conclusion, that such qualitative characteristics of a teacher are: professional becoming, professional and personal

development, and also formation of socially-significant traits (consciousness, motivation to work, responsibility, etc.).

Forming components of professional becoming of a teacher are:

- professional orientation of a teacher representing as integrative feature, defining his attitude to a pedagogical profession;
- professional pedagogical competence reflecting integrative characteristic of business and personal traits, and also social and moral position of a teacher;
- formation of professionally important traits, i.e. features of a person included in a process of pedagogical activity and providing efficiency of pedagogical work.

Forming components of professional and personal development are:

- professional self-determination - the coordination of psychological features and psychological and physiological opportunities with content and requirements of pedagogical work;
- professional suitability - a set of features and opportunities necessary for effective performance of labour activity;
- self-actualization of a person of a teacher, providing self-development and self-improvement of a teacher;
- pedagogical skill as the highest degree of possession of pedagogical activity, pedagogical art;
- professional maturity - the period of the highest development of a teacher's professionalism level.

Basic socially significant traits of a teacher personality are developed consciousness, motivation to pedagogical work, high responsibility as a parameter of social maturity of a teacher, etc.

Certainly, division of a phenomenon «professional and personal becoming and development of a teacher» on elements, and elements - on components, is rather conditional. All elements and their components cooperate and inter stipulate each other simultaneously, but each of them - with a various degree of intensity depending on many external factors (social and economic conditions; non-uniformity of development of individuals; heterochronism, i.e. different time in development of professionally important features; rises and recessions of activity during professionalization of the subject of pedagogical work; opportunities of negative phenomena occurrence in development of a person - professional deformation, emotional "burning out", etc.) . Creation of the system of professional and personal becoming and development of a teacher (PPBDT) demanded precise understanding of essence of support process, its basic purpose and function, and also about prospective result of such PPBDT support.

THE RESUME (Conclusion)

The purpose of the psychological and pedagogical support of professional and personal becoming and development of a teacher is high-grade realization of professional psychological and pedagogical potential and satisfaction of professional creative activity by the subject of pedagogical work.

The basic function of the psychological and pedagogical support of professional and personal becoming and development of a teacher consists in rendering support and help to a person in overcoming difficulties of his professional-personal becoming and development.

Main principles of the system of psychological and pedagogical support of professional and personal becoming and development of a teacher are: recommendatory character of advice by an accompanying person; a priority of interests of an accompanied person; a continuity of support; integrated approach of support.

For rendering psychological and pedagogical help and support to beginning teacher in the beginning, it is expedient to hold monitoring of his professional and personal

becoming and development. After revealing strengths and weaknesses of the beginning teacher carrying out of person focused trainings with the purpose to increase his professional psychological and pedagogical competence is recommended.

Result of support of professional and personal becoming of a young teacher become new qualitative characteristics of his professional work (professional development and self-development, realization of psychological and pedagogical creative potential, maintenance of professional pedagogical self-preservation, increase of efficiency of pedagogical work, satisfaction with pedagogical activity).

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PROBLEM OF READING CULTURE IN MODERN SOCIETY AND SCHOOL EDUCATION

Abstract

The paper deals with the problem of reading culture in information society. Development of reading culture of literary text is considered as an important step in achievement of a main objective of school education - self-development of a personality and formation of basic universal values.

Keywords

reading phenomenon, reading culture, formation of reader's culture, culture of literary text reading, literary development of a reader of a pupil

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Reading in the history of humanity is one of the main means of obtaining information, which provides a person with an opportunity to satisfy personal cognitive needs.

Undoubtedly, book culture and reading phenomenon belong to fundamental achievements of mankind in general.

New sources and technologies of obtaining information deeply influence on traditional ways of activity and established “values of alphabetic writing and printing culture, change forms of experience, outlook and self-expression” (Mac-Lyuen, 2004). Being at the “top” of *the electric era*, which brought scientific and technological progress to mankind, realizing the powerful potential of electronic communication and its influence on social-political life of society, it is important to remember about negative consequences, which dependence on equipment can bring to normal development of human mentality (weakening of attention, decrease in an intellectual susceptibility, mosaicity of individual memory, etc.) (Sokolov, 2002). It should be noted that “the mass audience brought up not in the atmosphere of books, but in the atmosphere of multimedia” already exists in the world (Sokolov, 2002). Thus modern scientists pay attention of society to the fact that “a reading person is better prepared for creative and communication activity, he is socially full and spiritually rich person, than people ‘irradiated by television’” (Sokolov, 2002).

Considering the told above, the world community of the XXI highly appreciates and realizes reader's literacy and reader's culture of a personality. Such programs and events are aimed at the development of reader's culture, as national “Program of support and development of reading in the Russian Federation” (2006), UNO declaration of 2003-2012 years as a decade of literacy, etc. Reading as a basic component of upbringing, education and cultural development of a person and society is the activity forming and developing a personality. In modern society, the level of *reading culture* can serve as the sign of formation of both communicative and professional competence of any expert and one of important indicators of its personal development.

Despite it, the contradiction takes place: on the one hand, society realizes the increasing importance of reading, on the other hand, the modern situation “is characterized as the system crisis of reader's culture” (Melentyeva, Markarova, 2011).

The similar problem cannot be certainly solved within one paper, therefore we set an objective to clarify the concept “reading culture” in relation to school educational system in the paper.

The concept “reading culture” has deep historical roots and long process of formation in the Russian culture. The problem of *reading culture*, activity of a reader, mechanisms of understanding and interpretation of literary text are subjects of such sciences, as philosophy, esthetics, psychology, hermeneutics, philology, and methodology. The concept “*reading culture*” can be defined as an ability to perceive, understand and analyze verbal information provided in different formats (written, printed and electronic) (Melentyeva, 2010).

Now the term “*reading culture*” is especially distinguished from other terms, reflecting qualification of a reader. Obtaining information in electronic environment (from the screen) also happens by means of reading, which can be considered as the major universal technique. “Information culture”, “information-bibliographic literacy”, etc. reflect external manifestations of reader's activity. They can be easily accounted or analyzed. Unlike them *reading culture* includes not only ability to be guided in the world of information, but also includes such concepts as “*love for book*”, “*interest to reading*”, “*perception and understanding of read*”, “*creative reading*”, “*dialogue with an author and a hero*”, etc. (Melentyeva, 2010). Therefore, it is possible to speak about “priority”, “scale and capacity” of the concept “*reading culture*”.

It is important to note that the term “*reading culture*” exists in the unique “full value” only in the Russian language. If to consider its analogs in the English language (reading habits, reading knowledge, reading skills, comprehension of the text, reading

taste), it becomes obvious that all terms given above only come nearer to essence of the analyzed concept (*Melentyeva, 2010*).

It should be noted that the problem of formation of *reading culture of belles-lettres* always took a special place in the context of a common problem of reading and reader's culture. Throughout two centuries in Russia the great experience in literary development of a reader-pupil was saved up in a technique of teaching literature. It is possible to say the technique created "school of a reader".

Researches of domestic methodologists (V.G. Marantsman, G.A. Belenky, T.G. Brazhe, M.P. Voyushina, E.V. Sosnovskaya, E.R. Yatrovskaya and others) are devoted to problems of literary development of a reader-pupil. The technique of teaching literature forms not only *reading culture* in general, but also forms *reading culture of literary text*. It sets an objective to complete system and stage-by-stage development of a pupil as a reader. Attention to formation and development of literary abilities of a reader, periods of reader-pupil evolution and criteria of literary development (methodological school of V.G. Marantsman) is paid in methodological science the

Reading literary texts, ability to read and choose books were always appreciated in the Russian educational system. It caused the tradition of the Russian methodological school. In Russian comprehensive school (unlike schools in other countries) discipline "literature" has unusually long period of studying from 1 till 11 grade. Domestic methodology created the unique system of literary development, which purpose is formation of *reading culture of a pupil* (from need for reading to creation of creative work).

Development of reader's activity is the cornerstone of formation pupil's reading culture: from perception to interpretation. Not incidentally, methodological science views interpretative activity as the key mechanism of reader's development (*Yatrovskaya, 2012*). Therefore in *reading culture of literary text*, process "perception - understanding - interpretation" of a composition, in which the level of perceptions defined by social-cultural experience and reader's experience of a person, his literary development, is fundamental. High level of *reading culture* is surely characterized by "formation of creative perception, i.e. ability to create new images, new reality" (*Pertsovskaya*).

Reading of literary text is constructed on esthetic activity: interconnected work of emotions, imagination and thinking. It leads to reconstruction of an image, comprehension of author's idea (*Voyushina (Ed.), 2010*). It not just "activity basing on recognition of a text"; it is individual creative activity basing on dialogue with the author, and a reader is both interlocutor, hero and critic. Similar dialogue is impossible without a certain level of literary development of a reader.

Unfortunately, in modern society, understanding of value of formation and cultural development of *reading culture* is not enough, and the concept is limited only by pragmatic approach to reading as a way of information search. Thus, there is a mixture of strategy of reading of literary text and usual text.

Analyzing the modern situation in our country, we see the two key aspects of the problem: reading of literary texts and reading as information search. Both directions are actual, but their solutions have different reading strategies. Their mixture and lack of differentiation of purposes and problems of information reading and reading of literary texts lead to utilitarian approach. Our researches of reader's preferences of younger pupils, diagnostics of perception level of literary text of 1-5th grade pupils in 2014-2015 confirm a disturbing picture. The conducted research shows that the reading culture of literary text is not formed at considerable part of elementary school pupils. There are some reasons for it: insufficient level of reading technique of a pupil, not allowing to perceive and master the contents and form of literary texts, poor imagination of a younger pupil. Insufficient time reading literary text out of school, quality of textbooks contents, choice of texts and their compatibility in textbook sections, insufficient training of

elementary school teacher also affects on formation of reading culture of literary text. Among social reasons are shift of valuable reference points in family education, reading habits of adults in a family, lack of parents attention to a question of children's reading and sometimes nature of this attention.

Let us note that one of the main means of outlook formation, promoting acceptance of norms, moral, universal and national values by a modern reader, is literary text and its cognition. It is obvious that a pupil, who is fond of reading and is able to select literature, owns *reading culture*, analyzes the read books and seeks to understand their sense, has much more opportunities to orient in the world around, solve problems of different character and harmoniously progress.

In this regard development of *reading culture of literary text* is an important step in achievement of the main goal of school education and education in general - self-development of a personality and formation of basic universal values. Let us emphasize that the initial stage of education form *reading culture* in general and *reading culture of literary text* along with mastering technology of reading and formation of general educational abilities of work with text.

Unfortunately, literature lessons remain the main (and almost the one) common ground of a young reader and literary text, therefore elementary school teacher is highly responsible for formation and development of reading culture of literary text and for ability to carry on a dialogue with a text.

To have a creative dialogue of reader and author today and tomorrow there is a need to search new ways of motivation for reading literary texts, based on understanding of age and psychological features of modern younger pupils and feature of perception of literary text by younger pupils.

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THE MODERN TENDENCIES IN THE WORLD OF PSYCHOLOGY

Abstract

The paper highlights five tendencies in the world of modern psychological studies. It pays attention to the choice of busy practitioners; describes new registry setting in evidence based practice in psychology; illustrates dissemination of medical settings into psychology on the material of negligence suit cases; compares two principles of publishing police and analyses the influence of mass culture on the psychological research' presentation. The paper brings the rich illustrative material and reports about two dozen modern psychological studies.

Keywords

evidence based practice in psychology, publication policy, a research setting

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Our discussion about the modern studies in psychology will highlight five tendencies. The first one will be presented from the overworking practitioner point of view and will discuss the professional reading. The second tendency deals with new reality of informed consent and evidence based practice in psychology. The third one brings illustration to spreading medical and law settings in psychology, discussing doctrine of the informed consent and suit case of negligence in psychodiagnostic report. The fourth tendency concerns professional writing and new policy in scientific texts' publication. The fifth tendency relates to mass culture demands for "fun, useful, tweetable" psychological knowledge.

Evidence Based Mental Health

In the modern world mental health practitioners have a privilege to choose from 100 regularly published professional journals. In other words, each year 50,000 different up-to-date articles are waiting for their readers. The ethical standard of work requires from the psychologist to be familiar with the recent investigations in the field of his specialization but the growing volume of texts makes the mission impossible.

The digest "Evidence-Based Mental Health", published by the British Psychological Society, the Royal College of Psychiatrists and BMJ, scans professional periodic literature and selects 96 the most valid and important researches since 1998. Reading the digest saves professionals a lot of time and allows them to keep professional erudition charged. Due to experts work, clinicians get access to the best studies from the wide range of the international journals.

From the foundation, "Evidence-Based Mental Health" Journal aimed to engage psychologists, psychotherapists, psychiatrists and clinical social workers in the challenge of basing their practice on evidence. In the 2005, the standard of EBPP (*Evidence Based Practice in Psychology, 2006*) became the professional reality. New policy in the practicing unites three competences: 1) the knowledge of the systematic reviews of randomized controlled trials and the readiness to reinforce professional interventions by arguments

from the best research evidence; 2) the clinical expertise and the awareness of the limits of one's knowledge; 3) the openness to patients' characteristics, values and socio-cultural context.

What about Medical Insurance Context?

Looking through the latest issues of the digest, the exacting reader gets a sense that the medical insurance customer inspires researches. He does not see either hypothetical curiosity, how much consumers may be interested in such kind of medical service or declared passion to save the costs of treatment-service but the spirit of sales extends over the field. It is hard to predict, what impact on the science has such a mercantile-like approach. Meanwhile, the articles present interesting findings, and here are few examples:

Minnesota (USA) study represents the first randomized controlled trial of the long-term psychoanalytic psychotherapy (24 months of treatment) for bulimia nervosa and the first randomized controlled trial comparing enhanced cognitive behavioral therapy (CBT-E; 5 months of treatment) to another active treatment for bulimia nervosa. There were no significant differences between the two treatments (*Berg, 2014*).

Pittsburgh (USA) study is a first study to provide a direct comparison of the day treatment and inpatient programs for adolescents with anorexia nervosa. Findings linked to clinical outcomes and financial burden on the healthcare system support the utility of day treatment programs: day hospital treatment following brief inpatient medical stabilization for adolescents with anorexia nervosa is equivalent in efficacy to inpatient treatment (*Fertig, Wildes, 2015*).

Washington (USA) study provides empirical support for prolonged exposure therapy by Edna Foa (PE) with adolescents, aged 13-18. Participants receiving PE from community providers (who were new to exposure based, manualized therapies and received little expert supervision) were significantly more likely not to meet criteria for PTSD, report lower levels of depression and show improvements in functioning compared to those who received supportive counselling. Although both conditions maintained treatment gains at 1-year follow-up, gains maintained by participants in PE were superior (*Dorsey, Harrison, 2014*).

The Public has a Right to Know

P.G.Gebhard, a lawyer and developer of the term 'informed consent', first used it in a medical malpractice United States court case in 1957 (*Pace, 1997*). He brought to general public's attention a new doctrine in medicine that half century later became a rule in the whole world. Informed consent is a process of getting permission before conducting a healthcare intervention on a person both in medicine and psychology. It based upon a clear appreciation and understanding of the essentials, implications, and consequences of an action before signing an agreement to treatment. To give informed consent, the individual concerned must have adequate reasoning faculties and be in possession of all relevant facts. In order to provide to the public comprehensive and clear information about psychological interventions, USA government established The National Registry Evidence-Based Programs and Practices, which is available online <http://www.nrepp.samhsa.gov/> and free of charge.

To be eligible for NREPP review, an intervention must meet the following minimum requirements:

(1) Evidence of the positive behavioral outcome(s) has been demonstrated in at least one study using an experimental or quasi-experimental design. Experimental designs include random assignment of participants, a control or comparison group in addition to the intervention group, and pre- and posttest assessments. Quasi-experimental designs include a control or comparison group and pre- and posttest assessments but do not use

random assignment. Studies with single-group, pretest/posttest designs do not meet this requirement.

(2) The results of these studies have been published in a peer-reviewed journal or other professional publication (e.g., a book volume) or documented in a comprehensive evaluation report.

(3) The intervention has produced one or more positive behavioral outcomes ($p \leq .05$) in mental health or substance abuse among individuals, communities, or populations. Significant differences between groups over time must be demonstrated for each outcome.

(4) Implementation materials, training and support resources, and quality assurance procedures have been developed and are ready for use by the public.

The National Registry of Evidence-based Programs and Practices (NREPP) is a searchable online database of mental health and substance abuse interventions. All interventions in the registry have met NREPP's minimum requirements for review and have been independently assessed and rated for Quality of Research and Readiness for Dissemination. Today the list of interventions includes 340 psychological techniques.

We have no reports about European or other national registry of such kind in public service. In cases where an individual is provided insufficient information to form a reasoned decision, serious ethical issues usually arise. In Israel informed consent for psychological treatment remains the area fulfilled by wrong expectations and misinterpretations from the both sides despite the fact that formal written informed consent is demanded by the Ministry of Health and is given as a rule.

Malpractice in Psychological Diagnostics

What should you think about clinical psychologist, who in 2010 have been based his assumptions on the "folie a deux" theory, created by Jean-Pierre Falret (1794-1870) and Ernest-Charle Lasegue (1816-1883)? To justify himself, the psychologist would point out for forty "folie a deux" cases during the last forty years. It means an average one case in the year in the world of advanced mental health services. The reported in scanty medical literature treatment of choice was complex: pharmacology (neuroleptics) and separation between inductor and recipient of delusional thinking. There is no reports about recovery without pharmacology treatment, by separation between couple only.

To comment the case, the ethic committee member would point out for absence of any randomized controlled trial or comparative group study and the lack of evidence-based research verifies a "folie a deux" theory. It means that the process of drawing the conclusion based on thin elements instead science and shows up psychologist' professional negligence.

To sue the case, the lawyer would point out for malpractice, where psychological report about "folie a deux" have been written for the court and taken as a recommendation to separate between parent and child for a months. The action had been executed by social worker who had shared the psychologist' naive believe that delusional thinking is treatable by moving to another place, and have been sanctioned by the judge. This aberration in judicial decision-making had been caused by psychologist' negligence.

In the precedent case, that was finished in January 2013, Engelman against psychological agency "Adam Milo Group", the civil case 28147/05 in the Tel-Aviv Magistrates' Court, a parent was given compensation in total 1 million 300 thousand shekel (\$380,000) for parental alienation developed by a child and caused by social services actions, following the court decision, based on negligent psychological psychodiagnostic report.

What is wrong with mandatory psychoanalysis?

In the modern Israel, separated child is going through long-term psychodynamic treatment despite the lack of any scientific evidence that such psychological intervention is effective. Child's parents can't stop the treatment because of the social services, that usually initiate an intervention, get court decision for mandatory psychoanalysis.

We have no evidence-based research about its usefulness, harmfulness or specific effectiveness. We have no idea why the state budget or the parents are obliged to pay for this treatment during the years. We can see that young children and adults who are undergoing mandatory psychodynamic treatment in psychological agencies, affiliated with Ministry of social services, becomes patients for intership- and fellowship-students who specialized in clinical psychology. The absurd is that forensic treatment, usually limited by several months and initiated by Magistrates' court decision, lasts years in the setting knowing nothing about forensic psychology and about the principle of voluntary participation in psychodynamic therapy. The ethical dilemma, who is responsible for this psychoanalytic fake, supervisors, practitioners or interns in clinical psychology, is still unresolved.

Unlike Israel, the American format for cooperation between psychologists and social services has clear evidence-based foundations. As an example we'll take a closer look on one of the treatments, published in The National Registry of Evidence-based Programs and Practices (NREPP) database.

Parent-Child Interaction Therapy

Parent-Child Interaction Therapy (PCIT) is a treatment program for young children with conduct disorders that puts emphasis on improving the quality of the parent-child relationship and changing parent-child interaction patterns. PCIT was developed for children ages 2-7 years with externalizing behavior disorders. In PCIT, parents are taught specific skills to establish or strengthen a nurturing and secure relationship with their child while encouraging prosocial behavior and discouraging negative behavior. This treatment has two phases, each focusing on a different parent-child interaction: child-directed interaction (CDI) and parent-directed interaction (PDI).

In each phase, parents attend one didactic session to learn interaction skills and then attend a series of coaching sessions with the child in which they apply these skills.

During the CDI phase, parents learn nondirective play skills similar to those used in play therapy and engage their child in a play situation with the goal of strengthening the parent-child relationship. During the PDI phase, parents learn to direct the child's behavior with clear, age-appropriate instructions and consistent consequences with the aim of increasing child compliance. Ideally, during coaching sessions, the therapist observes the interaction from behind a one-way mirror and provides guidance to the parent through a "bug-in-the-ear" hearing device.

PCIT is generally administered in 15 weekly, 1-hour sessions in an outpatient clinic by a licensed mental health professional with experience working with children and families. The treatment manual provides written outlines in checklist form for each session. The program has been used with families with a history of physical abuse, children with prenatal substance exposure, and children with developmental disabilities.

Parents in the PCIT group interacted more positively with their child and were more successful in gaining their child's compliance at 4-month follow-up than parents in the wait-list control group (all p values $< .01$). Specifically, child compliance with parental commands increased from 23% to 47% for the mothers ($p < .01$) and from 27% to 45% for the fathers ($p < .05$) in the PCIT group. In the wait-list control group, child compliance with parental commands remained unchanged. Mothers who received PCIT used significantly more positive parenting skills ($p < .001$) and fewer negative parenting practices ($p = .006$) at 4-month follow-up compared with mothers in the wait-list control

group. Effect sizes for both findings were large (Cohen's $d = 2.06$ and 1.32 , respectively). In addition, children's compliance with maternal commands was significantly higher in the PCIT group than in the wait-list control group ($p = .006$); the effect size for this finding was also large (Cohen's $d = 1.53$). Parents who received PCIT had decreased self-reported parenting stress ($p < .01$) and increased self-reported internal locus of control ($p < .01$) from baseline to 4-month follow-up compared with parents in the wait-list control group. Recurrence of physical abuse was measured using reports of abuse from a statewide child welfare administration database. The most common sources of reports in the database were school staff, relatives, and family members. This database uses unique identifiers for the family as well as for the abusive parent. All database matches were manually checked to confirm a positive match between the maltreatment report and the study participant identified as the perpetrator. Participants in a study were assigned to a group receiving PCIT, a group receiving PCIT plus individualized enhanced services (EPCIT), or a standardized community-based parenting group. At a median follow-up of 850 days after the intervention, the rate of recurrence of physical abuse was 19% for PCIT participants, 36% for EPCIT participants, and 49% for community-based parenting group participants ($p = .02$).

We empathize that all this information is presented online at government internet site and available to the parent who is giving informed consent for the psychological treatment, before starting the course continuing several months (15 weeks) (Bagner, Eyberg, 2007; Boggs, Eyberg, Edwards and others, 2004; Chaffin, Silovsky, Funderburk and others, 2004; Nixon, Sweeney, Erickson, and others 2003; Schuhmann, Foote, Eyberg and others, 1998).

First Judge, Publish Later and Vice Versa

Evidence Based Mental Health and The National Registry of Evidence-based Programs and Practices (NREPP) database built on "first judge, publish later" foundation, where the experts not only check the scientific text before its public appearance but select what texts exactly will be published.

The Public Library of Science (PLOS ONE) came in 2006 as a new online platform that employs a "publish first, judge later" methodology, providing an international, peer-reviewed, open-access, online publication. PLOS ONE receives reports on primary research from any scientific discipline. It suggests to authors open-access—freely accessible online, authors retain copyright; fast publication times; peer review by expert, practicing researchers; post-publication tools to indicate quality and impact; community-based dialogue on articles and worldwide media coverage.

The journal's aim is to "challenge academia's obsession with journal status and impact factors". In 2006 the journal published 138 articles; in 2007, it published just over 1,200 articles; and in 2008, it published almost 2,800 articles, making it the largest open access journal in the world. In 2009, 4,406 articles were published, making PLOS ONE the third largest scientific journal in the world (by volume) and in 2010, 6,749 articles were published, making the journal the largest in the world (by volume). In 2011, the journal published 13,798 articles, meaning that approximately 1 in 60 of all articles indexed by PubMed as being published in 2011 were published by PLOS ONE. In 2012 PLOS ONE published 23,468 papers; in 2013 31,500 papers.

PLOS ONE is financed by charging authors a publication fee. The "author-pays" model allows PLOS journals to provide all articles to everybody for free (i.e., open access) immediately after publication. The journal uses an international board of academic editors with over 6,000 academics handling submissions and publishes approximately 70% of all submissions, after review by, on average, 2.9 experts. PLOS ONE is indexed in PubMed, MEDLINE, PubMed Central, Scopus, Web of Science, Google Scholar, the Chemical Abstracts Service (CAS), EMBASE, AGRICOLA, PsycINFO, Zoological Records, FSTA (Food

Science and Technology Abstracts), GeoRef, and RefAware, as well as being searchable via the Web of Knowledge. In addition, PLOS ONE is formally archived via PubMed Central and LOCKSS.

As a predictable consequence, the scientific discourse has moved to the center of public interest, and the reference to scientific article became an argument establishing a fact or a truth of a statement in common discussions.

Fun! Useful! Tweetable!

Discussing the fate of psychology research in the age of social media, Eric Schwitzgebel, professor of philosophy at University of California at Riverside, states: "...if my hypothesis is correct that academic researchers are increasingly exposed to psychological research based on Tweetability rather than methodological quality, that's bad news for the humanities and social sciences" (Schwitzgebel, 2015). Tweeter - a social network that allows exchange messages 140 characters long. Tweetable message counts a few words only.

The majority of the entertainment magazines has a popular columnist with psychological advices. So the significant part of the Internet popular resources reports about the latest psychological researches. The material must be interesting, fun or useful and take into account readers' tastes. The reader's choice represents the sad picture of trivial psychological facts supported by superficial quasi-experimental comparative non-randomized studies. Here a few examples illustrating the trend:

For the study, 24 kindergarten students were placed in laboratory classrooms for six introductory science lessons on topics they were unfamiliar with. Three lessons were taught in a heavily decorated classroom, and three lessons were given in a sparse classroom. The results showed that while children learned in both classroom types, they learned more when the room was not heavily decorated. Specifically, children's accuracy on the test questions was higher in the sparse classroom (55 percent correct) than in the decorated classroom (42 percent correct). The researchers hope these findings lead to further studies into developing guidelines to help teachers optimally design classrooms (Fisher, Godwin, Seltman, 2014).

In three studies involving 660 participants, the researchers examined various measures including cognitive style ranging from intuitive to analytical, plus verbal and numeracy skills. Then they looked at the participants' smartphone habits. Participants in the study who demonstrated stronger cognitive skills and a greater willingness to think in an analytical way spent less time using their smartphones' search-engine function. "Our research provides support for an association between heavy smartphone use and lowered intelligence," said Pennycook. "Whether smartphones actually decrease intelligence is still an open question that requires future research." (Barr, Pennycook, Stolz, Fugelsang, 2015).

The study, funded by the National Science Foundation, speaks to typical lecture-hall culture in which professors compete for students' attention with laptops and smartphones. "Students of all intellectual abilities should be responsible for not letting themselves be distracted by use of the Internet," said Susan Ravizza, associate professor of psychology and lead investigator on the study. Ravizza and colleagues studied non-academic Internet use in an introductory psychology class at MSU with 500 students. The working theory: Heavy Internet users with lower intellectual abilities would perform worse on exams. Past research suggests smarter people are better at multitasking and filtering out distractions. But surprisingly, that wasn't the case. All students, regardless of intellectual ability, had lower exam scores the more they used the Internet for non-academic purposes such as reading the news, sending emails and posting Facebook updates. The study also showed students discounted the effects of Internet use on academic performance, reinforcing past findings that students have poor awareness (Ravizza, Hambrick, Fenn, 2014).

Post-Traumatic Stress Disorder (PTSD) is more likely to be recognized in those suffering military combat trauma than in rape and accident victims, according to new research. During the research, nearly 3,000 participants were shown a description of an individual experiencing identical PTSD symptoms, such as flashbacks, in relation to either military combat, a serious industrial accident or sexual assault, in particular rape. In comparison to those shown the military scenario, participants were much less likely to recognize the symptoms as PTSD, or even consider them a mental health problem, when associated with either an industrial accident or serious sexual assault (Merritt, Tharp, Furnham, 2014).

In conclusion, psychology turned into the integral part of the modern information processing with benefits and expenses of being the element of media-oriented mass culture. It requires from the professional not only to act according to the highest ethical standards, to take responsibility for improving the skills and reinforcement of professional knowledge, but also to take into account representative aspects of his work.

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HUMAN CAPITAL AS A COMPONENT OF BUSINESS VALUE

Abstract

One of the most important resources of any organization is human capital - the company's staff, who are professionally qualified personnel who are proficient in applying theoretical knowledge in practice. Human capital is the competitive advantage of the organization that must be considered when evaluating the value of the business, since this indicator is a source of future economic benefits. It is necessary to evaluate human capital and the impact of its use to assess the effectiveness of the organization. Asked to assess human capital in several stages by grouping the indicators, followed by a comprehensive assessment and interpretation of results to achieve sustainability of the organization and the economy as a whole.

Keywords

human capital, business value, performance evaluation,
management decisions, stability of organization

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Today acknowledged experience is the inability of economic development without human capital, intellectual sphere, which comes to the fore, displacing material production.

Questions of formation and development of human capital, reflected in the works of classical and contemporary scholars of economic science: W. Petit, A. Smith, Marx, T. Schultz, G. Becker, N. Senior, C. Fischer, and others. Theoretical and methodological aspects of the development of human capital considered in his works such domestic researchers, as S. G. Strumilin, R. Kapelyushnikov, Yu. Korchagin, R. M. Nureev, M. Crete, I. V. Il'inskii, etc (*Kekkonen, Sigova, 2012*).

If human capital is to consider the cost of business, assessment of its potential profitability, we here at the forefront of the company's staff, the capacity of people with intellectual and physical, which are used for achieving the set goals, implement plans.

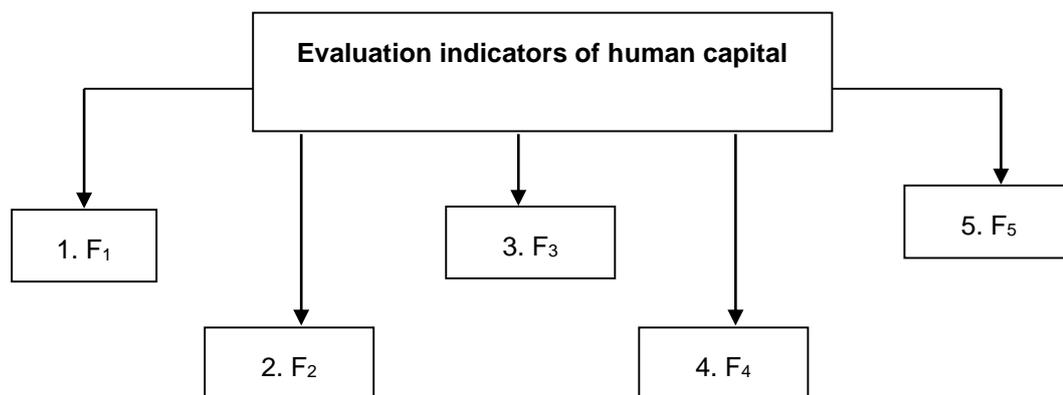
Human capital - economic component that has the ability to produce cost and thus this component is very difficult to assess. In our view, human capital when assessing the value of business - educated, professionally qualified employees of the organization who are sufficiently proficient in the knowledge, both theoretical and practical, and apply them in practice (*Kleiner, 2014*).

Currently when assessing the value of a business, typically income, cost and comparative approaches, however, none of the approaches is not considered human capital as a significant criterion of competitive advantages of the enterprise and the source of future economic benefit. Unfortunately, the Russian companies are not paying enough attention to their subordinates, do not try to engage them, to keep in the workplace, adhering to the view that no one is irreplaceable, and yet, the staff is the

most valuable asset of any company, the bearer of value, which determines the possibility of effective use of the acquired property (Fedorov, 2014).

Getting to the evaluation of human capital, is to determine to which component of assets to deliver. The most appropriate is a reflection of the evaluated indicator in intangible assets together with the goodwill, trademarks, patents and know-how. However, in accounting regulation 14/2007 reflected that this category of assets are not "intellectual and professional qualities of the organization's staff, their qualifications and ability to work", which causes difficulties in accounting for human capital in the business valuation. Human capital is not reflected in the composition of the assets of the firm, as it is the firm does not belong to (*The provision on accounting...*).

In our opinion, the valuation of human capital should take place in several stages, and then evaluated in the complex evaluation of each indicator. Figure 1 shows the metrics by which to evaluate human capital in the value of the business (Kuzin, Uchinina, Tolstykh, 2013).



**FIGURE 1. ELEMENTS OF HUMAN CAPITAL
IN THE CONTEXT OF THE IMPACT ON BUSINESS VALUE**

The first indicator "F₁" includes investments in human capital, the costs of recruitment, training, professional development of staff. And the more trained worker, the less funds are needed for his training or retraining. For example, knowledge of foreign languages is a plus when applying for a job and, accordingly, if the company is important that the employee possessed this skill, he can no longer spend money to develop in this area. In addition, investments in human capital may also be recognized as the organization of the workplace employee - from office equipment, stationery to lighting and ventilation (Pirozhkov, 2014).

The second figure "F₂" is characterized by the average duration of execution of work, rendering of services. This indicator is most relevant for companies that use incentive pay and for firms that operate with customers entering into a contract or other activities not forgetting that quality in any case should not suffer.

The third indicator "F₃" involves an assessment of the number of errors, marriage (depending on the nature of the company) committed by members of (Nizhegorodtsev, Reznik, 2014).

The following indicator "F₄" is characterized by the volume of services rendered, work performed by employees minus the mistakes.

The latter figure "F₅" is characterized by profit brought the company; number of clients with whom built long-term relationships; savings when implementing innovations in work processes, etc., in Other words - is the efficiency of human capital (Rother, 2014).

TABLE 1. THE SOURCE DATA FOR THE ANALYSIS OF THE EFFECTIVENESS OF HUMAN CAPITAL (ON EXAMPLE, A SMALL BUSINESS "BREEZE")

<i>Indicators</i>	<i>Base year</i>	<i>Plan</i>	<i>Reporting year</i>	<i>The plan for the base year</i>	<i>The attitude of the reporting year to the base</i>	<i>The implementation of the plan</i>
1. F ₁ , thousand rubles	74	120	120	61,6	162,2	100,0
2. F ₂ , things	167	184	191	110,2	114,4	103,8
3. F ₃ , things	8	25	15	312,5	187,5	60
4. F ₄ , things	159	159	176	100,0	110,7	110,7
5. F ₅ , thousand rubles	5671	6628	6850	116,9	120,8	103,3

All the indicators are grouped in table 1 for further analysis. Figures 2 - 5 can be evaluated both in rubles and in pieces, depending on the scope of activities of the company, also these indicators can be assessed in pieces with subsequent recalculation in cash.

TABLE 2. INTERPRETATION OF THE RESULTS OF A COMPREHENSIVE ASSESSMENT OF THE HUMAN POTENTIAL OF THE COMPANY

<i>The rating</i>	<i>The range of indicators</i>	<i>The result</i>
I	4,6 - 5 - Strong	Minor variations, sufficient stability.
II	3,6 - 4,5 - Acceptable	Deviations, were immaterial; identified deficiencies are easy to fix.
III	2,6 - 3,5 - Satisfactory	Vulnerability with any new developments of the company; required operational deficiencies; if the measures taken for correction of deficiencies, ineffective, can be easily achieved level IV, V.
IV	1,6 - 2,5 - Negative	In the absence of proper attention to the situation is getting worse; without corrective measures, the situation may jeopardize the reputation of the organization; required strict control over the action plan to overcome the identified deficiencies.
V	1 - 1,5 - Weak	Significant disadvantages and require urgent remedy the situation by immediate correction.

Analysis of the ratios of the reporting year for the plan and the previous year will allow to analyze the performance of each tested employee for a certain period of time (*Revutsky, 2012*).

After analyzing the data in the table, we perform a comprehensive evaluation of the results of work by the score-weighting method. Thus, we obtain a five-point summary

assessment $X = \frac{\sum F}{n}$, the best of which will be the evaluation of $X = 5$ and the worst $X =$

1, and, if the actual execution plan \geq planned indicator, set to 1 if less, put 0. Interpretation of the results of a comprehensive assessment of the human potential of the company are shown in table 2, representing a kind of assessment of the competencies of each employee (*Asaliev, Golovanova, Lochan, 2014*).

We believe that business analysis and estimation of its cost necessary to make effective management decisions, and since human capital is one of the components that you want to use in the business valuation, the interaction of the employee and the organization in which the employee receives ongoing professional development in accordance with their qualifications, experience and wishes, and the organization - the use of potential in the most efficient way to achieve business objectives. To achieve sustainable development of the organization, and the economy as a whole, it is necessary

to accumulate and retain human capital by encouraging people in the course of a lifetime, to learn, to have the opportunity to grow professionally, thereby improving your skills.

A major priority of economic development at the macro and micro levels should be the formation and development of human capital, since this economic component will improve the competitiveness of both individual organizations and the economy as a whole (Chebotarev, 2014).

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IMPROVEMENT OF SCHOOL MATHEMATICAL EDUCATION THROUGH MODERNIZATION OF THE MAIN AND ADDITIONAL EDUCATIONAL PROGRAMS

Abstract

The paper deals with the one of the directions of improvement of school mathematical education - modernization of the main and additional programs by inclusion of new training courses in practice of educational institution. There are the examples from practical work of the author in this direction.

Keywords

school mathematical education, additional mathematical education of pupils,
development of cognitive interest, updating of scientific creativity of pupils

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Transition to standards of new generation (FSSES) defines implementation of teacher's and students' activity in a new format: there is a need of transition to the new educational and methodical complexes conforming to the standards, and, therefore, need of formation of the new methodical line in teacher's work. It is necessary to consider that educational process (perhaps, even in one class) has to be carried out both at the different levels (basic, advanced, profile, profound) and in different forms: basic (lesson activity) and additional education (extracurricular and out-of-class activities), defining that pupils gain not only the subject results, but also personal and meta-subject results.

In this regard, there is a need of careful elaboration of educational programs of the basic and additional mathematical education in their interrelation and interconditionality for foreseeable, but rather long period. We see the possibility of implementation of such work at three levels and in the following directions.

At the level of the basic educational programs:

- reduction of the basic educational programs to formats relevant for requirements of educational standards with indication of preparation levels and cross references on the questions discussed in additional educational programs;
- development of the basic educational programs for classes with profound (profile) study of mathematics on the basis of poly-information approach, which takes into account requirements of each pupil;
- development of modern multiple and multidimensional didactic maintenance of the basic educational programs.

At the level of additional educational programs:

- development of study groups, elective and facultative courses and their didactic maintenance in compliance with the operating basic educational programs and their interrelation;

- development of programs for overcoming individual difficulties of pupils when studying mathematics both in classes, where the mathematics is studied at the general educational level, and in classes with profound (profile) study of mathematics;
- development of special courses and seminars for profound classes or preprofile preparation, carried out by teachers of additional education - teachers of higher educational institutions;
- development of new courses and their didactic maintenance in the system of additional mathematical education of pupils, carried out within an academic year and in short-term conditions, for example, during the work of mathematical camp.

At the level of interdisciplinary programs:

- development of courses providing inclusion of pupils in design and research activity;
- development of programs of additional education directed on activation of scientific creativity of pupils;
- development of programs providing development of cognitive interest and motivation for mathematics through its interdisciplinary and humanitarian potential.

There are some brightest educational projects, which are carried out in Kirov Lyceum No. 21 in these directions. We do not think it's necessary to describe the details of creation and implementation of educational programs in the paper.

1) In recent years, the Lyceum has a tendency of 6 week hours, allocated for studying mathematics in 5-6th grades, where one hour is given for realization *of the course “Lessons of developing mathematics”* (more details about structure and maintenance of a course is described in the paper (Gorev, 2012)).

Main objective of the course is development of thinking and creative abilities of pupils of elementary grades through their inclusion in active and interactive forms of interaction by means of mathematics.

The course consists of the separate modules (6-7 hours for each module), issued in the form of workbooks, and includes classes for mathematical tasks solution, mathematical competition, class for open type tasks solution, mathematical experiments, seminar for out-of-class reading and block of self-development tasks. There is the tutorial for all ten modules (Gorev, Utyomov, 2014).

Today methodological work actively continues: we elaborate methodological recommendations for teachers; develop similar courses for 3-4th and 7th grades and fill its contents (maintenance); prepare the tutorial with rules and options of mathematical competitions for the course.

Such work helps to put additional mathematical education of pupils on the new level and brings the great contribution to the professional growth of lyceum teachers.

2) For the last five years the Lyceum realizes *the program “Intersubject projects of high school pupils: mathematics and natural sciences”*. The program is realized within implementation of pupils design activity in school mathematical camp (short-term projects) and within an academic year (long-term projects).

We published the educational-methodological tutorial, describing the projects, their subjects and essence (Gorev, Luneeva, 2014).

Work on this sort of projects is directed on expansion of a pupil's outlook and system thinking and allows to diversify mathematical activity, show its penetration into all spheres of human life.

3) The new 68-hour *course “Design activity and scientific creativity”* is the other direction to involve 10th grade pupils in design and scientific activities within the regional component of curriculum (Gorev, Kozlova, 2015).

The course assumes to solve the questions of formation of personal and meta-subject results of pupils. It is directed on training the following aspects:

- methods of new ideas generation on the basis of scientific creativity and overcoming of psychological inertia (*Mikhailov, Gorev, Utyomov, 2014; Gorev, Utyomov, 2014*).

- development, implementation, public protection and promotion of socially significant projects in educational space of the Lyceum;

- development of research works connected with questions of the mathematical educational area.

As the result of the course mastering, each pupil has an opportunity to develop his own socially significant project, which would be realized in educational space of the Lyceum and followed by the final product (result). So, for example, during this academic year pupils developed and carried out such projects, as “Pleasure to each house - help the orphanage”, “A memorable album of a pupil”, “Operation ‘Book Exchange’”, “Lessons of hand-made”, “Lyceum club ‘What? Where? When?’”, “Operation ‘Make good!’” and others.

The other result of the course is elaboration of one of the offered subjects. The work is presented in the form of written paper (article), including elements of own research in the mathematical educational area, and is carried out under the leadership of a teacher or additional education teacher. For example, this year works pupils can work on the following subjects: “Trigonometrical analysis of regular pyramids”, “Geometrical constructions by ‘unusual’ tools”, “Collection of semiregular polyhedrons”, “Inexhaustible infinity: facts and paradoxes”, “Geometry of crystal lattices”, “Myths, legends and fairy tales from the mathematical point of view” and others.

Such activity accustoms pupils to the experience of research activity, design of the time and possible result, shows the social importance of their educational work and possibility for external examination of results.

4) During the last two years, classes with general level of mathematics has *the program “Humanitarian-focused projects of pupils on mathematics as a mean for increase of interest to mathematics”*. The purpose of the program is formation of cognitive interest and motivation to study mathematics (*Gorev, Sopot, 2014*).

The humanitarian-focused projects on mathematics are urged to bring pupils epy understanding of importance of mathematics as universal value, its orientation on person and his vital needs, close connection of mathematical knowledge with other areas of science and culture. Besides, work on the project assumes the complex of actions, specially organized by a teacher and independently carried out by a pupil. The result is the product consisting of a labor object, produced in the course of design, and its oral or written representation.

5) *Youth intensive school of scientific creativity “Break: science, creativity, success”* became the successful activity, which is carried out in the Lyceum for the last six years.

Pupils, teachers and students of Vyatka State University of Humanities have a great opportunity to strengthen their health and develop mental and creative abilities. The educational program of the camp is constructed on the theory of open tasks and focused on the use of innovative pedagogical systems on development of creative thinking, such as “TRIZ pedagogics” and creative thinking training. It promotes formation of pupils scientific endowments, leadership skills and active living position. Important result of the program is creation of the new problem tasks solutions, in particular in mathematical educational area.

Many of the projects, developed by pupils during the camp, find reflection at project various competitions and exhibitions of school, city and country levels. Separate ideas have copyright certificates (for example, the project “System of development of figurative thinking by means of origami” received the certificate of the State registration of a database No. 2013621458 of November 25, 2013).

Thus, modernization and creation of new educational programs in the basic and additional mathematical education provide inclusion of active forms of pupils cognitive activity in educational process. These programs are directed on achievement of high subject, meta-subject and personal results.

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PROFESSIONAL COMPETENCE OF THE FUTURE TEACHERS

Abstract

The paper presents the experience in developing the professional competence of the future teacher. There are given different definitions about the topic. Scientists research new psychological and pedagogical direction in modern education - competence approach.

Keywords

competence, competence, competence approach, professional competence, qualifications, professional skills, professional self-activation, values, knowledge, skills, mode of activity, flexible mind, the educational competence

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In modern civilized society, the teacher is a figure that requires special attention, and there are enough unprofessionally teachers. There must be teachers and educators who are most prepared intellectually and morally to work with children. An educator or a

teacher should pay attention for his professional and individual self-perfection in order to improve professional and creative potentials (*Kodzhaspirova, 2004*).

Currently, in all spheres of the international community there is a change of values, due to the change of civilizations at the turn of XX - XXI centuries that requires a new approach to the formation of the future professional (*Kuchugurova, 2000*).

John Raven writes: "Society needs new beliefs and expectations. But they can not develop without regard to personal value system, and the system of education, school and social, must take this into account. <...> Those who are interested in the development of competencies required to help people think about how the organization should function and how they function in fact, to think about their role and the role of other people in society" (*Raven, 2002*).

Nature of teaching considerably. Implemented in the school multivariate educational practices require the skills of teachers to teach children ways of getting knowledge to shape the thinking and learning activities of students.

Development of education makes increasingly urgent solution to the problem of assessing the professionalism of the teacher, his level of professional competence, growth prospects, opportunities, vocational rehabilitation (*Sorokin, 2004*).

Lukyanov M.I. writes that the country's need for teachers to take a personal-humane attitude towards the pupils and to themselves, even more actualizes the problem of improving the professional competence of the teacher. This problem is particularly significant in relation to the dissemination of ideas of humanization and humanization of education, the restructuring of the educational process (*Lukyanov, 2001*).

In psychological and pedagogical literature, the concept of "competence" has become widespread recently. So, in the late 1960s - early 1970s. in the west, and in the late 1980s. in Russian literature emerges a special direction - competence approach in education. At this stage of development of pedagogical science there is no precise definition of "competence" and "competence". Various scholars to hypothesize on the matter. We will try to explain some of these hypotheses.

The best-known scientists in this matter is Professor Emeritus of the University of Edinburgh, Dr. John Raven. It defines competence as a specific ability required for the effective implementation of specific actions in a particular domain and includes highly specialized knowledge, a special kind of subject skills, ways of thinking, as well as the sense of responsibility for their actions (*Raven, 2001*).

In other studies, along with the concept of "competence", and used the concept of "competence", which also has varies the description from various sources. Some identify it with the concept of "competence", while others - set it apart as a separate structure.

Authors explanatory dictionary edited by D.I. Ushakov first tried to prove the differences between the concepts of competence and competence «Competence - awareness, credibility; Competence - range of issues, events in which the person has an authoritative, knowledge, experience and terms of reference».

According to Sorokina T.M., under the professional competence of teachers understood the unity of his theoretical and practical readiness to implement educational activities. Competence is regarded as one of the stages of professionalism, which is the basis of pedagogical activity of the teacher. A teacher treated competence as the ability of the person at different levels to solve various types of educational tasks.

The study Sorokina T.M. the concept of professional competence of the teacher is treated as a dynamic, procedural aspect of his training, professional growth characteristics, occupational changes, both motivational and activity (*Sorokin, 2004*).

Vvedenskii V.N. considers that the feasibility of introducing the concept of "professional competence" due breadth of its content, integrative characteristic that unites such commonly used terms as "professionalism", "skills", "professional skills" and others. However, he emphasizes that the more frequent cases of identification considered

the concept of the concept of "competence". In his opinion, competence - is a kind of personal characteristics and competence - a set of specific professional or functional characteristics (*Vvedenskii, 2003*).

Lukyanov M.I. a psycho-pedagogical competence of the teacher as a set of specific characteristics (properties) of the person with the highest level of professional readiness to teaching and effective interaction with the students in the educational process. As a component of psychological and pedagogical competence it considers blocks of psycho-pedagogical orientation (*Lukyanov, 2001*).

The farm A.V. distinguishes "synonymously used" the concept of «competence» and «competence»: Competence - a set of inter-related personality traits (knowledge, skills, ways of life), defined with respect to a certain range of subjects and processes necessary to qualitatively productive act in relation to the them. Competence - possession, possession of suitably qualified person, including his personal attitude to it, and the subject of activity (*Fermova, 2003*).

Just A.V. The farm allocates a separate structure educational competence, defining it as a set of interrelated semantic orientations, knowledge, skills and experience of the student, it is necessary to carry out personally and socially meaningful productive activities in relation to the objects of reality. He emphasizes that it is necessary to distinguish between a "competence" of "educational competence" (*Fermova, 2003*).

G.M.Kodzhaspirova believes that "the teacher must master certain pedagogical skills to be a competent teacher(*Kodzhaspirova, 2004*).

However Shishov S.E. and Kal'nei V.A. clearly separates the concept of competence and skill: "Ability - this action in a particular situation. Skills are presented as competence in action. Competence - is what gives rise to the ability" (*Shishov, Kalnei, 1998*).

Thus, in modern pedagogy has developed quite a contradictory situation on the concept of "competence" and "competence", which indicates the inadequate development of these concepts in the modern educational system.

In his study took into account the opinion of Khutorskoy A.V., offering a three-level hierarchy of competencies:

- Key - refer to the total (metasubject) educational content;
- general training - pertain to a specific range of subjects and educational areas;
- Subject - private in relation to the two previous levels of competence with a specific description and the opportunity to build in the subjects (*Fermova, 2003*).

Just AV The farm specifies a list of key educational competences on the basis of the main goals of general education, structural representation of the social experience and the experience of the individual student (including university students), allowing it to acquire social experience, receive life skills and practices in society.

He identifies seven key educational competences:

1. Value-semantic competence. This competence in the field of philosophy associated with the value submitted by the students, his ability to see and understand the world around us, to be guided in it, aware of their role and mission, to be able to select target and semantic units for their actions and deeds, to make decisions. This competency provides a mechanism for self-determination in situations of student learning or other activities. It affects the student's individual educational trajectory and the program of his life as a whole.

2. General cultural competence - a range of issues in which the student must be well aware, have knowledge and experience activities. It features national and universal culture, spiritual and moral foundations of human life and humanity, of individual peoples, cultural foundations of family, social, public events and traditions, the role of science and religion in human life, and their impact on the world, competence in the household and cultural and leisure sphere, for example, possession of effective ways of organizing free time.

3. Training and cognitive competence. This set of competencies in the area of student self-learning activities, including elements of the logical, methodological, general training activities correlated to the real object known. This includes the knowledge and skills of goal setting, planning, analysis, reflection, self-learning and cognitive activity. Pupil masters creative skills of productive activity: extracting the knowledge directly from the reality, possession action techniques in unusual situations, heuristic methods to solve problems. As part of the competence requirements defined by the relevant functional literacy: the ability to distinguish facts from fiction, possession measuring skills, the use of probabilistic, statistical and other methods of cognition.

4. Information competence. Help of real objects (TV, tape recorder, phone, fax, computer, printer, modem, copier) and information technology (audio and video, email, media, the Internet), formed the ability to search for, analyze and select the required information, organize, convert, save and send it. This expertise provides the student with the skills activity information contained in the academic subjects and educational areas, as well as in the surrounding world.

5. Communicative competence includes knowledge necessary languages, ways of interacting with others and remote people and events, group work skills, knowledge of different social roles in the team. The pupil should be able to present themselves, write a letter, a questionnaire, a statement, ask a question, to debate, and others. To master this competence in the learning process, fixed a necessary and sufficient number of real objects of communication and ways to work with them for the student each stage of learning within each studied subject or educational field.

6. Social and Labour competence means the possession of knowledge and experience in civil and social activities (performing the role of citizen observers, voter, representative), in social and labor issues (rights of the consumer, customer, client, producer), in the field of family relationships and responsibilities in economics and law, professional self-determination. This competence includes, for example, the ability to analyze the situation on the labor market, to act in accordance with the personal and societal benefits, ethics own labor and civil relations. Trainee seizes the minimum necessary for life in modern society skills of social activity and functional literacy.

7. The competence of personal self-improvement is aimed at ensuring that explore ways of physical, spiritual and intellectual self-development, self-help and emotional self-regulation. Real object here is very trainable. He seizes modes of activity in their own interests and capabilities, resulting in its continuous self-knowledge, the development of modern man necessary personal qualities, the formation of a psychological literacy, culture, thinking and behavior. This competence include personal hygiene, taking care of their own health, sexual literacy, internal environmental culture. It also includes a set of qualities related to the basics of life safety.

Vvedenskii V.N. identifies three levels of professional competence of the teacher:

- Generic - Key operational and competence;
- -Private - competence of a particular occupation;
- -Exact - competence of the individual teacher.

It also allocates three approaches to the study of the content and structure of professional competence: professional graphically, level and a task. Each of them has its own characteristics. So professiogram as a set of requirements to a specialist, convenient to use, but only suitable in describing operational competencies. The system of key competences, as multiparameter characterization specialist, can not be determined by a simple sum of the available personal qualities and abilities. This requires the use of a set of interrelated parameters. Therefore, when a holistic description of the model of professional competence of the author used a tiered approach (*Vvedenskii, 2003*).

Using this approach, the author highlights the communicative, informational, regulatory, and intellectual and pedagogical competence, the latter is the base for the rest.

Communicative competence of the teacher - professionally meaningful, integrative quality, the main components of which are components of emotional stability (related to adaptability); extraversion (correlated with the status and effective leadership); the ability to design and direct feedback; speech skills; listening skills; ability to reward; the sensitivity, the ability to make communication "smooth".

Information competence includes the amount of information (knowledge) about yourself, about the students and their parents, about the experience of other teachers.

Regulatory competence of the teacher assumes his skills to manage their own behavior. It includes: goal setting, planning, mobilization and sustainability of activity, performance measurement, reflection.

Intellectual and pedagogical competence of the author examines how complex skills in analysis, synthesis, comparison, abstraction, generalization, concretization, as the quality of intelligence: an analogy, imagination, flexibility and critical thinking (*Vvedenskii, 2003*).

In order to evaluate the proposed competencies, the author identifies three levels of professional competence of the teacher: a narrow - formed assumes the necessary operational expertise; sufficient - formed operational and key competences (except the base); wide -formed operational, key and basic competences (*Vvedenskii, 2003*).

The category of "professional competence" teachers considered Sorokina TM as a collective term that defines the uniqueness of the individual teacher as the teacher-tutor and child psychologist. At the heart of it is a conceptual awareness of the teacher of their educational opportunities, especially children's groups, the prospects of its development originality society (current characteristics of social phenomena, especially the parent group, etc.). This conceptual awareness defines teacher professional flexibility in the selection (not copying!) Pedagogical technologies, techniques to successfully realize the main goal - to create the conditions for the positive development of the individual junior student (*Sorokin, 2002*).

Professionals interested in understanding the concept of "competence". The analysis identified seven groups of definitions of "competence":

1. as a body of knowledge,
2. as a set of skills,
3. as a set of knowledge and skills,
4. how to use ZUN,
5. the quality of the individual,
6. as a set of personality traits,
7. Other groups are not subject to, the definitions.

The analysis for the study of literature identified the following definitions of "competence" and "competence":

Competence - a combination of knowledge, skills, ways of life, generating future teacher readiness to implement in any professional activity (including non-standard) situation.

Competence - a set of competencies formed comprising the system of professionalism specialist in general or in a particular area of activity.

Thus, the professional competence of teachers is a system of high-level segment of its psycho-pedagogical and scientific subject knowledge and skills in conjunction with the relevant cultural and moral level, providing practical social and demanded preparation for the life of the younger generation.

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OUTSTRIPPING PEDAGOGICAL EDUCATION OF THE FUTURE TEACHER OF PROFILE SCHOOL

Abstract

Relevance of the studied problem is caused by modernization of Russian education and need of training of teachers for profile training. The paper is directed on disclosure of concept of professional readiness of the teacher for profile training. The leading approach to research of this problem is consideration of education of teachers as the outstripping education. The system of the outstripping education includes fundamental preparation, development of creative abilities of pupils, skills of self-education. Materials of the paper can be useful to the teachers of the higher school conducting training of teachers.

Keywords

profile training, outstripping education, vocational training,
professional readiness of teacher

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The launching of the profile education into school is one the essential trends of the Russian education modernization. The grounds of this modernization are the changes of the state, society and personality changes to the education values.

The Concept of the Russian education modernization says that local system of education is the important aspect of preserving a position of Russia among the leading countries of the world, its international prestige as a country, possessing high level of culture, science and education.

Within the transitional period of its development the country is to solve its crucial social and economic problems without savings on the general educational and professional school, but taking into consideration its ahead development, which is to be considered as the investments into the country's future, in which the state and the society, enterprises and organizations, citizens - everybody are interested in the good-quality education.

The chief result of the school education modernization is considered the formation of the graduates of the general educational schools readiness to carry out the personal responsibility, as well as its own welfare and the welfare of the society.

Modern education shall be considered as the chief aspect of establishment and development of the personality, first of all, as an individual. Due to this the educational environment, as a part of the social and cultural environment, is to be democratic for the personality itself; this will result in the enlarged liberty in the education. The freedom in education for the personality, in our opinion, is related to free implementation of the personality's capabilities, in real satisfaction of the educational demands and requirements, in the possibility to draw its own educational tendency from the point of view of the personal and social self-determination.

Thus, the democratic and social and economic processes, taking place in the society, cause corresponding changes also in the social functions of the schools. Professional education of the senior pupils is to be considered as a new social order, aiming to implement the democratic ideas in the system of the school education. The sense of this idea is in the transfer to the subject adaptive model of the education to the humanitarian and personal one which is based in the emancipation of the personality, establishing the conditions for the free expression of its capabilities, interests and demands for each person.

This model of education requires new approach to the pupils in accordance with which the central figure in the educational institution, its core is to be the pupil, and this pupil is to be treated neither as an abstract one, nor as a class, or a group or an educational institution but it is to be considered as an individual, with the richness and variety of its personal interest, demands and aims. In other words, the education is to meet the educational demands and interests of those who study. We share the opinion of A.M. Novikov, who supposes that "the school task is not in enforcing the programs and educational plans, established separately from the real demands of the pupils, but in defining the demands, taking into account and applying them at designing a new school" (Novikov, 2000).

Modern profile school can be carried out only on terms of the well-qualified personnel. The profile school requires the teachers with new pedagogical thinking, who create and accept the pupils' liberty as a subject of the educational process, and also ready to provide it in practice. On applying such an approach the professional activity of the teacher is to change crucially, as the profile school draws a number of new, innovation requirements to the professional readiness of the teacher in the profile school.

Professional readiness is treated as the capability and the search of the teacher to fulfill the process of the profile education (Kitaygorodskaya, Purysheva, 2008). Its structure comprises motivation, methodical, technological and organizational components. Their basic content is in table 1.

When considering the distinguished components of the teacher's readiness to the professional activity for the profile education, we would like to note that these components are in close dependence. Thus, for example, the choice of the methods, technologies of the education, and forms of the organization of the educational process

depends of the desire of the pedagogue for the advancing the educational process, fulfilling the scientific and research approach in the education and bringing-up the pupils.

Form the other side the knowledge of different methods and technologies of the person oriented, individual and differentiated education, acknowledgement their sense and value for all the subjects of the educational process, the real abilities of their application, the teach is not to experience the demand and desire in their implementation in the profile education.

In other words, the more the content and experience is in each component of the distinguished component for a particular teacher, the brighter at the individual and creative abilities for the professional activity of the teacher. The teacher of the profile education cannot be possible performer, it contradicts the announced in the concept of the education modernization a newly born philosophy of the education, its main idea is a new relationship between the teacher and the pupil. Thus, the new requirements are applied to the teacher of the profile school, the teacher doesn't correspond them to the full. One of the reasons of non-correspondence is that the standards of the professional education of the pedagogical field doesn't meet the requirements of today to the full.

The state educational standards of the highest professional formation of pedagogical specialties are constantly updated, but questions of training of teachers for profile education don't join in them. For example, in the standards for such disciplines as "Pedagogies" and "Psychology" such issues are not considered at all. Only such a discipline as "Theory and Methods of Teaching..." are the paragraphs which consider the methods of the school subjects study at the general educational and profile level. The volume of this discipline (in hours) is slightly increased, but thus it included the new sections "Audiovisual Technologies of Training", "Use of Modern Information and Communication Technologies in Educational Process".

Thus the active state educational standard of the higher professional education does not consider the peculiarities and specifics of the professional activity of the pedagogues, who are to carry out the before-profile preparation and the profile education to the full.

The teacher's readiness for solving the absolutely new professional tasks is possible to provide only by fulfilling his advanced professional education. In other words the pedagogical education is to be outstripping. And for these purposes the standard of the higher education are to be ahead of the school ones and it doesn't take place at present.

The outstripping education in different aspects were considered in their research by A.M. Novikov, V.A. Sestenin, B.S. Gershunskiy, P.N. Novikov, B.M. Bim-Bad, V.D. Shadrikov, A.D. Ursul, K.K. Kolin and others.

The idea of the ahead education in the professional education is actively considered by A.M. Novikov. In his publications he says that "the paradox of our country connected with last tendencies of delay of economic growth and developments of stagnation in society can receive and already starts getting positive permission only on the basis of the advancing changes in the main component of productive forces – the accelerated development of the personality" (Novikov, 2002). It speaks volumes not only to the advancing the professional preparation, but about the different sided development of the personality, providing the high level of the labor activity, taking initiative, ability to be mobile and adaptive to the fast changing economic, production and social requirements.

On considering the idea of the outstripping education, A.M. Novikov expresses it in the following way: the level of education of the manufacturing participants is to be ahead of the level of development of the manufacturing process itself. The education shouldn't provide the manufacturing, but the manufacturing is to try to reach the level of the pupil's education.

TABLE 1. PROFESSIONAL READINESS OF THE TEACHER FOR THE PROFILE EDUCATION

<i>Components of the professional readiness of the teacher</i>	<i>The basic content</i>
Motivational component	<p>Acceptance of the change of the educational philosophy, Establishment of the new relationship between the teacher and the pupils in the limits of the personal oriented education.</p> <p>Acceptance of the pupil's rights and liberty in education.</p> <p>Pedagogue's attitude to the conceptual ideas of the profile education and their acceptance.</p> <p>The demand to the innovation reforms in the real educational process, based on the variability and subject oriented education of the pupil.</p> <p>The demand for the professional self-development.</p>
Methodical component	<p>The knowledge of the peculiarities of the educational content in the subject at the basic and the profile level.</p> <p>Acknowledgement of the role and the knowledge of the study subject in the profile education for the particular pupil.</p> <p>Understanding of the educational content at the level of the psychological and pedagogical support of the pupil.</p> <p>Awareness of the methodology and the methodic instruments of the active pedagogies, tending to study and take into consideration the individual peculiarities of the pupil.</p> <p>Awareness of the methodological basis of the person oriented, individual and competences approach to the pupils education.</p> <p>Designing the content of the educational process, including the level of the programs for the elective courses, tending to satisfy the leading educational demands of the person.</p> <p>Awareness of the informational technologies in the education.</p>
Technological approach	<p>Introducing the educational content at the level of the methods and technologies of the education.</p> <p>Designing the educational process at the level of methods, technologies, means and ways of education.</p> <p>Applying a variety of educational activities of the pupils (project, research, independent activities with different sources of the information and databases and est.), forming the responsibility of the pupil for the activity's result, capability to the pupils' self-organization, foundation of their personal orientations.</p> <p>Applying the technologies of the development of the cognitive independence of the pupils, the process of their self-education, based of the forming the skills and abilities of self-monitoring and self-estimation of the pupil.</p> <p>Applying modern methods and means of testing the individual peculiarities of the pupils, determining the dynamics of the pupils' progress in the educational process, counting the individual peculiarities of the pupil.</p> <p>Applying the technologies of forecasting of the results of the educational process from the point of view of the subject and differential approach.</p> <p>Applying the methods of the pedagogical research.</p>
Organizational component	<p>Defining its place and the role in the educational infrastructure and educational nets as a part and an element.</p> <p>Foundation of the effective and resultative inter-regional, inter-school and other relationships, assistance in the educational openness, as well as with the help of the information technologies.</p> <p>Establishment of the interaction and inter-influence of all the subjects of the educational process, also the joint choice of the plans and the programs, tending to discover the abilities and capabilities of each subject.</p> <p>Applying the variety of the types and forms of the organization of the educational activity of the pupils, supporting the development of the pupil's personality, his socialization.</p> <p>Organization of individual and differentiated approach to the pupils' education.</p>

The outstripping professional education is considered in the research of P.A. Novikov (*Novikov, Zuev, 2000*). He supposes that one of the chief functions of education are defining and developing the natural potential abilities (and possibilities) of the human being to the continuous, ahead the basic state to the active increase of the knowledge, development of himself on this basis, to the direct, innovation, forecast oriented on the basis of the achieved knowledge of formation of the surrounding of its life position with simultaneous increase of the level of the individual readiness to the dynamic and creative behavior adaptation in the changing conditions, and also production conditions.

The elements of this model of the outstripping education were considered by A.D. Ursul (*Ursul, 2005*). The outstripping education from his point of view looks like an ideal model, which the education tend to reach, shifting the accents of its self-development from the past to the present and further to the future. The criteria of implementation of its model as the chief mechanism of civilization surviving shall be the level of "future cognitivity" in the future educational process. The education as the most broad area of the social activity is to determine in its development other forms and tendencies of the human activity, especially their economic activity. The education is not only to transfer the knowledge and culture from the past to the present generations to the future, but also to carry out the ahead preparation of the human being to the transition to the strategy of the steady development.

The philosophic aspects of development of the education were rather exhaustively considered by B.S. Gershunskiy (*Gershunskiy, 1998*). Considering the ahead education B.S. Gershunskiy noted that the sphere of the education completely works for the future. At the same time, he noted the special significance of the pedagogical and educational prognostics, which assists prognostically renew the tendencies and continuous monitoring of the parameters of the social surrounding, where the educational objects cooperate. The results of forecasting are to find their reflection in the profile and qualification characteristics and the models of the graduated of the educational institutions of different types, in the content of the educational plans and programs, manuals, in the developed means, methods and organizational forms of the pedagogical activity.

B.S. Gershunskiy considered that the prognostic ideas should be in the view of the long-term strategic research in the field of education. The feet-back of the future is in the present time, the feet-back between them has a deep world outlook sense, reflecting the two-direction link of time, integrity and union not only of the material and soul space of universe, but also the time one, in which the events of the developing world take place.

In B.M. Bim-Bad opinion (*Bim-Bad, 1988*), the outstripping education directly teaches the pupils to live and to work in the information space, requiring the high responsibility from the people, broader and more mobile educational ground, which is to be constantly reached and developed. It is to combine the preparation of the new generation to the future with the notional and full present life activity of the pupils.

The outstripping education includes first the educational preparation as the basis for any further specialization. It predominantly aims at the development of the general abilities, tendencies, interests, thinking, ideals, ideology, trends of the personality, and at the same time it creates the possibility for defining and formation of the appeal, it helps the young people in the life and professional identification. Thus to ahead means to be able to constantly and regularly adopt the systems of knowledge, skills, abilities, values, relationships, orientations, norms of behavior, means and forms of communication.

The analyses of the research of the problems of the outstripping education has shown that there several definitions of the outstripping education, at the same time the authors accentuate different aspects in this notion. But all the scientists note that the outstripping education is oriented at the future, that is at those conditions of life and professional activity, in which the pupil will be of the educational institution after its graduation. In

the system of such education the significant attention is given to the fundamental knowledge (also the knowledge of the modern science) and to the development the creative abilities of the pupils, skills of self-education, abilities to find the solution for difficult tasks in the undetermined conditions. With such outstripping education, the level of education of the participants of the manufacturing is to be ahead of the level of the manufacturing development.

Such outstripping education is especially significant and important in the pedagogical educational institution. For the teacher it is important that he should come to school with such a level of knowledge and skills, which are necessary for the school at the moment.

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FORMATION INDICES of STUDENTS' KNOWLEDGE AND ABILITIES

Abstract

Relevance of the studied problem is caused by the proceeding reforms in educational system. The objective of the paper is to identify structure of formation indices of students' knowledge and abilities. The paper can be useful for teachers of higher educational institutions for development educational and methodical complexes on disciplines.

Keywords

educational standards, university graduate, student, intellectual operations, training process

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Educational standards of new generation provide competence-based approach in educational process, predetermining result of training not in sum of acquired information, but in ability of a university graduate to solve various production problems effectively. The result of process of education is a set of the acquired knowledge, abilities, experience of activity and competences of a certain volume and complexity. Interactive training methods allow making the most effective solution of this complex problem by the expense of an orientation of educational process on a student. The major role has estimated formation indices of students' knowledge and abilities. High quality and operational management of educational process is impossible without these indices, which increase efficiency of educational.

It is expedient to formation represent indices of knowledge through ability of students to carry out intellectual operations, which can be objectively measured (Fig. 1).

Possession of concepts includes:

- recognition and definition of concepts (comparison of terms and definitions, designing of definitions, concepts);
- disclosure of concepts volume (characteristic of the nomenclature of objects and phenomena generalized by concept and their classification);
- disclosure of concept content (characteristic of essential signs of objects or phenomena reflected by the concept);
- establishment of logic interrelations between concepts in conceptual system (allocation of hierarchical and associative connections between concepts, creation of

logically ordered terminological schemes).

Possession of facts is knowledge of facts, i.e. description of facts, their reference to context of studied material, time, etc., ability to define logic of interrelation and relations (hierarchical and associative) between facts.

Possession of scientific perspective predetermines:

- recognition of scientific problems in context of training;
- formation of scientific problems, proceeding from a concrete problem situation;
- possession of solutions ways of the problem.

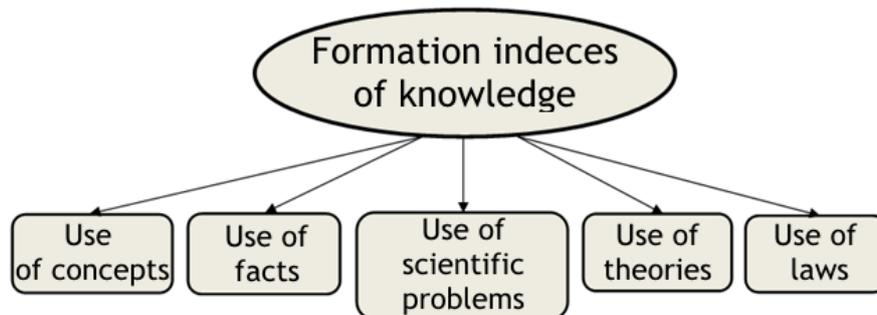


FIGURE 1. INDICES OF KNOWLEDGE FORMATION

Possession of theories is first of all recognition and correlation of theory with context of studied material, ability to disclose its contents, basic provisions, proofs, predictive opportunities and conclusions. Skills of practical application of theory relate here.

Possession of laws is recognition or formulation of law according to context of studied material, disclosure of law contents (characteristic of essence, conditions and borders of manifestation, application) and characteristic of actions connected with its application.

Additional formation index of knowledge is possession of methods and procedures, including:

- recognition of a method, procedure in context of studied material;
- disclosure of maintenance of a method, procedure (characteristic of actions and operations making essence of a method, procedure and logical sequence of their application) and characteristic of conditions of their application.

Estimated indices of abilities are the real actions or their complexes, which are carried out relatively to a set practical of tasks in training context (Fig. 2).

Estimated indices of abilities are specific actions (complexes of actions), which are carried out relatively to objectives in training context practical application.

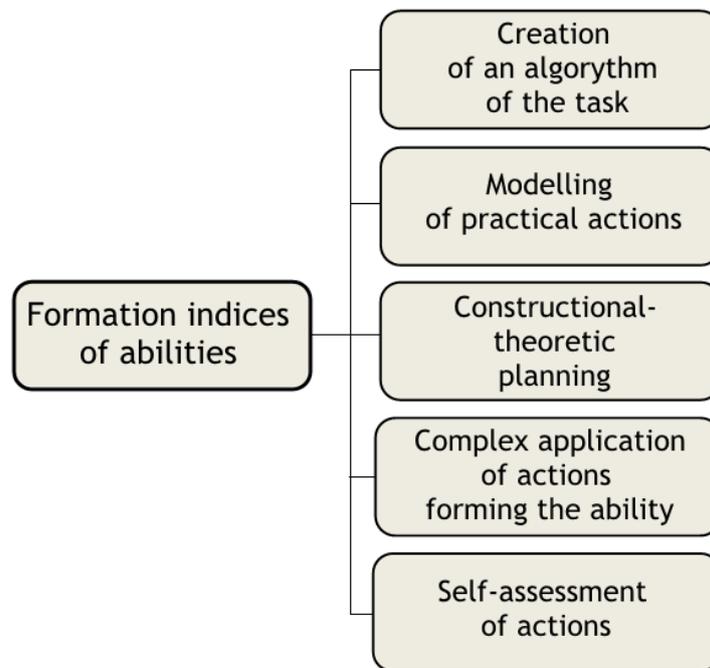


FIGURE 2. FORMATION INDICES OF STUDENTS' ABILITIES

In structure of any action, it is expedient to allocate general elements, which realization is necessary for reproduction of each concrete ability. Possession of these abilities can serve as objective diagnostic formation indices of ability. The main of them are the following:

- creation of algorithm (sequence) of actions to perform specific actions in structure of ability;
- modeling and planning of practical performance of actions making the ability;
- performance of a complex of actions making the ability;
- introspection of results of actions making ability in comparison to activity purpose.

The important component of educational process is control and assessment of students' results. The assessment of knowledge makes the process of measurement of assimilation level one of the major and difficult problems of educational process. A mark as a unit to measure knowledge and abilities carries itself few data on quality of educational process and does not give information for its improvement.

The concept "control" is considered as an external structural organization of training process and as a part of training process.

There are the following forms of control:

1. By place, which it takes in educational process: introduction, current, thematic, total.
2. By form: individual and frontal.
3. By way of conducting: oral, written and practical.

Introduction control is necessary for obtaining data on initial level of students' cognitive activity and their specific features. It allows to determine the initial level of knowledge, skills and abilities of trainees.

Current control is one of the main types to check formation of students' knowledge, skills and abilities. The main objective of current control is regular management of educational activity of trainees and its adjustment. Besides carrying out current control stimulates systematic and purposeful work of students, stirs up their cognitive activity and allows to determine the level of independent work.

Periodic (thematic) control allows to determine quality of assimilation of training material on certain subjects. As a rule, it provides check of mastering certain knowledge, skills and abilities as a result of studying rather large volume of information. Such control is carried out on specially planned lessons several times a semester.

Total control is the integrating control directed on check of final training results, identification of level of students' knowledge, skills and abilities, received during training course.

Observance of requirements of a modern teaching technique makes to a certain extent ways of searching effective forms for problem solution, methods and ways of monitoring procedure and correction of educational activity of students (examinations, tests, control, term papers, etc.) the derivative ways, as all of them are the achievement means for objective to train students. Therefore use of formation indices of knowledge and abilities allows to realize the principle of objectivity in assessment of students results and to raise the qualitative side of educational process.

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CLASSROOM BILINGUALISM. VARIOUS APPROACHES IN TEACHING FOREIGN LANGUAGES

Abstract

The paper deals with various definitions of the term “bilingualism”, concerns differences between natural and classroom bilingualism. It pays special attention to the question of classroom bilingualism forming conditions, its development and teaching approaches.

Keywords

bilingualism, natural, artificial (classroom), language personality,
language environment, bilingual, cross-cultural communication

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Teaching questions of foreign language communication are of specific interest for solving practical tasks of linguodidactics in situation of classroom bilingualism.

The word “bilingualism” consists of two stems: bi - “double” and lingua - “language”. Thus, “bilingualism” is an ability to master several languages. So, bilingual is a person who can speak two languages.

Bilingualism has become one of the most popular and wide-spread research phenomenon at present. Despite its false unambiguity of the term “bilingualism” we have found out certain difference. Due to some methodologists and scientists we have paid our attention to coexistence of actually two different terms meaning quite the same notion: “bilingually” and “bilingualism”. Usually both terms are used as synonyms. At the same time it is much spoken about “bilingual communication”, “bilingual vocabulary”, “bilingual situation” but lately much attention has been drawn to “bilingual education” meaning such organization of students’ bilingual teaching when it is possible to use more than one language as teaching language. By the way use of the foreign language ranges from its episode application in a regular subject teaching to its continuous usage in subject of one of numerous disciplines in the whole system of education. The person, who masters two languages, is called a bilingual, though recently a new term “bilingual individual” has appeared.

Bilingualism is considered by researchers (V.N. Komissarov, I.A. Zimnyaya, R.K. Minyar-Beloruhev, V.A. Avrorin, L.V. Shcherba) as knowledge of two languages, their mastering and their simultaneous use according to conditions of speech communication. In all cases bilingualism is treated as complicated, systematic, intrapersonal notion, which includes a certain new language system, skill to use it in communicative situation (communicative aspect). In this system besides situational meanings and concepts there are wider common cultural notions and world pictures (sociocultural and linguocultural aspects).

Bilingualism begins when level of command of the second language is very close to the level of command of the first one.

In psycholinguistics there are four different ways for definitions of acquiring and mastering of language priority: L1 - the first language or native and L2 - the second language or nonnative. The second language can consequently displace the first one if it is dominant in definite linguistic environment. There are two kinds of bilingualism: 1) natural (household); 2) artificial (classroom).

Natural bilingualism emerges in appropriate language environment which includes radio and TV in spontaneous speech practice. Comprehension of specific nature of the linguistic system is not necessarily to happen. As for artificial bilingualism the second language is learned in classroom environment, in this process one must use will efforts and special methods and techniques.

Urgency of this topic is caused by contradictions between the present system of foreign language teaching at technical university and requirements of modern society to the educational level of future specialist personality; also between realization of necessity of foreign professional communicative competence development of a graduate and partially developed teaching methodology of a foreign language in aims of professionally-oriented communication in classroom environment. Consequently one of the prior goals of current stage is development of linguistic and teaching methods of educational bases of professionally-oriented communication of a foreign language in classroom environment.

Linguodidactical aspects of classroom bilingualism are studied in papers of native scientists: I.E. Bryskina, G.M. Vyshnevskaya, G.V. Elizarova, A.S. Markosyan, S.G. Ter-Minasova, V.P. Furmanova, I.I. Khaleeva and others.

Linguodidactics is relatively a young science which investigates common laws of foreign language method teaching, contents, means and methods of foreign language teaching depending on didactic aims and goals, conditions of mono and bilingualism, on the teaching stage and speech intellectual development of students (*Russian Pedagogical Encyclopedia: 1 volume, 1999*).

V.N. Karaulov interprets linguodidactics as science describing conditions of linguistic consciousness moulding, forming personality and consequently ways of language mastering on cognitive, thesaurus, motivational and pragmatic levels. Thus, a key notion of linguodidactics is a linguistic personality. This idea was studied in details in papers of G.I. Bogin, L.I. Grishanova, V.I. Karasick, S.G. Ter-Minasova, V.I. Thorick and others. Many methodologists develop the concept of the second linguistic personality (I.E. Bryskina, E.K. Chernichkina), focusing on assimilating of the linguistic / language personality in a different linguoculture.

Russian researchers single out various parameters, aspects and levels in models of language personality. So, in the model presented by V.N. Karaulov (*Karaulov, 1987*), motivational level is the top one in the structure of language personality of a monolingual and at the same time E.K. Chernichkina considers this level to be initial for a bilingual personality because "mastering of a corresponding code is impossible without proper motivation" (*Chernichkina, 2007*).

Essential for this research is a statement of a language personality of a bilingual. That's why it is significant to study such notions as bilingual and bilingualism because complex of this phenomenon is reflected in diversity of definitions. As a rule, bilingualism presupposes ability to use two different language systems, two different linguocultural codes. Some scientists suggest that we should take into consideration extent of two language mastering for bilingual fact statement (V.A. Avrorin, G.M. Vyshnevskaya, B.K. Gavranek, A.A. Metlyuck, A.I. Rabinovich, V.Y. Rosenzweig, F.P. Filin, K.Kh. Khanazarov and others). Thus, an American linguist L. Bloomfield characterizes bilingualism as close notion to perfect mastering of two languages: native and nonnative (*Bloomfield, 1942*). One of the outstanding creators of the theory of language contacts E. Haugen, on the contrary, assumed that in bilingualism the extent of mastering of one of the languages

might be low enough (*Haugen, 1972*). In native linguistics both narrow and wide approaches to understanding of bilingualism phenomenon are widely spread.

Narrow meaning of the phenomenon is reflected in papers of V.A. Avrorin, A.I. Rabinovich, K.Kh. Khanazarov and others: bilingualism is considered to be the situation when a person masters two languages simultaneously to equal extent.

Majority of Russian researchers admit possibility of wide meaning interpretation of bilingualism. (G.M. Vyshnevskaya, A.A. Metlyuck, V.Y. Rosenzweig, F.P. Filin and others): bilingualism is viewed as knowledge of the language on the elementary level and its total and fluent mastering (*Vyshnevskaya, 2011*).

In general, the whole diversity bilingualism concepts the home scientist G.M. Vyshnevskaya divides into two groups: the first predetermines mastering of the second language to the same extent as the native one and the second group presupposes essential differences in knowledge of two languages though it admits use of the nonnative language more or less successfully in communicative situation with native speaker (*Vyshnevskaya, 2011*). Significant requirements are in providing effectiveness of speech communication. Many-sided concept of the scientist is persuasive because it objectively reflects bilingualism phenomenon in terms of connection character between languages in speech of a bilingual. The methodologist assumes that bilingualism in narrow sense is more or less fluent mastering of two languages, in the wide one - relative mastering of the second language, skill to use it in various scope in definite fields of communication (scientific, industrial, household and others).

In the paper by E.K. Chernichkina ambiguity of this term is emphasized (*Chernichkina, 2007*). The scientist investigates this question on the base of interpretation of bilingualism essence: bilingualism developing as a process of linguoculture mastering and bilingualism developed as a product. In the first case, undoubtedly, a pupil, a student learning a foreign language within general disciplines and a graduate of a philological institution can be called artificial bilinguals of different levels. However, if we interpret bilingualism as a result of this process, the main criteria in definition of this notion as E. Haugen puts it is ability produce conscious texts (*Haugen, 1972*), but E.K. Chernichkina tells us about "developed bilingual communicative consciousness, about communicative behavior of a person according to norms of communicative foreign culture" (*Chernichkina, 2007*). So, it is difficult to give a definite answer who should be considered a bilingual.

Diversity of this phenomenon as an object of research caused a lot of theories for solving certain tasks which were set by scientists while studying different aspects of bilingualism - linguistic, psychological, sociological, fiction and linguodidactic.

Linguodidactic aspect of bilingualism represents great interest and is developed by significant goals of its research. In general this approach is based on linguistic, psychological and social ones. Its essential task is in development and application of various methods of language teaching in terms of bilingualism.

Depending on conditions of the second language mastering, L.V. Shcherba distinguished two types of bilingualism, which represent two edge cases of bilingual speech behaviour: pure bilingualism, i.e. the case of independent coexistence in bilingual consciousness two language systems and mixed bilingualism, when each element of one of the languages turns out to be connected with the element of the other language correlated to its sense (*Shcherba, 1974*). In this case we should distinguish independent / isolated and parallel bilingualism: in independent bilingualism languages are mastered without their successive correlation between each other, in parallel bilingualism mastering of the languages occurs on the bases of the other language mastering.

In bilingual personality two language systems are in interaction. According to Y. Weinreich, suggested classification of bilingualism in tree types, based on how languages are mastered; composed bilingualism is when for each notion there are two ways of realization considering:

- a) correlation of language systems, to be exact, the mixed one;
 - subordinate (bilingualism, when there is a dominant language, language of mentality as in school type of foreign language teaching), i. e. a person masters one language better than the other one;
 - coordinate (when there is no a dominant language, i. e. a bilingual speaks different languages fluently to equal extent; such type is usually developed in situation of immigration) (*Soldatova, 1997*).
- b) extent of both languages use, i.e. active (when a bilingual keeps in touch with native speakers) and passive (when he applies one language more often);
- c) availability of language environment, to be exact contact (a person more or less regularly speaks both languages) and uncommunicative (lack of the contact).

Knowledge of the language may be conscious and unconscious. We speak native language totally unconsciously, i. e. we speak it without thinking how we speak and it is quite natural: we speak for transmitting our thoughts and feelings to the interlocutor and we think about the last ones but not about the language, which is only a means of communication. However when we use our literary language we are forced to think about this means of choosing the most appropriate words and expressions for our thoughts. When we are taught this literary language, consciousness is quite necessary: we should learn to write and to speak in a quite different way when we were children in the family environment. As a rule knowledge of native literary language is conscious. Learning is possible when there is a clash of contradictions - which is the essential law of dialectics that could be fully found in the language.

As for as processes of bilingualism forming are concerned, the differences of the conditions of natural and classroom bilingualism forming are in oppositions: grasping the language through abundant speech practice - learning the language through limited speech practice; vision of absence of necessity of will efforts - evident necessity of everyday will efforts; primarily unconscious processes of analysis, synthesis, comparison, classification - primarily conscious processes of analysis, synthesis, comparison, classification; domination of automated operations of words and its patterns choice - domination of unautomated operations of words and its patterns choice; shift from one language to other one - translation from language to the other one; parallel forming of the word image and both language systems in natural communicative situations - forming system of the second language in presence of the word image; “fixed” in language world picture of the first language; focusing on sense of studied, spoken, heard - focusing on language means.

While working with educational material a student undertakes certain mental actions, i. e. develop certain operations: comparison, synthesis, analysis, compression. Readiness and ability of a linguistic personality to perform cognitive activity - is one of the principal components of the studies subject (*Legostaeva, 2014*). The most significant prerequisite of cognitive activity - knowledge of the language (*Legostaeva, 2013*).

Current classification of types and kinds of bilingualism reflect different criteria in its estimation. Questions of types of contemporary bilingualism are covered in details in papers of Russian and foreign scientists from various conceptual positions.

So, one of the wide-spread criteria of marking out bilingualism types is the level of language code mastering. According to this characteristic one singles out the following types:

- receptive bilingualism (a level of perception, comprehension and interpretation of the message received);
- reproductive bilingualism (a level of reproduction of heard and read);
- productive bilingualism (a level of mastering of all kinds of speech activity) (*Vyshnevskaya, 2011*).

– This classification can be viewed as the significant one in linguodidactics, since it reflects the process of skill formation foreign code use by a bilingual.

Learning a foreign language in classroom environment causes a complex of difficulties that prevent from adequate and competent mastering of a nonnative language.

As a rule, researchers remark several trends, connected with difficulties of the foreign language mastering in classroom environment. First of all, foreign speech mastering inevitably depends on the level of a native language mastering. Strong impact of the native language is caused by phenomenon of integration of language systems in a bilingual speech.

Another trend is that while learning nonnative language under these conditions, knowledge of the studied language system is represented in terms of only one norm - full didactic norm of this language. For mastering other norms of realization of the nonnative language, as a rule, there are no natural conditions and enough quantity of time.

Studying difficulties of the nonnative language mastering in classroom environment, one also marks out a different character of the auditorium: basic level of the learning language; psychological peculiarities; motivation worldview and others. Consequently, it is impossible to be aimed at the average listener and undoubtedly application of individual approach in practice of foreign communication teaching is regarded a real advantage.

Thus, studying bilingualism in classroom environment as a dynamic process is very important and practically significant which result in forming of a bilingual communicative personality.

While forming the personality of a classroom bilingual, some linguodidactics problems appear: what is the model structure of his communicative personality, what changes happen to a language personality who studies a foreign language, what influence of communicative skills of communication in native language on his communicative behaviour, what are linguodidactics success conditions of the classroom bilingual teaching, what are the stages of his formation and to what level is it possible to master foreign linguoculture, what are the ways of conceiving a foreign linguoculture (*Chernichkina, 2007*).

Under these conditions absolutely new qualities of the second language speaker are formed. It is connected, first of all, with the fact that modern education is aimed at not only a foreign language teaching, but also forming a foreign professional communicative competence, which is the main purpose of the foreign language teaching in sphere of professional communication.

Foreign language teaching in classroom environment must be aimed at transmitting of knowledge system and forming of foreign communicative skills considering conditions and situations of professional communication. It is necessary to construct the process of foreign language teaching in the way that enables to use imitating technique and also purposeful teaching, constructing speech situations which stimulate communicative models, related to certain professional linguoculture. Also it is necessary to pay attention to pragmatic direction of the statement, rules of speech etiquette, typical intonation models and use of certain speech patterns and clichés, performing the roles and frames.

So, we share the opinion of L.V. Tsurikova, which states that frames as schemes of communicative behaviour may be the same in different linguocultures by reason there are values which are common for human beings but their scripts or scenarios are different. Consequently, it is necessary to aspire to approximation of students' communicative behaviour, to its natural character (*Tsurikova, 2002*).

The questions of selection and including in teaching contents certain models of in professional discourse are vivid in peculiarities of communication development.

The problem of contents of profession-oriented teaching in nonphilological institution correlates with the teaching contents on the whole. Principal structural components of education contents must include:

- system of knowledge about nature, society, mentality, technology and ways of activity;
- system of common intellectual and practical skills
- system of creative activity;
- experience of emotional and will attitude to the world and each other.

Thus, in context of profession-oriented teaching, the contents should be aimed at many-sided development of personal abilities of each student.

It should be marked that teaching contents in nonphilological institution represents unfixed, constantly developing category, which changes according to teaching aims. Correlation of aims, contents, means and methods of teaching makes it possible to form a foreign communicative competence as final result of teaching.

In conclusion we should mention that research of classroom bilingualism as a dynamic process of forming of a communicative bilingual personality enables to optimize the process of teaching of profession-oriented communication under conditions of “lack of foreign environment”.

Mastering of nonnative language in situation of classroom bilingualism, i. e. in “lack of appropriate language environment” (*Shcherba, 1974*) makes choice of language norm extremely important. At the same time classroom character of the language teaching environment dictates use of strategies and teaching materials that give an opportunity of actual acquaintance with a great number of variants of the language studied with norm evidence of the language varieties.

In speech of a bilingual who masters two languages, there is interaction not only of two systems, but also there is presence of various cultures. Cross-cultural communication presupposes “adequate mutual understanding between two participants of the communicative act, who belong to different national cultures (*Vereshchagin, 1969*). In situation of classroom bilingualism, while foreign language teaching in school or student auditorium, one can't but pay attention to forming cross-cultural competence in students' personalities which creates adequate understanding of differences between languages and cultures, intuition development and interpretation of reaction (positive or negative) of language speakers on their speech acts and also fixed mastering of rules of speech behaviour in foreign society, that may be helpful for more successful communication and reduce risk of unpleasant collisions of cross-cultural speech communication.

Bilingualism as a phenomenon of cross-cultural communication is of great interest for both linguists and foreign language teachers whom to significant extent efficiency of cross-cultural communication practice depend on.

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THE AUTOMATED INFORMATION SYSTEM AS A UNITED ASSET: THE MODERN APPROACH TO THE ANALYSIS OF ACCOUNTING

Abstract

The paper deals with the fundamental issues of accounting the software, OS, application software packages, databases, in conjunction with the computer technology and the hardware. A definition of a joint asset is presented, what will make it possible to analyze an automated information system (AIS) as an object, producing economic benefits. The best option of accounting AIS is highlighted, and it is based on the application of IFRS. The authors suggest that using a separate account, divided into sub accounts, would solve the problem of isolating information. Thus, fundamentally new approach to account AIS is formed and its possible implementation is presented in the paper.

Keywords

automated information systems (AIS), software, joint asset,
intangible assets, exclusive rights, non-exclusive rights

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Today it's impossible to meet an organization, which organizes its activities without using information computer technologies (ICT), and the appropriate software, i.e. automated information systems (AIS), primarily the operating systems, the accounting programs, and antivirus programs. Most often, an organization, when purchasing a computer program, does not receive exclusive rights on it. The validity of its financial reporting directly depends on how correctly identified and evaluated intangible assets of the organization.

The analysis of the methods of investments into the automated information systems (AIS) and their further account presents a slightly examined sphere of the economic studies. The authors offer a new approach based on the use of international experience of accounting. The key point of the research is the exploring of a principally new concept named a joint asset (OA) in relation to AIS.

To explore the problem of the information technologies the authors have used the basic terms and concepts, presented in the literature by the scientists: Titorenko, G.A.,

Ilyina, O.P., Chistov, D.V., Shuremov, E.L. (*Ilyina, 2004; Titorenko, 2007*). According to Titorenko's opinion, "an automated information system is a collection of information, economic and mathematical methods and models, technical programming and other technological tools and experts, which is designed for processing information and decision making". Both Chistov, D.V. and Churemov, E.L. (*Shuremov, Chistov, Lyamova, 2006*) give the following definition of an automated information system (AIS): this is a system, in which the information management process is automated by the means of special methods of data processing, using the complex computing, communicational and other technical tools to obtain and deliver resulting information to the user or a specialist. In spite of such "complex" definition of AIS, for the software accounting, most often are used its separate fragments, i.e. software and technical support. This conclusion is proved by answers of the experts of a legal consulting service Garant on software accounting. A revealing example is the definition of an expert member of the Chamber of Tax Consultants, Larisa Ananyeva. She comes to the following conclusions: AIS are evaluated by a user, on a basis of the bonus amount, established by the treaty. Payments for the use of the results of intellectual activities, produced in the form of a fixed lump payment, are reflected in accounting as well as user costs of future periods and should be written off during the period of the agreement (p. 39 DBT 14/2007). Experts Podvolokina, O. and Myagkova, S. agree with the definition. As for the technical support the experts offer to take it into account separately as a basic means or inventory ones.

The paper dealt with issues of accounting AIS. The task of the paper is to investigate and withdraw to necessary theoretical level the issues of accounting attachments in AIS. It is reasonable to examine the problem of accounting of investments into AIS, observing the following sequence:

1. Giving the definition of the object of the research, AIS.
2. The legitimate regulation of accounting components (parts) of the object due to the Russian standards
3. The proper regulation of accounting components (parts) of the object in accordance with IFRS
4. Accounting options of AIS
5. The most appropriate option for AIS
6. Using of accounting deposits to show investments into AIS

AIS structure can be simple or complex. To determine the object of accounting when building a database for the purposes of the financial and management reporting the one needs to investigate the structure AIS. Look at it in its enlarged form.

1. The basic tools - hardware, like computers, servers, software and so forth.
2. Intangible assets - the organization's software' self-development, its conversion, in accordance with the characteristics of the organization acquired the exclusive rights to the software.
3. Logistical and production stocks - hardware, if its value does not exceed 400 000 rubles and the estimated duration of use does not exceed 12 months.
4. Costs: the technical support for the company and software, the cost of granting of experts, the cost of setting up systems and subsystems, the cost of network administration, travel and other costs.

It is obvious that the AIS is a complex structure, which includes the various assets, however, they are not themselves economically effective. Furthermore, their intended use, for example, to automate accounting, is possible only in conjunction of several systems. Thus, it would be appropriate to allocate a single object or accounting joint asset. In this case, it is an AIS.

The accounting of software requires the allocation of regulatory and legal acts of accounting relating to accounting of AIS.

1. Civil Code of the RF

2. The federal law of the Russian Federation by 6 December 2011, N 402-FZ "On accounting".

3. Order of the Ministry of Finance of 07.02.2010 66h, "the forms accounting organization" (01.10.2012) (with changes made on 10.05.2011 No. 124n)

4. The act in relation to accounting "Accounting of core funds" DBT 6/01 (as approved by the order of Ministry of 03.30.2001 No. 26h, (with changes of 12.24.2010 No.186h).

5. The act in relation to accounting "Accounting of intangible assets" DBT 14/2007 (as approved by the order of Ministry of 12.27.2007 No. 153h, with changes of 12.24.2010 No.186n)

6. The act in relation to accounting "the income of the organization" DBT 9/99 (as approved by the order of Ministry of 05.06.1999 No. 32h, with the changes of 12.30.1999 No. 107h, of 03.30.2001 No. 27h, of 09.18.2006 No. 116h, of 11.27.2006 No. 156h, of 10.25.2010 No. 132h, of 11.08.2010 No. 144n)

7. The act in relation to accounting "the expenses of the United Nations" DBT 10/99 (as approved by the order of Ministry of 05.06.1999 No. 33h, with the changes of 12.30.1999 No. 107h, of 03.30.2001 No. 27h, from 18.09 .2006no. 116h, of 11.27.2006 No. 156h, of 10.25.2010 No. 132h, of 11.08.2010 No. 144h)

8. IAS 38 Intangible assets

9. IFRS (IAS) 2 stocks

10. IFRS (IAS) 16 basic services

Daily accounting practice and study of the essence of AIS determine the range of critical issues. The first problem is related to the most controversial part of the accounting for the composition of the NMA's. According to art. 1261 Civil Code of the RF program for computers is provided in objective form a collection of data and commands, intended for the operation of the mainframe computer and other computer devices, in order to obtain a certain result, including the preparatory materials received in the course of developing a program for computers, and it posed audio-visual display. Software are the products, which are the objects of the copyright law. They can be distributed or sold separately from the hardware. The software does not have a material component. It can be used only by applying a special hardware. In accordance with the part 1, 1280 of Civil Code of the RF a person, rightly possessing a copy program for mainframe computers (the user), shall be entitled without written permission of the author or other copyright owner and without payment of additional compensation to the actions that are necessary to functioning of the program, in accordance with its purpose, including recording and storage in memory computers (one computer or one user network).

Based on the u. 1 Art. 1268 Civil Code of the RF, as well as the u. 2 Art. 1270 Civil Code of the RF a program under the instance for mainframe computer is defined as a copy of a program, recorded to a tangible device.

In the Civil Code of the RF clearly delineated right to the results of intellectual activities and means of personalization (intelligent law), and the ownership of the material forms (thing), in which the relevant objects intellectual property rights are expressed (article 1227 Civil Code of the RF).

When an organization buys a disc, it gets the right to use the software product (un. 1 Art. 1286 Civil Code of the RF). The conditions of such accession (un.3 art. 1286 Civil Code of the RF) are mostly often listed on the packaging or in the dialog box when the one installs the software. Thus acquired software doesn't meet the requirements of the accounting of "Accounting intangible assets" DBT 14/2007 and may not be included in the composition of the intangible assets.

Existing approaches in Russian legislation with respect to accounting for intangible assets can be described as follows. An important point is that, in accordance with the DBT 14/2007 on NMA's must be installed exclusive property rights. This is especially important to take into account in relation to the computer programs, which are often, not having to

do this sufficient grounds, were classified as NMA's. In fact, the database and software could be reclaimed and become the income-generating activities, i.e. they may serve as intangible assets of the organization. The database and software can be developed by the organization itself, and can be purchased from the software developer, can be further elaborated by the developer or specialists in the organization with the specific features of the organization of production. The second problem is especially acute, as the application of IFRS and the consistency of the provisions IFRS to Russian legislation, on the one hand, it is a matter of endless debates, and on the other, provides a new opportunity for accounting. From the point of view of IFRS non-exclusive right of use of their intellectual property or means of individualization, recorded in accounting as an expenditure future periods, can be attributed to intangible assets.

According to the definition, given in paragraph 8 IFRS (IAS) 38 "Intangible assets", an intangible asset is an identifiable non-monetary asset, with no physical form, which meets the criteria of identification (paragraph 12 IFRS (IAS) 38), when:

- may be separated from the organization for the follow-up sale, transfer, licensing, of the deposit of the rental or exchange of either individually, or together with the relevant contract, or asset, or an obligation, or

- arises from contractual or other legal rights, regardless of whether they are law united or separable from the organization or other rights and responsibilities.

For the recognition of any asset you must have control over them, as well as waiting future economic benefits.

The control over intangible assets in accordance with paragraph 13 IFRS (IAS) 38 the one can own, when the organization has the right to receive future economic benefits, from underlying the resource, and may limit access for other organizations and individuals to those benefits. On the basis of the study of international experience and accounting it is proposed to use the following options for the information management in the accounting deposits:

The authors propose to allocate the key options for integrating computer technology and software, on which the organization received non-exclusive rights, in accordance with the requirements of the Russian legislation:

1. The initial value of a computer without accounting of the value of software purchased together with them, has exceeded 40,000 rub. (without VAT)

2. The initial value of the computer, even with the programs, purchased together with him, is less than 40 000 rub. (excluding VAT) or equal to the amount of

3. The initial value of the computer without accounting of the value of hardware does not exceed 40 000 rub., and together with it amounted to more than 40 000 rub. (without VAT).

There is a particular interest in the application IFRS 16 "Basic tools" for the purposes of accounting for AIS. The main tools, in terms of both IAS 16 and DBT 6/01 are classified as assets, the use of which is greater than one year. Accordingly, the cost of such assets is gone through depreciation calculation.

Due to the Russian rules, i.e. DBT 6/01, if the value of the asset does not exceed 40 000 rub., it can be reflected in the composition of the inventory, and most of the companies are taking advantage of this opportunity. With this in international accounting no cost restrictions in respect of the core funds is not installed. Of course, to account exceptional rights to NMA's we need to use IAS 38 "Intangible assets". However, here we are faced with an important and, in our view, the main difference between an approach that is used in determining the NMA's in IFRS, the approach of the RAS, which is in the absence of the required conditions for the recognition of NMA's confirm exclusive rights. In accordance with the RAS there must be the existence of necessary documents, confirming the existence of the asset itself and the corresponding exclusive right. This significantly limits the range of objects to be counted in the NMA's, in connection with the

rules of Civil law in the area of intellectual property. Thus, it can be concluded that, in accordance with the IFRS, which operate on the territory of the Russian Federation, non-exclusive rights can be taken into account in accordance with IAS 16 in the operating system and in accordance with the composition of the NMA's intangible assets.

Options for accounting software and technology (computer, monitor, system unit) are the following:

Software and technology are counted as a single object. Applied IAS 16

Software is counted separately from the computer. Applied Apply IAS 38, IAS 16 and IFRS 2

In accordance with the IFRS, in our view, it is preferable to use the accounting option, using IFRS 16 and show account of both software and hardware, as well as accompanying DSM as a single object - AIS.

While continuing to study the AIS, we propose the use of free account 06 "The result of the introduction of AIS", where it is expected that all costs of the AIS to be gathered. As a result of the study revealed the composition of the indicators, which in economic terms it is useful to take into account, at a single synthetic account. For their accounting it is suggested to use a free account of section I of the "Current assets" of the current accounting plan of accounting of financial and economic activities of the organization, calling it "the result of the introduction of AIS" with the opening sub-accounts for systematization of information. This is justified by the fact that the AIS is an asset, which is a long-term use. To the objects of asset accounting (AIS) should be added a combination of both hardware and software, intelligent products, owned by the enterprise as a result of the implementation of their project. Implementing of a separate account allows you to solve the problem of data separation. Along with the account 06 it is proposed to open the appropriate sub-account and analytical account, presented in the table 1.

TABLE 1. THE ORGANIZING OF ANALYTICAL ACCOUNTING ON THE ACCOUNT 06, "RESULTS FROM THE IMPLEMENTATION OF THE AIS"

<i>Synthetic Account</i>	<i>Sub-accounts to reflect structural elements of the AIS</i>	<i>Analytical accounting for each sub-account shall</i>
06 - results of the implementation of the AIS	06.01 - operating system, hardware, computers, servers, software, etc.	Direct costs: - costs on hardware and software (the company and on) - the costs associated with technical support for the company and for the costs of the application development to - internal forces - the costs associated with outsourcing - travel expenses and other costs. Costs on administration: - the technical support for the software and hardware, the cost of granting of experts, the cost of setting up systems and subsystems, the cost of network administration, travel and other costs.
	06.02 - NMA	
	06.03 - DSM, hardware, cost up to 400,000 roubles.	
	- costs on hardware and software (the company and on), the costs associated with technical support for the company and for, the costs of the application development to - internal forces, the costs associated with outsourcing, travel expenses and other costs.	

The Introduction of the account 06, followed by a reflection of the information in the balance sheet requires changes in the legislation, that is a relevant and necessary, because in the Russian legislation, in particular in the DBT DBT 14/2007 and 6/01 are not resolved issues related to the diverse nature of investments in AIS, and is not defined procedure for evaluating AIS and its constituent elements.

The introduction of the concept of the joint asset has made it possible to present an automated information system (AIS) as an object, yielding economic benefits. Thus, the use of the concept of the joint asset will provide an opportunity to expand analytical and methodological framework for the implementation of the analysis of investments in automated information systems.

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FEATURES OF PARTICIPATION OF THIRD PARTIES IN CIVIL PROCEEDINGS

Abstract

The paper is a comprehensive study of the legal regulation of the participation of third parties in civil proceedings in cases arising out of civil, family and housing legal relations in the Russian legislation. In this paper, we prove the feasibility of granting third parties a significant set of procedural rights and duties, allowing them to defend their interests in court, as well as enabling the court to act on their procedural activities. The paper identifies trends and prospects of development of legislation, allowing to eliminate the abuse of procedural rights of third parties, as well as reduce the negative consequences for the parties related to the long pending a decision on the case.

Keywords

civil proceedings, third parties in civil proceedings, claims litigation, litigation, procedural rights and obligations

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Purpose of civil proceedings primarily aimed at protecting the interests of all disturbed subjects who were involved in the scope of the disputed legal relations: citizens, organizations, the rights and interests of the Russian Federation and its subjects, as well as other entities of civil, labor, or other legal relations.

Actors of civil process, along with the court, as well as persons of Justice Assistance, are the persons involved in the case. Among those participating in the process deserves special attention by third parties, whose participation in the extremely important and necessary for timely consideration and resolution of civil cases.

It is not uncommon participation of third parties, independent claims concerning the subject of the dispute in civil proceedings in cases arising out of civil, family and housing relations.

Third parties can learn about the legal dispute between the two parties with respect to some things, and they as well as the plaintiff and the defendant claim the subject of the dispute (in the division of marital property, a relative of one of them may declare that part of the property or all property in general to be distributed, in fact belongs to him, not disputing parties).

As an example, the civil case № 2-710 from 2010 on the division of joint property of the spouses with the participation of third parties, independent claims on the subject of the dispute (1).

Tikhonova I. I. in January 2008, addressed to the magistrate court plot number 4 Proletarian District of Tver with claims against the former spouse - Mironov A. A. sharing joint property of the spouses, consisting of a dwelling house and land.

In his claims of Plaintiff requests a division of property, consisting of a dwelling house and the land acquired during the marriage, recognizing her for ½ share in the right to the said property.

According to Article 34 of the Family Code, property acquired by spouses during marriage is their joint property (2).

On this basis, the plaintiff claims were filed on the division of joint property and recognition for her $\frac{1}{2}$ share in the ownership of a residential house and land.

Magistrate court plot number 4 Proletarian District of Tver M. U. Rumiantseva July 24, 2009 was issued a default judgment in which the plaintiff claims have been satisfied in full. Subsequently, the defendant was canceled this default judgment.

Definition of the magistrate court plot number 4 Proletarian District of Tver on 25 March 2010 recognized Silov I. I. and Silova N. D. persons claiming independent demands on the subject is at the specified civil case, which according to the jurisdiction referred to the Proletarian District Court of Tver.

Third parties, independent claims, in a statement indicated that the claims of the plaintiff does not agree, because they believe that the said property is not owned jointly by spouses - Tikhonova and Mironov asked to recognize their right to ownership of the house and land.

In this case, a third party, independent claims, have pointed out that the disputed property was purchased at their expense. As evidence, the third parties were represented by a receipt Seller residential house and land funds for the sold properties. In the trial of the third parties referred to the fact that the acquisition of properties was carried out using the proceeds from the difference in price, the sale of one-bedroom apartment and a studio apartment acquisition in 2003. In addition, the third party was represented by the receipt of cash received Erokhin A. A. for home repairs. Also at the request of third parties in the trial were invited witnesses who testified.

Defendant - Mironov A. A. with the claims of the plaintiff and a third party, independent claims, partially agreed, pointing out that during the marriage with Tikhonov I. I. he took out a loan in the amount of 300 thousand rubles, which were aimed at the restoration of a house. In this regard, the defendant asks to recognize the third party independent claims - $\frac{1}{2}$ share in the right to a house and land for Tikhonovoj I. I. - $\frac{1}{4}$ share of the rights to such properties.

May 31, 2010 Proletarian District Court of Tver comprising the Presiding Officer Pokotilo T. C. ruled the claim Tikhonovoj I. I. satisfy the claims of a Sylow I. I. and Sylowa N. D. refuse.

In the appeal by third parties independent claims, the court decision did not agree, asked him to cancel it considered illegal and unreasonable in view of the fact that the court that rendered the decision, witnesses were declared inadmissible evidence. After examining the available materials, discussed the arguments of the appeal, having heard the explanations participants in the process, verifying the legitimacy of the court's decision in its entirety, the panel of judges considered the court's decision lawful and justified.

It is worth noting that the plaintiff stated claims of division of joint property in January 2008, and the definition of judicial board on civil cases of the Tver Regional Court was issued in September 2010. That is, from the moment of filing a lawsuit to the court decision comes into force took about 2.5 years, and the case was heard in the judicial district magistrate in the district court, and finally, in the regional court.

In the study of materials on this civil case is seen abuse of procedural rights by third parties independent claims concerning the subject matter. So, they had twice filed a claim with disabilities, will serve as the abandonment of the claim without movement, has repeatedly been declared the petition to call witnesses, to postpone the hearing of the case, moreover, in connection with their involvement in the case was reversed default judgment Judge of the World.

In this case, a third party independent claims concerning the subject of the dispute, entered already begun the process with their own requirements regarding the subject matter of the dispute.

Current judicial practice in cases involving third parties confirms that the process of accession to the third party facilitates the timely resolution of legal disputes, and also eliminates the possibility of making subsequent conflicting judgments. However, in the present case, it should be noted that the involvement of third parties not associated with the timely resolution of the dispute.

When considering the conditions of the intervention of a third party, independent claims concerning the subject of the dispute, often overlooked such an important time, as a test of a court of law of a third party to file their claims on an independent subject of the dispute. In practice, non-compliance with this rule can lead to serious errors.

Article 6 of the Convention for the Protection of Human Rights and Fundamental Freedoms guarantees everyone the trial "within a reasonable time." The purpose of this guarantee is to protect "all parties to court proceedings against excessive tightening of the judicial process. "moreover, this guarantee "emphasizes the importance of ensuring that justice is carried out without delay, could undermine its effectiveness and credibility" (3).

Thus, the value of the criterion "reasonable time" is to guarantee adjudication within a reasonable time, thereby establishing the limit of uncertainty, in which there is a person in connection with his position of civil nature or by reason of the presented criminal charge against him, which is "important for the person concerned, and from the point of view, the concept of" legal certainty "(4).

The need for participation of third parties in preparation of marriage and family affairs due to the presence of possible from their own side claims to the disputed property, as well as the legal relationship with the property rights and responsibilities of spouses. The need to involve a third party is not in doubt in the case, which is shown as an example, where arguing husband in order to reduce the composition of property to be distributed, and then the actual fixing him with her affiliation refers to the things your family (parents, brothers, sisters and others.). Comprehensive verification of this fact is not possible without the participation of third parties in the case, who are also relatives of one of the parties.

In this case, you may find that the involvement of third parties, independent claims, was aimed at delaying the process and delay a final decision of the court for a long time. These actions had a negative impact on the welfare of the plaintiff. All of this could have been avoided if the original as possible would be fully considered the evidence presented in the case, and carefully studied the legal basis for the entry of third parties in a civil action with their own requirements and there is a real legal interest in the case.

As a result, in order to avoid similar mistakes - amendment of the Civil Procedure Code of the Russian Federation Article 6.1 regulating a reasonable time for trial and execution of the judgment. In addition, Article 3 of this Code to supplement the rules to apply to the court for violation of the right to trial within a reasonable time or the right to the execution of judgments within a reasonable time. In previous editions of this feature is not available (5).

In the case, if a third party, independent claims, indeed there would be legal grounds to claim the subject of the dispute, then, if there is admissible evidence, declared their claims would be satisfied wholly or partly by the court. At the same time, do not bring them to trial, of course, would affect their interests.

In accordance with the above it can be concluded that the introduction of a third party in the process between the original parties to the independent claims of a legally valid way to protect the rights of independent third parties.

Considering the involvement of third parties, independent claims. should focus on the characterization of third parties not making independent claims concerning the subject of the dispute on certain categories of civil cases.

The person interested in the case, is not always separate requirements for dispute. It might be interested in the outcome of the process to the extent that the decision on the dispute between the parties may be prejudging (prejudicial) value for the relationship between such person and one of the parties in the process. Therefore, the law establishes the possibility of participating in a strange process of third party without independent claims on the subject of the dispute. Such a person can start at the beginning of the process on the side of the plaintiff or the defendant on his own initiative or may be held on the initiative of the court and the parties involved in the case.

In the theory of civil procedure it is assumed that a third party without independent claims is substantive legal relationship only with the person on whose behalf it acts (6).

Third parties not making independent claims concerning the subject of the dispute is often invited to participate in the process in cases of alimony, or in cases of reducing the amount of maintenance.

An important role is played by the question of bringing to participate in the case of third parties. The judge in the course of preparing the case for trial or the court in the proceedings, finding that the defendant pay alimony by the court to the other children, or they made payments on other executive documents required to attract interested persons to participate in the proceedings as third parties on the side defendant.

In paragraph 11 of Resolution of the Plenum of the Supreme Court of the Russian Federation "On application by the courts of the Family Code of the Russian Federation in cases of paternity and alimony" from 25.10.1996 № 9 also clarifies that if the preparation of the case on the claim for alimony for trial or the proceedings will be shown that the defendant pay alimony by the court or they made payments on other executive documents, interested parties shall be notified of the time and place of the proceedings (7).

Third parties on the side of the defendant should be recognized all interested persons in whose favor to make deductions from wages of the defendant on the basis of a judgment or other court orders. If the defendant has already paid on the basis of a court-ordered child support from another marriage, the mother of these children should be brought in as a third party without independent demanded on the side of the defendant, as a new solution for alimony affect the size of the content to be paid to her children. Similarly, should decide on the involvement of third parties in cases where a defendant has recovered maintenance for the others.

The participation of a third party in cases of claims for recovery of child support, for a decrease the amount of maintenance is not associated with recourse relations. His interest lies in the fact that by engaging in the process of the dispute between the parties in a timely manner to prevent the infringement of their rights, to prevent deterioration of their situation, etc.

Considering the peculiarity of such claims, which consists in the fact that they can cover a desire to reduce the amount already awarded alimony, not engaging in this case to the case of third parties may serve as grounds for the annulment of the judgment.

Third parties not making independent claims concerning the subject of the dispute is often invited to participate in the process in cases of alimony, or in cases of reducing the amount of maintenance.

As an example worthy of interest ruling in the case number 2-314 / 2011 alimony received Nelidovskijj City Court of Tver Region 6 June 2011 (8).

Having examined in open court appeal Sivachuk M. A. the decision of the magistrate court plot, which the claims Sivachuk M. A. to Sivachuk N. I., third party Sivachuk E. A. alimony refuse.

Sivachuk M. A. filed a lawsuit against the Sivachuk N. I., third party Sivachuk E. A. alimony. In support of their claims the plaintiff relied on the fact that between her and the defendant entered into a marriage; married they had a child who is dependent on her. The defendant evades the content of their child's financial aid in its content has not. The defendant has a child from his first marriage, to the content of which is based on the court order the defendant pays alimony in the amount of 1/4 of the salary. In view of these circumstances the plaintiff recover from the defendant requested monthly for the maintenance of their child alimony in the amount of 1/6 of all types of income.

The defendant did not object to satisfy the claims that the court regarded as an admission of the claim. The court recognized the claim by the defendant is not accepted, the case was considered on its merits.

At the hearing of a third person Sivachuk E. A. objected to the satisfaction of the plaintiff's claims, stating that the plaintiff evidence that the defendant did not provide material assistance for the maintenance of her child is not represented. The plaintiff and the defendant in a registered marriage, registered at the same residence, both work, the last time she saw them together in May 2010, which proves the fact that they are living together and maintaining a common household, and, consequently, the total child. Handling of this claim indicates an intention to further reduce the amount of alimony exacted for the maintenance of her daughters, as required by law. As in meeting the stated requirements of the plaintiff would be prejudiced the rights of her daughter, she adamantly opposed the plaintiff's claim, requests to dismiss the data requirements.

Magistrate decided the above judgment. The appeal Sivachuk M. A., disagreeing with the Resolution solution, asking the decision of the judge to cancel and make a new decision on the case, it granted the application requirements to recover from the defendant's child support in the amount of 1/6 of all types of income. In the study indicated that the court incorrectly identified the circumstances relevant to the case. She does not agree with the conclusion of the court that if the spouses Sivachuk married, they are seen together, it means that they are a common household and contain the child, and therefore grounds for enforcement of alimony is not available. Family Code does not put the question of alimony for minor children dependent on that? Is it in his parents' marriage, they spend time together. In addition, the court's findings do not correspond to the circumstances of the case. The court concluded that the defendant equally it contains a child, but the testimony proved otherwise. At the hearing Sivachuk MA supported the arguments of the appeal and requested to meet its requirements.

Third person Sivachuk EA submitted written objections to the appeal Sivachuk M. A., in which he asked to leave the decision of the magistrate unchanged, and the appeal Sivachuk M. A. - Without satisfaction. Considers that the treatment Sivachuk M. A. with the claim of the plaintiff proves the intention to improve their position at the expense of her child, as the defendant in the future will have the right to file a claim to reduce the amount of child support for the maintenance of her daughter than to be materially prejudiced its rights.

After hearing the explanations of the persons involved in the case, having examined the written evidence, case materials, having heard the witnesses, the court comes to the next. Magistrate, allowing the plaintiff stated requirements, came to the conclusion that the court hearing is not established grounds for enforcement of alimony from the defendant in favor of the plaintiff on the content of a joint child. In this case, the magistrate proceeded from the fact that the evidence of the circumstances relied upon by the plaintiff is not represented, the plaintiff and the defendant in a registered marriage, registered with the child at the same address, the defendant lives with his family, has a shared household with the plaintiff.

Meanwhile, the findings of the appellate court about the circumstances of the case at the retrial did not coincide with the findings of the magistrate made in the impugned judgment.

As can be seen from the content of the statement of claim Sivachuk M. A. and explanations given to it in the appellate court, the defendant does not provide funds for the maintenance of their common minor child, child support agreement between the plaintiff and the defendant is absent. These circumstances are confirmed by the testimony of witnesses.

At a resolution of the plaintiff's claims legally significant fact is that the defendant did not provide the content of the minor son. The defendant and the third party did not present evidence to refute the above circumstances. In this case, the defendant did not dispute the fact that has no material assistance in the maintenance of his son.

Since alimony is the only source of ensuring the existence of minor children as disabled and dependent parents because of their age, given an explanation regarding the plaintiff's failure to provide the defendant funds for the maintenance of their child, the evidence as a whole, based on the need to protect the interests of the child, the court considers the claim Sivachuk MA alimony based on the law.

At a resolution of the plaintiff stated requirements such circumstances as the fact that the plaintiff and the defendant are living together, married, with a child registered at the same address are not legally significant.

Under such circumstances, the decision of the judges shall be canceled due to the wrong definition of legally significant circumstances, application of substantive law with the production of new solutions to satisfy the claims of the plaintiff Sivachuk M. A.

The Court decided the decision of the judicial district judge in a civil case for alimony and decide to cancel a new solution - a claim Sivachuk M. A. to Sivachuk N. I. alimony suit.

Third parties not making independent claims concerning the subject of the dispute are often involved in cases of compensation for harm caused by a source of increased danger. The basis of their participation in the process is usually possible recourse of the person on whose side the third party acts.

A common reason for bringing in the process of third parties is a right of recourse. The court's decision may be the basis for a new action in a different process. For example, under Article 1081 of the Civil Code of the Russian Federation entity to compensate for damage caused by another person (employee in the performance of his official job or any other job duties a person driving a vehicle, etc.), has the right of recourse (regression) to this face.

Financial liability direct tortfeasor (the worker) to their employer provided for in Article 238 of the Labor Code of the Russian Federation (9).

This determines the direct participation in the process of tortfeasors between the victim and the organization as a third party without independent claims concerning the subject of the dispute.

Participating in the side of the defendant, the third party may exercise the protection of their interests in two ways. It can help get rid of the defendant liable for the claim, if the defendant cites the lack of guilt, that the damage was caused by force majeure or intent or gross negligence of the victim. Third person, participating in the case, may prove the absence of guilt in the actions that would exclude the possibility of satisfying recourse. Case study shows that in cases of compensation for harm when the subject of responsibility to the victim and direct tortfeasor - different faces, the courts tend to attract the latter as a third party without independent claims concerning the subject of the dispute (10).

According to M. A. Bithynia, a third party must be the defendant, together with the owner of the source, and the owner of the right of recourse to the source of that person

on anything not based, as a third party with the owner of the source in the relationship is not a member of obligation and not associated with mutual rights and obligations (11).

Cases in the process of attracting material legal entities as third parties, is not making independent claims concerning the subject of the dispute are also provided in the other regulations governing the various types of legal recourse (for example, Article 53 of the Federal Law "On Mortgage (Pledge) property") (12). Engaging in the process of third parties may be associated not only with recourse, there may be other grounds.

Appellate review on the synthesis Moscow district court of Tver civil cases in the first half of 2012, found that the magistrates are often allowed to incorrect application of substantive and procedural law in the resolution of civil cases for instance I (13).

In accordance with Article 148 of the Civil Procedure Code of the Russian Federation, the resolution of the question of the composition of the persons involved in the case, and other stakeholders is one of the tasks of preparing the case for trial. Meanwhile, magistrates, examining and resolving civil cases, do not determine the number of persons whose interests may be affected by legal disputes without involving participation in the case of all stakeholders.

Meanwhile, the participation of third parties not making independent claims concerning the subject of the dispute, in the process varied. Their involvement helps in speedy resolution of the dispute between the litigants and the imposition of a fair and informed decision.

The participation of a third party, independent claims concerning the subject of the dispute, for certain categories of cases, it is important for making fair and accurate solutions.

With the participation of third parties, clarified the necessary additional evidence in the case, without which it is impossible to establish the truth of the case. In addition, participating in the process with the help of third parties can determine the legitimacy of the actions of the parties, as well as to find out their real intentions with which they made their demands and stated their position on the case.

Also noteworthy is the fact that the involvement of third parties in civil procedure determines the possibility or the lack of it in subsequent civil litigation related to claims concerning the subject of the dispute.

The purpose of participation in a third party without independent claims - to prevent adverse consequences for themselves a court decision. Third parties not making independent claims can engage in the process on their own initiative, be involved in the case at the request of a party or on the court's initiative. Their entry (or attraction) is allowed during the entire proceedings until the decision by the trial court decision.

Lack of own requirements does not mean lawlessness: these people have all the procedural rights necessary to protect their rights and interests associated with this process. However, they cannot change the base or the subject of the claim, increase or decrease the size of the claim, to drop the case, to recognize the claim or to reach an amicable agreement, to enforce the judgment, as well as to file a counterclaim.

It seems necessary to amend Article 42 of the Civil Procedure Code of the Russian Federation "Third parties making independent claims concerning the subject of the dispute" - namely, make the following changes in part 1 of this article: "Third parties making independent claims concerning the subject of the dispute, may start the case before the court order by the court of first instance after set their legal basis of the intervention. They enjoy all the rights and bear all the responsibilities of the claimant. For persons independent claims concerning the subject of the dispute, the judge shall issue a ruling on the recognition of third parties in the present case, or to refuse to recognize them by third parties, to which may be filed by a private complaint ."

It is possible to supplement this article as follows: "In the event that the entry of third parties independent claims concerning the subject of the dispute, contributes to a

significant extension of procedural terms (more than 3 months), the judge must consider the allocation of third-party claims, independent claims concerning the subject dispute, in a separate proceeding."

These changes and additions to the article in question, will eliminate the abuse of procedural rights of third parties, as well as reduce the negative consequences for the parties related to the long pending a decision on the case.

Participation of third parties, independent claims, it is necessary and in those cases where the interests of juveniles appear directly (for example, the case for alimony). In particular, courts should carefully correlate all the circumstances of the case with the request and consider in detail the evidence base. For example, in an exemplary case of the recovery of maintenance for a minor child clearly has a vested interest as a plaintiff and a defendant in reducing the amounts levied alimony, which is aimed directly against the interests of a third party.

Third parties, like other members of civil procedural relations, endowed with considerable complex procedural rights and duties, allowing them to defend their interests in court, as well as enabling the court to act on their procedural activities. In addition, third parties involved in the case, can actively influence the development of civil procedure in a particular case, the right to express and justify their opinions during the trial of all issues arising during the process, including by filing complaints. Given their interest in the outcome of the case in civil procedure legislation provides a wide range of their powers. In this regard, the institution of a third party should be given special attention.

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DEVELOPMENT OF AN ELITE THEORY IN RUSSIA AND THE SIBERIAN REPUBLICS

Abstract

The paper is devoted to degree of a scientific readiness of elite theory in Russia and in particular in the Republic of Buryatia, the Republic of Sakha (Yakutia) and the Republic of Tyva. Studied the extensive array of sources, the author groups the papers on the problem, define the main directions of researches and a circle of the analyzed problems, reveal a number of questions, which did not find detailed lighting in sources, and also to open a condition of study of elite science perspective in the Siberian republics of Russia.

Keywords

Russia, republics, elite theory perspective, elite theory, political elite, publications, researches, literature

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Elite s theory perspective has been forming throughout many centuries, its roots can be found in the first millennium B.C. The significant contribution to development of elite problems was made by philosophers of the Ancient world, thinkers of the Middle Ages, Renaissance and Modern history. The reflections about heterogeneity of life, legitimacy of persons being at top of social hierarchy, possibility of fair country leadership, image of an ideal governor made the basis for independent elite concepts and led to formation of separate branch of social knowledge.

Gaetano Mosca and Vilfredo Pareto are considered to be the founders of elite theory as a new direction of society researches. At the end of XIX - beginning of XX centuries they stated own concepts devoted to ruling minority in a system look. the German-Italian sociologist and political scientist Robert Michels wrote the classical work “Political Parties: A Sociological Study of the Oligarchical Tendencies of Modern Democracy” (1911). G. Mosca, V. Pareto and R. Michels in their classical concepts systematized the accumulated knowledge of ruling class and formulated a number of ideas, basic for elite science. These ideas are the following:

- any society has the ruling minority and the operated majority;
- elite has high degree of unity and good organization;
- elite representatives has the certain specific qualities causing its position in society;
- elite always seeks to keep the social status; ruling elite is succeeded as a rule by counter elite;
- there is an objective need for continuous updating of dominating elite,
- etc.

Further development of foreign elite theory is connected with the names of H. Lasswell, F. Hunter, R. Dahl, Ch. Mills, J. Domhoff, K. Mannheim, J. Meisel, D. Riesman, R. Putnam, S. Keller, W. Hoffman-Lange and others. Their works raised complex of questions devoted to ruling minority: analysis of elite, their places and role in modern

society; structure of political power and existence of various segments in it, first of all, segment of business elite; structure and number of elite; conceptual framework; justification of various methodical approaches to elite studies, etc. The main attention of foreign researchers is naturally concentrated on elite of own country. However, after dissolution of the Soviet Union, much attention was paid to political elite of the former USSR. Originally, comments about the former USSR elite were full of enthusiastic optimism. Then, considering the economic and political transformations happening in Russia in the 1990-s, some western experts subjected them to severe criticism and, not without justification, accused the elite in the existing difficult situation. In 1995-1996 there were statements that there were no notable changes in Russia, and the regime is headed by representatives of the old communistic range. B. Clark, J. Waller, P. Reddauey, J. Chiesa, A. Brown, Zh. Sapir, T. Graham, Zh. Uedel, Ch. Fairbanks and others criticized the Russian ruling clique. Foreign researchers paid attention to both federal and regional elites of Russia. For example, K. Matsuzato, A. Mommen, D. Slider, M. McAuley, Zh.-Sh. Lallemand touch upon subjects of social-professional structure of regional elite, channels of their recruitment, interaction of economic and political elite institutions, electoral support, etc. Nowadays the process of studying the Russian political elite abroad continues on the basis of new interpretation of society.

In Russia development of elite theory has long history. The most prominent representatives of socio-political thought of various periods of Russian history addressed to elite questions, in substantial sense of the word. However, most fully the phenomenon of elite was formulated at the end of XIX - beginning of XX by such thinkers as M.Ya. Ostrogorsky (*Ostrogorsky, 1997*), P.A. Sorokin (*Sorokin, 1992*), A.I. Stronin (*Stronin, 1997*) and others. Their works referred to major questions of elite theory: factors, promoting social ascension of elite; influence of educational institutions on quality and number of elite; processes of social mobility; place and a role of aristocracy in society, etc. The works of that time were characterized by frequent appeal to valuable treatment of elite. Theoretical views of the Russian scientists of that time significantly supplemented and surpassed the western concepts in contents; therefore, they can be rightfully considered as classics of the modern elite theory. For example, M.Ya. Ostrogorsky in the work "Democracy and political parties" (1898) considerably passed ahead the western theorists and described in details development of oligarchical tendencies in political parties and organizations. Thus he did not consider the process predetermined, but, on the contrary, he offered concrete ways of fighting against it, which realization could be possible in conditions of democratic state.

During the Soviet period, development of elite theory was forbidden and existence of elite in society was categorically denied. The subject generally existed in the spirit of "criticism of bourgeois sociology" in works of G.K. Ashin (he was the first in the Soviet social science, who described an elite phenomenon) (*Ashin, 1985*), A.A. Galkin, V.O. Mushinsky, F.M. Burlatsky, P.S. Gurevich and others. Despite of the existing difficulties in development of this direction in political science, the analysis of the USSR elite was carried out abroad by M Voslensky (*Voslensky, 2005*), A. Avtorkhanov (*Avtorkhanov*), M. Dzhilas (*Dzhilas, 1958*), who laid the foundation for basic elite theory questions. In the works, they proved that the USSR had a social group ruling government and society and possessing considerable privileges and other attributes of political elite.

Comprehensive study of elite problems began only with dissolution of the USSR in the early nineties. There were rough discussions about features of the Russian political elite, its structure, qualitative characteristics, etc. in scientific papers. The attention was paid to confrontations of various political segments in power. At this time G.K. Ashin, D.V. Badovsky, O.G. Myasnikov, M.N. Afanasyev, B.V. Golovachev, L.B. Kosova, I.E. Diskin, N.Yu. Kudayarova, B.M. Pugachev, O.V. Kryshtnovskaya, E.V. Okhotsky and others published their works (*Ashin, 1993; Badovsky, 1994; Diskin, 1994; Kryshtanovskaya,*

1991; *Myasnikov, 1993; Okhotsky, 1993*). In the second half of the 1990s, process of the Russian political elite formation was mainly studied. Often the informal mechanisms and channels of elite recruitment causing an acute aversion in researchers came under the spotlight. Works of M. N. Afanasyev, G.K. Ashin, O.V. Kryshtanovskaya, M.A. Cheshkov and others were devoted to this problem (*Afanasyev, 1996; Ashin, 1998; Kryshtanovskaya, 1995*). Search of the answer to a question was methodically carried out: “Whether there was an updating of the “old” range in the country or it was succeeded by new generation of political elite?” As a result, a set of concepts appeared such, as conflict of generations, radicals revolt, ruling elite revolt against reigning, political capitalism, etc. O. Kryshtanovskaya and S. White’s “transformation of range” and D. Lane’s “alternation of generations” model were considered the leading concepts of that time. According to “range approach”, which had many supporters, the Soviet elite in the early nineties “was recoloured” and passed into camp of reformers, thereby it managed to survive in new conditions. The D. Lane’s thesis about gradual replacement of “old” elite on “new” more mobile and capable to build relationship answering to modern realities elite is the basis of the model of “alternations of generations”. Certain interest of that time had valuable orientations of elite, what is proved by works of L.V. Babayeva, E.Ya. Tarshis, L.A. Reznichenko, B.V. Golovachev, L.B. Kosova, N.Yu. Kudeyarova, A.N. Zhuravlev and others (*Babayeva, 1996; Lapina, 2004*). Since the end of the 1990s, works devoted to a number of key elite questions appeared. Questions of elite influence on transformation of the Russian society, interaction of various segments of Russian political elite, change of orientations and motivation of authorities behavior, recruitments of elite, relationship of people and elite, etc. were studied. On the basis of empirical data, which became ten times as much, scientists revealed features of political elite evolution during the Post-Soviet period, its social characteristics, elite place in structure of Russian society, etc.

Today there are some centers of elite theory researches in the country: in Moscow, Saint Petersburg, Rostov-on-Don, Perm, Astrakhan and in some other cities of Russia. Their representatives - authors of many works on the studied subject - made a big contribution to development of the Russian elite theory. The publications existing nowadays can be conditionally divided into four groups. The first group is the works devoted to historical, theoretical, philosophical and methodological aspects of the subject. The second group is the researches fixing process of elite change in conditions of Russian society transformation (its demographic characteristics, recruitment, orientations, activities, etc.) dynamics of public opinion about authorities and their functioning. The third group is the works focused on the analysis of elite structure: some individual biographies, their social “roots” and ways to come upon elite, psychological portraits, classification of main elite groups, etc. The fourth group is the researches, in which intrinsic and functional features of some certain, concrete elite group, its relationship with other segments are studied.

The considerable number of works is devoted to regional political elite of Russia. A.V. Ponedelkov, A.V. Duca, D.V. Badovsky, V.Ya. Gelman, N.Yu. Lapina, A.E. Chirikova, O.V. Gaman-Golutvina, A.K. Magomedov, S.I. Barzilov, A.G. Chernyshov, L.M. Kapustina, R.R. Gallyamov, M.H. Farukshin, G.V. Dovgal, E. Zeletdinova, R.F. Turovsky, A. Novichenko, O. Salmanova, etc. are engaged in this subject (*Gaman, 1995; Lapina, 2004; Ponedelkov, 2008; Duca, 2001; Chirikova, 2006*). Main directions of their researches are problems of elite institutionalization; personnel policy in regions; formation of elite recruiting ways; changes in regional elite structure; intergroup relationship (for example, features of regional and local elite dialogue); conflict opposition at the level of a subject; analysis of authorities activities; evolution of regional elite in system of “center regions” relations; questions of distancing of regional elite from the federal authority; role and influence of regional elite on state policy; electoral processes in Russian regions, etc. Character of relations between representatives of regional government and business

structures is deeply and comprehensively studied. Their relationship is extremely various and includes both institutional and informal connections. For example, the attention is paid to the system of mutual obligations, when politicians in exchange for financial support of election campaigns lobby interests of the relevant business structures. Researchers are also interested in political elite of national regions of Russia. Unfortunately, there are numerous works devoted to the problem in the Post-Soviet period, for example, works of R.R. Gallyamov, L.M. Drobizheva, V.G. Zhalsanova, Yu.S. Tarasov, M.H. Farukshin, A.K. Magomedov, L.S. Gubanov, A.L. Popov and others (*Belyaev, 2007; Gallyamov, 1998; Magomedov, 1995; Farukshin, 1994*). They are dedicated to features of national political elite evolution; specific processes of elite theory in the republics, etc. The analysis of regional researches shows that elite space often acts as a peculiar background for studying of all processes happening in the subject of federation.

The political elite of the Republics of Buryatia, Sakha (Yakutia) and Tyva is poorly studied at the moment, development of the subject began only in the early nineties. At the same time we will notice that for rather small time there were certain researchers in the republics, who dealt directly with problems of republican political elite and by various methods of knowledge define changes happening during the Post-Soviet period, specifics of elites, their place and role in the Russian political process. In the Republic of Buryatia V.G. Zhalsanova on the basis of extensive historical and sociological material studied methodological and theoretical aspects of functioning of republican political elite during the Post-Soviet period, features of its state in conditions of social and economic transformation of society (*Zhalsanova, 2003*). The data stated by the author allowed to receive notion of the political elite, created in Buryatia after dissolution of the USSR. The big contribution to studying of this social group was made by B.P. Kryanev, which works are devoted to questions of formation and development of political system, formation of political parties and movements, passing of election campaigns in the Republic of Buryatia, etc (*Kryanev, 1999; Kryanev, 2002; Kryanev, 2006; Kryanev, 2009*). Besides, he has interesting works of directory character about deputies of the National Hural of the republic, political parties and their leaders (*Kryanev, 1996; Kryanev, 1997*). I.I. Osinsky views problems of the Russian state reforming, social well-being of separate groups of population including political elite in the changing society (*Osinsky, 1998; Osinsky, 2002; Osinsky, 2012; Osinsky, 2011; Osinsky, 1994*). The theoretical and empirical material presented in his works significantly enriches subject. M.I. Dobrynina's comprehensively studied the Russian intellectuals and that is especially important and justification of their participation in political life of the state (*Dobrynina, 2010; Osinsky, 2011*). A.N. Postnikov studied various aspects of modern Russian society transformation; topical issues of choosing a way of further development of the country and role of political elite in this process (*Postnikov, 2011; Postnikov, 2011*). Ts.B. Budayeva (*Budayeva, 2000; Budayeva, 2004; Budayeva, 2004*) reveals the electoral processes happening in Buryatia. In particular, much attention is paid to studying political preferences and expectations of the republic inhabitants. These publications allow not only to view dynamics of political elite members, but also to define heat of fight between its representatives and specifics of this or that election campaign. E.P. Balzhinimayeva in the research "The State Bureaucracy as a Social Group in the Conditions of the National-Territorial Region" (Ulan-Ude, 2003) touched upon the low-studied subject of formation and development of the state bureaucracy layer of the Republic of Buryatia. She singled out social sources, ways and conditions of formation of this layer, structure of bureaucracy, transformation of government institutions. Some aspects of political elite activity in the context of history of the Buryat people development are covered by A.A. Elayev (*Elayev, 2000*). Z.R. Merdygeev's monograph "Political moods of Buryatia inhabitants (applied aspect)" (Ulan-Ude, 2005) analyzes public opinion of Buryatia population on various questions of socio-political subject and

assesses activity of political leaders of the Soviet and Post-Soviet periods. Problems of Buryatia modern development and its people are viewed in V.A. Hamutayev's works (*Hamutayev, 2009; Hamutayev, 2009*). K. B.-M. Mitupov analyzes socio-economic situation and international relations in the republic of the 1990s period (*Mitupov, 2003*). S.P. Budazhapov's monograph deals with the process of national-state construction in Buryatia in the second half of the 80-90s of the XX century (*Budazhapov, 2007*). Yu.B. Randalov defines the important changes in the region life and social structure of the Buryat people, which happened during the latest period (*Randalov, 1998; Randalov, 2001*). These and other close researches allow to study various aspects of the subject more deeply. Materials of the web sites of republican institutions and authorities and periodical articles give informative and actual information.

Among the first publications on problems of political elite of the Republic of Sakha (Yakutia) are Yu.S. Tarasov's works (*Tarasov, 1996; Tarasov, 1993; Tarasov, 2000*). On the basis of political-sociological researches conducted by the author during 1992-1995 and materials about elite of 1984, he revealed and studied social mechanisms of formation of three groups of regional elite: legislative, executive and judicial. Features of social-demographic characteristics and valuable orientations of Sakha political elite are also defined. The ruling elite of the republic as the subject of regional political process is considered in research of A.L. Popova (*Popov, 2004*). The value of the work is that intra elite changes (nature of circulation, balance of forces between elite groups, etc.) are studied in the context of political regime transformation in the Republic of Sakha (Yakutia) and other regions of Russia. D.N. Bubyakina's monograph describes difficult process of formation of the State meeting (Il Tumen) RS (Ya) and gives the results of socio-political analysis of republican parliament staff, which captured deputies of three convocations (*Bubyakina, 2003*). The State meeting (Il Tumen) RS (Ya) is described in D.N. Mironov's book. It concerns to the questions of formation, development and internal organization of parliament, forms and means of parliamentary activity, law-makings of Il Tumen deputies (*Mironov, 2009*). There are works studying local governments: their history, development, reforming, and members. A.B. Mestnikova reveals ways of identification to political elite of Sakha (Yakutia) and its characteristic features (small number, closeness, high degree of corporate solidarity, etc.) (*Mestnikova*). Features of modern republican elite, its structure, valuable orientations, influence of elite on socio-political processes and interethnic relations in Sakha (Yakutia) are defined by L.M. Drobizheva. Some aspects of the studied subject can be met in close researches, for example, politological analysis of place and role of the Republic of Sakha (Yakutia) in system of regional processes is given in E.Yu. Pakhomov's work (*Pakhomov, 2002*). Processes of formation and development of Yakutia statehood can be tracked in T.S. Ivanova, T.S. Yermolaev, I.E. Tomsky, M.M. Hatylayev's monographs and in materials of scientific-practical conferences devoted to the subject. A.I. Eremeyev studied the question of differentiation of areas of jurisdiction and powers between federal and republican authorities (Moscow, 1999). E.G. Maklashova's works give analysis of the Sakha (Yakutia) government in modern political conditions and dynamics of the "center-region" relations (*Maklashova, 2004*). N.A. Sleptsov devoted his works to prospects of the Republic of Sakha (Yakutia) development as a part of Russia; to problems of federal relations; to comprehensive study of modern political processes in the country (*Sleptsov, 2005*). Attempts to define the future of Sakha through studying historical aspects and analysis of the latest processes were made in V.P. Nogovitsyn's monograph (*Nogovitsyn, 2004*). Features of modern electoral systems and elective campaigns come to light by I.A. Sosina. It is possible to examine retrospective of ethnopolitical and ethnosocial development of the Republic of Sakha (Yakutia) in works of V.B. Ignatyeva, S.V. Abramova, A.A. Pavlov. Experience of national policy realization in the republic, existing problems and prospects in the field are considered by V.V. Toporkova in monograph "National policy in the Russian region:

experience of the Republic of Sakha (Yakutia)” (Yakutsk, 2006). Yu.D. Petrov’s works are devoted to problems of small ethnoses of the North, where from political positions the author views theory and practice of state national policy in relation to these people, the analyzes ethnopolitical situation in regions of their inhabitation and the main ways of revival and preservation of indigenous people of the Arctic (*Petrov, 1998*). A.G. Savvina touches the important question of political participation of indigenous ethnic groups of the North in implementation of democratic reforms in the Republic of Sakha (Yakutia). Materials of republican authorities web sites and the edition of directory character are of considerable interest. Especially we should note data of topic sociological studies periodically carried out in the republic. They give important and timely information on various questions of socio-political life of the region.

Actually, there are no scientific publications directly devoted to political elite of the Republic of Tyva. Some questions of formation and evolution of administrative personnel of Tyva were affected by researchers within illumination of the republic history. So, R.Sh. Harunov, studying development of intellectuals in the Tuva National Republic (1921-1944) examined question of administrative intellectuals formation. S.S. Hovalyg, basing on analysis of historic facts having impact on socio-political processes in the region, tracked evolution of administrative personnel of Tyva at the end of XIX - the first half of the XX centuries and described systems of preparation and principles of selection of officials traditional for that time (*Hovalyg, 2008*). The history of the government system and leadership of the republic in 1921-2002 was studied by A.S. Bicheldey and K.V. Bicheldey (Abakan, 2003). During the research, they raised the important question of training personnel for public service. Processes of formation and development of the Republic of Tyva statehood, its institutes of power and local government, their legislative regulation are revealed in N.A. Ondar’s works (*Ondar, 2001; Ondar, 2002*). The comparative analysis of Constitutions of the Republic of Tyva reflecting history of the state formation of the republic was carried out by S.Ch. Sat. Constitutional development of Tyva is reflected in publications of O.A. Ondar (*Ondar, 2002*). V.R. Feldman studied political power in the context of the region history (*Feldman, 1998*). Works of G.A. Ondar and S.V. Saaya describe foreign policy history of the republic. Multivolume “History of Tuva” contains important information on political development of the region during various historical periods. Among the available literature, E.V. Tyshta’s works can be called valuable as they view the Tuva elite of legislative power of bodies within the representative power of the Republics of Tyva and Khakassia (*Tyshta, 2006; Tyshta, 2007; Tyshta*). The author analyzed social status, professional status, age characteristics of people’s deputies, ethnic structure of convocations, share of women’s representation in them, removability of deputy corps and other topical issues. R.V. Pyuryuna defined sources, factors and conditions of legitimation of the regional political power and revealed important features of political process and political culture of the Republic of Tyva. Among them are legitimacy crisis of political power, territorial and patrimonial clannishness, opposition of executive and legislative branches of power, political passivity of citizens, etc. (*Pyuryuna, 2010*). Works of the following authors are relative for the subject. Some aspects of modern political life of the republic, its economic situation are covered in works of Z.V. Anayban (*Anayban, 2002*). G.F. Balakina studies state of economy of the Republic of Tyva during the difficult period of reforming (*Balakina, Polulyakh, 1996*). N.P. Moskalenko reveals features of ethnopolitical history of Tyva in the XX century (*Moskalenko, 2004*). The main data on the Tuva political elite, unfortunately, can be received only from directory editions, materials of republican authorities web sites of and separate articles of periodicals.

A certain contribution in study of political elite of the Republics of Buryatia, Sakha (Yakutia), Tyva was brought by the author of the paper. During the period from 2004 to 2010 we conducted two questionnaires: 195 representatives of political elite of the Republic

of Buryatia were surveyed in 2004, for the analysis 176 questionnaires were selected; 618 people representing executive, legislative/representative and municipal authorities of the Republics of Buryatia, Sakha (Yakutia), Tyva were surveyed in 2009-2010, for the analysis 576 questionnaires were selected. Materials of empirical and theoretical researches were stated in publications of the author: three monographs, 50 scientific papers. The book "Evolution of Regional Political Elite during the Post-Soviet Period (on Materials of the Republic of Buryatia)" was published in 2009, in which the results of 2004 questionnaire were reflected (Ochirova, 2009). The book was recognized as the best scientific publication in the nomination "Political Sciences" at the Second Far East regional competition on the best higher school edition "The University Book – 2009" (Vladivostok, 2009). In 2013 the author published monograph "Political Elite of Multiethnic Regions in the Conditions of Transformation of the Russian Society" (Ochirova, 2013) devoted to evolution process of political elite of the Republics of Buryatia, Sakha (Yakutia), Tyva during the Post-Soviet period. Basing on the extensive sources and own researches of the author (2004-2010), it reveals and analyzes changes in functioning, social portrait, mechanisms and channels of recruitment, valuable orientations of republican political elite, the analysis of theoretical material on problems of elite. The monograph was written on the basis of the thesis of the author, gathered during the work on doctor degree. The monograph became the winner of the international competition "The Best Scientific Book in the Humanitarian Sphere-2014" (Kirov, 2014) and took the 2nd place in the nomination "Author's Monographs" at the Competition of publications of the Russian society of sociologists 2014 (The Russian Academy of Sciences, Moscow, 2014).

The review of available publications allows to draw a conclusion that despite the saved-up potential, development of elite theory in Russia is not finished for the objective reasons. A number of questions still have not found detailed lighting in literature. In particular, valuable orientations of political elite, especially at the regional level are insufficiently studied. Considering political elite mainly as complete social group, researchers often forget about the fact of existence of structural elements in it. As a result practically there are no materials devoted to separate types of political elite. Meanwhile they also need a careful research. Still there is no clearness in separate concepts of elite theory, methodological and methodical approaches of elite research. Influence of ethnic factor on authorities, including process of political elite formation, is poorly studied. Mechanisms of social mobility of elite representatives are not defined. Not enough attention is paid to identification of social roots of persons, who are in power. Question of elite image formation is still unstudied, but its is an important factor of political stability. Describing in a general view models of political and economic elite interaction ("system of mutual obligations", consultations, etc.), researchers do not stop on the mechanism of distribution of material and financial resources, in which elite groups play the defining role. Sources, contents and technologies of regional conflicts permission, where territorial elite acts the leading role, are poorly studied. Respectively, elite theory in Russia demands deeper and detailed review, which is most necessary in regions, including the Republics of Buryatia, Sakha (Yakutia) and Tyva, where political elite studies only begin.

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ANTHROPOLOGICAL, ACMEOLOGICAL AND PERSONAL APPROACHES IN TEACHER MENTORING: MULTIPLICATIVE EFFECT

Abstract

The paper is devoted to defining the essence of multiplicative effect of the anthropological, acmeological and personal approaches in teacher mentoring, to considering of such phenomena as «anthropological approach», «personality», «personal approach», «acmeology», «acmeological approach», «self-determination», «self-realization», «reflection», as well as to defining teacher-mentor's role in the formation of a future teacher's personality.

Keywords

anthropological approach, personal approach, acmeological approach, teacher-mentor, personality, self-determination, self-realization, multiplicative effect

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The conceptual modernization of vocational training in higher educational institutions of Ukraine aimed at implementing the provisions of the Bologna Declaration, the deep socio-economic changes, the development of market relations, set high demands on the quality of vocational and educational training of future teachers that should be oriented at the new realities of modern life, intellectual and spiritual development.

Today the universities offer the institute of supervisors that are the primary organizers of educational work in the academic student groups. Considering the provisions of the Bologna process, not rejecting the idea of collective supervision, it is to be noted that the emphasis in educational work shift from collective organizational form toward individual work with the student. In accordance with the ECTS requirements, the supervisor's functions get not so much educational content as advisory, coordinating, i.e. supervisors can be seen as mentors, providing pedagogical support to students in their professional development. In this connection, close attention, in our opinion, should be paid to the problem of training the supervisors of future specialists as in future as we see a fairly complex, but expedient and efficient merger of advisory-supervisory and educational functions in the same supervisor - student's mentor.

It should be noted that the formation and establishment of the future specialist's personality, including teacher's one is the priority orientation in the theory and practice of vocational education. The development of person's creative potential which can ensure the successful achievement of their higher spiritual goals and humanistic senses of their being is directly related to the process of acquisition of public norms. Person can realize their life-affirming function if these norms, internally adopted by them, become an integral part of the knowledge of themselves. This is the important component of a human's formation as a person.

We should keep in mind that scientists interpret the concept of "person" differently: as a social individual, the object and the subject of the historical process (B. Ananiev); a way of human's being in society, individual form of existence and development of social relations (L. Antsyferova); a system properties acquired by the individual in the subject activity and communication that characterize them from the point of inclusion into the public relations (A. Peter); social quality of the individual (B. Lomov); special quality, acquired by the individual in society (A. Leontiev).

In the formation and development of the individual not the last role, in our opinion, is played by the teachers-mentors who in their activities should be guided by different methodological approaches to the process. In this regard, the purpose of this paper is examining the nature of some of them, namely the anthropological, personal and acmeological, as well as the definition of their multiplicativity in pedagogical mentoring.

Anthropology (from the Greek *anthropos* - human, *logos* - word, idea, judgment) is defined as the science of the origin and evolution of human, formation of human races and normal variations in the physical structure of human. The philosophical anthropology has a scientific concept - anthropologism considering human as a supreme and perfect creation of nature from the perspective of which should be studied both nature and society, and thinking, the development of all the sciences (*Meretukova, 2003*). Thus, the anthropological approach stipulates studying humans in all respects in the name of their individual abilities development. For this purpose can be explained the selection of an independent direction from philosophical anthropology - educational anthropology.

For the first time the term "pedagogical anthropology" was used by N. Pirogov (1856) and specified and filled with explicit content by K. Ushinsky in a multivolume work "Human as the subject of education. Experience of educational anthropology"(1868-1869). According to his opinion, pedagogics dealing with real persons should be based on thorough knowledge of them, and it must "draw" the means of its "educational effect" from human nature, that is to come from the objective laws of human development (*Asadullin, Benin, 2000*).

In modern pedagogy as noted by Z. Kurland the anthropological approach requires knowledge of teachers about themselves and about their students, their interests, inclinations, needs, dreams and involves consideration of the complex interaction of the spiritual and material in the personality of the future teacher. Although scientists do not use the term "mentor", the essence of the teacher's activity quite corresponds to mentoring, as only having thoroughly studied the abilities and desires of the pupil mentor can provide the necessary assistance.

The modern view of human is also based on the teaching of Vernadsky on the noosphere according to which human - is the object of cosmic evolution who is responsible for the state of the world, the fate of the space and entering into dialogue with nature. In this regard more importance is achieved by the idea of personal autonomy, the presence of unique spiritual and creative potential, need and propensity for self-regulation (*Kurland, 2007*).

In the aspect of research we interpret specified by Z. Meretukova most important provisions of the anthropological approach to the training of future teachers:

- unity, integrity, continuity of teaching process at the university. This means consistency and ambivalence of the human. We are talking about balanced development of emotional, mental, axiological, physical and volitional aspects of the personality, the unity of thought and action, the elimination of deficiencies in human nature;
- "golden mean" in the pedagogical impact on the personality of the future teacher. Any extremity or exaggeration of educational impact on personality equally are devastating for both the teacher and for the student. The law of "golden middle" acts in all the pedagogical situations upon the decision of any pedagogical problems;
- the law of apperception sequence of education according to which the best should be developed in the personality: disposition to constant self-education, creativity, self-improvement should begin from the first days of training at the university;
- compliance of the teachers' educational requirements to students, their demands to themselves which helps bringing the future teacher to high standard in mastering the future profession, to scientific research, etc.;
- coincidence law. Education and training can be seen as interference in person's life. It takes the form of organizing a person's life and filling it with certain content. According to the law of coincidence teacher must correlate the cultural phenomena, which person must master, with their personal meaning. This position requires filling professional information with those facts, regulations, positions that are close, interesting for future teachers and show the real complete picture of the most comprehensive of their professional activities (*Meretukova, 2003*).

That is the teacher-mentor should pay special attention to the psychological state of the students' personalities, their health and abilities available, accompany and guide him to the way in which they will find something new and useful, but not limited to the transfer of their knowledge.

To some extent, our view is supported by K. Ushinsky who saw the role of the teacher in "guiding" the student, firstly, diagnosing each student, and secondly, planning the necessary changes in their mind and behavior, contributing to the appearance of certain qualities, to bring up a healthy and mature personality. In this the outstanding teacher focuses on the fact that he achieves this by helping the child to enter the world of culture, creating pedagogical situations where children would be able to realize themselves, to show their activity. The teacher does it all taking into account as much as possible the level of personal development of the child, the dominant motives of their actions, actual interests, abilities and needs. And although in his writings we do not find the word "mentor", but the essence of the teaching profession provides in their pedagogical legacy this very activity. In particular, he noted that the pedagogical management is organically connected to the self-development of the child and performs its "formative" influence

through this self-development, which is based on a dual process of objectification - disobjectification of culture, during which are performed the creative transformation of both the world and the human. Under the teacher's control occur: self-determination of the child, independently and deliberately making their big and small life choices (*Ushinsky, 1990*).

The anthropological outlook of the teacher, according to B. Bim-Bad, (absolutely agreeing with him, we can add that of the teacher-mentor as well – *T.O.*) must have several components and contain the following:

- natural orientation at each child as the person of the highest value and having inalienable rights and responsibilities;
- formation of axiological attitude relation to each day and the period of life, to childhood as a self-sufficient period of human development;
- deep awareness and natural recognition of humanistic goals of education: the holistic development of the child as a person, formation of child's (and own) individuality, the harmonization of the child with nature, society, their own self, creating comfortable emotional atmosphere in educational institutions;
- adjustment for education as a vital component of the educational process, as well as for the interaction, dialogue, mutual movement of the child and the adult towards each other;
- recognition of the fact that educating can be a success only subject to matching the concepts of the adult and the child of the perfect human, that the analysis of state and problems of the student-object of education is always the subject of self-examination of its subject - educator (*Bim-Bad, 1998*).

Thus, based on the anthropological approach, the task of the teacher-mentor, first of all is to assist in the development of personality formation, in the construction of their self-image which helps persons understand themselves in present and future. The correlation of the "I" - image with the actual conditions of human life allows the persons to change their behavior and perform, realize the goal in relation to self training and self-education. The specified personality characteristics and their account are of great importance in the process of training and education as well as personal interaction in any further activities, allowing to organize targeted training of the individual for future professional activity. That is, the anthropological approach aimed at learning the human as the personality throughout the whole life intersects with personal and acmeological approaches, which leads to a multiplicative effect in pedagogical mentoring.

The multiplicativity of the said approaches is primarily focused on personal growth of human. C. Rogers interprets the concept of "personal growth" as the interaction of the individual with the external and internal world. It is important in terms of forming by the adult as a representative of the external world the students' ability to rely on themselves and develop their potential. This is in our opinion the task of teacher-mentor.

Personal approach as teacher's activity - is a basic value orientation of a teacher, which determines its position in interaction with each student in the group. The essence of the personal approach is that not ordinary pupils come to school, but they are personalities with their own world of feelings and emotions. The teacher must take into consideration these features and use such techniques, in which each pupil feels his personality, feels teacher's attention. A teacher should see a unique in each pupil, respect it, understand, create a situation of success, support, provide the opportunity of self-realization in positive activity. Sense of satisfaction and joy causes attraction to overcome the difficulties (*Kravtsova, 2007*). In our opinion, it fully coincides with the task of a teacher as a mentor. It should be noted that a teacher-mentor first of all, should help a pupil / student in his self-determination, which is a prerequisite for further activity.

The problem of self-identity, elaborated by V. Safin, explores the forms of self-

determination and its types: conventionally-role, professional, family and social. According to him, each of these forms is associated with a particular sphere of human's life, and altogether they constitute a vital self-identity in a certain way connecting with each other. Self-determination, the author points out, includes two aspects: 1) self-determination according of the goals and values, considering the demands of a group, collective, society, as well as one's capabilities, abilities, environmental conditions; 2) personality's conscious activity aimed at implementing of chosen values and self-actualization.

Therefore, the process of self-determination is associated with the functioning of consciousness and "I-image" as well as with self-realization in the activity, with the processes of self-knowledge and self-regulation. This implies that s personality self-determination is a focused comprehensive creative behavior, the purpose of which is the mastery of life areas as a system based on the ideas, completely covering the subject and is a result of personal experience. In the World encyclopedia the concept of "self-determination" is defined as the process and the result of selecting person's position, purposes and means of self-realization in the concrete life circumstances; the main mechanism of acquisition and manifestation of man's freedom. And it's further noted that personality self-determination is based primarily on the choice of the values system with which it identifies itself and is trying to implement in daily life. Means of self-reflection are consistent actions, evaluating the results of situational behavior, analysis of the results and consequences of self-employment, setting the limits on their own ideas in their realization.

There are such basic types of personality self-determination: self-determination in life (where professional self-determination is the most important part - acmeological approach); personal self-determination (as the highest level of life self-determination - personal approach).

In particular M. Pryazhnikov, sharing the concepts of personal and life self-determination, provides the classification of personality self-determination which depends on the degrees of freedom implemented in each of them: professional, life, personal. In his opinion, the life self-determination - is the choice of a particular life style and its realization in many social roles. Personal self-determination is characterized as the highest level of life self-determination, minimally constrained by external factors (Pryazhnikov, 2004).

From the standpoint of the personal approach, self-determination (English self-determination) is the process and the result of selecting person's position, purposes and means of self-realization in the concrete life circumstances; the main mechanism of acquisition and manifestation of man's freedom. The essence of the process of self-determination is in the acts of identification and approval of individual position in problem situations, when a person is going to have an alternative choice and must make existential or pragmatic decisions. The result of self-determination - the output of a person for the goals, directions and methods of activity, appropriate to its individual features, and for the formation of spiritual self-worth, abilities originally and independently realize natural and cosmic destiny through the goal setting.

From the standpoint of acmeological approach personality self-determination is considered self-identity in professional activities, required to realize its role of active regulation of their pedagogical activities, realizing own aspirations, opportunities, availability of adequate self-esteem, which is a prerequisite of professional growth.

Exploring the psychological peculiarities of professional self-determination, E. Turynina indicates that the founders of this process are A. Maslow, C. Rogers, D. Super and other scientists who were convinced that for the successful activity a personality must be studied in all its multifaceted aspects, and to develop and build social and active behavior on this basis (Turynina, 1998).

The next step in the development of personality is its self-actualization (self-realization). The idea of developing the human needs is in self-actualization, ethical ideal of which is "fully functioning person", moving to a complete self-knowledge and inner experience (by C. Rogers), is one of the prerequisites for solving the problem situation in education. This problem is related, in particular, to the difficulties of the transition from traditional teaching which is a viewed and controlled procedure with clearly stated the result, of a humanistic education, which creates the conditions for creativity.

From the perspective of personal approach, self-actualization provides cognition, expression and personal development of capabilities, achievement of the set goals in solving of important problems, which allows it to fulfill its creative potential. In consideration of this, the task of the teacher-mentor is to create opportunities for the development of personality through their own efforts, co-creation, collaboration with other people, society and the world at large.

Within the acmeological approach the concepts of "self-actualization" and "self-realization", mainly regarded as synonyms. Investigating the problem of future foreign languages teachers' training for professional fulfillment in the process of special subjects studying, I. Lebedik (*Lebedik, 2007*) concludes that in the center of the pedagogical concept of self-actualization there is a belief in individual human experience and its ability to self-discovery, in the possibility of expression of a unique and unrepeatable entity, in determining the direction and means of personal growth. The author defines significant influence of socio-professional requirements on self-esteem, self-assertion, self-determination, professional identity, motivation achievements in the profession, the purposes of professional growth.

The process of self-actualization, according to A. Bandura, closely intertwined with the process of life creation, sometimes it's like a prerequisite, and sometimes - the result of the latter. In this context, self-actualization begins to act as a mechanism of self-social behavior of the individual in such a way:

1. During self-actualization a specific system of value orientations is formed and recognized which determines the nature of the content and means of individual major life goals achievement, and therefore they form the basis of self-regulation of its social behavior (multiplicative with axiological approach).

2. During self-actualization socio-constructive life position develops, providing awareness of the need for creative interaction with the social environment through taking responsibility by a person for constructing person's life, attitude towards others as subjects of life, but not as means of achieving one's goals, other values of self-actualization (here we observe a multiplicative personal approach).

3. During self-actualization competence of a person crystallizes over time. It provides a unity of time perspective in human consciousness, in which the past is seen only as a source of experience, the future - just as a sphere of goal, and the present - as the only available activity time dimension (multiplicativity with competencial approach).

Thus, in A. Bandura's opinion, one of the results of self-actualization is a formation acts subjectively and objectively agreed, subjectively satisfying a certain personality lifestyle - individually selected interoperability system with the social environment (*Bandura*).

Summing up we conclude that the considered personal and acmeological approaches are closely intertwined with each other and multiply the multiplicative effect, within the anthropological approach. However, defining the essence of the anthropological approach in teacher mentoring, we observed interconnection with cultural study and axiological approaches. Considering this, the perspective of further research, we see in determining the effect of multiplicativity of cultural, axiological approaches in training of future teachers for teacher mentoring.

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FORESTRY YAKUTIA AND PROBLEMS ASSOCIATED WITH FOREST FIRES IN NYURBA THE ULUS OF THE SAKHA REPUBLIC (YAKUTIA)

Abstract

The paper discusses forestry Yakutia, where mainly grow coniferous forests of pine, spruce, larch, cedar, fir. A brief geographical description of Nyurba ulus (district), and calculated the damage to forestry forest fires in Yakutia in 2011 and the damage caused by forest fires Nyurba district in 2014. In addition, as reported in the media Greenpeace August 1, 2013 submitted to the President of the Russian Federation Vladimir Putin a letter of concealment and distortion data on area of forest fires in force in Mirny and Suntar areas of the Republic of Sakha (Yakutia). Facts data corruption was confirmed data analysis of space images Landsat 8 and Landsat 7, which allows high accuracy to determine the area of large and catastrophic wildfires. The purpose of the work to study forestry Yakutia, as well as the Nyurba ulus (district) and to give a reliable assessment of the spread of forest fires.

Keywords

forestry, pine, spruce, larch, cedar, fir, forest fire, emergency,
material damage, Nyurba ulus, Republic of Sakha (Yakutia)

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A large part of Yakutia relates to the field of permafrost-taiga soils. The greatest natural fertility of different soils of Central Yakutia. Yakutia is located in the two natural zones: taiga and tundra. Forest area of the Republic occupies more than 2/3 of the territory. Basic and widespread forest tree species here is Dahurian larch, which is along the river valleys extends far to the North. For example, the Lena she comes to 72° North latitude, Olenek rivers and Anabar to 72° -72°30' N. lat. Dahurian larch takes about 86 percent of the forested area of the Republic. Pine forests occupy only 6.3 % the forested area of Yakutia and distributed mainly in the South-West. Third place in the distribution is cedar. He has exhibited widely in the mountain-taiga districts of the North-East and South Yakutia. On separate sites Aldano-Ojurskogo ridge cedar is a tree-like form and are sometimes very large, more than 5 m in height. Cedar is a 6 % forest covered area. Spruce forests in Yakutia is less than 1 % and are found in the valleys to the mouth of the Lena river basin, river basin and Aldan. Small birch and aspen forests. In the South-West meets Siberian cedar. In river valleys, especially in mountainous areas, grow poplar and chosenia. The uniqueness of the flora of Yakutia is the presence among forest spaces stains forest-steppe and steppe vegetation (1).

Natural (landscaped) the fire is uncontrollable, outside special hearth burning in the forest, grasslands, peat bogs (underground) dangerous to life and health of people, causing material damage and damage to the environment. In 90% of cases they occur because of

the human factor and only 10% for other reasons (spontaneous combustion, lightning). Forest fires are grassroots and horse. Surface fires account for approximately 90% of all forest fires. When they burn aboveground layer, the understory, the shrub. The flame height is 2 to 3 m at a velocity of 0.1 to 1.0 km/h. When riding the fires burning trees along the entire height, the fire covers the crown. Sustained crown fire spreads at a speed of 3 to 10 km/h. Forest fire area of 2 km² or more are considered large. The temperature at the edge of a forest fire is about 900 ° C. Forest crown fires can turn into fire storms, when the surrounding air with the speed of a hurricane is sucked to the center of the fire, and the high temperature and flame great height destroy everything in the path of movement of the fire. Russian forests on sagaramati can be divided into three main groups: the largest sagaramati - pine young pine forests with the presence of pine teenager; moderate sagaramati - pine, spruce, kedrovyy; difficult lighting - birch, aspen, alder and forests of trees of other hardwoods. Main methods of fighting forest fires are entanglement and throwing the soil to the edge of the fire, the protective device mineralized strips and ditches, the extinguishing water or chemical solutions using the technique, annealing (start suppression fire). Typically, when a massive forest fires simultaneously use all methods. Forest fires extinguish with the attraction of a large number of forces and means (including aviation), which leads to higher material costs (*Vishnyakov, 2008*).

Forestry of the Republic of Sakha (Yakutia). The main objective of forestry is the provision of multi-purpose, rational and sustainable management of forests, conservation, protection and reproduction of forests, improvement of their quality. The total area of forest land in the Republic of Sakha (Yakutia) is 254752,4 thousand hectares, including wooded 156673,9 hectares Total area of protective forests 32913,2 thousand hectares Area of coniferous plantation are 132307,9 thousand hectares, including pine - 9749,8 thousand hectares, larch - 121798,2,6 thousand hectares, cedar - 395,7 thousand ha., spruce - 343,3 thousand hectares. fir - 20.9 thousand hectares. Stock of coniferous stands is 8794,81 million m³, of which pine - 998,46 million m³, larch - 7323,46 million m³, cedar - 74,03 million m³, spruce - 43,94 million m³, fir - 3,83 million m³. Saplings occupy 32033,7 thousand hectares For the period 2006 - 2011 conducted reforestation in the square 340940 ha, including through the conservation of undergrowth on 204390 ha and other measures to 136550 hectares In 2011 conducted reforestation in the square 60049 ha, including the preservation of undergrowth on 34177 ha and other measures on the square 25872 ha. According to the autumn inventory 2011 in forested lands translated 61112 ha of young animals, including through:

1) Measures to promote natural regeneration of the forest - 44516 ha.

2) Burnt areas, felling left under natural narashivanie - 16596 ha.

On average, in recent years, 94 % of premises passed measures to promote natural regeneration of forests are restored main breed. Species change in the forests of Yakutia is not observed.

TABLE1. INFORMATION ABOUT THE NUMBER OF FOREST FIRES, THE FOREST AREA BURNT BY FIRE AND DAMAGE FROM FIRES

Years	The number fires	General area, (ha)	Including:		Average area one fire (ha)	Damage from forest fires (thousand rubles)
			Forest (ha)	non-forest (ha)		
2007	81	6073	5355	718	75	42168
2008	307	530492,2	512887,4	17604,8	1728	1472670
2009	223	237240,2	230011,8	7228,4	1064	145859
2010	131	104594,85	87218,75	17376,1	798	102166
2011	511	506130,0	413137,0	92993,0	996,3	1279643,50
for 5 years	1253	1384530,25	1248609,95	135920,3	1104,9	3042506,5

TABLE2. COMPARATIVE DATA ON THE CAUSES OF WILDFIRES

The reasons	2009 year		2010 year		2011 year	
	the number of fires	% General the number fires	the number of fires	% of total number of fires	the number of fires	% of total number of fires
the fault loggers	-	-	-	-	-	-
the fault expeditions	-	-	-	-	-	-
the fault of other organizations (PL)	18	8,0	10	7,6	4	0,79
because of the population	82	36,8	32	24,4	134	26,22
from the storm	123	55,2	74	56,4	223	43,64
not the causes	-	-	15	11,6	150	29,35
other reasons	-	-	-	-	-	-

Since the beginning of fire season of 2011, according to the Regional point of dispatch control at the state budgetary institution "Yakut base of aviation protection of forests", from 08 may to 20 September on the territory of the Republic of Sakha (Yakutia) registered 511 forest fires (2010: 131) on a total area of 506 130,0 ha, including 413 137,0 ha of forest (in 2010 - 87218,75) and 92 993,0 ha of non-forest (in 2010 - 17 USD 376.6).

The number of fires increased in comparison with 2010 to 3.9 times, 4.8 times square, and the average area of a fire 1.2 times (Tab.1). The main reason for the occurrence of forest fires in the territory of the Republic are dry lightning and careless handling of fire in the forest (Tab.2).

The forest areas, along with fire prevention, in 2011 the following activities: a device mineralized strips - 802 km, care of mineralized bands - 2133 km.

In a fire-dangerous period in 2011 on specially protected natural territories of the Republic of Sakha (Yakutia) only registered 33 of the fire. The total area burned in specially protected natural territories (SPNT) amounted to - 76581 ha. Modern state of forestry of the Republic of Sakha (Yakutia) and the role of public administration in forest policy Yakutia - the current state of forestry does not meet the requirements of the forest legislation. Currently underestimation of the role of forest resources in addressing social and environmental challenges, leads to unilateral use, as a source of wood. Bodes no good and bad practice of Stripping the forest Fund in various departments. In conditions of market relations organization of forest management should be the main task of the public administration forestry of the Republic. The main causes of destruction of forest plants - untimely departure, forest fires, damage by livestock and wild animals. Forests dominated by coniferous species make up 69 % of the area occupied by pine forest-forming species - mainly, it is a pine - 38 % and spruce - 31 %. The share of birch accounted for 24% and

aspen - 6% of the territory of the state forest. The proportion of stands dominated by conifers grew in five years at 3 million m³. Age structure of plantations for a period of five years has not changed, although the tendency to accumulate overmature forest stands exist.

The fires were subjected to middle taiga larch forests: 1) cranberry herb larch forests (*pyrola capitalista*, facilityc small) in combination with cranberry herb birch (smooth-stalked meadow grass, *Calamagrostis Langsdorf*); 2) cranberry herb larch forests (Wintergreen, facilityc) in combination with *Cyperaceae* (sedge sitnick) and grass (*Calamagrostis Langsdorf*) alass meadows cottongrass (cotton grass *mногоvalokovaya*) and shrub (*Cassandra*, *Ledum*) swamps. From listed in the Red book of plants of the Republic in the fires may have hit the ranges of the following species: shoes and drip *grandiflora*, *rhododendron*, *Rhodiola rose* and four-membered, Lily Pennsylvania, *vzducholod hairy*, *Astragalus valley*, sorrel Yakut, hot Asian, iris smoothed, Lily Pennsylvania, Larkspur *grandiflora*, *thermopsis Yakut*. And endemic plants of Siberia and Yakutia - crested half-naked, *anemone Okhotsk*, *backache yellowish*, *Vida Yakut*, *Hedysarum shestistolpny* and bell *Langsdorf* and others (3).

Fires in the Nyurba district 2014 Nyurba district, a municipality in the West of Yakutia. One of the largest industrial, cultural and administrative centers of the Republic. Administrative centre - the city of Nyurba. Area - 52.4 thousand km² (Fig. 1), which is 1/60 of the territory of Yakutia. The length of the district from North to South is 275 km, and from West to East - 187 km district is located in the Central Yakutian plain. The district is the river Vilyui tributaries *Markha*, *Tucan* and *Iguala*. The average January temperature is -36...-38 °C, July +16...+18 °C. the average annual Rainfall of 200 - 250 mm per year. Population (2014) - 24512 people. According to the census of 1989 the Yakuts was 81.8 %, Russians of 13.7 %, the evens of 0.2 %, Evenks of 0.2 %, other nationalities of 4.1 %. The median age is 29 years. The main branches are diamond mining, food processing, woodworking, light industry, printing industry and agriculture. The processing industry is represented by enterprises of local industry, jewellery and lapidary factory. Mineral resources - diamonds, gold, coal, semiprecious stone material (agate, carnelian, Jasper). The district employs ALROSA. In 2003, the system has entered Nyurba mining and processing division, one of the largest in the world. Nyurba mining and processing plant, in the technical sense has no analogues in the world. The main branch of agriculture - livestock (meat-dairy cattle, beef herd horse breeding) Also presents pig, poultry, farming, grain farming, potato and vegetable growing. Is hunting. Function Stud them. St. Vasiliev and Nyurba poultry. Nyurba district is a donor region for the budget of Yakutia. Gross regional product of the region in 2005 amounted to 540 million dollars that capita is 21 thousand dollars (comparable European countries). One of the most serious problems for the Nyurba economy (in addition to Obayashi - deficient transport schemes) is the gasification Nyurba district, making unprofitable for many economic activities. The district is crossed by the road of national importance the Vilyui ("Yakutsk - Vilyuisk - Nyurba - peace"). The total length of roads unpaved roads in the district is 520 km In Nyurba has an airport, river pier (4).



FIGURE 1. MAP NYURBA ULUS (DISTRICT)

Done a great job on the elimination of forest fires in the Nyurba district. The first fire was registered on the territory Kundzinsala nasleg 12 Iuda 2014. The area was declared an emergency due to the threat of forest fires settlements and objects of national economy, was organized mobilization of the population of municipalities, employees of enterprises and organizations. Were involved Federal fire service. Forest forum of Greenpeace Russia said that the season of forest fires, 2013 in Russia there were relatively calm, at least compared with the previous three years. As of June 28, the only region where forest fires are out of control and catastrophic was the Republic of Sakha (Yakutia). The largest forest fires acted in the Nyurba district. The exact size operating in the Nyurba district fire was difficult to assess due to the complicated configuration and long-term (by separate fires - about one and a half months) history of development. According to official data size operating in the Nyurba district forest fires for 2013 was \$ 8736 hectares. But the official account of the largest forest fires often recognized not as a whole, as a single fire, including all they traversed the area, with the date of occurrence, but as a group of smaller fires that includes only the area where the strong burning resumed after a lull caused by cold weather and rain. If the area of operating in the Nyurba district fire was considered the traditional way (according to GOST 17.6.1.01-83), now she would have amounted to about 200 hectares. The rest of the territory of Yakutia forest and peat fires quite managed to keep under control. Dangerous, but not catastrophic, the situation connected with hot and mainly dry weather developed in the forest-steppe zone of European Russia, where summer burns dry grass and burning of agricultural residues often led to fires in the forests and shelterbelts.

In 2013, for the first time in the history of the state authorities began to publish truthful (yet still with some exceptions) information on forest fires. In news reports on forest fires, posted daily on the website of the Federal Agency of forestry, forest fires data were published mainly with the precision with which they can quickly gather ground-based and remote sensing methods. Even on the most problematic from the point of view of the reliability of information on forest fires to the subject of the Russian Federation - the Republic of Sakha (Yakutia) - the data are much more reliable. Now the official summaries of FFA and Avialesookhrana quite sufficient to give a true picture of the situation with forest fires in the country. "On-site Kundzinsala nasleg of forest fire on the square 7961 ha, remoteness from settlement - of 13.6 kilometers. Extinguishing the fire involved 47, 7 pieces of equipment. The fire was contained on July, 31st, currently works on the final disposition of fire" - said Sargylana Fedorov-Vasileva. According to her, the fire area on-site Kukarskaja nasleg is 151225 ha, including forest area - 138510 ha, remoteness from settlement - 12 kilometers. To extinguish worked 89 people were involved 9 units, including amphibian aircraft be-200. In the Nyurba district, adopted a number of additional measures to fight forest fires and the protection of settlements involving amphibious aircraft be-200, operation of complex unmanned aircraft for remote video monitoring, allocation Cockscomb and Karolinska the agricultural community on 1 tracked all-terrain vehicle, the selection Cockscomb the nasleg 1 unit heavy duty all terrain vehicle. And it was also decided to provide a separate structural unit of the Yakut forest resource in the Nyurba district motor pumps in quantities of 6 pieces, petroleum applications, portable fire extinguishers, entrenching tools, means of protection. Portable fire extinguishers (120 pieces), gauze bandages (10 thousand units). On July 4 were taken to Nyurba and distributed on settlements - said the representative of the press service (5).

Thus, in the Nyurba district and throughout the Republic of Sakha (Yakutia) grow particularly valuable species of trees listed in the Red book of plants of the Republic and therefore to protect them from forest fires is an important task for the local population.

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TYPES OF MONTAGE IN THE VISUAL ARTS AND CINEMA

Abstract

The paper discusses and compares the montage schemes in the construction of creations of art and cinema. The paper presents classification of mounting analogy in art and cinema. The purpose of the study is to identify common roots underlying the cinematic and art montage formulas and modifications established long before the birth of the cinema, and then sought it. The obtained results extend our knowledge about the formation of the cinema, the formation of its language and style. The developed material is intended for art experts, culturologists, artists, film experts and all the readers, who are interested in art history and its interrelationship with the cinema.

Keywords

moving perspective, types of montage, art composition in movies,
cinematic composition in painting

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Montage - specific cinematic language and imagery. Montage manipulates by time, space and motion, creates the illusion of reality on the screen, which is necessary for an artist to express his attitude to life, his thoughts, his ideas. The best masters of cinema paid great attention to the creative process of montage and to explore its capabilities. Widely known in the world works on montage of S.Eisenstein, A.Dovzhenko, V.Pudovkin, Dz.Vertov, L.Kuleshov, S.Yutkevich, A.Tarkovsky. B.Balazs, L.Delluk, Z. Kracauer, A.Bazen did research in this area abroad. As a fact of director's practices montage appeared in the films of D.Griffith, was reflected in the theoretical works of L.Kuleshova and turned into a developed cinematic theory of S.Eisenstein. S. Eisenstein also studied communication of cinematic montage with montage in other arts.

According to R.Yurenev "to understand the laws of young cinema is possible only in the context of the regularities of the whole artistic culture" (*Yurenev, 1998*). Montage is not exceptional features of a movie. Here he only expressed especially brightly. In this article an attempt was made to see, explore, and for the first time to classify the visual

side of this phenomenon in art from the point of view of its cinematic manifestations and to determine communication of the cinematic montage with the traditional picturesque imagery.

The great interest for artists of all time was the categories of space and time. The space-time continuum was a keystone in the development of visual art. Reflections on the variability of these concepts, their mutual influence on each other was reflected in the montage structures artistic works.

According to U. Lotman "film is the only type of visual art, in which point of view has mobility and therefore receives a particularly important role in the construction of the language of this art" (*Lotman, Tsvivan, 1994*). Actually the mobile point of view in painting and sculpture frequently encountered phenomenon. Moving perspective of Chinese and Japanese landscapes on scrolls was built on the principle of multilevel space and was assembled from montage parts. As if the artist examines the viewed object from different sides. The unwinding of the scrolls and the study of spatial-temporal drawings makes impression of watching movies. The most famous monument in Rome - the Column of Trajan (II century) - the phenomenon cinematic vision, a kind of film in stone. Lifting eyes from the bottom up, the audience is watching frame by frame narrative of combat exploits of the Emperor Trajan and the capture of Dacia by the Romans. The Emperor appears on these reliefs more than eighty times. Sculptor represents the views from the side, bottom, top, large and medium plans, and in each there is a leader, as the main character of the first in the history of the kinotrailer. These examples show that cinema as a synthesis of space, motion, time-based montage expression originated in the visual art. Contemporary art successfully exploits innovations of cinematic art in the field of montage of storylines. In this perspective, you can define deterministic communications and open new horizons of research in integration of the arts. In this article was first held classification in the field of montage in the works of visual art and cinema.

1. Interframe montage.

In the cinema - this circumcission of the cinematic tape to eliminate the unnecessary pieces, insert and gluing of additional frames. In painting is the increase or decrease of ready works for the improvement of the composition, as well as for correction of any details. For example, Rembrandt van Rijn increased from below «The Night Watch» (1642), and cut off at the edges "The Conspiracy of Claudius Civilis" (1661). In the history of art there is a legend that V. Surikov started to paint «Boyarynya Morozova» (1884) on the canvas is smaller, but later he increased the bottom edge of the canvas to increase the perspectives of the road.

2. Serial montage.

With this method, the events on the screen are displayed in the order in which they occur in life. The film is stretched in a line, in with is logic of spatial-temporal and causal relations. In painting Raphael created with great skill serial montage of events when writing frescoes «Deliverance of Saint Peter» (1511-1514). In centre of the prison the artist painted the Apostle, over which the angel is inclined. In the right part the same angel leads the same Peter out of prison, while the guard is asleep, in the left - the guards woke up, found the disappearance of Peter and raised the alarm. Rafael joined temporal and spatial motives, using a serial visual montage in this fresco. The same thing is observed at the fresco of Michelangelo's «The fall and expulsion from Paradise» (1508). The title about sequence of actions speaks for itself. In the picture S. Botticelli «Spring» (1477-1478) God of the West wind, Zephyrus catches nymph and immediately turns it into Flora, goddess of flower and the messenger of spring. All this transformation is presented in one picturesque format. Botticelli also joined four serial events on the canvas in «Last Miracle and the Death of St. Zenobius» (1500-1505). All the stories about the Holy are drawn one by one from left to right like a film with serial frames. The picture of Tintoretto «The Finding of the Body of Saint Mark» (1562) you should consider with the last plan. Several

episodes of one history are presented on a single scenic space. M. Escher included transformations in the form of the serial montage in his intricate metamorphosis («Predestination» 1951). He made the dynamics of consecutive transition one form to another. Changes in time and space of different images were created by Leonardo da Vinci. He imprinted on paper the serial phases of a flight of a bird and a phased moving of head of a young girl «Madonna with a cat» (1478). Leonardo da Vinci was peculiar to create dynamic works, using the serial montage. Movement - the basis of life, static destroys the reality effect. Even in the portraits he creates variability in the nature of art, the transitions from one emotional state to another. The striving of genius of Renaissance to integrate statics with dynamics is observed in almost all its artistic heritage. Mona Lisa's smile is the cinematic changes of the emotional state of this model, the transition from one mood to another within the boundaries of one portraiture. This is a serial montage of half of the face of the Mona Lisa with a smile and thoughtful half of her face without the smile. In the portrait of «Mona Lisa» in the field of view misses something one side of the face, then the other. Initially the viewer sees a smiling half of the face, and then brooding half. «Mona Lisa» was the implementation of the cinematic artist's ideas and his foresight of the new dynamic of depiction.

3. Parallel montage.

On the screen above the narrative level can be another textual layer in which the events are connected vertically. The essence of this method is the alternation of separate film frames representing one action with the film frames representing another action. This causes the impression of simultaneous development of two parallel actions and helps to concentrate viewer's attention on one episode and yet emotionally to prepare for the perception of the other episode («Rescued by Rover» dir. C. Hepworth, 1905; «The cranes are flying» dir. M. Kalatozov, 1957). In the visual art work of the artist F. Zurbaran «Prayer of St. Bonaventure» (1629) is similar to the parallel film montage. This story about how holy Cardinal settled the dispute over the election of the Pope and called a worthy candidate. The artist combined two different events in different places, non-sequentially, and running parallel. On the right side - the contending Cardinals, on the left - Bonaventure's cell.

4. Associative montage.

Associative montage causes a certain connection (association), and thus there is an understanding of the new meaning of the main action or the natures of the characters. Thus, the viewer thinks up something that does not appear on screen, but in his mind the action ends completely. This technique links the frames that differ in content, often giving them a new meaning. In practice, associative montage is often used in conjunction with a parallel montage. Associative montage helps to convey to the audience the content of the scene in the more pointed form («Detachment» dir. T. Key, 2011). In the film «Solaris» (1972) director A. Tarkovsky mounts the frames in which the son meets the father. This association is related to the picture of Rembrandt «The Return of the Prodigal Son» (1668-1669). Associative montage in world culture - a favorite technique among artists. In the picture of G. Reni «Drinker Bacchus» (1623) infant Bacchus is drinking wine instead of milk. Wine barrel next to him is filled and emptied at the same time, quite eloquently describes licentious Roman God of wine.

5. Cross-montage.

Cross-montage is a kind of parallel montage. This connection of multi-temporal and spatial frames (e.g., past, present, future, or not the best moments in the life of the hero and happy), and some may be monochromatic, other chromatic («Babylon» dir. A. Inarritu, 2006; «Taras Bulba» dir. V. Bortko, 2008;). Often used soft transition from frame to frame. The image gradually disappears, becoming more transparent and this image is replaced by another image. Such influx, soft transition from heaven to earth can be seen in the work of Rafael's «Sistine Madonna» (1514). Virgin Mary with the Divine Child in her arms

coming out of the hazy heavenly space filled with vague outlines of angelic entities.

In the picture «The Return of the Prodigal Son» (1668-1669) Rembrandt created a smooth transition of characters from darkness to light, from the dark state to a state of happiness, caused by the meeting between father and son. The fresco «Judas Kiss» by Giotto (1303-1305) is an example of a composition with a cross- montage. This story from the Bible is a symbol of betrayal that caused the crucifixion of Christ. In the depth of the image a young man blows into the horn. The horn is a harbinger of the future resurrection of the Son of God. Death has not yet occurred, but there is news of a return to life. D.E.Milles in the picture «Christ in the parental home» (1849-1850) depicted the baby Jesus in a carpenter's workshop. Little Jesus hurt his hand by a nail, and this incident pointed to the coming crucifixion.

6. Alternate montage.

Specificity of alternate montage is that the action is interrupted regardless of its completion in the most dramatic place. Change of the scene at the climax was for the screen art quite habitually. In painting the alternate montage was habitual for artists since ancient times. Iconographers wrote different temporal and spatial scenes in a single panorama. In the iconography of the time of Ivan the Terrible the alternate montage of dramatic events of the conquest of Kazan (1552) in one artistic space increases the tension as a whole («Church Militant» 1550).

7. Invisible montage.

Filmmaker G.Pabst made montage less noticeable for a smooth flow of action. He did a new insert at the moment when the object moved across the screen. First Pabst applied invisible montage in street scenes («Joyless lane» 1925). In the visual arts virtuoso of the invisible montage was Veronese. In the horizontal composition «Marriage at Cana» (1564), the artist has included various scenes taking place at different times: the famous scene of the miracle of Christ, and the scene of feasting with his contemporaries. Mary and Christ are invited to the celebration, and temporal boundaries between them and other guests erased. Invisible mounting joined seven noble deeds of charity in the picture Caravaggio «Acts of Mercy» (1607). In the «School of Athens» (1511) Rafael united all representatives of this school in one interior. K.Bryullov in «The Last Day of Pompeii» (1830-1833) three times depicted the Countess Yu.P.Samoylovu in different roles on the background of one story. In «Luncheon on the Grass» (1865), the artist Claude Monet put all people in one landscape, for which there was only one model in different poses. The changing of the scenes with the same actors in the boundaries of the single picture were created by the artist Monet as an invisible montage about the history of the Sunday picnic. Followers of such Invisible montage in painting were futurists who rejected traditional culture in all its manifestations, and glorified the new era of industrialism and cinematography. Many of the works of the Futurists were integrated with the cinema. Unique forms of continuity in space («Red Car» 1904-1905) were created by the artist U.Bochchoni in a number of his paintings. The deterministic formula of the montage was derived in the picture of I.Glazunov «Eternal Russia» (1988). Russian story unfolds before the audience as on a screen.

8. Multiscreen montage.

Multiscreen montage provides simultaneous display of several thematically related images in the frame. In cinema the multiscreen montage appeared in the mid-20th century, but became popular especially in the 21st century. Segmented film footage, are collected into a single visual context, creates an entirely different meaning of the composition («Phone Booth» dir. D.Shumaker, 2002 ; «Aviator» dir. M.Skortseze, 2004 ; «The Lake House» dir. A. Agresti, 2006.). The determinant of the split screen is expressed in different ways. For example, a frame can be built on the basis of variations of simultaneous events at different points around the main event, or the dynamics of chromatic and monochromatic accents with the purpose of identifying of the climax action

with the main character. Split screen, constructed of several video modules, gives the viewer more information per unit of screen time. Differentiation of different spatio-temporal plans is a feature of European paintings from the XV century and iconographic compositions with scenes from his life on the perimeter. Icon can include all the living space of objects of religious worship in different moments of their history in one picture («Nikola Zaraisky with Life» XIV century). Such space was created by netherlandish painter J. Bosch in the picture «The Seven Deadly Sins» (1480) - montage of several scenes in one format. The Sins are situated in the center of the picture, and the retributions are placed around the sins. Each author mounts multiscreen elements on a mural or a painting in different ways depending on the concept of the pictorial story. In 1508 Michelangelo painted the ceiling of the Sistine Chapel in the papal residence - the Vatican. He created his own visual architecture, dividing it into parts: the powerful pillars, cornices and arches were thrown through the space of the chapel. All gaps between the pillars and arches are filled with images of people involved in various storylines. This visual architecture organizes painting, separates one composition from another, creating powerful picturesque «wide screen» for the presentation of the history of the world. By today's standards the author chose quite cinematic method. The history of the world is written in fragments. Mihelanzhelo also portrayed this story in fragments. Another original idea of the multiscreen montage in painting - is a drawing of the mirror in the picture. Through the mirror the artist can show the inner world of the hero to expose secrets, dreams, memories, that is to create two different worlds, reality and through the looking glass (K.Massys «Shroff with his wife» 1510-1515). You can see the interesting multiscreen montage in painting of the Spanish painter D.Velaskesa («The Spinners» 1657). The picture is divided into two parts. The first plan is the beginning of the mythological story, the second plan is its completion. The versatility of this masterpiece includes a visual indication of the breaking through the temporary space - the portal out of the present in the future within the boundaries of a single canvas with the same actors. Scriptwriters often exploit this method in the cinema. In the thriller «The Da Vinci Code» by R. Howard (2006) on the screen at once, you can keep abreast of events that occur in the past, such as childhood memories of the heroine of the film, and the events taking place at the present time. In the sci-fi thriller «The Prophet» (directed. Tamahori, 2007) on the screen, viewers can see scenes from the short-term situations, and those that will come later.

9. Colliding images.

For the development of film language, many directors and art directors have used and continue to use the montage, an analogue of which we find in the visual arts.

In 1515, Leonardo, as the author of a scientific figure, reproduced the end of the world in the apocalyptic series «The Flood», using expressive lines for the image of collisions of the raging nature. In the future, the theme of «colliding» images will be popular enough for painters. In 1891, the artist D. Ensor wrote such remake («Christ tames storm»). The merging of stormy sky and the huge waves, he handed by the nerve strokes and by the intense paints. U.Bochchoni, futuristic artist, depicts the modern city as a clash of streets and blocks «Street is included in the House» (1911).

Images drawn from different perspectives were joined into a single unit by the artist Picasso in the picture «Portrait De Femme» 1937). For the first time in a movie the directed Sergei Eisenstein used this montage in the film «Battleship Potemkin» (1925). He shoot scenes from different angles and distances. Thanks to the montage, he received colliding images in one episode. To reinforce the impression from the scale of battles the director Sergei Bondarchuk did this in his kinoromanes «War and Peace» (1967) and «Waterloo» (1970). Nowadays, computer technology is widely used to create colliding frames in the cinema about disasters («2012» dir. R. Emmerich, 2009). Also, artists of the computer graphics are creating their fantasy using colliding images.

10. Simultaneous montage.

The birth of cinema led to the emergence of such section in a futuristic painting as simultaneity (the combination of different spatial and time images in one picture). The basic idea for futuristic artists was to find a plastic expression of speed, as the main characteristic of the pace of life, like the cinema. For futurists the cinema becomes the alternate reality (G. Balla «Dynamism of a Dog on a Leash», 1912). However, simultaneous montage appeared in the works of artists long before the birth of cinematic art. In the «Madonna with a Cat» (1478) in search of an interesting composition by Leonardo da Vinci made various versions on a single sheet, he did not hide his preliminary sketches. Retaining separate phases of the movement, he created the illusion for the observer looking from the top, side or bottom. But the history will show that the images from different points of view have already met in the pre-Columbian Indians Figures. In the Sumerian civilization (IV century BC) the simultaneity was a reflection of the nonstatic world. For example, in the relief image of a winged bull with five legs the simultaneity helped to see the movement of the bull in space and time. The same movement we see in the picture «Peasant Wedding» (1566-1567) of the artist P. Brueghel The Elder. One of the characters, carrying a tray of dishes, has three legs. The simultaneous montage was created by E.Uorhol in «Self-Portrait» (1978) «Revolver» (1982) to make dynamic images. French artist R.Delone first appreciated the simultaneity of aesthetics color. He found that if the colors located in the certain positioning, it is possible to achieve the optical illusion of vibration, depending on the neighboring colors, the intensity, the surface area. After the discovery of this function, the artist expressed the dynamism using color, in a series of paintings called «The round shapes» (1912-1913). In the current era of high-speed and pace of life, no cinematic genre is not without «action», a special energy. Therefore the mere cinema begins to denote simultaneity, to use «the simultaneous montage». For fixing of some stages of the motion the filmmakers began to divide into phases the rampant pace. They were destroying plasticity for to reproduce of the moments of the motion («The Matrix» dir. Andy and Larry Wachowski, 1999; «Prophet» dir. L.Tamahori, 2007; «Limitless» dir. N.Bërger, 2011). Dynamic discreteness in the film and the painting is a deterministic component, which enriches the language of art.

11. Overlapping.

The term appeared only in the twentieth century. This type of montage intensifies the depth of space with the help of overlapping of forms and objects. Overlapping is a legacy of the medieval Chinese painting and is found in the works of many great artists. Thanks to overlapping F.Goyya in the picture «Mahi on the balcony» (1805) has created two different worlds - the world of freedom-loving women and peace of the Spanish Inquisition. In the monumental composition «Dream of Ossian» (1813) the artist Ingres has painted the sleeping Celtic poet. Behind him begins the dream world and come alive the characters of his poems. The painting works of a soviet artist T. Nazarenko are analytic and multidimensional in reading. Her painting «Moscow evening» (1978) was written as a group portrait of the artist's friends. Background in the picture - this is not the interior of the studio, and the landscape of Moscow. On the table there are old photographs, old magazines, reproductions of portraits. Young people inspired by these news of a bygone era, mentally were transported into the world of these heroes. T. Nazarenko breaks the boundaries of the interior and disposes heroes in free space (the first overlapping), where you can see the vintage portrait painted by G.Ostrovsky (the second overlapping). The author has combined different time epochs, thus has constructed the composition as a multilayer cinematic frame. The overlapping of events as the successful method of the montage is used in different genres of cinema. For the show the dreams, thoughts of the characters, their past or future the art of screen uses this formula - blending of images. The trick in which two or more images are recorded on a single frame of film can be seen in the movies: «Perfume» (dir. T.Tykver, 2006.); «We are from the Future - 2» (dir.

O.Pogodin, 2010.); «Sherlock Holmes. A Study in Pink» (dir. P.MakGuigan, 2010). In the film-drama «Home of the Brave» (dir. J. Winkler, 2006) demobilized soldiers remember the horrors of the war in Afghanistan, and this war accompanies them during the whole story in the background. Into the crime comedy «Ocean's Thirteen» (dir. S.Soderberg, 2007) all stages of risky operations are combined by overlapping transparent frames.

12. Approximation of objects in painting and film.

Film montage consciously pulls together the space between disparate events and between semantic plans. In this perspective, the works of the artist Surikov are very cinematic. Into the painting «Morning Strelets'execution» (1878-1881) the author deliberately has placed all the buildings on the square near the Execution Ground, using montage of the approximation of the plans. Surikov stressed the power of the former ruler using the approximation of plans into the work «Menshikov in the Birch» (1883). He placed the family in the middle of the hut (medium shot), but wrote them close up (the approximation). With the help of visual montage the artist decided to psychological problem - showed that a former associate of Peter I was strong and in exile. In the movie, the approximation of objects located at a sufficient distance from each other, allows the viewer to watch for the characters of the film on the screen very close («Dangerous Age» dir. A.Proshkin, 1981).

13. Polyptych.

All parts of the polyptych coordinated. They are read as a single text. In pictorial polyptych (diptych, triptych, etc.) there are spatio-temporal jumps, the plot associated with the entire product as a whole (I. Bosch «The Garden of Earthly Delights» 1500-1510; Yu.Raksha «Kulikovo Field» 1980). The montage of the compositions in some films is borrowed from the construction of fine polyptychs. In modern cinema polyptych of three or four or more short stories helps to more fully reveal the author's intent. In the films from several short films (kinopolitih) all cinematic space combines a brief narratives, in which the story lines go from one story to another («Paris, I Love You», 2006; «New York, I Love You», 2009).

14. Trailers.

Today any blockbuster has the promotion program. A huge role in this play video ads. Advertising function is performed by means of the trailer. This is a short video, which consists of the most spectacular fragments of the film, combined on the basis of a kaleidoscope. Trailer is coming before or after the movie. It contains the name and logo of the company engaged in the production of the film, list of authors and actors. This label of cinematographic goods consists of pieces which are combined with help of the alternate montage. By itself, this label is associated with a movie with help of the serial montage.

Visual Arts is at the forefront of the invention of art-trailers. L.Kranah Elder, German painter and graphic artist of the Renaissance, has created a great trailer «Hunting for deer and wild boar» (1544). The painting advertises rich land, a variety of trees that grow around a magnificent castle, the abundance of animals and birds.

The hunting scenes, whether on the wild boar, bears, deer, are connected with help of the alternate montage on one canvas. In the picture all viewers can see the following steps of the hunting - hunters are in ambush, observers are waiting for an exciting spectacle, as well as hunters are with the prey. The center of this composition is absent, all items are combined in one graphic clip. And to top it all, in the upper left corner of the picture, the audience can see the coat of arms of the owner, a kind of logo of the manufacturer of all these riches with his subjects - actors.

15. Computer montage.

In modern cinema the montage in digital format became necessary phase of the period «post-production». Unlike century technology without computers, its content is fully consistent with this classification. Currently the virtual movement in the paintings

was made possible by digital technology also. The multimedia exhibition «Van Gogh. Revived paintings», designed and created by the Australian company «GRANDE EXHIBITIONS», represent the dynamic projection of the works of the artist on large screens. The computer montage created the image with moving parts on the picture plane, which attract the audience's attention to the unique style, color and painting of the artist. In his own space, many galleries of the world are beginning to popularize the works of great masters and contemporary art through multimedia projects. Programs using multimedia are multimodal. These programs combine text, sound, animation. This made it possible to visualize the pictures that have become part of the museum of contemporary culture. It provides a qualitatively new level of cinematic perception of visual art.

Through the prism of the discoveries in the montage of fine art one may observe the revealing of tendencies of the cinema, the formation of its language and its stylistic manner. The advent of cinema allows reinterpret the experience of art culture as a prophetic vision of the future of the structure of the cinematic art. The systematization in this direction and the exploration of new possibilities of artistic expression owing to the developing of the digital technologies will become a base in the creation of works of fine art and art screen. From the point of view of the organization and transformation of the material of the plot, the digital cinema will be more and more picturesque, and fine art will be more cinematic. The final result of the study of the relationship of fine art and cinema, one may consider a new understanding and a new perspective on their determinism.

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DIAGNOSTICS OF PSYCHOLOGICAL TENDENCY TO YOUTH ALCOHOL AND DRUG ABUSE

Abstract

The paper views external and internal factors of psychological tendency to alcohol and drug abuse in youth environment and problem of diagnostics. The authors attempt to diagnose and identify tendencies of these phenomena at municipal level.

Keywords

youth environment, social group, alcoholism, drug addiction, risk group, primary prevention

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In modern situation of society development, youth need rather high extent of social and psychological adaptation, however there are some cases of dysadaptation, which is influenced by various negative social and psychological phenomena. One of the most burning issues is the problem of alcohol and drug addiction. Among the reasons of addiction scientists note economic instability, loss of prospects, impoverishment of spiritual culture, decrease of abilities of law enforcement agencies and society to resist activity drug mafia, etc. (L.S. Burkina, B. S. Bratus, E.A. Kolesnikov, S. A. Kulakov, etc.).

The researches made by (N. Arefyev, V.E Pelipas, F.E, Sheregi, D. M. Shipitsina) showed that by the most vulnerable social group is school pupils and students. Such consequences of alcohol and drug addiction as physical and moral deformation; various deviations; social and psychological dysadaptation, etc are dangerous for personal formation. In December 2010, the president of the Russian Federation Dmitry Medvedev on the air answered a question of heads of three leading Russian TV channels about a problem of drug addiction and other social negative phenomena among youth: "I am not an expert, of course, but I will speak. First, drug addiction at school and university environment is not popular. Periodically there is such feeling that there is no such problem. However, unfortunately, the problem exists. Official statistics shows that 160 thousand of children, who study in educational institutions, have drug problems. It is enormous figure - 160 thousand!" (Medvedev, 2010). Today there is a strategy of state anti-narcotic policy of the Russian Federation till 2020, in the context of which the problem of alcohol and drug addiction is considered as the complete problem of a personality including physiological, social and psychological component. Psychological

violations are shown in the form of satisfaction of conscious or unconscious need in alcohol or drug for removal of mental tension, therefore, there is a violation of attention, memory, abilities to think and accept new information. Irritability and mood decreases appear, there is an activity recession and problems with organization of own activity.

One of the most widespread terms, which experts in the field of prevention of any diseases and states use (doctors, teachers, psychologists, specialists in social work), is the concept "risk group". This concept includes persons, which behavior contradicts the accepted norms and rules, they have misconduct, increased fatigue and specific individual and psychological personal characteristic. Therefore, the most important task for experts is identification of persons of this group, especially the ones, who with the greatest probability can become alcohol or drug addicted.

Factors of narcotization of an individual are traditionally subdivided on social (the immediate environment, climate in a family, free pastime, a circle of contacts) and personal factors.

Incomplete family, early death of one parent; alcohol or drug addiction of a parent; alcohol or drug addiction of other relatives; lack of emotional attachment and unity between family members, constant conflict relationship; tolerance of parents to the use of psychoactive agents by children or to their deviant behavior; chaotic tenor of family life without observance of rituals and traditions are social risk factors for development of dependence on psychoactive agents (*Moskalenko V. D. Vanyukov M. M.*).

The major personal risk factors are psychopathic structure of a personality with tendency to aggression, antisocial acts, impulsive actions, unjustified risk; male sex; hyperactivity syndrome in childhood; low intelligence or absence of motivation to study; emotional dissociation in relations with parents; deviations in behavior (admissions of studies, bad discipline at school), youth delinquency (*Bagulina, 2010*).

All mentioned factors influence on personal outlook and relations to drugs, which can be positive, negative or neutral. According to it, person's behavior changes and his anti-narcotic position is formed (*V. A. Bagulina, A. A. Zaytsev*).

Implementation of programs within the strategy of the state anti-narcotic policy of the Russian Federation till 2020 provides solution of a problem of psychological tendency detection to alcohol and drugs among young people. According to it, the object of research became young people, who study at Nizhnevartovsk educational institutions. 216 respondents took part in the research. The choice of the research object is motivated by the fact that this category of people is vulnerable for manifestation of tendency to alcohol and drug abuse for a number of reasons: an exit from guardianship of parents, subjectively significant adults; independence in decision-making; change of a residence; new circle of contacts; professional identification, self-determination, etc.

The research took place in two stages. The first stage is the individual computer diagnostics, which identifies types of character accentuations on typology suggested by P.B. Gannushkin, O.V. Kerbikov, G.E. Sukhareva and A.E. Lichko and personal features of teenagers and young men (examinees). Examinees were 14-20 years old with education not lower than 8 grades of secondary school, without intellectual backwardness ($IQ > 70$) and rough psychopathology, with positive motivation on inspection. The diagnostics was held by means of modified technique "Test of personal features of character", suggested by V.P. Dvorshchenko (computer version TLA) (*Dvorshchenko, 2008*).

The second stage detected psychological tendency to alcohol and drug risk by means of quantitative and qualitative analysis of the received results of a pilot study. It was revealed that 17 respondents on a scale "Reliability" showed negative result that influenced on the process of further processing of experimental data, therefore the analysis of indicators of this group of respondents is not submitted.

Among the surveyed group, whose data were exposed to further processing, characteristics on the following scales were received: relation to inspection; tendency

to dissimulation (d) - aspiration to be better, contrast of simulation; frankness degree (f); specific types of features of character: hyperthimic (hyp); cycloid (c); labile (l); asteno-neurotic (n); sensitive (s); psychasthenic (p); schizoid (sch); epileptic (e); histeroid (his); unstable (u) and their combinations.

Other personal features: discordance of character (dch), possibility of organic genesis of accentuation (oga); conformity degree (cd); reaction of emancipation (re); ratio of male (m) and female (f) features in system of relations; tendency to delinquency (tdel) and depression (tdep); degree of drug risk (dr) (start taking psychoactive and stupefying substances); risk of social dysadaptation (sd); possibility of formation of personal frustration (pf); validity (v) or demonstrativeness (dem) of suicidal attempts.

Psychological tendency to alcohol abuse was defined by algebraic sum of answers scales. The following parameters were allocated: lack of tendency; uncertain result (data are not enough for definition of tendency); tendency exists; tendency is demonstrative.

Risk of drug abuse (risk to start taking psychoactive and stupefying substances, but not risk of dependence) was determined by sum of certain individual traits of personality charged on combination (combination and degree of expressiveness of features by sensitive, unstable, epileptic types, and data pointing on tendency to alcohol abuse). At the same time, types of features of character, their combination and degree of expressiveness allowed to mark out the following risk levels of drug abuse on degree of their expressiveness: absence of risk; temperate risk; expressed risk and very high risk.

Quantitative indices of psychological tendency to alcohol abuse and risk of drug abuse are presented in table 1.

TABLE 1. INDICES OF PSYCHOLOGICAL TENDENCY TO ALCOHOL ABUSE AND RISK OF DRUG ABUSE

	Psychological tendency to alcohol abuse			
	Tendency exists	Lack of tendency	demonstrative tendency	Uncertain result
young people, studying at educational institutions	30	142	24	3
	Indices of risk of drug abuse			
	very high risk	expressed risk	temperate risk	absence of risk
young people, studying at educational institutions	6	15	31	147

The table shows that 33 respondents are in “risk zone” of psychological tendency to alcohol abuse (indicators “tendency exists”, “uncertain result”), which makes 16,6% of total number of examined students. 24 respondents are in “zone of potential risk” (indicator “demonstrative tendency”), what makes 12,0% of total number of examined students. 142 respondents are in “favorable zone” (indicator “lack of tendency”), what makes 71,4% of total number of examined young people.

The quantitative analysis revealed the following indicators: 21 respondents are in “risk zone” of psychological tendency to drug abuse (indicators “very high risk”, “expressed risk”), what makes 10,6% of total number of examined students. 31 respondents are in “zone of potential risk” (indicator “temperate risk”), what makes 15,6%, and 147 respondents are in “favorable zone” (indicator “absence of risk”), what makes 73,8% of total number of the surveyed.

The analysis of the received indicators of risk of drug abuse and psychological tendency to alcohol abuse allows to say that most respondents (namely 73,8% and 71,4% of 14-20 year-old people, studying at Nizhnevartovsk educational institutions)

are in “favorable zone”. That in turn, gives the grounds to make the assumption of formation of internal and external factors of mental development of young people, promoting formation of harmonious personality and excluding the studied risks.

However, despite of rather positive indicators in the surveyed group, it is necessary to pay attention to groups of “risk zone” and “zone of potential risk”, which take approximately equal positions of 18,6% in both cases and 16,2%. In general, the results of the conducted psycho-diagnostic testing reflect clinical picture (real state, relation and behavior) of characterological features of personality (various types of personal accentuations) and allow to define ways for prevention alcohol and drug addiction.

Prevention is a system of complex actions (state, public, social-economic, medical-sanitary, psycho-pedagogical and psycho-hygienic), directed on prevention of social-negative phenomena in youth environment. Familiarizing with tobacco, alcohol, drugs and various psychoactive agents in most cases falls on 14-20 year-old people.

Recognizing these facts, we recommend within the complex of medical-social-psycho-pedagogical maintenances at educational institutions the following measures: carrying out primary prevention on start taking psychoactive agents by persons, who haven't tried them yet, and also preventions of negative influence of alcoholic customs of micro-social environment, formation of youth beliefs, which would exclude and force out possibility of any forms of drugs and alcoholic abuse, namely:

- within interdepartmental cooperation of the educational institutions and healthcare institutions (for example, BU Khanty-Mansi Autonomous Okrug Yugra “NPND”, etc.), creation and implementation of the Project, programs of primary psychological prevention of risk of narcological and alcoholic profile, for the purpose of formation of values in healthy and sober way of life;

- organization of volunteer youth groups for promotion of healthy lifestyle, counteraction of distribution of drug addiction, alcoholism and tobacco smoking in youth environment (it is necessary for youth to giving classes to contemporaries, to people of one generation, ability to speak on one language, be successful people with attractive image, competence and availability - all these increase positive effect of scheduled maintenance).

On condition of creation and functioning of psychological service at Nizhnevartovsk higher educational institutions in close interrelation with other educational organizations and healthcare institutions, it is possible to carry out work on the following aspects:

- creation and implementation of a program for development of system of drug personal opposition, formation of “narcostability” on the basis of a self-ban and formation of skills: management in a condition of tension, in stressful situations; communicative and social competence; constructive behavior in conflicts; upholding and protection of the point of view and the interests; responsible decision-making; reflections of special conditions of consciousness; conscious relation to surfactant;

- use of various forms of work organization and supply of material: work with audience (lectures and group discussions); work in group (role-playing games, exercises on relaxation and creative visualization, fairy tale therapy, art therapy, self-expression by means of dance and movement, training of communicative competence); use of audiovisual and didactic materials (video movies, posters, etc.);

- carrying out psychological trainings directed on formation of healthy group, education and development of socially significant qualities of personality;

- individual consultation on inquiry of young people and their families concerning social-negative phenomena (the need of what was revealed during the psycho-diagnostic inspection: the surveyed addressed for personal psychological consultation; there were open questions on a problem);

– annual psychological monitoring of risk of drug abuse and psychological tendency to alcohol abuse in youth environment (longitudinal and cross cuts) for the purpose of definition of social-negative phenomena at early stages and rendering the timely complex help.

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PROBLEMS AND PROSPECTS OF IMPLEMENTATION OF THE INSURANCE WARNING

Abstract

The paper examines the nature and legal basis of the implementation of preventive function of insurance and analyze the activity of the Russian Union of Motor Traffic Police and Russia to reduce the number of accidents and the prevention of accidents on the roads, as well as the main problems in the implementation of these social projects in Russia.

Keywords

insurance, preventive function of insurance, Russian Union of Auto Insurers, Traffic Police of Russia, social campaign

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Insurance, as the commercial activity for the protection of property interests of individuals and legal entities, has a number of functions that are usually in the scientific literature include risks, saving, warning and control. Least illuminated in the writings of specialists at the moment, according to the author of this paper, is a warning function, which will be devoted to the material presented below. Warning, or in other words preventive function of insurance is that insurance companies may use temporarily free insurance funds to conduct a broad system of preventive measures aimed at preventing the occurrence of possible losses policyholders. This function involves a wide range of measures, including the financing of measures to prevent or reduce the negative consequences of accidents or natural disasters of different nature (*Kosarenko, 2010*).

As practice shows, the reserves are formed on preventive measures such as insurance accident insurance, health insurance, property insurance natural and legal persons, liability insurance. It is in these areas of insurance coverage possible preventive measures aimed at reducing the probability of occurrence of the insured event and expenses that the insurer will incur to finance such activities, as a result will be less than the possible benefits that will have to make the insurance company in the settlement of insurance claims under the contracts.

It should be noted that the order of formation of insurers provision of preventive measures for voluntary insurance until 2005 regulated by Rosstrakhnadzor Letter from 18.01.1995 N 15 / 1-1r (ed. By 02.08.1996) "On the order of formation and use of preventive measures to reserve voluntary insurance "(repealed in connection with the publication of letters from the Ministry of Finance 23.11.2005 N 05-04-07 / 01) and its own regulations on the formation and use of the provision of preventive measures, agreed with the supervisory authority.

According to the letter, the provision of preventive measures is formed by contributions from the insurance gross premiums received on insurance contracts in the reporting period. At the same time Provision of preventive measures received from insurance gross premiums on insurance contracts are made in accordance with the

percentage specified in the structure of insurance rates, which is determined individually by type of insurance, but not more than 15%.

Means of the provision of preventive measures can be used exclusively for the prevention of loss occurrence and reduce the damage caused by his offense. So, at the expense of reserve preventive measures insurers may finance the following areas:

- Construction (including design) and reconstruction of fire stations, fire test laboratories and polygons;
- Construction and reconstruction of diagnostic stations Traffic Police of Russia to verify the technical condition of vehicles, platforms, sites and points of technical control, traffic police stations;
- The purchase and repair of communication, equipment, inventory for the prevention of road - traffic accidents over the volume to be funded in the prescribed manner;
- Construction and reconstruction of stations to combat animal diseases, veterinary clinics, buildings, border control veterinary points;
- Purchase and repair Overuse is to be funded in the prescribed manner, vehicles (fire, veterinary, ambulances, etc.);
- Construction and reconstruction of plant protection stations, laboratories, biological control of pests and diseases of crops;
- Carrying out flood and mudflow events;
- Carrying out measures to improve the fire alarm;
- Carrying out measures to improve treatment facilities equipment, filters for enterprises with harmful emissions and other environmental objects;
- Improvement of material - technical base of oil and gas;
- Preventive and sanitary - hygienic measures to protect public health and reduce injuries (baseline medical examination, vaccination);
- Research in the field of improvement of medical equipment and the development of new drugs;
- The payment of expenses for hiring transport (land, air, water) used to organize activities to extinguish fires and so on.

Financing preventive measures is conducted based on the actual availability of funds for preventive measures and on the basis of a contract concluded with the legal or natural persons engaged in these activities.

In order to maintain these provisions means the supervisory authority constrain the investment of temporarily idle funds provision of preventive measures in government securities and bank deposits (deposits) (*Suslyakova, 2013*).

In addition, the letter Rosstrakhnadzor N 02-04-09 / 2-10 and the Ministry of Transport N DAT-17/16 dated 17.01.1995 approved the Regulations on the procedure of formation and use of the reserve of preventive measures for compulsory personal insurance of passengers transported by road in the long-distance message.

According to the normative document, the use of the provision of preventive measures for this type of insurance made by the insurer in accordance with the financing plan of measures to ensure safety of the transport of passengers transported by road in intercity, which include:

- Arrangement of the landside areas;
- Monitoring the technical condition of buses;
- Monitoring the health of drivers coaches, conducting medical and recreational activities;
- The development of information and conference on intercity routes;
- Conducting internal investigations of traffic accidents involving coaches, analysis of the causes of these accidents and the development of measures to address them;

- The organization and equipment of educational centers for drivers of passenger transport, children's and youth driving schools, career centers;
- Competitions of professional skills of drivers of passenger transport, as well as a set of measures to promote and publicize trouble-free working methods;
- Carrying out propaganda among the population (including in schools and kindergartens) through the mainstream media issues of road safety, rules and standards of behavior on the roads and streets, public policy to ensure safety;
- Exhibitions, shows, competitions among cities and regions of Russia on road safety;
- Production and dissemination of visual propaganda materials (posters, video and audio et al.), and especially for childhood, professional development of managers and specialists employed directly road safety in economic structures and regional transport authorities and formations;
- The creation and replication of advanced, modern techniques, technology and design proposals, methodological and regulatory materials aimed at reducing accidents on intercity buses (*Suslyakova, 2013*).

On 1 January 2013 a mandatory private insurance of passengers has been canceled due to the entry into force of the Federal Law of 14.06.2012 N 67-FZ (in SEQ. Ed.) "On compulsory insurance of civil liability of the carrier for damage to life, health, property passengers and the procedure for reimbursement of the harm caused to passengers underground ", where not provided Provision of preventive measures.

Thus, at present there is no general guidelines on the provision and use of these reserves in insurance companies not. Insurers in this matter can only rely on the thesis developed in this insurance company, after agreeing with his body with supervisory functions over the activities of the insurance market (since September 2013, these functions are assigned to the Central Bank of the Russian Federation).

It should be noted that significant work on the modern Russian insurance market for the Prevention of insured accidents and reduce potential losses policyholders carries Russian Association of Motor Insurers (RSA), which annually carries out projects on road safety. The importance of the activities of the PCA by the fact that only for the year 2012 on the roads of Russia 27 991 people were killed, for the 2013 - 27 025 people, for the 2014 - 26 963 people (*The official website of the public...*). The numbers, of course, disappointing, but is a clear tendency to reduce the number of deaths on the road.

Russian Association of Motor - a non-profit organization that carries out compulsory civil liability insurance of vehicle owners. Union established on 8 August 2002 by the 48 largest insurance companies in the country, has a state registration of 14 October 2002 and the trade union is the first in the insurance market, the status of which is fixed by law. At present, the SAR includes about 100 insurance companies. As mentioned above, the Union is an organizer of campaigns to improve traffic management and is actively involved in promoting the security of not only drivers but also passengers. Regular partners of SAR in such projects are Traffic Police of Russia and a center of expertise "Driving without danger."

The first large-scale campaign against dangerous traffic violations (low driving culture, unfastened the belt, speeding, etc.) On the roads of Russia was held in 2008 under the title "Driving without danger." The project has taken 5 teledram (broadcast on federal television channels and more than 200 have received thousands of hits on YouTube), conducted promotions for drivers on the roads (attended by more than 120 thousand. Pers.), Developed ambient communication in one of the largest hypermarkets Moscow and merged all the shares of the company's website www.bezntp.ru. As a result, according to experts, the number of fatalities on the roads of Russia in 2008 decreased by 10%. The problem of traffic safety has received great public interest, Russia won the right to

organize under the auspices of the United Nations First Global Ministerial Conference on Road Safety (*The official website of the public...*).

From November 2009 to January 2010 Traffic Police of Russia with the direct participation of SAR campaigned "drunk - not anymore! Break it ", aimed at reducing the number of road accidents made because of drunk drivers. To prevent such situations was used outdoor advertising and commercials on popular car radio. As a result, the number of deaths caused by drunk drivers decreased by 28% in December 2009 and by 48% in January 2010 compared to the same period last year (*The official website of the public...*).

For 2010-2014, carried out a large number of similar projects, among which are the following:

- Campaign "Last counter", aimed at warning drivers about the dangers in the oncoming lane. The campaign was carried out special raids, information campaigns and a series of social radio commercials featuring Champions Paralympic Games. The highlight of the campaign was specially filmed public service announcement for the first time in Russia in the format of 3D, which is available on the website OOO «Zavod» (*The official website of the public...*).

- Campaign "School Road Safety" was launched in the summer of 2010, when the places children's activities began to travel the special bus simulator to train teenagers to the rules of safe behavior on roads and transport.

During the autumn of 2010 in the junior classes of Russian schools they gave a special lesson on the basic rules of safe behavior on the road that were "animated" by cartoon characters "Smeshariki". Moreover, the campaign was officially recognized as part of the school curriculum.

Project focused on the more than 130 messages in the media. To promote the campaign were involved in a variety of communication channels, outdoor advertising, television advertising, special promotions.

- Campaign "Lit up! Be visible on the road" that seeks to make road users more visible on the road in the dark, began December 1, 2010.

This project is actively supported by representatives of culture and show business in Russia. Fashion designer Masha Tsigal developed stylish reflective wristbands that will be noticeable on the road and in life, and Dj Leonid Rudenko especially for the project wrote a remix of his track superfashionable Everybody. Partner of campaign made channel MTV, several esters popular programs "trendy" and "Stereo Morning" were devoted to the start of the project "lit up". The official website of the project www.bezntp.ru declared all-Russian contest, where participants were asked to take a photo or video with reflective elements and thus "Lit up" (*The official website of the public...*).

- Campaign "passenger rights" directed to the driver who has to remember that he is responsible for the safety of his passengers and the passenger, who must wear seat and, if necessary, make comments to driver who violates the rules of the road, was conducted in 2011. The project filmed public service announcements 8 audio clips played on radio stations radio, NEWS FM, Humor FM, ENERGY, VVC celebrated "passenger rights".

- Campaign "No hurry", launched in 2012, aims to prevent one of the major problems of modern traffic - speeding, which resulted in a year are killed or maimed thousands of people. According to statistics, nearly a third of all accidents occur due to speeding or failure to comply with speed limits.

The project launched three clips on the radio station radio, as well as filmed almanac "no hurry", which tells about the benefits of living on the allowed speed, after seeing that everyone thinks that "Life is worth it to reduce the speed."

Kinoalmanah represents five novels - unhurried stories about meaninglessness and deadly danger of speeding - "End of duty", "Fur Elise", "Safe the tunnel", "Solarium", "Be

quiet, Mom." Directors of almanac "no hurry" were Fyodor Bondarchuk, Peter Buslov, Vladimir Kott, Alexander Lungin, Sergey Osip'yan, Boris Khlebnikov.

The campaign has received wide publicity. According to the results of the campaign more than 700 publications were published, the project received wide coverage in social networks (Twitter, Vkontakte, Facebook, Livejournal). Moreover, almost 40% of Russians have changed their attitude to compliance with speed limits and speed to the correct choice (*The official website of the public...*).

– Campaign "Pedestrian crossing on!" Covering the period from October to December 2012, aims to persuade pedestrians that it is very important to cross the road only at authorized places and at a pedestrian crossing and ignoring the rules may lead to serious consequences. According to statistics, pedestrians remain one of the most vulnerable road users, it is on their annual accounts for one third of all road accidents.

The central element of this campaign was the social video "Pedestrian crossing on!", the title role in which played the famous Russian film and theater actor Yegor Beroev who embodies disciplined pedestrians, for whom you want to follow. In addition, the project held a photo contest "Living sign," which was attended by more than 1,200 people.

In some cities (Moscow, St. Petersburg, Kostroma, Yaroslavl, Nizhny Novgorod, Sochi, Kursk, Penza, Stavropol, Belgorod) underwent large-scale events on road safety and included all sorts of competitions, quizzes, games, as a result of which the winners could win keychains, bags, bags for laptops, icons, vests with the symbols of the action and reflective elements (*The official website of the public...*).

– Campaign "Car Seat - Children" was held 2 times in November and December 2011 and September - December 2012. The purpose of the campaign - to explain to parents that the seat - a necessary thing in the trip with the child and the safest way to protect it from possible negative consequences of road traffic accidents.

According to official statistics payments CTP insurers for the deaths of children in an accident do not exceed 10 mln. Rubles per year. Their share in the total amount of payments on the CTP for damage to life and health of victims is not more than 4% (*Suslyakova, 2013*).

Since 2007, according to the traffic regulations of the Russian Federation, the use of child restraints (SLA) when traveling with children under 12 years is obligatory. Penalty for failure to SLA - 500 rubles. However, according to Russian Center for Public Opinion Research, in our country, 51% of parents of children under 12 years of age have the car seat, and always use them - only 23%.

Following the first action, according to statistics from the traffic police, thanks to the use of child car seats child mortality in an accident in the first half of 2012 decreased by 6.3%. In general, during the first half of 2012 there were 9.1 thousand of accidents involving children, killed about 200 children passengers (*The official website of the Interior...*). However, since the beginning of the second half of 2012 indicators of child passenger injury worsened and surpassed last year's 3.6%. However, according to Russian Center for Public Opinion Research, the number of people who do not have and do not plan to purchase special equipment for transportation of children increased significantly (from 39% to 70% in Russia as a whole and from 38% to 71% in Moscow) (*The official website of the public...*). Because of this, the organizers decided to return to the promotion of car seats. Partners in the implementation of the organizers of the campaign were "Auto Radio" channel "Auto Plus", free classified ads portal for the sale of passenger cars «Auto.dmir.ru», magazine "Cars," Information Security Center of child passengers' Avtodeti "company production of child car seats «RECARO».

SAR has spent 183 million Rubles to develop the concept of a new campaign, a study to determine the relationship of drivers to the problem of child safety, passengers, creating promotional materials (in particular, the adaptation of commercials, used a similar campaign in 2011).

This action has been widely discussed in the media, many cities have been large-scale activities to promote the use of car seats "Once in Kreslandii", on the project website www.bezntp.ru held a photo contest "My child in the car seat" and launched a thematic fun game for kids and their parents (*The official website of the public...*).

In 2013, the active work of the SAR and the traffic police in the prevention of accidents on the road continued. LLC «Zavod» implemented two large-scale campaign, "Buckle up!" And "Slow down!". Organizers partners in these actions were "Auto Radio" channel "Auto Plus", free classified ads portal for the sale of passenger cars «Auto.dmir.ru», Journal of "Cars", information and social network Auto.mail.ru weekly "Arguments and facts".

The main objective of the campaign "Buckle up!", Held in April-June 2013 - to explain the traffic participants that seat belts are mandatory for drivers and all passengers cabin, including sitting on the rear seats.

The purpose of the campaign - to reduce the number of road fatalities among drivers and passengers, including children passengers due to non-use of seat belts or improper use of child car seats for fixing.

According to a survey of traffic police, only half of Russian citizens are fastened at all times. Although, according to statistics, seat belts reduce the risk of death in frontal crashes by 2.5 times, and rollover - 5 times (*The official website of the public...*).

At this time, traffic police invented a new way to persuade motorists to wear seat belts: now with the police to explain the need for drivers to use seat belts will be fantastic characters and Russian nesting doll, which was chosen symbol of safety. To dispel the drivers' myths and misconceptions related to ineffective use of seat belts, released a satirical pamphlet "Myths and legends of the seat belts", where the main characters: Pinocchio, The Gingerbread Man, Little Red Riding Hood and many others - on a personal example shows that it is important to wear a seat behind the wheel. In addition to the fairy tale characters in the promotion of safety belts took actors, TV personalities, representatives of show business and even well-known Russian strongman heavyweight Vyacheslav Maksyuta, easily severed two warmer, but has failed to break the seat belt (*Suslyakova, 2013*).

In addition, the campaign held three contests: "Paint matryoshka", "On Matryoshka!" and "Matreshkin contract". In many cities of Russia: Vladimir, Novgorod, Vologda, Saratov, Arkhangelsk, Volgograd, Petrozavodsk, Kaluga, Pskov, Moscow - were conducted unique activities, including competitions, quizzes, games, participate in the gym and a lot of gifts and prizes with the symbol of the stock.

In November 2013 was launched the campaign "Slow down!", which lasted until May 2014 and was aimed at to reduce the number of citizens, which knocked at pedestrian crossings. Now, according to experts, insurers pay for such insurance claims of about 500 million rubles per year. According to traffic police, in 2012 at pedestrian crossings drivers knocked down 17,808 people, 1,156 of them were killed (*The official website of the Interior...*).

The main goal of this program, according to the organizers - to inform drivers that "an essential condition safe passage zone crosswalk on the driver side is to reduce speed when approaching the pedestrian crossing area, sufficient for a complete stop at a safe distance from the pedestrian in case of need."

To solve these problems by using a broadcast on national television and radio commercials, as well as the placement of advertising material on the Internet.

The cost of the semi-annual advertising campaign funded by the PCA, - 298 mln. Rubles, that is ambiguous enough to perceive the public. Thus, representatives of insurance companies generally positive assessment of the activity of the SAR in the promotion of road safety, noting that it was necessary to bring to society the cost of the measures and the result of each such campaign. And the head of "Blue buckets" Peter

Shkumatov believes that PCA such social projects simply duplicates the functions of traffic police, and it is likely that dedicated, very large funds will be used for purposes other than stated in the SAR. "Union of pedestrians" also believes that the amount allocated for this campaign is too much and these funds could be equipped with 1,000 additional lighting of pedestrian crossings, "speed bumps" and "islands of security". These funds could be spent on the purchase of 4.5 million. Reflectors for distribution to pupils, teachers and parents, i.e., spend much more effective (*"The Union of pedestrians"...*).

In early 2015 SAR and Traffic police have launched a new large-scale social campaign "The outlook security", its purpose - to inform road users that it is necessary to choose an adequate manner of behavior already at the first sign of bad weather: reduce speed and increase the distance to be extremely careful while driving. The cause of this project was the fact that a sharp increase in the number of accidents on the roads with the onset of inclement weather - rain, snow, fog, ice, and so forth.

According to official statistics of traffic police, about one-third of road accidents in the country occur in bad weather. But the main cause of such accidents is not suddenly fallen snow or rain caught unawares, and ignorance of drivers and pedestrians on the impact of inclement weather on road safety. As a consequence, a significant number of drivers choosing inappropriate weather driving style, and pedestrians do not take additional measures for their own safety.

According to a joint study of the Russian Center for Public Opinion Research and a center of expertise "Movement without danger", up to 70% of drivers know that the weather conditions, according to SDA, impose restrictions on vehicle speed. However, observe speed limits, most drivers will only be in very bad weather, and measures such as the use of fog lamps or reducing the number of change-drivers is rarely used.

Pedestrian safety also depends on the visibility on the road, but most do not attach any importance to this. About 80% of pedestrians in fog behave as in clear weather. Increased alertness and caution is only 9% of respondents, and to the use of retroreflective elements have resorted less than 5% (*The official website of the Interior...*).

In this project, filmed a popular science film "Invisible Threat", launched 5 audio clips. In some regions of schools conducted large-scale educational activities, to explain in an accessible way drivers and pedestrians to traffic in bad weather: how changes in air temperature and precipitation affect the condition of the road surface, tire grip, braking distance of a car on ice, while fog, poor visibility etc. (*The official website of the public...*).

In addition, from February to April 2015 at <http://www.zavod.rf> held 3 creative contest: "Lords of the weather" (for children), "Focus on the forecast" and "Fumbled the ball."

Summarizing all the above, it should be noted that the warning function insurance plays a very important role in maintaining social and economic stability in society by financing insurance organizations of measures aimed at reducing the likelihood of insurance claims and damage reduction policyholders when they occur. And currently there are no common guidelines for the formation and use of reserves of preventive measures in insurance organizations. Insurers in this matter can only rely on the developed thesis of the insurance company, after agreeing it with the supervisory authority.

At the current insurance market leading role in the prevention of occurrence of insurance claims and reduce potential losses policyholders carries Russian Association of Motor, which together with the Inspectorate and Russian public organization "Movement without danger" annually carries out projects on road safety. However, if the public would have been acquainted with the results of these social campaigns (in the first place, the number of lives saved), confirming the effectiveness spent for this purpose funds, this area of work SAR much better would be perceived by all subjects of the insurance market and the public.

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FORMATION OF STUDENTS' MATHEMATICAL COMPETENCE AT HIGHER EDUCATIONAL INSTITUTIONS

Abstract

The paper deals with the approaches of formation of students' mathematical competence in both mathematical and nonmathematical directions of training.

Keywords

competence, mathematical competence, technology of "advanced" lecture, active methods of training, intuition, formal logic

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Nowadays the competence-based approach is considered as the fundamental approach for updating the content of education. It assumes the change of an educational paradigm from broadcasting knowledge to creation conditions for students mastering the complex of competences, determining intellectual and labor potential. The competence-based approach does not exclude the academic approach, but it deepens and supplements it. It assumes orientation to formation of both professional knowledge and skills and development of universal abilities of students, their readiness for professional activity. In the competence-based approach subordination of knowledge to abilities takes place, the emphasis is placed on a practical side of a question.

There are three levels of competences (*Ermakov, 2011*):

1) key, common cultural competences. They are beyond actual education and have meta-subject contents and welfare value;

2) general-education competences (at the level of the higher school they are called professional). They belong to all subjects and educational areas;

3) subject competences. They are particular, special and are formed within separate subjects.

In the paper we adhere to understanding of competence as a “hidden”, potential manifestation and competency as an actual manifestation of competence.

In some area competence can be defined as a set of corresponding knowledge and abilities allowing a person to reasonably judge this area and effectively work in it. Competency is person’s possession of corresponding competence, including his personal attitude towards it and object of activity. The concept of “competency” also includes personal qualities.

Every teacher is interested in a set of competences, which he has to form at students by means of the subject. Scientists suggest to consider subject competence within hierarchy of competency, where key competences, consisting of more concrete competences, separate abilities and knowledge, have the highest level (Aronov, Znamenskaya, 2010). Thus, subject competency is supposed to be understood as a specification of key competences.

Formation of competence as an educational result has the following characteristics (Ermakov, 2011): 1) sensibleness (judgment degree); 2) stability (constancy degree); 3) productivity (completeness of activity); 4) completeness (representation of all components); 5) systemacity (interrelations between components); 6) effectiveness (randomness of purposeful activity); 7) emotiveness (dynamics of emotions).

Nowadays students practically of all training directions (humanitarian, technical, natural-science and mathematical) study mathematics. There is a question of formation process of mathematical competence at students of different training profiles. Being guided by five aspects, A.M. Aronov and O.V. Znamenskaya characterize mathematical competence the following way (Aronov, Znamenskaya, 2010):

a) Specifics of mathematical knowledge (ability to consider and use heterogeneity of sources of concepts development both for solution of applied tasks and for development of concepts);

b) Specifics of mathematical activity (ability both to build and renew mathematical knowledge);

c) Specifics of mathematical thinking (ability simultaneously to hold heuristics, intuitivism and strict logicity);

d) Specifics of scientific communication (ability to maintain special requirements to argument and form of results presentation);

e) Cultivated personal qualities (readiness for a certain activity and communication, will, courage and honesty, value of receiving true knowledge, emotional relation to intellectual achievements).

Driving ideas of modern mathematics have both empirical, model origin in relation to other sciences and theoretical origin, caused by laws of internal development of mathematics. The person, competent in mathematics, has to understand and use both model nature of mathematical knowledge and internal logic of its development.

Mathematics can be presented as relation of two activities - activity of construction and statement of mathematical knowledge. Search-research activity of construction has heuristic, inductive character. Its result is mathematical knowledge, ways and concepts. The result of reflexive and analytical activity of statement of mathematical knowledge is weather the developed theory or the set of methods and algorithms; it depends on the knowledge renewing for application or communication. Emergence of such characteristics as severity, accuracy, substantiality, logicity, etc. is the result of mathematical knowledge renewal. The person, competent in mathematics, has to be capable both to generate mathematical contents and to state and understand finished mathematical knowledge.

In mathematics, it is important to receive new results in the conditions of competition and in the form of personal achievements - the authorship is consolidated to each mathematical result. On the other hand, scientific communication in conditions of scientific cooperation is necessary for recognition and assessment of new result. Information exchange between scientific schools, research institutes is carried out by means of publications, conferences, seminars. Competency in mathematics assumes readiness for intense independent work and communication, discussion of own achievements and understanding of other people achievements, considering thus specifics of scientific communication. One of communication requirements is a deductive way of results statement. A special group of requirements is shown to mathematical argument: lack of illegal generalizations, unreasonable analogies, consideration of all possible kinds of the situation, completeness and consistency of classification.

In mathematics heuristic reasons and intuition serve as means of receiving primary result, and formal logic is a mean of its strict justification. Competency in mathematics is not so much characterized by ability to formal-logical or heuristically thinking, but by ability to flexibly change a form of thinking depending on type of a cognitive task.

Mathematics cultivates strong-willed efforts for achievement of significant results in a person. On the other hand, there are feeling of beauty, ease of intellectual argumentation and ability to rejoice intellectual achievements.

Speaking about professional competence of a mathematician, it is considered that his professional activity consists of application of mathematical knowledge not only for solution of applied tasks, but also for receiving new knowledge in development of mathematical theory (*Safonov, Shershneva, 2009*). For training students-mathematicians, it is necessary to create the full-fledged professional context consisting as of applied and theoretical context of scientific search of new mathematical knowledge. The theoretical context significantly increases competence of future mathematicians irrespective of whether they will be engaged in scientific or practical work or not. In recent years there is a tendency of simplification of fundamental courses of mathematics and physics both was at schools and higher educational institutions. It is important to realize that proofs are necessary not only as a method of logical thinking development, but also as a real way for solving problems (*Prikhodovsky, 2013*). Proofs of formulas help to avoid storing of the huge array of excess information (sometimes it is easier to bring equality, than to remember it by heart). There is no clear boundary between bringing a proof of a formula and solution of a task with parameter - in principle it is this same case. Proofs help to understand how to solve problems as variables, which are in proofs, accept concrete values in tasks.

Planning stages of theorem proof, it is necessary to divide it into small fragments - local problem situations intended for independent students solution. Meeting the provided lacks in proofs, students learn to apply mathematical knowledge in receiving new knowledge. Such approach is designed for students capable to work independently, including work with sources. The other approach, which is intended for weaker students, is to show difficult process of scientific search and knowledge acquisition, thereby forming both knowledge and ability to apply them. Thus, proof of a theorem should be considered as a mean of development of student-mathematician professional competence, forming an ability to apply his mathematical knowledge for making a conclusion and receiving new knowledge.

Competence-based potential of proof is realized most fully, if it is studied in a theoretical context of scientific search, when a student participates in analysis of possible options and development of proof plan, its stage-by-stage performance.

The appeal to history of a subject is one of the most intelligible ways of explanation. In the course of lecturing, it is necessary to supplement mathematical disciplines with

elements of the historical and scientific analysis, which role increases in the conditions of competence-based approach.

If earlier fundamental achievements in any scientific theory turned out because of its internal development, for the last decades, emergence of fundamental achievements turned out because of interdisciplinary scientific synthesis, connection of knowledge from various areas of science. Now it is especially important to form wide mathematical erudition based both on knowledge of various mathematical disciplines and on experience of their interdisciplinary use. A student, repeatedly applying knowledge on studying or already studied discipline beyond the scope of the discipline, develops ability to apply knowledge in professional activity.

Methodological basis of interdisciplinary integration is the method of mathematical modeling, which translating knowledge from various disciplines into language of mathematical formulas gives an opportunity for free transition of this knowledge from one discipline into the others. For a mathematician this method of scientific knowledge is an intelligent instrument of professional activity, and therefore it is especially important to use it while training various disciplines. Mathematical competency should be added by use of information computer technologies. Higher level of integration of mathematical disciplines and computer science is necessary for formation of information-mathematical competence.

Formation of professional competence of future mathematicians will be more productive, if in training mathematical disciplines (*Safonov, Shershneva, 2009*):

- not only the applied, but also theoretical context of mathematical activity are mathematically modelled, and proof of a theorem is considered as a development tool of professional competence;
- there are elements of historical-scientific analysis of development of mathematical theories allowing to acquire better historical experience of knowledge application for receiving new knowledge;
- on the basis of broad application of mathematical modeling method of interdisciplinary connections purposefully amplify;
- considerable attention is paid to formation of information-mathematical competency of students, the applied and interdisciplinary tasks intended to be solved in computer classes are systematically used.

It is known that simple imposing of new information on already available information does not form knowledge. Intensive cogitative activity on critical judgment, processing, material systematization, its coordination with data, which are kept in memory, is necessary. Many students of humanitarian, natural-science and technical training directions stop in their intellectual development at the level of passive reproduction of the acquired mathematical knowledge, without being able to express own opinion on a problem, carry out the comparative analysis of alternative ideas, generalize material or draw conclusions. Therefore, a question, whether it is possible to find additional reserves that in the course of lecturing not only form mathematical competency, but also develop their thinking, is actual.

L.F. Krasinskaya offers technology of “advanced” lecture (*Krasinsky, 2011*). In structure of lecture she allocates three stages. 1) The stage of “call”, at which a teacher actualizes the students knowledge, forms their attention on the considered problem, stimulates interest for its study. 2) The judgment stage, at which new educational information is stated and a complex of intellectual tasks on its critical processing, is used. 3) The reflection stage, at which students carry out analysis not so much of the contents, but of new knowledge assimilation process. Change of habitual structure of lectures on mathematical disciplines and use of a complex of specially thought over intellectual tasks according to this technology considerably increases efficiency of this form of training, promotes development of all cogitative operations, analysis, synthesis, comparison,

generalization, abstraction. Thus it is possible to form skills not only of critical thinking, but also of creative thinking of students, training them to produce creative associations, visualization, combinations of ideas, solutions of tasks by analogy.

At the stage of “call”, after acquaintance of students with a subject of lecture and its main questions, a teacher gives the written task not demanding a lot of time (no more than 10 minutes), which is carried out by students individually, and then it is discussed with simultaneous fixing of results of collective search on a board. These tasks actualize the students knowledge, promote attraction of data from other disciplines, stimulate the appeal to life experience. The following tasks can be used there:

1) drawing up a simple cluster on the key concept; it is a way of graphical representation of substantial characteristics of a concept, which reveal through the arising words (associations) and bring to independent formulation of definition and treatment of a new term;

2) drawing up the list of answers to a problematic issue by means of “brain storm” allowing to generate ideas.

At the second stage (the judgment stage), a teacher opens the maintenance of a subject, using various means of presentation. In order to involve students in process of giving new material, lecture joins one more task, which demands active independent thinking. Such task (lasting 15-20 minutes) is given in the middle of a lecture after studying a difficult question or at the end of a lecture for the best judgment of all material. System of tasks is thought over so that in the course of studying a subject students develop analytical skills, ability to compare, generalize, produce creative ideas, formulate conclusions. Usually the following tasks are given:

1) filling in the summary table, which is used for generalization of knowledge, thus the information, which will become a basis for systematization of the studied material, should fill in the table;

2) independent formulation of conclusions on any question or on all subject of a lecture;

3) graphic registration of the content of a lecture or its part in the form of the structural-logical scheme, which allows to reflect in a practical form essential connections between the studied objects and phenomena. Thus the two main forms of synthesis of information are used: deductive count and inductive count.

At the last third stage (the reflection stage), students are offered to analyse the maintenance of a subject of lecture that can be reached for example, by drawing up structural- logical schemes. It does not exclude establishment of operational “feedback”, when students at the end of a lecture can ask questions about the studied subject.

Thanks to systematic use of intellectual tasks within a lecture, students begin to comprehend new educational information, ask questions about subject, join in dialogue with a teacher. Application of activation methods of independent thinking allow to consider better regularities of cognitive activity of students, which are absolutely ignored during a traditional lecture. The logic of cognitive process is such that after recognition of new information its immediate judgment and fixing is required, differently it is erased from memory, forced out by imposing of other data. Carrying out the thought-over system of tasks, students are trained to analysis, synthesis, comparison, generalization, creative solution of educational tasks, ways of graphic registration of material that is necessary when performing independent educational and scientific work, and further for professional activity.

Now lectures are supplemented by debates. Lectures begin to find new lines - lines of reasoned discourse, based on system of basic statements, influence by means of rational belief, scientific, moral and esthetic influence (*Robotova, 2011*).

From centuries-old history of university education, it is possible to draw a conclusion on a polysemy of lecture and understand why it appears as the surprising cultural

phenomenon keeping and developing its value. Today long lecture courses do not justify themselves. They create some monotony of training. However lecture will hardly disappear as orientation in science, as its problematization, as a sample of system view on science and an example of scientific argument.

Strengthening attention to independent work of students, we have to consider discrepancy of communicative processes in a modern educational situation. Not each student can carry out necessary analytical work on selection of information, ranging of scientific sources from the point of view of their fundamental nature, allocating of basic and secondary works in science.

The main loading in development of mathematical competency lies on practical training and students independent work. Change of training methods is necessary. They have to consist of use of such forms of training organization, which are based on responsibility and activity of students. The technique, which cornerstone is application of active methods of training, will form ability of students to work in various problem situations, showing connections of the acquired mathematical knowledge and abilities and reality. The technique of development of mathematical competency has to be directed on formation of: 1) abilities to distinguish problems arising in practical life situations, which can be solved by means of mathematics; 2) abilities of mathematical knowledge use in conditions of uncertainty, when the problem, which needs to be solved, is not set obviously; 3) abilities of carrying out the analysis of the offered situation and decision-making; 4) abilities to unite information from different sources and at the same time to consider number of various conditions and restrictions.

As a result of mathematical training, student has to develop an ability to analyze the used decision methods, interpret the received results taking into account the set problem, formulate final results of solution of the set problem, draw conclusions on the basis of the obtained data. And the teacher is obliged to stimulate students for independent activity.

When studying mathematics, it is important to show students the sense of the entered concepts on concrete examples. Let's consider the concept of a matrix and operations over it, which are often used in practical activities.

In some branch four plants produce three types of production of identical cost. The matrix $A [4,3]$ sets production volumes at each plant in the first quarter, the matrix $B[4,3]$ sets production volumes at each plant in the second quarter; a_{ij} , b_{ij} are volumes of production of j -type on i -plant in the first and second quarters respectively:

$$A = \begin{pmatrix} 3 & 4 & 8 \\ 2 & 3 & 3 \\ 5 & 2 & 6 \\ 3 & 2 & 4 \end{pmatrix}; B = \begin{pmatrix} 4 & 1 & 3 \\ 3 & 5 & 2 \\ 5 & 4 & 3 \\ 6 & 3 & 5 \end{pmatrix}.$$

It is required to find production volumes for half a year; gain of outputs in the second quarter in comparison with the first quarter by types of production and plants; value terms of the released production for half a year, if λ is the cost of a unit of production volume. Production volumes in half a year are defined by the sum of matrixes A and B , i.e.

$$C = A + B = \begin{pmatrix} 7 & 5 & 11 \\ 5 & 8 & 5 \\ 10 & 6 & 9 \\ 9 & 5 & 9 \end{pmatrix},$$

where $c_{ij}=a_{ij}+b_{ij}$ is the volume of production of j -type made for half a year by i -plant. The gain in the second quarter in comparison with the first quarter is defined by a difference of matrixes:

$$D = B - A = \begin{pmatrix} 1 & -3 & -5 \\ 1 & 2 & -1 \\ 0 & 2 & -3 \\ 3 & 1 & 1 \end{pmatrix}.$$

The negative d_{ij} elements show that at this plant i -volume of j -product decreased; positive d_{ij} elements show increase; zero d_{ij} show no changes.

The product $\lambda C = \lambda(A+B)$ gives expression of output costs in half a year on each plant in each type of production.

Multiplication of matrixes can be shown on the following task. Volumes of three types of production are set by the matrix $A[1,3]=(100, 200, 100)$. The price of realization of i -type of production in j -region is set by the matrix

$$B[3,4] = \begin{pmatrix} 2 & 3 & 1 & 5 \\ 1 & 3 & 2 & 2 \\ 2 & 4 & 2 & 4 \end{pmatrix}.$$

It is required to define what region is most favorable for production realizing. Let's find a matrix C - revenue from regions: $C[1,4]=A[1,3] \times B[3,4]$, where

$$c_{1j} = \sum_{k=1}^3 a_{1k} b_{kj} \text{ - receipts of an enterprise in } j\text{-region:}$$

$$C = (100 \quad 200 \quad 100) \begin{pmatrix} 2 & 3 & 1 & 5 \\ 1 & 3 & 2 & 2 \\ 2 & 4 & 2 & 4 \end{pmatrix} = (600 \quad 1300 \quad 700 \quad 1300).$$

We see that maximum receipts are in the second and fourth regions. Therefore, it is most favorable to realize production either in the second or in the fourth region.

On some life situations, it is possible to carry out discussion with students. It will allow them to get the new experience in solution similar situations supported with theoretical knowledge. For example, new technological process is applied in industry. Change of production productivity from the beginning of introduction of new technological process is set eventually by the function $z = 32 - 2^{-0,5t+5}$, where t is time in months. Students have to discuss the main period of technological process application and enterprise profit of the process. It is necessary to calculate production volumes made in different months within a year, considering from the beginning of introduction of the considered technological process, to compare the received results and to draw the corresponding conclusions.

Some practical training can be given in a game form. Using active training methods, group work models non-standard situations, in which mathematical competence of students can be shown. For designing competence-based tasks it is necessary to define result of training (concept, ability, skill, action, etc.); consider the available knowledge of students and their specific features; reveal interrelations of training result with other

objects in mathematics, with other subjects and life situations; choose modes of work (individually, in small groups, round table, etc.).

After completion of the main educational program, a student possessing mathematical competence has to show basic mathematical knowledge and understanding of the main theorems, methods and algorithms; ability to distinguish problems arising in professional activity, which can be solved by means of mathematics; ability to apply mathematical knowledge in life situations.

Correctly constructed technique on formation of mathematical competency promotes development of professional competences thanks to intellectual tasks at lectures, tasks from future professional activity during practical training and independent work of students.

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RESONANCE COMMUNICATION

AS A SPECIAL FORM OF INTERPERSONAL INTERACTION

Abstract

The paper deals with the scientific description of resonance communication as a special form of interpersonal interaction. The author reveals its specific characteristics, communicative and language means. Resonance information is described on the language, cognitive and pragmatic levels.

Keywords

resonance communication, resonance information, political discourse, economic discourse, mass media, printed media, rumors, speech strategies and tactics, regulative activity

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The contemporary printed media are the most influential and authoritative kind of speech, a tool for the formation of the public opinion and attitudes. Dissemination of

information through the mass media "is intended to" generate ideas about the world by influencing the public consciousness. The mass media discourse is defined as a connected, oral or written text in conjunction with pragmatic, sociocultural, psychological and other factors, taken in an eventive aspect, objectifying sociocultural interaction of an addressant and addressee (*Zheltuhina, 2001*). The main properties of the mass media: being turned to a mass audience, publicity, accessibility, effectiveness, agonistic features, dialogueness, emotionality. The main functions of the mass media are informative, influential and regulative (*Solganik, 1997; Volodina, 2007; Kirillova, 2005; Demyankov, 2000; Sheygal, 2004*).

Communication through the mass media is a special form of the socially oriented communication, specific characteristics of which are related with particular properties of a recipient, and a special kind of the feedback. As a rule the mass media recipient is characterized by its anonymity, it is dispersed in space and (in the case of the mass media) in time. Communication through the mass media is characterized by the absence or minimization of the immediate feedback in the form of voice messages, emotional and psychological reactions (*Zasurskiy, 2001; Kubryakova, 1987*).

Generation of the mass media discourse starts with the birth of the addressant's idea and it is presented as its deployment. As regards content discourse is presented as a hierarchy of predicates of different levels (sub-themes), it is the recipient-oriented. Discourse suggests that the recipient has some knowledge common to both communicants. In the process of perception an instant cognitive processing of the incoming information is going on in the recipient's mind. It provides the discourse comprehension (*Haideger, 1993; Arnold, 1995; Zalevskaya, 2001*).

The most important aspect of the contemporary newspaper communication is, as is well-known, the impact on the recipient. Using different pragmatically oriented linguistic means (expression, emotional breadth, assessment etc.) as well as a variety of techniques and methods (persuasion, suggestion, manipulation, neurolinguistic programming and others) the mass media creates the image of events, parties and policies beneficial to certain government agencies, changes the value system of the recipient, thereby controlling their social and individual behavior and reality perception (*Bandura, 1994; Bryant Thompson, 2004; Leontyev, 1999*). In the process of communication, as noted by many researchers, different types of information (episodic, thematic, social-deictic, content-factual and others) are transmitted by statements (*Levinson, 1983; Brown, 1983; Dijk, 1981*).

One of the specific types of information is the resonance information, actualized in the process of the resonance communication. Resonance communication is a special form of interpersonal interaction, where the resonance information serves as its main constitutive feature. Actualization of resonance information is carried out by complex communicative units - "macro-acts" such as rumors, doubtful stories, various personal and institutional myths, opinions and advice of authoritative persons presented in the printed media in the form of a multi-format text. Resonance information as a special kind of significantly social and personal information is characterized by specific properties: precedent (resonance information is "someone else's" point of view; it's originally interpreted and transmitted by the addressant, who acts as an intermediary in the absence of the communicative role of the author); anonymity; the truth of its nature is not verifiable; "self-motion" on the planned or random route; flexible variability of influence forms on the addressee audience and the ability to act as a basic prototype for the construction of consequent resonance communicative units; functional limitation (length) in time of the resonance communicative units and their erasibility or replaceability from the communicative space by new informative units of the resonance type; easy transposability and replacement of targets; and functional-semantic flexibility of its expression; symbolism and mythology; emotionality (*Romanova, 1998*).

The nomination "rumors" in this research paper is used as a general term for all above-mentioned complex communicative units ("macro-acts"), since they all share the above-mentioned features. In social psychology a rumor is defined as a message (coming from one or more persons) about some events, not officially confirmed and orally transmitted from one person to another, as "a specific kind of informal interpersonal communication", as a special technique of influence on the public consciousness, an effective means of informational and psychological influence (*Grachev, 2002*). Rumors - the phenomenon of speech and, broadly defined, communicative activities, a special phenomena of interpersonal communication. Currently, rumors have obtained a wide circulation in the mass media. The mass addressee's trust to the source of rumors, its willingness to be guided by it in its social behavior on the one hand, and, on the other hand, essential anonymity of such information, its unreliability and inaccuracy form the contradictory nature of rumors. The important characteristic of the rumors is its obligatory exposure to retransmitting. The listener / reader, as a rule, usually transfers a rumor to a new recipient. While transferred a rumor tends to become shorter, concise, it is assimilated, re-formed according to the needs, habits, interests and feelings of the recipient. In addition, the desire to "be the first" in conveying information to the audience greatly contributes to the actualization of rumors. That is, the rumors are spread if they render phenomena, facts that are interesting and important for the audience, and the available information is either insufficient or ambiguous. Among reasons of rumors' emergence and durability the most significant are: the ability to meet actual needs of people: the utilitarian needs (to acquire the information object, to form people's certain opinions, attitudes, encourage them to a particular choice, behavior, etc.), the need for prestige (to stay tuned earlier than others, or to have an exclusive information), emotive needs (rumors, as a rule, tend to generate strong positive or negative emotions). Some authors point out that the important reason for the rumors' emergence is a misrepresentation of information or its shortage. The prolonged shortage of information causes a hunger for information and people, figuratively speaking, start "swallowing the monstrous tall stories" (*Grachev, 2002; Kitov, 1990*). A wide variety of rumors are actualized in the communication process: by origin rumors can be either spontaneous or intentionally fabricated, purposefully distributed; by its informative base rumors can be divided into authentic and absolutely unauthentic rumors, false with elements of credibility, credible with elements of improbability; by its expressive base - desired rumors, frightening rumors, aggressive and divisive; by its circulation area rumors are divided into local, regional, national, international; by its content - political, environmental, economic, etc.; by its timeline - concerning the past, present, future; in relation to reality - rational, fantastic, etc. By the results of the influence on the consciousness and behavior of people - exciting public opinion, but staying within social behavior; causing anti-social behavior of some part of people, destroying social ties between people and thus causing riots (*Kitov, 1990*). All of these kinds of rumors are widely used by the efficient way in oral and written communication. Effectiveness of rumors' appliance and overlap depends on the comprehensive record of socio-psychological mechanisms of their functioning.

Thematic area of "macro-acts" that actualize resonance information in the contemporary English print media is mainly represented by multi-format texts / discourses that reflect political and economic events, various disasters, conflicts, natural disasters and events in show business. All they rerepresent reports on mysteries, they are characterized by various kinds of omissions and allusions, a vague coverage. In the **political discourse** the resonance information is frequently actualized during transition periods, when political events that important for a particular society take place: election campaigns, parliamentary elections, presidential elections, the formation of the cabinet accompanied by political discussions, political debates, agitations, rallies, protests, etc.

As an example, we consider the discussion in the print media the formation of a new government cabinet in the United States in 2008, when there were numerous media speculations about the possible designation of Hillary Clinton to the post of Secretary of State: «The *rumour-mill* was in overdrive after *reports* that Hillary Clinton was being offered the post of secretary of state by Barack Obama» [The Economist, Nov. 20, 2008, p.5]. «*Speculation* in recent days has focused on the *possibility* that Mr. Obama would ask Mrs. Clinton, a second term senator from New York, to be his secretary of state» [the NYT Nov. 14, 2008, p.3]. In the first news reports linguistic units such as *rumor*, *speculation* are used indicating the absence of any reliable information. However, the lack of information just stirs up the public interest. The reaction of the media is prompt. The number of rumors is growing at an exponential rate. Different points of view appear in various newspapers. Some newspapers, referring to some mythical "advisers", confirm that such an appointment is unlikely possible: «*More than a dozen advisers* to both sides *said* Sunday that although they *did not have firm information*, they considered it *improbable* that Mr. Obama would have opened the door to Mrs. Clinton's appointment» [the NYT, Nov. 14, 2008, p.3]. Others report that according to some sources Obama and Clinton's meeting took place in Chicago, and details of the meeting were not disclosed. Obama's transitional administration and Clinton's apparatus keep silence: «The Clinton *rumors* flared late on Thursday, first after reports that she *had been spotted boarding* a flight for Chicago [The NYT, Nov. 14, 2008, p. 3]. «IN THE *absence of fact*, *rumour* will dominate: and the latest exciting *rumour* to emerge from Chicago, where Barack Obama's transition team is headquartered...» [The Economist, Nov. 18, 2008, p.4]. The third party, referring to some unknown source, takes responsibility to assert that Hillary Clinton and Barack Obama actually met in Chicago: «"Sources" claim this, though all that *is known for sure* is that Mrs Clinton visited her former adversary last week...» [The Economist, Nov. 18, 2008, p.4]. Reportedly Obama's advisers claim that he did not make any formal offers to Clinton at the meeting, and some representatives of the Democratic Party and Hillary Clinton's friends believe she hesitates, and she is to take her final decision: «*Although advisers* to Mr. Obama have said he has not made a formal offer, *most Democrats believe* the decision is hers to make, and *friends* said Thursday that she was wavering». There are also rumors with an obvious hint at their reliability. Some newspapers report the date of Hillary Clinton's nomination to the post of Secretary of State: Mr. Obama's *advisers said* that although no offer had been formally accepted, her nomination was "on track" and would *probably* be announced after the holiday [The NYT, Nov. 22, 2008, p. 1]. «...and Hillary Clinton *is expected* to be formally confirmed as Secretary of State following the Thanksgiving holiday on Thursday» [The Guardian, Nov. 21, 2008, p.7]. All the rumors that refer to the political sphere, as the investigated material shows, are based on the anonymity, the authorship's uncertainty, because the source of the disclosed information is either unknown to the addressant, or there is a need for one or another reason to conceal it, or, if in the report there are the addressant's forecasts, he is quite reluctant to report them as his own, at the same time the addressant has an irresistible wish to make them public.

Resonance information is widely represented in **economic reports** as the economy is the part of people's everyday life. The well-being and people's life activity depends on economic events. Crises and upheavals in the economy - inflation, currency fluctuations, devaluation, bankruptcy of enterprises, protests, uncertain economic forecasts, financial scandals, etc. promote active circulation of rumors. Energy and oil supplies are of great importance for all states. In this regard there is a great variety of fears and rumors that are important to the public and have an impact on the oil price. Thus, according to forecasts of respected analysts the oil price could level up to \$ 200 a barrel: «In July, light sweet crude was trading above \$147 a barrel and *respected analysts were predicting* that it was on the way to \$200 a barrel» [The FT, Oct. 27, 2008, p.2]. Some people who

work in the oil market, due to reduced oil volumes in the world, have the same point of view: «*Some people in the market expected oil to hit \$200 a barrel on the basis that oil was close to running out*» [The FT, Oct. 27, 2008, p.2]. There is also a rumor that even if oil supplies are disrupted, it will still cause higher oil prices and traders will get huge profits: «In that tight market even a *rumour* of supply disruption can send prices soaring, yielding huge profits for traders» [BBC, Sept. 16, 2008]. At the same time in the mass media there are reports that, despite the forecasts of oil prices growth, the price falls due to the global decline in oil production, that in its turn will lead to lower oil demand: «Now, *everybody is saying* that the falling price is a result of the global downturn, which will reduce demand for oil» [The Economist, Nov.12, 2008, p.3]. In this regard some observers doubt the might of Opec, its ability to raise prices by reducing oil's sales: «...*Observers said* that the failure of oil prices to climb suggested that Opec was losing its power» [The Economist, Oct. 24, 2008, p.9]. Whereupon OPEC's oil producers responded that oil prices are set by so-called speculators: «The oil producers cartel Opec yells that there's plenty of the black stuff available and the price is being forced up by "speculators"» [The Economist, June 22, 2008, p.5].

As it follows from the investigated material various international economic institutions, organizations act as the addressant of economic rumors. They shape the recipient's definite opinion regarding the stable or unstable economic situation in the country\city\region, provide both positive and negative economic forecasts. The addressant of a rumor remains anonymous, determines a recipient's reaction, and gains his economic benefit from the current situation. In everyday life a man constantly has to overcome real or imaginary dangers that threaten his existence. At a time of disaster, cataclysms and conflicts the mass media creates a particularly strong effect on people's minds. Lack of information about what is happening contributes to the rumors circulation, any misinformation, especially when crisis situations (floods, fires, earthquakes, droughts), accidents (plane crash, train, car accident), conflicts (separatist clashes, terrorist attacks, military conflicts) take place. Strong wind roses caused the growth of extensive wildfires in southern California. Initial reports indicated that the wildfire spread quickly on the area of 1012 hectares: «The fire, fanned by high winds, had *spread to 2,500 acres (1,012 hectares) by early Friday, officials said*» [BBC, Nov. 14, 2008]. However, due to the lack of reliable information reports circulate as rumors, and vary in different newspapers. For example The Guardian reported that the fire covered the territory of more than 8000 hectares: «*Officials said wildfires have scorched more than 20,000 acres (8,000 hectares)...*» [The Guardian, Nov. 17, 2008, p.1]. In The Economist we read: «...fires raged from Santa Barbara to Los Angeles and Orange County, burning a total of 35,000 acres (*14,000 hectares*)» [The Economist, Nov. 17, 2008, p.1]. The next day The International Herald Tribune reported 17,000 hectares: «... and burned 42,000 acres (*17,000 hectares*), or 65 square miles (168 square kilometers), forcing thousands to flee» [The IHT, Nov. 18, 2008, p.1]. A similar variation in information can be traced in reports regarding destroyed houses. On the 16th of November The International Herald Tribune reported about 1,000 houses damaged by the fire: «...around Southern California on Sunday although calmer winds slowed flames that have destroyed *almost 1,000 houses*, forced tens of thousands to evacuate» [The IHT, Nov. 16, 2008, p.1]. The very same day The Guardian reported approximately 800 houses damaged by the fire. «California wildfires: «... destroying *more than 800 houses...*» [The Guardian, Nov. 16, 2008, p.1]. In various printed publications the information concerning the number of people injured and killed is different. On November 14th, the BBC website reported 13 injured people and the absence of dead people: «*No deaths have been reported but 13 people* have been treated for burns or smoke inhalation» [BBC, Nov. 14, 2008]. On November 17th The Guardian confirms this information: «...missing persons and *no evidence of loss of life*». On the same day The Guardian reported the death of one person: «Residents return to

areas ravaged by California wildfires»: «Just *one death was reported in the fires...*» [The Guardian, Nov. 17, 2008, p.1]. On November 19th The International Herald Tribune reported more than 20 victims: «injuring *more than two dozen people...*» [The IHT, Nov. 19, 2008, p.2].

In times of natural disasters, catastrophes, conflicts the mass media, relying on dubious, unreliable sources and claiming possession of the information earlier than others or exclusive information, actually represents conflicted information on the level of rumors that does not reassure people or bring them relief, but, on the contrary, misinforms them, exacerbates their anxiety.

In the process of actualization of the above-described types of discourse in the resonance communication an addressant pursues the following objectives: to sensitize the addressee in a certain way before important political events; to explode the reputation/ raise credibility of political leaders, political organisations, parties; distract people's attention from solving major problems; to form a recipient's opinion about a stable situation in the country; to prevent disorders; to gain political \ economic benefits; to implant panic and fear in minds; discredit the opponent's/organization's/institution's activity in the eyes of the majority; to provoke the opponent to make hasty steps; to prepare the addressee for the worst times; to misinform the opponent; to provoke the recipient to act in a way favorable to one of the parties to dispute; to draw public attention to the definite event; draw readers' attention to a newspaper, to boost its rating.

Resonance information transmitted by the mass media - is, as it was mentioned above, an important means of influence on the public consciousness in order to impose some opinions, points of view on a recipient, to create mindsets, to form certain representations of reality, that is, to form a certain attitude and emotional state of a recipient. In the process of resonance communication the addressant uses a variety of strategies and tactics, as well as a variety of language means, in this way he indirectly influences on the recipient. The main strategies and tactics are: concealing of the information, the information hoax, the misinformation, the discredit, "the addressee naming", tactics of threats and intimidation, the relieving of responsibility, "the initiation of an information wave", the creation of the illusion of credibility, the indirect citation, the manipulation of facts, the exception of a subject as a source of information, references to the source of information, the accusation, the criticism and contesting, the "mockery" and "labeling" tactics, the engaging of witnesses, the generalization.

The information incompetence is a specific characteristics of resonance communication, it's marked by various linguistic means: abstract nouns instead of nominations of concrete facts and people; abstract nouns, that nominates the very act of resonance communication; evaluative adjectives and adverbs, verbs that mean "opportunities", "probability", "lack of confidence in the truth" of reports; verbs of speech, intellectual and sensory activity implying the unexpressed subject of the speech; renaming, changing of names of certain objects or phenomena; incorrect comparative constructions; the excessive use of keywords; words that have a positive or negative connotation; different stylistic figures of speech (neologisms, irony, rhetorical questions, metaphors and etc.).

The regulative activity is actualized in the resonance communication. In this research work the regulative activity (regulation) is defined as a system of speech acts carried out by an addressant in accordance with chosen strategies, aimed at coordinating the activities of a recipient in order to achieve an addressant's goals with the desired effect. The regulatory activity is characterized by flexibility, carried out in a certain pragmatic context, apart from which it can not be perceived and interpreted by a recipient, and has a number of properties, the most important of which are the dynamics, stability, continuity, discretion, consistency, circularity (Romanova, 1998). Depending on

the interpersonal interactions the regulation is carried out in different directions. In the studied types of discourse it is presented in its linear, corrective, branched or search varieties. The regulative activity is focused on the management of views, beliefs, estimates, verbal \ nonverbal behavior of the recipient in accordance with the addressant's objectives and strategies and tactics.

Thus resonance communication is a special form of interpersonal interaction widely actualized in the English printed media.

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SIMULATION OF ZOOPLANKTON COMMUNITY'S DYNAMICS IN RELATION TO ISSUES OF BIOSAFETY AND HUMAN ECOLOGY

Abstract

The topicality of a problem under study arises from both its theoretical and applied ecology aspects. Theoretical aspects refer to relation between the ecosystem's stability and Shannon indicators of diversity and evenness, applied ones refer to loss of stability of aquatic ecosystems followed by mass development of toxic cyanobacteria, which is a serious threat for biosafety of drinking and other types of water consumption. The paper aims to highlight the results of mathematical modeling of influence of anthropogenic eutrophication on aspects of zooplankton's structure and dynamics related with possible loss of the lake ecosystem's stability, accompanied by mass development of toxic cyanobacteria. Leading approach of the study is a simulation of dynamics of zooplankton groups' number with the help of original class of discrete dynamical models for analyzing aspects of the structure and dynamics of zooplankton community of lake ecosystem associated with loss of system's stability. As a result of performed studies the idealized systems' trajectories for two periods of anthropogenic eutrophication of Lake Sevan (Armenia), reflecting the cycle of changes in the structure of zooplankton, were analyzed. Material of the paper may be used in development of information systems for decision-making in area of biosafety threats' prevention arising from violation of stability in aquatic ecosystems.

Keywords

discrete models of dynamic systems, zooplankton community,
homeostasis of ecosystems, eutrophication, biosafety, Shannon diversity index

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Introduction. One of the most important aspects of human ecology has always been biosafety of drinking and other type of water consumption. In particular, currently, in connection to extreme manifestations of global climate change, this aspect is closely related to the problem of general ecological stability of biological communities of eutrophicated reservoirs. The issues of stability of biological communities in eutrophicated reservoirs are of considerable practical interest in biosecurity. A resonant example of such kind is eutrophication of Lake Kinneret in the Middle East, which is the main source of drinking water for Israel [,,]. In this case, as in many others, the disturbance of aquatic ecosystem creates a threat to biosecurity in connection with mass reproduction of cyanobacteria – toxic phytoplankton organisms closely related to zooplankton, which saturate the water with products of their life activity. These products are in turn the nutrients for phytoplankton organisms. In addition, in the course of their life activity many representatives of zooplankton (filtrators) contribute to ousting cyanobacteria's competitors by cyanobacteria in phytoplankton. In this regard, stability of zooplankton community of eutrophicated reservoirs is of interest from the point of view of biosafety of drinking and other types of water consumption. In the view of theoretical ecology we can talk about a convenient and practically important object for studying the patterns of relations between indicators of diversity and evenness of the structure of biological objects and their stability.

In particular, we are dealing with indicators of diversity and evenness based on Shannon index [,] which had not lost its popularity among ecologists for more than half a century. It should be said that the problem of relation between diversity of biological objects and their stability has not been solved yet enough satisfactorily. Opinion of R. Margalef expressed in [], that "the ecologist sees in any measure of diversity an expression of the possibilities of constructing feedback systems, or any sort of links, in a given assemblage of species", can be implemented, in particular, with the help of new class of mathematical models developed in V.N. Karazin Kharkiv National University [] – Discrete Models of Dynamic Systems (DMDS). These models allow on the basis of correlations between the system's components to build the structure of relations between the component based on pairwise relationships from the following list: (+ +), (+, -), (- -), (+, 0), (-, 0), (0,0). Besides, each component can interact with itself and allowed self-relationships are symmetrical, i. e. (+,+), (-,-), (0,0).

Here we describe in short the essence of the DMDS model. Details can be found in the sources [].

Let a natural system (biological, ecological and so on) has N components A_1, A_2, \dots, A_N and we assume that components take discrete values $1, 2, \dots, K$, i. e. K values. The value 1 means a minimum amount of a component, the value K means its maximum amount, i. e. a component varies from 1 to K . The time of the system is also discrete, i. e. $t = 0, 1, \dots$. Thus, the values of the i -th component A_i at the instants of time $t = 0, 1, \dots$ are numbers $A_i(0), A_i(1), \dots$. So at the instants of time t the state of the system is an integer-valued vector $(A_1(t), A_2(t), \dots, A_N(t))^T$, and the trajectory of the system is an infinitive-right matrix

$$\begin{pmatrix} A_1(0) & A_1(1) & A_1(2) & \dots \\ A_2(0) & A_2(1) & A_2(2) & \dots \\ \vdots & \vdots & \vdots & \dots \\ A_N(0) & A_N(1) & A_N(2) & \dots \end{pmatrix}. \quad (1)$$

As the system takes a finite number of states, any trajectory like (1) can be presented

by a finite matrix

$$\begin{pmatrix} A_1(s) & A_1(s+1) & \dots & A_1(s+T-1) \\ A_2(s) & A_2(s+1) & \dots & A_2(s+T-1) \\ \vdots & \vdots & \ddots & \vdots \\ A_N(s) & A_N(s+1) & \dots & A_N(s+T-1) \end{pmatrix} \quad (2)$$

where $s \geq s_0$ for some integer $s_0 > 0$, integer $T > 0$.

We introduce a notion of relationship between components A_i and A_j as a pair (ω_1, ω_2) , where $\omega_1, \omega_2 \in \Omega = \{-, 0, +\}$, that gives us above mentioned relationships (+ +), (+, -), (- -), (+, 0), (-, 0), (0,0). Omitting exact definitions that can be found in cited references, we shall clarify here a sense of relationships on same examples. Say, if a pair A_i and A_j is in relationship (+, -), it means that high values of A_i lead to decreasing value of A_j (negative relationship). Reciprocally, high values of A_j lead to increasing value of A_i (positive relationship). If the pair A_i and A_j is in relationship (-, 0), it means that A_i doesn't influence A_j (neutral relationship), but high values of A_j lead to decreasing value of A_i (negative relationship) and so on.

Revealing of the structure of relationships between all components A_1, A_2, \dots, A_N is based on the observation table, which includes the values of the components measured at random moments. This procedure can be implemented in different way. We distinguish two approaches: first is based on weighting of all influences on a given component (so called weighted function approach), other is involved a famous Liebig's law of the minimum.

In result we obtain the system of relationships between all components and the trajectory, similar to (2).

With the use of DMDS the structure of relationships and dynamics of systems of different nature were analyzed []. In particular, the structure of relationships between four most important species of zooplankton in lake Sevan (Armenia) has been revealed. This lake was exposed to anthropogenic eutrophication in a way similar to lake Kinneret.

With the help of DMDS it is also possible to investigate the relationships between diversity and evenness of zooplankton community and its stability – by building the corresponding trajectories of systems and analyzing the stability of values of system's component reflecting the number of specified groups of zooplankton and dynamics of Shannon diversity index (calculated on the basis of components' values reflecting the number of specified zooplankton groups). As we obtain idealized trajectories, all values are measured in conventional units.

Corresponding idealized systems' trajectories, that reflect a cycle of zooplankton community's changes at different periods of anthropogenic eutrophication of the lake ecosystem, were built. We are dealing with the periods, which are different according to near future environmental sustainability risk of mass development of cyanobacteria and zooplankton's sensitivity to a weak (such as magnetic storms) external influences. The analysis of differences between these periods by the character of dynamics of Shannon diversity index (calculated on the basis of components' values and reflected the number of specified zooplankton groups) was also carried out as well as the differences between the periods by the character of dynamics calculated in a similar manner regarding total number of zooplankton and its individual members.

This is the aim of the study.

Materials and Methods. The total period of observation accounts 33 years from 1937 to 1969. This entire observation period (1937 - 1969) of different stages of eutrophication is divided into three sub-periods according to the strength of eutrophication:

- From 1937 to 1957, when Sevan was an oligotrophic reservoir;
- Transitional period between 1958 and 1961;
- From 1962 to 1969, when eutrophication or mass development of cyanobacteria appeared (since 1964).

In the following we consider only first and second sub-periods, which are the periods distinguished by:

1. The fact that during the first period a relatively stable state of the aquatic ecosystem remains, but the second one immediately precedes the violation of stability accompanied with the mass development of cyanobacteria;

2. The sensitivity of zooplankton to such a weak external influence as magnetic storms.

Hereinafter these periods are referred to as "first "and "second", and we use the data on zooplankton number.

Zooplankton community in our study is presented by 9 species. A set of 9 species were divided on the basis of nutrition character. These groups are following:

- *Daphniidae*. Presented by the only species *Daphnia longispina sevanica*.
- *Diaptomidae*. Includes species *Acanthodiaptomus denticornis*, *Arctodiaptomus bacillifer*, *Arctodiaptomus spinosus fadeevi*.
- *Copepoda*. Presented by the only species *Cyclops strennus sevani*.
- *Rotatoria* Includes species *Keratella quadrata*, *Filinia longiseta*, *Pedalia mira*, *Synchaeta pentinata*.

For groups consisting of more that one species their number were calculated as average (mean) value of all included species.

For using the DMDS model and analyzing the results of simulation we introduced the concept of "efficiency" for the components (i.e. the groups of zooplankton) in the system. It is assumed that efficiency is measured in conventional units taking the values 1, 2, 3. According to the model described above the number of levels, which components' values can take is to be $K=3$. These values can be interpreted as low, median and high levels of efficiency correspondingly.

In trajectories built for the system at each moment of time the overall efficiency as a sum of individual efficiencies for all groups and Shannon diversity index were calculated.

Shannon diversity index was calculated by formula

$$H = -\sum_{i=1}^k p_i \log_2 p_i ,$$

where p_i – the ratio of i -th component efficiency to overall efficiency, k – numbers of groups, i. e. 4 for our case.

Results. On the base of above mentioned literature data [] on the dynamics of zooplankton's number the idealized trajectories for two sub-periods representing behavior of identified dynamical system were built. Numerical values of the trajectories, i. e. a series of system's states at sequential moments, are shown in Tables 1, 2. As mentioned, we additionally calculated for each moment the overall efficiency as a sum of individual efficiencies and Shannon diversity index. Comparison of Tables 1 and 2 shows that there is a systemic effect for idealized trajectories built for both the first and second periods, which consists in observed combinations of maximum values for overall efficiency and Shannon diversity index (steps 4-5 for the first period and 6-7 for the second). The

differences between the periods regarding the manifestation of this systemic effect are insignificant and, to our opinion, this fact restricts the possibilities for use of this system effect for determination of different stages of eutrophication. As usual, we mean the stages that create or don't create threats for biosafety related to mass development of toxic cyanobacteria.

In reaching this conclusion the first stage of the analysis of the idealized trajectories of the system, we have not specified the role of the aforementioned groups of zooplankton in the formation of high or low values of Shannon diversity index and evenness - index which, according to the paradigm of using his concepts, in many cases determines the stability of ecological systems.

Meanwhile, obtained using DMDS results provide such specificity, which was done at later stages of the analysis of the form of the trajectories of the system. In the first period, the combination of the maximum values of total efficiency and Shannon diversity index and evenness (the fourth and fifth steps) does not coincide with the maximum values Daphniidae.

In the second period, such a coincidence is observed on the sixth and seventh steps. This suggests the presence of the second period of stable and highly productive state of aquatic ecosystem, characterized by two important opportunities for mass development of cyanobacteria aspects.

On the one hand, this saturation of water waste products of zooplankton, which are used as nutrients by all groups of phytoplankton, which creates conditions for its outbreak biomass. On the other hand - grazing Daphniidae, which got great development of phytoplankton organisms that are competitors of cyanobacteria. Pose a threat to drinking water consumption Biosafety species of cyanobacteria do not eat away the live form.

Daphniidae and other planktonic organisms, filter feeders. In the simulated within the present work the zooplankton community of Lake Sevan only Daphniidae are filter feeders power in nature, which in the process of supply free water from seston - suspension of organic matter. As part of this suspension are present: dead organic matter (detritus), processing this dead matter decomposers bacteria and microalgae, constituting as photosynthetic organisms, cyanobacteria competition.

Cyclopidae occupy a niche in the zooplankton community of predators, limiting biomass and abundance of other zooplankton groups (including not considered in the literature data we use Inhuzoria). When comparing the data in Tables 1 and 2 are not found significant in terms of the differences between the two study periods in the dynamics Cyclopidae and the nature of its connection with the dynamics of other groups, as well as the dynamics of the total efficiency of all groups and Shannon diversity index and evenness.

Diaptomidae serve as food for larger, compared with seston particles of dead organic matter. During power Diaptomidae saturate water with nutrients, but not free from microalgae, phytoplankton - competitors cyanobacteria. When compared in Tables 1 and 2 the trajectories of the system can conclude Diaptomidae greater efficiency in the second period. This should cause a corresponding hydrochemical aspect of eutrophication greater saturation of water with nutrients photosynthetic organisms. Which will result in increased development of all groups of phytoplankton - and cyanobacteria and their competitors.

Rotatoria are by the nature of his power and sedimenter like Daphniidae free water from the seston. But the most important difference in their power play bacterial decomposers, so Rotatoria role in the release of water from the competition cyanobacteria may not be significant. When compared in Tables 1 and 2 the trajectories of the system can conclude Rotatoria greater efficiency in the first period. This may cause a decrease in the concentration of bacteria in the water-reducers, which, as zooplankton organisms, nutrients water saturated photosynthetic organisms. Which will result in a reduction of all groups of phytoplankton - and cyanobacteria and their competitors. Less

the same development of all groups of phytoplankton in the first period, compared to the second corresponds to a lesser extent in the first period of development processes anthropogenic eutrophication of Lake Sevan.

It follows that to understand the implications for ecosystem stability differences between the first and second periods should be considered role Daphniidae. We draw attention to the trajectories of the system built for both periods, a previously upomyatye areas characterized by maximum values of total coincidence promises more effective all groups of zooplankton and Shannon index of diversity and evenness. Index, high values which in many cases demonstrate the stability of the system. On these sites you can expect consistently high emissions into water waste products of zooplankton, which are nutrients for all groups of phytoplankton. As already mentioned above in the second period in this area there is also a pronounced maximum Daphniidae. Recall that this group is capable of zooplankton in the course of its power to remove from the water microalgae, cyanobacteria are competitors.

Therefore, a high number of Daphniidae is an additional factor in phytoplankton dominance of cyanobacteria.

In the first period, a state in which both said present aspect offline

So we can see that using DMDS approach with a concrete character of the structure of zooplankton reflected Shannon index of diversity and evenness, reveals aspects of the system, creating the possibility of mass development of cyanobacteria.

**TABLE 1. IDEALIZED TRAJECTORY OF THE SYSTEM, BUILT FOR THE ZOOPLANKTON COMMUNITY OF THE FIRST PERIOD OF EUTROPHICATION OF LAKE SEVAN;
ROWS - THE COMPONENT VALUES IN POINTS, COLUMNS - CONDITIONAL TIME STEPS**

Daphniidae,	1	1	1	2	2	2	3	3	3	2
Cyclopidae	1	1	1	2	3	3	3	3	3	2
Rotatoria	1	2	3	3	3	3	3	2	1	1
Diaptomidae	1	1	1	2	2	1	1	1	1	1
Cumulative effect	4	5	6	9	10	9	10	9	8	6
Shennovsky index of diversity and evenness	2,0	1,9 2	1,7 9	1,9 7	1,9 7	1,8 9	1,8 9	1,8 9	1,8 1	1,9
Non-conventional time steps	1	2	3	4	5	6	7	8	9	10

**TABLE 2. IDEALIZED TRAJECTORY OF THE SYSTEM, BUILT FOR THE ZOOPLANKTON COMMUNITY OF THE SECOND PERIOD OF EUTROPHICATION OF LAKE SEVAN;
ROWS - THE COMPONENT VALUES IN POINTS, COLUMNS - CONDITIONAL TIME STEPS**

Daphniidae,	1	1	1	1	1	2	2	1	1	1
Cyclopidae	1	2	3	3	3	3	3	2	1	1
Rotatoria	1	1	1	1	1	2	3	3	3	2
Diaptomidae	1	1	1	2	3	3	3	3	3	2
Cumulative effect	4	5	6	7	8	10	11	9	8	6
Shennovsky index of diversity and evenness	2,0	1,92	1,79	1,84	1,81	1,97	1,98	1,89	1,81	1,91
Non-conventional time steps	1	2	3	4	5	6	7	8	9	10

Discussion.

As can be seen from these results, the use of DMDS allows you to make a formalized description of ecological situations using Shannon index of diversity and evenness additional information, in part similar to that obtained by using indicator organisms, but at the same time giving more opportunities for meaningful interpretation by analyzing the impact on the stability of the system structure feedbacks in it. In the case studies we are talking about a very important from the point of view of the violation of human ecology of the aquatic ecosystem stability with a mass of toxic cyanobacteria, which poses a threat to biosecurity and other types of drinking water consumption.

Both in terms of theoretical ecology, and based on the practical problems of human ecology, are of some interest shown in this paper, new approaches to the diagnosis and prediction of creating the above threats Biosafety unstable states of aquatic ecosystems. We are talking about an approach using a new class of mathematical models - DMDS.

In conclusion, we can conclude about the prospects of this application DMDS both in terms of theoretical ecology and solutions for safety-related water consumption applied problems of human ecology.

Can recommend the use of presented results for use in information systems to support decision-making in the field of prevention of threats biosafety arising from violations of the stability of aquatic ecosystems

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LINGUISTIC GAME IN A SYSTEM OF THE RUSSIAN LANGUAGE TRAINING

Abstract

The paper deals with the question of linguistic game in a system of the Russian language training. The authors describe forms of work organization, methodological and didactic principles of the Russian language training.

Keywords

information technologies, process of the Russian language training, educational programs, interactive methods, linguistic game

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Game tutorials are one of the ways of educational process activization. In spite of the fact that games are the leading activity for preschool children, it remains important for primary school children. L.S. Vygotsky noted that game and occupations, game and work form two main courses of pupils' activity (*Dal, 1998*). L.S. Vygotsky viewed a game as a perennial spring for personal development, as a sphere defining "the zone of proximal development" (*Dal, 1998*).

Game has advantage before other types of children's activities and holds special position in pedagogical process as it gives children an opportunity to show activity, independence and imagination, to realize the ideas about surrounding world.

In philology, pedagogics and psychology the term "game" has different interpretations. The Russian writer, lexicographer and ethnographer V. Dal (1801-1872) gave the most detailed description of the term in "The explanatory dictionary of the live Russian language": "Game ... is the mean and the way to play: entertainment established by rules and things for it" (*Dubrovina (Ed.), Danilova, Prikhozhan, (2002)*). Here also is the following interpretation: "To play ... is to joke, play, have fun, be amused, spend time with fun, be engaged in something for entertainment or for boredom, inaction" (*Dubrovina (Ed.), Danilova, Prikhozhan, (2002)*).

"The small explanatory dictionary of the Russian language" treats game as follows: "Game ... is an occupation serving for entertainment, rest, competition ... a set of subjects for such occupation. Sports meet between two rivals (certain athletes or teams), which is carried out by established rules till a certain moment, which is considered as its end ... Mass competitions in many sports ... Actions pursuing a secret aim, intrigue".

"The psychological dictionary" opens the concept "game" as "one kind of activity of man and animals ... Children's game is historically arising kind of activity consisting in reproduction of adults' actions and their relations by children between and directed on cognition of surrounding reality" (*Yuryeva, 2004*).

"The Soviet encyclopedic dictionary" states the concept of game as "a type of unproductive activity, which motive is not results, but a process ... It has a great value for education, training and development of children as a mean of psychological

preparation for future life situations" (*The psychological dictionary, 1983*).

Game, existing in forms at preschool childhood, at younger school age starts losing the developing value. It is gradually replaced by exercises and work, which essence is not to pleasure, but have a definite purpose. Games in itself have new character.

Games used in a course of training have a great interest for younger school pupils. These games force to think, give opportunity to check and develop abilities, which force a pupil to compete with others.

Participation of younger school pupils in such games promotes their self-affirmation, develops persistence, aspiration to success and various motivational qualities. Such games improves thinking, including such actions, as planning, forecasting, weighing of chances to success, choice of alternatives.

Game and study are two different activities, which have qualitative distinctions.

M.P. Bayev views game as a training method. In the research the author gives the basic concept of game as a tutorial and draws such conclusions:

1) game is an effective mean of cognitive interests development and activation of pupils activities;

2) correctly organized game, which is taking into account specifics of teaching material, trains memory and helps pupils to develop speech skills and abilities;

3) game stimulates pupils mental work, develops attention and cognitive interest to a subject;

4) game is one of methods for overcoming pupil's passivity;

5) each pupil is responsible for every member of a team, is interested in reaching the best result, seeks to cope with a task more quickly and successfully. Thus, competition promotes strengthening of pupils' efficiency (*Bayev, 1989*).

Proceeding from it, teachers' objective is to make smooth, adequate transition of children from game activity to educational activity.

Didactic games are of greatest interest for educational process. Didactic games as a type of game included in educational process is quite young technology of training and education, intensively entered into school in the 80th years of the twentieth century when didactists and psychologists formulated theory of activation of pupils' cognitive activity, formation of cognitive interest, development of informative independence of school pupils (*Anufriyev, Kostromina, 2005*).

Game in training finds broad application in preschool institutions, but schools haven't paid special attention to it yet. At modern school staking on activation and an intensification of educational process, game activity can be used both as independent technology for mastering concept, topic or even section of a subject and as a lesson or its part (introduction, explanation, fixing, exercise, control) (*Vygotsky, 1996*).

Didactic games are kind of t games with rules, which are specially created by pedagogical school for training and education of children. Didactic games are directed on solution of specific objectives in training, but at the same they have educational and developing influence.

Modern didactics more often turns linguistic games into the main instrument of training the Russian language. The purpose of games with a word is transformation of a boring lesson in a fascinating adventure, development of child's emotional sphere, figurative and sensual thinking; development of general and educational skills, such as memory, attention, perception; formation of feeling of a word, language intuition, enrichment of lexicon (*The soviet encyclopedic dictionary, 1987*).

Classification of didactic games on the Russian language is based on thematic principle: games are distributed according to sections of linguistics; every section has games, fulfilling communicative aspect.

1. Phonetic games

1.1. Phonetic games: phonemic distinction of words; distinction of unvoiced and voiced consonants; devocalization and vocalization; distinction of hard and soft consonants; sound [j]; syllabic structure of words; homophony, homography, definition of stressed syllable; features of the Russian accent.

1.2. Communicative-phonetic games: identification, distinction, characteristic and reproduction of a voice timbre; expansion of sound high-rise range; choice of adequate loudness; development of voice force; working out of correct melodic, ability to put logical accent, maintain a pause, observe tempo of speech and to feel rhythm.

2. Lexicon-phraseological games

2.1. Lexicological-phraseological games: word meaning (crosswords, puzzles, chainwords), lexicon system relations (“proportion”, “three’s a crowd”, “associations”, lotto, dominoes, ball games, games with a spinning top).

2.2. Games on development of oral monological and dialogical speech, lexicon enrichment (“collect sayings”; “who is more quick-witted?”; “who is more observant?”, etc.).

3. Games on morphemics and word formation

These games develop ability to divide a word into morphemes and reveal ways of word formation (“from one root”, “root and tree”, “neologisms”, “words on the scheme”) and help to master spelling, morphology and syntax.

There are other classifications of games, for example, classification on game nature. Determination of game nature at a lesson of Russian is necessary for setting didactic object for pupils and analyzing the object achievement.

On nature of pedagogical process, the games can be educational, training, controlling and generalizing, cognitive, upbringing, developing; reproductive, productive, creative; communicative, diagnostic, professional orientated and psychotechnical.

On game environment, such types of games as game with subjects and without subjects, desktop, room and street, computer and television, technical, with vehicles games are allocated. The most effective games with subjects at lessons of the Russian language are ball games and games with a spinning top. However, it is necessary to remember that carrying out ball game requires more open space than a school class with school desks in three ranks.

Proceeding from tasks, which are set by a teacher when using linguistic games, all games can be divided into groups on orientation on solution of the main task, but other tasks will be solved in parallel in this game.

1. Graphic games. The main objective is assimilation of meaning, spelling and use of all letters of the Russian alphabet (graphic games can be held when children have studied all letters of the alphabet and they are able to read and write fluently).

2. Dictionary games. The main objective is enrichment of pupils’ lexicon, improvement of lexical system of their speech.

3. Spelling games fix skills of spelling words and morphemes. Such games are directed on improvement of spelling patterns, which have already been studied, for example, spelling of unstressed vowels after hissing, spelling of unstressed vowels in a word root, spelling of capital letter, Ъ and Ь signs, sonant and unvoiced consonants, rules of hyphenation, etc.

4. Grammar games impart skills of practical application of phonetics, orthoepy, word formation, morphology and syntax.

5. Games, which develop the coherent speech of pupils, ability to use various speech means in this or that situation, ability to use rules of speech etiquette, etc..

6. Logical games. The main objective is to promote development of logical thinking of pupils, ability to allocate subject from set of similar subjects, to establish connection between subjects of reality and to include a subject in a uniformed category. Logical

games check mental abilities of a person. It is necessary to train logical thinking at all lessons. It is especially necessary at lessons of Russian, as language is a mean of logical expression of concepts, judgments and conclusions.

Depending on main content of game actions linguistic games can be divided into two types. First type is games, where the content is didactic material, actions with which give a game shape. For example, children in teams compete in finding mistakes in words, etc. They carry out usual educational actions, but carry out these actions in game.

Second type is games, where didactic material is entered as an element of a game activity, which is a form and contents. So, didactic material can be entered in game-dramatization with a fantastic plot, where everyone plays a role, determined by contents of a fairy tale: some knowledge of a noun, cases, etc. Children play roles of Buratino, Know-nothing, Little Red Riding Hood, Baba-yaga and practice in inducement (Yuryeva, 2004).

It is clear, that in the second case, didactic “loading” is considerably smaller than in the first one, which is explained by the value of didactic material: educational tasks, use of knowledge in any situations or familiarity with new knowledge are put in the forefront. Such games are used more often at extracurricular activities and at lessons in initial classes to provide children with rest from hard intellectual work.

Linguistic games are intended for individual and collective performance and a teacher chose them at his discretion. Teacher can use them completely, partially change and add depending on specific didactic goals, task and level of pupils’ readiness of.

For activation of interest to the Russian language, it is expedient to use game tutorials. Game means have not only training contents, but also tools allowing to develop the informative activity and self-control, which create conditions for abstract thinking formation.

Game activity is attractive to children and it is capable to cause positive motivation for knowing the new. At the same time, game is not only an entertaining mean, it is the usual exercise in an entertaining form.

A teacher is be able to apply linguistic games during studies of leading sections of school linguistics, such as “Phonetics”, “Morphology”, “Lexicology” and “Syntax”. These games can be used not only on the main classes, but also as a nonconventional form of total control during fixing, generalization of separate educational subjects, school section of the language, in out-of-class work and as competition tasks on the Russian language.

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