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CHINESE MEASURE WORDS

Abstract. The article considers some peculiarities of measure words, their establishment in Chinese language as the service words class and their connection with culture in historical context. Now, foreigners is usually terrified by the sight of a large number of measure words in Chinese.

Keywords: Chinese, Liangci (measure words/ classifier), grammar, culture, counting words

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The Chinese language uses many different measure words/ liangci/ classifier serves to count nouns and verbs. When student learned that the Chinese language contained loads of these weird characters known as measure words/ liangci. For most Russian students of Chinese, liangci are perhaps one of the major problems to deal with throughout their studies. Learning Chinese liangci is one of the most important parts of learning Chinese. Now, modern Chinese have more than sex hundred measure words in Putonghua / Mandarin. In Chinese, a numeral alone cannot directly function as an attributive to modify a noun but must be combined a liangci. In Chinese, every single noun in every situation must be preceded by a measure word. All nouns have their own particular liangci.

Measure words are used in Russian and English, other language too, but a lot less often. For example, два мешка муки, два стакана молока, two glasses milk. The Chinese term “measure word”, which is often used instead of classifier, corresponds more to the Russian situation, where it's really about a measure. The liangci to divide words into semantic groups. In other words: the classifier indicates that a word belongs to a group of words with a similar meaning. For example, 套 “set” collective measure word for a group of things used together, 张 “individual measure word for flat things, or things with a surface. In Chinese, if you don't know, then use the general measure word 个. This word just means “piece, entity”. “个” is the most commonly used measure word, applied before nouns referring to people, things, and units. (It is read in the neutral tone).“ 个 individual measure word for the object of some action, usually used between verb and its object. For example: 一个跤 one raund.

But Chinese have many dialect groups. Or if you are not sure which liangci should be used for singular noun, place nothing in the place of the measure word as Beijing dialect and Putonghua do. For example, 给我一个苹果 “give me apple”.

Chinese with no measure words should not be misunderstand by a native. The measure words in the following 4 categories:

- Measure words for nouns;
- Measure words for verbs;
- Double-function measure words;
- Compound measure words.

However, the focus has been put on the measure words for nouns, which consist of individual, collective, partial, container and temportary measure words (p4).

Modern Chinese have more 600 measure words, synonym discrimination is made when necessary for better understanding and use of these measure words.

Example, let's take the number “one”一, and the object 牛奶 milk

一杯牛奶: one glass of milk;

一瓶牛奶: one bottle of milk;

一听牛奶: one can of milk;

一升牛奶: one litter of milk.

杯 bei “cup; glass”. Container measure word. Used to measure the quantity of liquid.

瓶 ping Container measure word for bottles of liquid substances.

听 ting on English tin (355 ml)

升 sheng one litter (or 1,04 l).

Or Chinese measure words also function to collore the language. For example, the 口, 个, 位, 名, 伙 are all measure words for a person, however, their usages are different:

口 temporary measure word for people. For family members, populations in a city or village.

For example:“五口人”.

“个” should be used. For example: 我们班有二十个人。

One cannot say“我们班有二十口人。”

位 individual measure word for people. Generally used for persons of high social rank with the sense of respect (with politeness).

名 individual measure word for people, for position in a name list, quota of people.

伙 “crowd”. Collective measure word for a group of persons who associate for some purpose. It has a derogatory sense when used for people, is often negative.

I thought it would be interesting to learn a little Chinese at the same time, with which she could then help me - see the other side, so to speak. Mandarin Chinese turned out to be a very fascinating language. It is quite unlike any Western language, which were the only languages I had learned so far (except for a little bit of Arabic).

In Russian, English have classifiers for certain food items, for example:

I have 5 heads of lettuce (english)

5 мешков муки (Russian).

In Chinese, every thing belong to a class of other things that maybe obviously related. There is a measure word for sealed objects, such face 脸 . There is also a temporary measure word for things on the face.

Study Chinese liangci student try pondering whan those thing have in common. Something foundation to the way the sinophone world organizes the grammatical and the physical phenomena in the universe.

In English, Russian it's not fair to call the “partitives партитив (учеба)” (for example a cup of cola , стакан колы) measure words because they actually tell you how much of something you are talking about. Chinese liangci do that sometimes too with container words 一杯可乐, 一件夹克衫.

件 individual measure word for clothes.

The Chinese measure words are saying things like “ 条 individual measure word for long, narrow things”. For example:

一条毛巾 “towel”.

Well in Russian we just say «полотенце».

Liangci (measure words), a unique feature of the Han – Tibetan language family. Measure words is a special difficult to learn and use for foreigners. There are not as many as the Chinese liangci in other languages.

For reference, the following are some common usages of measure words.

The commonly used: numeral + liangci + noun

e.g. “yi ba yaoshi ”

a key

Yi ba yaoshi kai yi ba suo.

A certain key is to a certain lock.

To stress quantity: verb + le + numeral + liangci

e.g. “Wo pao le shi quan”.

I have run around the track ten times.

Duplication of measure word for a large quatity or no expention

e.g. “Dajia gege jingshen dousou”.

Everyone is energetic.

Duplication of numeral + liangci to show emphasis

e.g. “Wo dasuan yidian yidian de zixi yanjiu”

I intend to study everything in detail.

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DESCRIPTION OF BUSINESS PROCESSES IN CONSULTING ORGANIZATIONS ON THE EXAMPLE OF LLC "NAVIGATOR OF LAW"

Abstract. The article is devoted to the organization and implementation of business processes in the consulting organization LLC "navigator of law" and the need for their further improvement. The authors propose to consider technology of the description business processes of the enterprise. Business processes can allow achieving high efficiency of the enterprise, focusing on consumer needs. As a result, of the description of business processes can create a clear and structured user documentation, including a description of the process itself as well as step by step instructions for its implementation, to get a complete picture of business processes and understand what services are valuable to the consumer, to understand what functions are performed specific units (people) to agree what goals the company pursues).

Keywords: business processes, consulting, management accounting, description

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At the present stage of development of the Russian economy play important meaning the globalization, standardization and harmonization of economic relations, so there is an objective necessary to formation information guarantee strategic management of economic subjects, the stability of activity of which is possible in a continuous process of forecasting, planning, monitoring problem management accounting and analytical system. Decision given questions expediently carried out in the condition functioning of a unified management system, wherein paramount place takes the formation of the business processes of the economic subject [1].

Business process for the enterprise is a continuous series of problems whose solution is to create a result. The starting point and the end product of a business process is a way out, the demand for which impose corporate or external "consumers" [2]. Business processes can allow to achieve high efficiency of the enterprise, focusing on consumer needs. Therefore need to increase maximize of significance of business process and to link it with numerous functions [2].

Thus, the allocation of business processes, their audit and subsequent perfecting - a huge reserve to increase the competitiveness and efficiency of its work [2].

Perfecting the business processes should be carried out in situations where there is an opportunity to gradually improve a work in the organization without resorting to drastic measures. Thus, the improvement need to seen not as a single event, but as an ongoing management process by which business processes are improved as necessary [3].

To optimize the business processes used by their description. Under the description of business processes means a schematic detailed description of the organization. It is done in several stages.

First of all, define the problem. It is necessary to define for what to need a description of the business processes. In addition to the optimization can be developed new schemes of doing business, be created new documents, IT-system. People may be involved hither which are interested in the implementation of planned activities and they will actively engage in them in the future. The result of this step should be the created document, which spelled out the main goals and objectives, requirements and wishes.

In the second stage usually is formed a working group, in which is best to include and external consultants, and employees. External consultants can act as auditors and experts who bring new ideas to the company, management practices and technologies, and their own employees - the role of domain experts and directly owners of processes responsible for optimize the process [3].

In the third stage are prepared an agreement on business modeling, that is document that includes the general provisions, a glossary of the project, the role of the participants, their responsibilities, rules and regulations by the description. Most likely, it will be updated and adjusted in the course of the event. Also at this stage are acquired and installed the software needed for business modeling.

In the fourth stage are defined the owners of the process, that is persons who are performing a central and important task. This is usually the main experts, leadership.

At the fifth stage of the project is developed the plan description. It is created based on the degree of complexity of business processes. Depending on the specifics of the company and other factors, the plan can be developed from seven days to one month. As a rule, it is decided during the negotiation of the project details.

Further in detail consider the technology describing business processes of the enterprise, which was developed for the company "Navigator of law." This technology consists of the following steps:

Step 1 - Description of the organizational structure:

As part of this step are developing a model of organizational structure, built on the principle of subordination. At the description of the organizational structure of the "are inventoried" subdivisions and posts that exist in the company, and also are showed their hierarchical interconnection (Fig. 1).

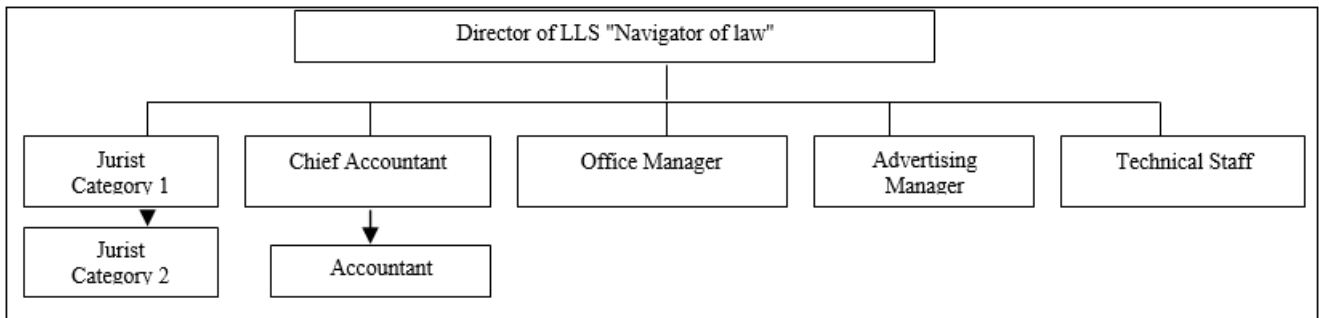


FIG. 1 MODEL OF THE ORGANIZATIONAL STRUCTURE OF LLC "NAVIGATOR OF LAW"

Step 2 - Description of the information system:

This stage is based on creation model of information system, in which shows the types of information systems used in the company, is described their modular structure, and is listed the software, used by the company in the performance of business processes.

Step 3 - Description of functions of the divisions:

At this stage are described the functions performed by the departments. According to the results of a descriptions is constructed of the functional model of the company, structured on the organizational structure (Fig. 2).

Step 4 - Allotment and the construction of tree building business processes:

At this stage based on the above services company, as well as the described functions are allocated business processes that are classified on:

- Core;
- Auxiliary;
- Development and improvement [4].

After conduct of classification of business processes is built model of business processes of the Company (Fig. 3).

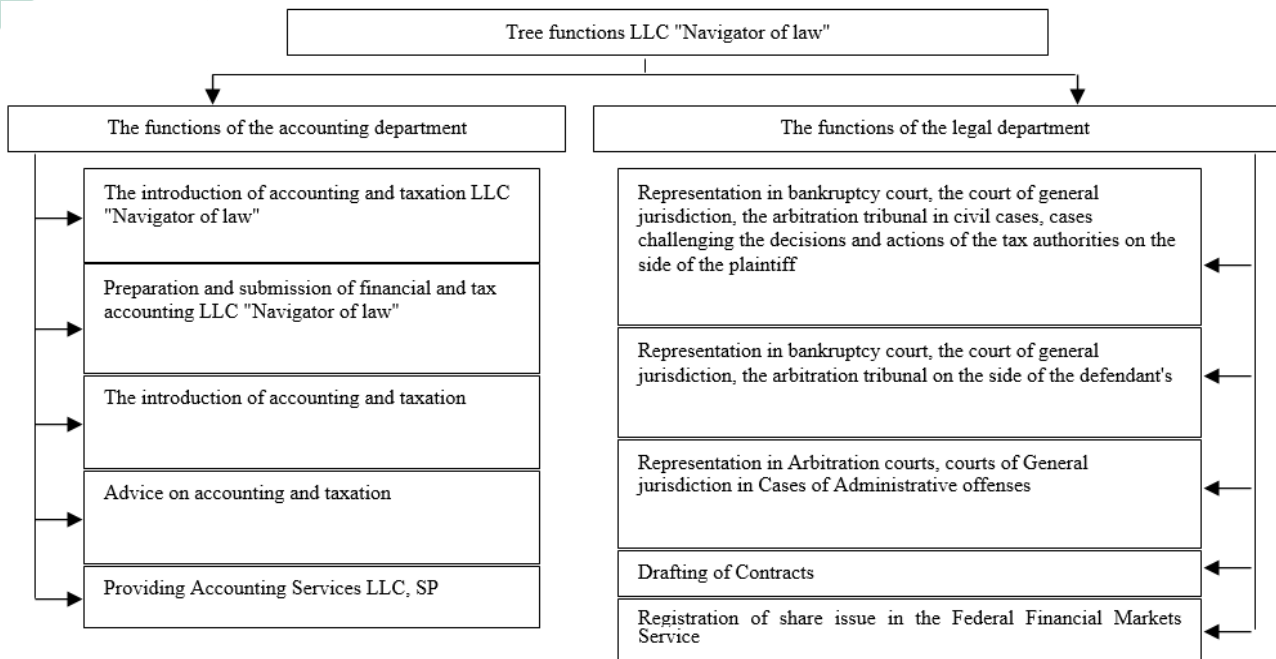


FIG. 2 FUNCTIONAL MODEL STRUCTURED BY THE ORGANIZATIONAL STRUCTURE IN LLC "NAVIGATOR OF LAW"

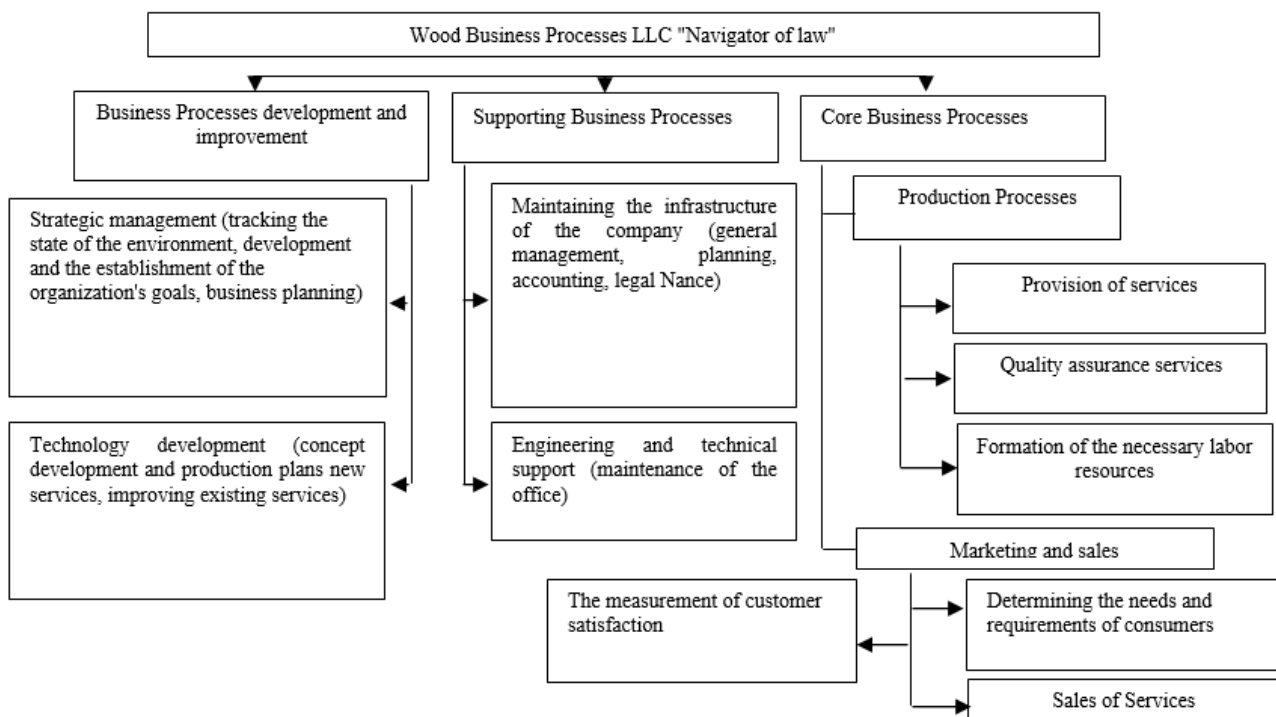


FIG. 3 MODEL BUSINESS PROCESSES IN LLS "NAVIGATOR OF LAW"

Step 6 - Evaluation and selection of business processes to the subsequent description, analysis and optimization:

At this stage based on the developed list by the company's business processes are identified the priority business processes for further description, analysis and optimization. Selection of the priority business processes is produced is based on the following criteria:

- The importance of business process;
- Problemness of the business process;
- Costs required to optimize business process.

For each of the selected business process computed quantitative indicators in accordance with the above criteria, and then we will conduct their ranking [4].

Step 7 - Documenting the business process:

Business processes are subject to documenting. The most convenient way of describing is a procedure. The business process may be described by one or more procedures, depending on the complexity [5].

When the description of the business process developed the following documents:

1. Provisions, an job and work instructions;
2. Specification of operations of business process;
3. Specification of inputs / outputs;
4. Specifications for resources.

Step 8 - The identification indicators of the business process:

Business process should be characterized by certain parameters, that the process can be measured and evaluated its effectiveness. All indicators come in four main groups: 1. The quality; 2. Execution time; 3. Quantity; 4. Costs.

Also, decided to allocate special group - a group of indicators of the business process, the group claims, group provide the desired of process, a group of recommendations [7, p. 36].

As a result, of the description of business processes can create a clear and structured user documentation, including a description of the process itself as well as step by step instructions for its implementation, to get a complete picture of business processes and understand what services are valuable to the consumer, to understand what functions are performed specific units (people) to agree what goals the company pursues [6, p. 63].

Thus, to achieve its posed goals, the company needs to manage its processes, are organized them interrelated performance. This means that you need to create a process structure of the company, which is formed by binding process with the target structure [8, p. 45].

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THE USAGE OF THE LEXEME "CUNT" IN POSITIVE CONTEXTS

Abstract. The article deals with the issue of possible positive meanings (both referential and emotive) of the lexeme "cunt". Three types of positive contexts with the word "cunt" are considered and analyzed from both semantic and sociolinguistic points of view.

Keywords: swearword, referential meaning, emotive meaning, hidden positive meaning, trite metaphor, non-prototypical usage, evaluative system, evaluative associations

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The usage of negative words and phrases in positive contexts (such as expressing praise, admiration, affection and others) is to be observed both in literature and every day speech. We would like to apologize to those readers who may feel uncomfortable seeing the most offensive English word in print. The main reason it has been chosen for this research is an attempt to reveal its positive semantic potential. If even the most offensive word in the language can obtain a positive meaning in certain contexts the other words of this kind whose negative potential is much weaker are sure to have positive meanings, too.

“Cunt” is undoubtedly considered to be the most offensive word in English speaking countries. Its meanings and usage have been explored by rather a small number of scholars, such as M. Gressor, G. Greer (in their studies the meaning of “cunt” is considered from the feminist point of view) [4;5]; K. Allan and K. Burridge (their works are mostly devoted to the difference in meaning and usage between “cunt” and its less offensive and neutral synonyms) [1]; J. Sanders and W. Robinson, D. Cameron (their studies are aimed at determining “male” and “female” explicatures in the usage of “cunt”) [9;2]; A. Montagu (her research is devoted to the emotive meanings of “cunt”) [8] and some others.

As far as we are concerned, the most productive research in this field has been done by A. Kidman who thoroughly analyzes both referential and emotive meanings of “cunt” and the structure “cunt of a...” in a great variety of contexts used by Australian speakers[6].

In this work we would like to make an attempt to analyze and explain the use of “cunt” in positive contexts. Recessive (hidden) positive meanings of swearwords in general and “cunt” in particular are regarded as one of the least researched in semantics while the importance of these meanings can hardly be overestimated as they demonstrate the variety and complexity of linguistic meanings as well as the links between social and linguistic changes.

We have chosen 14 sentences with “cunt” in both referential and emotive meanings all of which are used in positive contexts. By means of contextual analysis we would try to determine the reasons for this lexeme’s non-prototypical use and the conditions of its functioning in positive contexts. We will also touch upon the meaning and use of the adjective “cunting”.

The positive meaning of “cunt” (referential) has been touched upon by A. Kidman who concludes that the negative factor in the meaning of “cunt” (referential) should not be overstated [6]. We would like to confirm this point of view by the following examples:

1. You have a lovely *cunt* (Urban Dictionary)
<http://www.urbandictionary.com/define.php?page=10&term=cunt>
2. Susie has got one fine *cunt* (Urban Dictionary)
<http://www.urbandictionary.com/define.php?term=cunt>
3. She’s got one tasty *cunt* (Urban Dictionary)
<http://www.urbandictionary.com/define.php?page=15&term=cunt>

In all of the three sentences the swearword “cunt” (referential) is used in positive meaning. Due to the positive semantics of the adjectives “lovely”, “fine”, “tasty” and the intensifier “one” (examples 2, 3) the modality of the mentioned examples can be described as a speech act of praise. The question is: “What makes the speakers use the most offensive English word to express their positive feelings?”

We suggest two possible answers to this question. First, this phenomenon can be explained by the dual nature of taboos pointed out by S. Freud, who says that on the one hand, taboos are something sacred and lofty; on the other hand, they mean something mysterious, dangerous, prohibitive and unclean [3]. We think that like any other opposites these two meanings of taboo are in the state of “fight” with each other. At some moment one of them (in our case – positive) “wins” and dominates the other (in our case – negative).

The second possible answer lies, to our mind, in the variability of society and language. Many taboos change with the society and like language as a whole are dynamic. In many western societies sex is no longer considered to be something ugly and shameful. It is regarded as a natural and beautiful process.

We assume that this social change in attitude towards sexual life has led to certain changes in evaluative associations (from negative to positive ones) linked with female genitalia (i. e. physical referent of the word “cunt”). In the examples given above the reason for praise comes from getting physical pleasure connected with this referent.

According to some researchers [4; 5], an extremely negative meaning of “cunt” (emotive) is strongly connected with its negative referential meaning. A. Kidman, however, argues this claiming that there is no evident link between the disgust towards female genitalia and a wish to offend somebody [6]. Anyhow, the potential offensiveness of the lexeme “cunt” (emotive) can not be denied. At the same time, the existence of examples containing “cunt” (emotive) in positive meaning can not be denied, either:

1. You’re such a beautiful *cunt* (Urban Dictionary)
<http://www.urbandictionary.com/define.php?term=cunt>
2. Honey, you *cunt* (Urban Dictionary)

<http://www.urbandictionary.com/define.php?page=27&term=cunt>

3. She is a real *cunt*, I mean, yeah, she's a tough broad, she's balsy, yah, she's a *cunt* (Urban Dictionary)

<http://www.urbandictionary.com/define.php?page=18&term=cunt>

Positive contextual elements such as the adjective "beautiful" (example 4), the tender address form "honey" (example 5), the expression "a tough broad" and the adjective "balsy" which are relevant in the speaker's evaluative system (example 6) shift these sentences' modality to the positive meaning.

If we consider the lexeme "cunt" (emotive) as a trite metaphor, there is a possibility that some speakers may not want to accept its negative evaluative implications and as a result of it will avoid using the lexeme "cunt" (emotive) as a swearword [7]. We think that this possibility can account not only for the avoidance of the word "cunt" in some speakers' speech, but also for its usage in positive contexts.

Another set of example introduces the lexeme "cunt" (emotive) as a term of endearment:

1. How are you, old cunt? (Urban Dictionary)

<http://www.urbandictionary.com/define.php?page=2&term=cunt>

2. Do any of you cunts want a drink? (Urban Dictionary)

<http://www.urbandictionary.com/define.php?page=16&term=cunt>

3. Haven't seen you for ages, ya cunt! (Urban Dictionary)

<http://www.urbandictionary.com/define.php?page=3&term=cunt>

4. Oh, cunt, how are ya? – Good, mate! (Urban Dictionary)

<http://www.urbandictionary.com/define.php?page=11&term=cunt>

It should be mentioned that many other swearwords, for example, "bastard", "bitch", "son of a bitch", "sod" and others are also used in the function of friendly address. They show close relations and camaraderie between speakers as only close friends usually use such words to greet each other.

If we return to the links in meaning between "cunt" (referential) and "cunt" (emotive) we can notice that the former stands for the most intimate part of a body even in comparison with other intimate parts such as breasts or penis.

We think that in the above mentioned examples the meaning concerning physical intimacy of "cunt" is somehow transmitted to social intimacy, and in this way "cunt" becomes a term of endearment between close friends.

Because of its potential offensiveness the use of the lexeme "cunt" is limited to a narrow range of contexts. However, there is one more meaning besides those already discussed we would like to touch upon in our work. The form in question is "cunting" (adjective) which has nothing to do with the participle form of the verb "to cunt":

1. Do you know what she did? Your cunting daughter! (Urban Dictionary)

<http://www.urbandictionary.com/define.php?term=cunting>

2. I hit my thumb with that cunting hammer! (Urban Dictionary)

<http://www.urbandictionary.com/define.php?page=2&term=cunting>

3. My cunting sewing machine is being ridiculous (Urban Dictionary)

<http://www.urbandictionary.com/define.php?page=2&term=cunting>

4. I am cunting mad (Urban Dictionary)

<http://www.urbandictionary.com/define.php?page=7&term=cunt>

It can be noticed from the examples above that the adjective "cunting" does not bear any particular meaning of its own. It just adds some emotional emphasis to nouns (examples 11, 12, 13) or other adjectives (example 14). This feature is common in many other swearwords used as intensifiers such as "bloody", "hell", "shitload", "damn", "fucking" and others. So, it can be concluded that the emotive meaning of "cunting" (adjective) depends on the meaning (negative or positive) of the semantic material it emphasizes. The variety of this semantic material: things (examples 12, 13), people (example 11), attributes (example 14) also speaks in favor of the existence of a hidden positive meaning in the adjective "cunting".

The research on the possible positive meanings of the lexeme "cunt" does not call for using it everyday life. It is very important to remember that positive meanings of this lexeme are recessive, or hidden and are revealed only in particular contexts. This word is to be used with great caution as in the majority of communicative situations it lands as vulgar and offensive. Before using the word "cunt" the following factors are to be taken into consideration:

1. relative gender and age of speaker and listener (the word “cunt” is more likely to land as positive with people of the same gender and the representatives of a younger generation);
2. level of closeness in relations and group-belonging (the word “cunt” is more likely to be perceived as positive if used among intimate friends or those belonging to the same social group and having approximately the same social status);
3. psychological peculiarities of speaker and listener (for many people “cunt” is so strongly tabooed that they automatically perceive it as negative, regardless of the context);
4. the country you are in or from (“cunt” as a term of endearment is much more common in Australia than in Great Britain).

Positive meanings of the lexeme “cunt” can be applied in teaching and learning such subjects as Stylistics, Translation and Interpreting, Cultural Studies and Cross-Cultural Communication as the meaning and functioning of “cunt” like other swearwords is determined not only semantically, but culturally, too.

As for further researches in this field we think that the meaning and functioning of the adjective “cunting” and the verbs “to cunt” and “to cunt off” should be given a deeper semantic and sociolinguistic exploration and analysis. We also suggest that the lexeme “cunt” be studied and analyzed in relation to and comparison with other swearwords.

* **Source of Examples** – Urban Dictionary. – [Electronic resource]: www.urbandictionary.com/

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THE MODEL OF UNIVERSITY TEXTBOOK OF PHYSICS FOR THE “LIFELONG LEARNING” ERA

Abstract. The author suggests the structural-functional model of university textbook of physics for students of engineering higher educational institutions. The textbook is personally oriented and successive edition.

Keywords: textbook, personally oriented and successive textbook, structural-functional model of university textbook of physics

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From the end of XX until the beginning of XXI century there was the era of “education for life”, which was replaced by the era of “lifelong learning”.

D.D. Zuev built the scientific-design model of school textbook, which became a model for constructing school, college and university textbooks during the “education for life” era. The structural unit of the textbook was a paragraph [1].

The era of “lifelong learning” needs a new kind of textbook. (The use of the term “textbook of a new generation” implies recognition of the fact that this phenomenon does not represent a certain period and has no exact timeframe). Results of the analysis of high school physics textbooks (A.A. and B.A. Detlaf, B.A. Jaworski, I.V. Savelyev, T.I. Trofimova) show that authors add and improve the known theoretical propositions about textbooks of “education for all life” era and change the existing

textbooks, adapting them to today's conditions and objectives. A.A. Grechikhin believes that “lifelong learning” university textbooks should be hyperlinked (complexly structured, virtual and dynamic) [2].

O.P. Okolelov arrayed the radially concentrated model of hypertext electronic textbook of physics for university students. Structural unit of the electronic textbook is a hypertext module [3].

The analysis of this tutorial showed that the textbook is the mean of information support of educational practice and individual trajectory of tolerance promotion of a student, but it is not the part of the system of continuous education. The textbook does not consider the readiness of a student to assimilate the content of the discipline and does not form his willingness and ability to further education and self-education at (post-graduate) system of continuous education. According to A. Ivanov, a university textbook of a new generation should be based on the nature and content of fundamental science and the method of a student cognition for scientific structure [4].

Formation of independent students' cognitive activity of educational, scientific and professional information is one of the urgent tasks of engineering education. Basing to the results of the entrance testing of first-year students we can have at least three groups of students:

- The first group –students with the unstated information-communicative (readers) competence;
- The second group – students with the partially stated information-communicative (readers) competence;
- The third group – students with the stated information-communicative (readers) competence.

The first-year students who, for whatever reasons are behind the total flow, and the students, who succeed in studies, can be equal only with the help of self-work with the tutorials. In this regard, we have an idea to transform a high school physics textbook for students of technical universities in the mean of formation the information and communication competencies in the process of independent cognitive activity. The result of independent cognitive activity of students is personally oriented personality successive physics textbook that provides students willingness to work independently with educational book, information and communication technologies and Internet resources for training at graduate and post-graduate levels of continuing education system. Contents of our own physics textbook (personality-oriented textbook) leaves the opportunity for a student to work at the level, possible for him for now and available in conditions, where engineers training is directly related with the development of the new professional competencies of basic sciences and physics is not the major in a technical university.

We build the personally oriented model of successive textbook based on the category of "part – whole". We performed a non-linear structuring of a textbook based on its three modules: basic, successive and personally oriented. In the text of these modules, we highlight textual and extra-textual components. Such approach to the textbook design shows that the “whole” (i.e. the personally oriented successive textbook) has the radial concentrated model, and “part” (i.e. basic, successive and personally oriented textbook) has the scientific and engineering model.

The built textbook model can be called structural and functional model. “Structural” model consists of separate modules (module of basic knowledge, module of main knowledge, lecture module and personally oriented module), combined into a single unit, i.e. personally oriented successive tutorial. “Functional” model is characterized as:

1. “part”, where basic, successive and personally oriented textbook have its own functional opportunities.
2. “whole”, where personally oriented textbook has successive single dominant feature of self-education.

The personally oriented tutorial is the textbook-structure, which consists of separate books: basic, successive and personally oriented. Basic tutorial forms the invariant part of the personality oriented successive tutorial in the form a book. Successive and personally oriented tutorial forms the variable part in the form of a book or electronic form. Textbooks, in turn, consist of individual modules. Individual modules are “stitched” in the thematic cluster. Thematic block is the structural unit of individually oriented successive textbook (Figure 1).

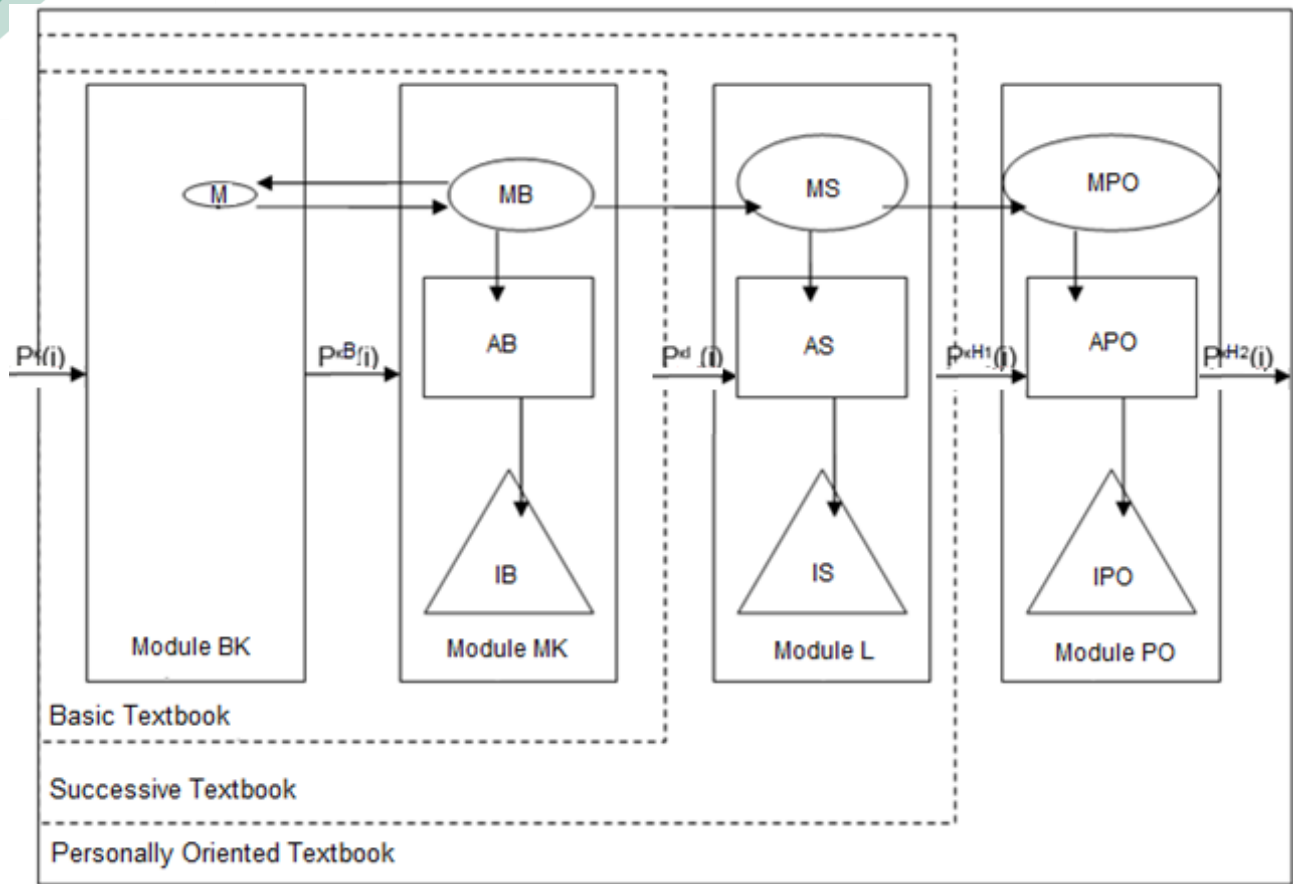


FIG. 1. STRUCTURAL AND FUNCTIONAL MODEL
OF PERSONALLY ORIENTED SUCCESSIVE UNIVERSITY PHYSICS TEXTBOOK:
○ – MAIN; □ – ARGUMENT OF MAIN; △ – ILLUSTRATIONS OF MAIN

- The value $P^k(i)$ corresponds to the level of knowledge, acquired by a student prior to its work with the textbook.
- The value of $P^{KB}(i)$ corresponds to the level of knowledge, acquired by a student after his work with the basic knowledge module (BK) of the basic textbook;
- The value $P^{KI}(i)$ corresponds to the level of knowledge, acquired by a student after his work with the main knowledge module (MK) of the basic textbook;
- The value $P^{KH1}(i)$ corresponds to the level of knowledge, acquired by a student after his work with the lecture module (L) of the successive textbook;
- The value $P^{KH2}(i)$ corresponds to the level of knowledge, acquired by the student after his work with the personality oriented unit (PO) of the personality oriented successive tutorial.

Option (i) corresponds to the number of the block and consistently takes the values 1, 2, ... n. Index (B) denotes the basic level of student's knowledge; (I) – intermediate, (B1) and (B2) – , respectively, higher and the highest levels of student knowledge [5, 6].

Below we consider the influence of the basic textbook of textbook-construction of personally oriented successive textbook of physics on the organization of independent work of a single student of a technical university in the process of scientific concepts formation.

The student reads the text from the section "Classical Mechanics", thematic section "Basics of kinematics", block 1.2. "Kinematics of rotational motion of a rigid body" of the basic textbook. The author and the reader has the mental dialogue:

1. Working with the module "Basic knowledge" of textbook-construction, student motivates himself to earn the new educational information. Reading the title of the educational text, he asks himself "What do I know?" and "What can I do?", reveals the residual knowledge on the section "Basics of the kinematics of the rotational motion of the body", and corrects the knowledge, using the text of the tutorial. The author recalls to the student: "You know the rotational movement of the body; uniform rotational motion of the body and the physical quantities, characterizing it". "You know how to describe the motion of a body, performing uniform rotational motion". "You are ready to expand and deepen the knowledge on the basis of the kinematics of rotational motion of a rigid body".

2. Working with the module "Main knowledge", the student asks himself "What do I want to know and to do?" The student reads the text and develops his understanding on the steps of coding sublayer. The author of the book brings the student to the conclusion:

- I learned that solid body is a physical model, the physical quantities, characterizing the rotational motion of a rigid body, are pseudo vectors.

- I know how to determine the direction and module of pseudo vectors, characterizing the rotational motion of a rigid body.

- I understood the kinematics of the rotational motion of a rigid body. I am able to answer the questions and solve problems for the self-control of new knowledge and skills.

- I am ready for mastering the professional knowledge: ratio and rotational motion of transmissions (gear, friction and belt drive) [7, 17 - 21]. The result of independent cognitive activity of the student with the physics textbook: resume of nonverbal educational text is personally oriented module of textbook, the content of which student broadens and deepens in the learning process at university and post-graduate level of continuing education system.

We can conclude that the structural and functional model of personality oriented successive high school physics textbook allows a student to design a physics textbook of the new generation.

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CONCEPTUAL BASES FOR CREATION FAVORABLE ENTREPRENEURIAL SPHERE IN THE CURRENT MARKET CONDITIONS

Abstract. The author presents the theoretical analysis of the concept "entrepreneurial sphere" and its use in various fields of economics. The author identifies similarities and differences in the definition of the essential characteristics of the structure and content of the concept, based on its sphere of usage; identifies the approaches to the definition and understanding of the entrepreneurial sphere and gives the integrated definition of the concept.

Keywords: business, entrepreneurship, entrepreneurial sphere, external environment, internal environment, microenvironment, macroenvironment, favorable entrepreneurial sphere

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Modernization of the Russian modern economic system aims to create innovative industries markets, optimization of market relations, increase freedom of market participants and create conditions for the development of modern business. In fact, the modern Russian business is functioning in very limited circumstances, especially small and medium businesses. Limited access to raw material stocks, rigid administrative regulation of business activity, low level of strategic software create artificial barriers to the development of business structures that constrains entrepreneurial initiative in natural way and economic growth in a whole. The solution lies in creating a favorable sphere, advantaging the development of entrepreneurship, building the understanding of the process of business, which is appropriate to market conditions.

To determine the compliance of strategies for business development in Russia and the requirements of today's market is necessary to define the conceptual tools. Many sources use the related definition of "business" and "entrepreneurship."

Business is historically existing view of human activity, the purpose of which is to generate profit through the implementation of resources for the creation of products and services, demanded by the market [1, p.6].

This definition characterizes business as historically formed human activity, capable for transforming the reality in its own interests and for certain purposes. Profitability of such transformation is measured by received profits by means of mobilizing internal and external resources in creating the final goods and services. The entire process of business formation is ultimately focused on the needs of the market actors, who create the sustainable market linkages.

Understanding of the term "business" reveals its main objectives:

- Formation and development of markets. In this process, there are new products that meet the growing human needs that promotes scientific and technological progress.
- Tendency to capture the bigger part of the market. As the result of competition, consumers get more quality products in a more convenient form of sales and service that contributes the personal development.
- The effectiveness increase. As the result of this process, organizational activities and individual staff skills are optimized, which saves the society resources [1, p. 7].

In turn, the entrepreneurship is be seen as "a special kind of agricultural activity, the essence of which is to stimulate the creation and satisfying the demands of society to the specific needs of its members through the market exchange and to aim at winning the competitive advantage through the violation of the market equilibrium" [2 , p. 18].

Despite the similarity of semantic characteristics, feature of entrepreneurship is to focus on an organized agricultural activity, which means achieving the economic results under certain conditions. The conditions may be the factors, shaping the optimal environment and promoting the development of entrepreneurial relations. The special characteristics of entrepreneurial relations is innovation, as the basis of demand stimulation of final goods and services. Innovation can be represented as the main feature of business interaction with the environment of operation. Enterprise can be described as a set of system market participants, engaged in innovative activities in the most favorable conditions.

Many authors define conditions for the existence and development of entrepreneurial activity of market relations as the entrepreneurial environment. Entrepreneurial environment is the presence of conditions and factors, affecting business entities and requiring managerial decisions for their elimination or adaptation [2, p.28].

The above definition characterizes the entrepreneurial environment as a set of subjective and objective conditions, conducing the activation of balanced and proactive actions, aimed at implementing management decisions. The impact of integrated factors on entrepreneurial entities forms a set of targets, which have the adaptive character beyond the terms of management decisions, or which create a range of methods and strategies for transforming internal management system in order to minimize the negative effects. This circumstance determines the set of subjects as an open market system, exposed to external and internal influences.

The external influences include conditions that shape the environment of entrepreneurial activity, where the notion "external environment" has an integrative value in connection with the used and considered characteristics.

Analyzing the business organization, the external factor of influence is the set of market relations, their typology and activity strategy at more attractive markets. Market is the external environment of business organizations, for which the volume, competition and profitability of market are important [1, 21].

Referring to the field of research marketing strategies, F. Kotler gives the definition of marketing environment as "The totality of active subjects and forces, acting outside the company and influencing the ability of marketing department to establish and maintain commonwealth relationships with target customers". Marketing environment is divided into two levels by the degree of the company capabilities to influence it: the macro-and micro-environment.

Microenvironment is active subjects, with which the company contacts and, therefore, can somehow influence them. It includes consumers, suppliers, competitors, intermediaries, financial institutions, mass media, government agencies, local contact audience (neighborhood residents, local community-based organizations), groups, united by common interests (trade unions, consumer organizations, etc.), neighboring companies [3, p.55].

The represented group of subjects includes participants of marketing activities, directly depending on strategies, methods and organization of company marketing. In fact, the company can influence on the participants, using advertising, pricing, contractual relations, administrative and financial instruments, as well as legal and illegal methods of competition. Thus, it is necessary to take into account the impact of two-way process of participants influence on microenvironment on company, since the action of the company may lead to sustainable market relations or to a deep crisis and further bankruptcy.

Macroenvironment is factors, under which the company exists and which it cannot influence directly. Macroenvironment is conventionally divided as follows: demographic, cultural, economic, natural, scientific, technological and political-legal [3, p.62].

It is obvious that macroenvironment includes a plurality of different spheres, depending on the state in which the company is able to prioritize the activities and shape their strategic orientation to achieve the set objectives. It is also necessary to take into account the indirect effects of company influence on the set of integrative microenvironment conditions. In the absence of the direct impact on it, the company is able to transform the environment indirectly by the validity of management decisions that creates the stable interconnection between the macroenvironment and control system.

Analyzing the definition of the entrepreneurial sphere from the management point of view, I.N. Gerchikova gave the most thorough definition of entrepreneurial sphere, which also delineates the concepts of “external environment” and “internal environment”. The external environment is the set of conditions and factors that occur in surroundings, regardless to the activity of a particular company, but affecting or likely to affect the functioning of a company and, therefore, requiring the adoption of management decisions [4, p.11].

Despite the validity of this definition, it does not reflect the level of openness of the company to external influence, thus hampering the analysis of the degree of openness of the market element, as well as the activity of its interaction with the external factors, created by surroundings. The change of one external factor may change the number of other factors and thus transform the quantitative and qualitative characteristics of the system. The set of these changes can be considered as an indicator of the dynamic external environment, which can be calibrated from stable to highly dynamic. Mobility of the environment depends on the activity of market elements, forming the entrepreneurial system.

In the field of professional entrepreneurship, the concept of “environment” is considered in different ways. The professional entrepreneurial sphere can be broadly defined as:

- Geographical location of entrepreneurial functions execution, including national and state identity of the place;
- Set of climatic, material-goods and technological conditions of entrepreneurial labor;
- Socio-economic external and internal environment of the subjects of entrepreneurial business, consisting of the other entrepreneurs of society;
- Legislative and regulatory space of entrepreneurial business – the set of laws, regulations and other legal rules and regulations;
- Ideological space of entrepreneurial business – collection of socially accepted ethical, humanistic and cultural values, traditions, national ideas and other ideological principles, civil mentality.

In the narrow sense, entrepreneurial business environment means the set of society representatives, constituting the environment of business entities.

The sphere of entrepreneurial business consists of the inner circle of entrepreneurs (intra-entrepreneurial business environment) and the external environment of entrepreneurs (intercompany entrepreneurial business environment).

Inner circle of entrepreneurship entities constitute business partners and workers, employed for the organization and implementation of business.

The external environment of businesses constitute its joint venture partners, partners in transactions (suppliers and consumers), direct and indirect competitors and society as a whole through its various representatives [5, p. 81-82].

The interpretation of internal and external environment limits the understanding of the entrepreneurial environment, reducing its basic characteristics to a set of specific direct or indirect elements, affecting the activities of business structure. The analysis the set of elements in the

business environment restricts its interpretation as complex heterogeneous space of functioning of entrepreneurship subjects.

According to another interpretation of the external environment is the complex heterogeneous organization, covering a wide range of elements, interconnected with both the subject of entrepreneurial activity and with each other, forming a kind of a system-organized "space", in which the processes, limiting or activating entrepreneurial activity, function and develop, [4, p. 28].

Taking into account the nature of subjects interaction, which form the structure of the external environment, environmental elements should be grouped according to the degree of exposure to the organization. The first groups can include items, not subjected to direct control impact and having indirect interactions, which implies the absence of an adequate response to the company behavior.

Economic elements of the second group of the external environment, amenable to indirect influence from the side of entrepreneurial system, may be grouped to a stable and sufficiently homogeneous set using the criterion that expresses the nature of the indirect effects. This set can be characterized as a group of elements of the external environment – microenvironment, which reflects the most significant market fluctuations.

Combination of microenvironmental and macroenvironmental factors has the ability to provide both limiting and stimulating effects on entrepreneurial initiative, where the constraints can be the basis of development of innovative entrepreneurship. Therefore, analyzing the external environment of entrepreneurial operation system along with stimulating factors negative elements, stifling the entrepreneurial activity as a condition for the transformation of foreign economic relations, should be considered.

The internal environment of entrepreneurship is a combination of the internal conditions of functioning of the subject entrepreneurial activities, based on the priorities and strategies of doing business. The internal conditions of process include the organizational structure of the subject, the mechanism of management, scientific-technical and production-marketing activities, based on improving the implementation of technological processes and assisted in the transformation of entrepreneurial activity, and internal information resources in the final market product. The internal environment is exposed to the direct influence of an undertaking and, therefore, can be formed according to the targets.

When forming the internal environment of entrepreneurial subjects two components can be singled out: situational factors and elements of the internal environment. Elements of the internal environment are the components of organization, necessary for achieving the objectives. The main elements include production, marketing, research and development, finance, personnel, supply and sales. Radiative factors of the internal environment of the entrepreneurial entity are internal variables that are created by entrepreneurs based on the analysis of the external environment and used to determine the boundary conditions of the functioning of the enterprise organization. The main functional factors are:

- Corporate culture is the system of cultural, ethical, moral and other postulates in relation to the purposes, intercompany relationships and interactions with the environment (customers, partners, competitors and government and society in general), which are commonly accepted in the company and cherished by its members (not always consciously)

- Intra-enterprise entrepreneurship. Implementation of business purposes within the existing commercial organization, manufacturing the determined products (works, services), in which the leader creates the conditions for the advancement and implementation of innovative business ideas to the commercialization of new technical, technological and other achievements, resources are allocated for their implementation and is comprehensive assistance for the practical implementation of ideas.

- Business objectives is the perfect mental anticipation of the results of business, the subject of aspirations, the resulting final plan, the expected result of the entrepreneur's activity [4, p. 31-36].

Having studied the different opinions, we can argue that closer examination of the structural components of the concept "entrepreneurship sphere" showed signs of similarity of the used definitions. However, there are different consents in determining the essential characteristics of the structure and content of the concept, based on its use, which allows to identify specific approaches to the formulation and understanding of the business environment.

The marketing approach considers the entrepreneurship sphere from the position of the efficiency of promotion of final goods and services on the market and of an optimal interaction of businesses with customers and counterparties.

The basis of the management approach makes the definition of entrepreneurship sphere as the set of management decisions, aimed at the optimization of the company's activity.

The entrepreneurial approach considers the sphere from the position of forming a complex of optimal conditions of internal and external factors interaction, ensuring the effective functioning of the organization and the subjects of entrepreneurship.

As the result of the analysis, we can affirm, that approaches for understanding and defining the essence of "entrepreneurship sphere" are tightly focused, that allows us to formulate an integrated its definition:

Entrepreneurship sphere is a set of objective and subjective factors, affecting the promotion of initiative, organization, management and operation of businesses, with the aim of obtaining profit from sales of final goods and services.

The definition makes it possible to formulate the definition of the concept "favorable entrepreneurship sphere":

Favorable business environment is a combination of objective and subjective factors for optimizing the process of organization and functioning of business structure, based on the management of the process of creating the final product, calling the requirements of the modern market.

Combination of factors can have both deterrent and stimulating effect on the existence and development of entrepreneurship in the country.

Thus, based on the above analysis, we can suggest that the incorporation of external influence factors and clear understanding of the essence of entrepreneurial sphere may contribute to the development of business relations and reduce the impact of adverse conditions on entrepreneurial activity. Creating a favorable entrepreneurial sphere allows optimizing the interaction of businesses and streamlining management system to lyse the creation of competitive products and services. The expansion of the functioning of business structures, increase of entrepreneurial freedom, the development of domestic initiatives of entrepreneurs, reducing administrative barriers and optimizing the impact factors of the entrepreneurial sphere are important conditions in the current conditions of modern Russian business development. These conditions allow us to strengthen the entrepreneurial and market linkages and orient the national economy to a sustainable economic growth.

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SUBJECT POSITION OF THE PERSON AS A STAGE ON THE WAY TO PROFESSIONAL SELF-ACTUALIZATION OF STUDENTS

Abstract. The place of the "subject position" category in the problem of students' professional self-actualization is analyzed in the article. Based on the results of the research the theoretical aspects of the content of the individual subjectivity as well as its objective psychological manifestations in the learning process at the university are examined. It is concluded that the professional subject position is a determinant of individual professional growth of a specialist.

Keywords: subject-activity approach, subject position, professional subject-position, professional self-actualization, personal self-development and self-improvement, students

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Relevance of professional students' fulfillment of there is no doubt as to train highly skilled - competent professionals capable of carrying responsibility for the course and the event, and therefore, the success of educational activity, already at the first stage of training in high school, is an important goal of modern education system .

Continuous need to develop a conceptually new approach of psycho- pedagogical activity returns researchers to study the methodological bases versatile personality. In the study, college students as the subject of university education space in the basis of our study was based on subject- activity approach.

A distinctive feature of the subject approach is that it aims to study the individual "inside" part of the subject. Identity here is "not as a set of objective characteristics in the space of diagnostic indicators, and as a carrier of a certain picture of the world as a microcosm of some individual values and meanings" [1].

According to the views of VE Chudnovsky, with subjective approach in the characterization of individual human behavior emphasizes the role of active , creative principle. This means that the person is not simply following external circumstances , his behavior is determined internally , and it allows him to become the master of fate" [2].

One of the key characteristics of the person within the subject- active approach by most developers (K.A. Abulkhanova , A.V. Brushlinskii, A.K. Osnitsky , S.L. Rubinstein and others) recognized subject position of the person, which implies a certain direction subject to the achievement of their own goals and objectives in the activity of existing socio-cultural conditions, the nature of dispositions, the structure of human abilities and mastering them ways of life [3].

Subjective approach is a paradigm in psychology, and for acmeology (K.A. Abulkhanova-Slavskaya , V.G..Aseev , A.V. Brushlinskii , A.S. Ogniov etc.). It is based on the idea of SL Rubinstein the subject as being the center of the organization and subjectivity , which is manifested through the need and ability to improve the human [4].

Thus, the subject position is the requirement that the individual's request for the value to be himself, the owner and manager of its own activities.

In the educational process involves subjective position right for students, faculty and the opportunity to be the subject of its training activities - declare personal sense of their education and , together with the teacher, with his assistance and in cooperation with them, to build this education in accordance with their own personality [5] .

On the basis of theoretical concepts developers subject- active approach, and as a result of the research objective and self- psychological components of a subject position of students of first-year students of the Vladimir State University Alexander G. and Nicholas G. Stoletovs we suggested the author's definition of the phenomenon, disclosing it in terms of content characteristics.

Subject position first-year student is a relatively stable system of interaction of a person with educational activities, expressing the degree of attribution and self- educational activity in which the characteristic feature of life perception of the student becomes the personal responsibility and meaningful process of teaching and professional activities , as well as expressed in the work of continuous self-actualization .

What kind of place is subjective position on the issue of professional self-realization?

Relevance of the formation and optimization of becoming a professional in the subject position of the learning process in higher education is linked on the one hand, with modern requirements for competitive specialists with higher education, on the other - with some deficiency of career guidance in schools.

For modern Freshman increasingly becoming a characteristic lack of interest and focus on the future professional activity, reluctance to associate received in high school specialty with future professional activities.

At the same time, in order to meet the requirements, and basic competencies of the modern labor market, future specialist, at the stage of preparation for professional work, should be the subject of education, personally interested in it as consciously have chosen this profession, striving to reach the top in its activities focused on professional self-realization, capable and open to the processes of self-development.

Thus, subjectivity is the most important personal characteristic of the modern student, the future specialist. Exclusively subject position, actively involved in their education and responsible for its progress and the final result can provide reliable professional growth and formation of the person.

Subject position is part of the student's high school, segment position in life personality that determines causes and social well-being. With all this, it seems that the student must fully understand and be aware of their direct involvement in the production of education, to serve as the most interested person in the process, and continuously strive to improve their own skills.

But the reality looks quite different way. Mature young people, allegedly made the conscious choice in the face of the profession, and must understand the course of the process and the result of the activities that they set for themselves as a key towards achieving the goal, in reality most are not active subjects of educational activity.

According to a survey of first-year students of different specialties (n = 120), 32% of students are characterized by unformed subject position and in relation to 42% of respondents can speak of a partial degree of development components subject position.

Thus, modern young students at the initial stage of training is increasingly characterized by daydreaming, conservatism and low level of creative activity of the person. Preparation of the document on higher education is for this group of students actual motivation training in high school. The motivation of this kind is foreign, and therefore unproductive and short. Students have a low level of self-regulation of behavior and activity, as well as the dominant value orientations regarding their own prestige and high financial position that is not effective in the context of educational and professional activities. Motivational sphere represented the prestigious student- motivation with the inadequacy of high self-esteem. Emotional and volitional characterized by the dominant emotion of anger, emotional instability, tendency to guilt and low self-control behavior in the educational activity. Dependence on the group, carelessness, suspicion and naivete in communicating their effect on the process of communication, ensuring its specific character. All this testifies to the extreme urgency of the problem of the external teacher management and internal self-learning activities of students. Therefore, such an important task is updating the subjective position of the student as an integral part of professional self-realization.

At the same time the results of the study components subject position of students who, according to experts, differ in the degree of their activity, progress and, in general, successful educational activity, form the so-called psychological portrait of the subject of education, which are characteristic for, unlike previously indicated, the following personal characteristics.

First, the development of intellectual abilities and high creative activity of the person. Secondly, the motivational sphere of business represented collectivist motivation with adequate self-esteem, which ensures a stable position in the teaching-learning process and the system of interpersonal relations. Dominant motivation knowledge acquisition provides efficiency in educational institutions, as well as an overall high level of self-regulation of behavior and activity, expressed largely through the implementation of its independence and formed its planning skills course. Ability to introspection allows the student to reflect on a timely eigenstates, their actions and past events. Third, contributing to students' progress are largely self-relevant values and achievement in educational activity. Finally, in the fourth, emotional and volitional characterized by the dominant emotion of joy, confidence and poise in the activity, as well as high self-control behavior. Persistence, perseverance, insight and prudence in the communication process provides its specific nature, and independence and self-sufficiency to communicate organize students to live on their own abilities and not burdened by this and remaining themselves in any circumstances.

According to a survey of students with varying degrees of formation of a subject position, it should be noted that in addition to individual personality characteristics important role in the structure of a subject position perform common characteristics internality internality and relations of production, the presence of goals as the meaning of life - orientation, locus of control - and I locus of control - handling life. An integral component of a subject position serves tendency of the individual to self-actualization, which can be detected in time through competence and personal orientation "inside."

The subject position associated with sustainable human representations that most of the important events in their lives and production activities is the result of their own actions that they can control them and thus feel their own responsibility for the way their lives and develops labor activity.

In addition, the subject position is always correlated with the presence of human life in the future goals that give meaning to life, direction and time perspective in the present, with the idea of himself as a strong personality with sufficient freedom of choice to build their lives in accordance with their goals and objectives and, finally, with the belief that the person is given control over their lives, to freely make decisions and embodying them in life.

Furthermore, as evidenced by the results of studying trends self-actualization, the subject life must have two characteristics. First, the ability to live in the present, that is, to experience the moment of his life in its entirety, and not just as a fatal consequence of the past or preparing for the future "real life", and, secondly, to feel the continuity of past, present and future, that is your life to holistic. It is this attitude, psychological perception of time the subject indicates a high level of self-actualization.

Thus, returning to the issue of professional fulfillment, we note that the formation of a professional subject position provides comprehensive, all-encompassing influence on the personality of the student: first, self-identity processes are updated; secondly, creates a conscious and responsible attitude to the educational process and the place itself in its process; thirdly, stimulates personal orientation toward self-realization, including professional.

Professional subject position defines its personality self-development and fulfillment, quality and success of the process of professional formation and subsequent productive career. It is both the condition and the result of the student's professional development and provides a level of consciousness in which the person is committed to self-improvement in the conditions of professional activity.

Thus, professional subject position is the determining factor in the professional formation of the subject of educational space, orienting it to professional self-development and self-realization.

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NEED FOR A COMPREHENSIVE AND THOROUGH INQUIRY INSTITUTE LIMITED PROPERTY RIGHTS

Abstract. The work is a comprehensive study of the legal regulation of limited real rights in civil law. Now there is a purely symbolic division between the right of economic conducting or the right of operative management, expedience in this article, excluding the right of economic management in the list of restricted real rights, as envisaged in the draft of the civil code of the Russian Federation. The article identifies trends and prospects of development of the legislation governing property rights institute.

Keywords: limited real rights, the right of economic management, the right of operative management, the owner of the property, liability for the obligations of, disposal of property, the amount of restrictions

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The draft amendments to the Civil Code of the RUSSIAN FEDERATION issued on public display on the site of the Supreme Arbitration Court, we see that the right of economic management institutions and the right of operative management are material changes, so in this part of the study to more fully understand them [1].

The right of economic conducting or the right of operative management are a special kind of rights in rem, that unknown law of economically developed countries. This is the real rights of legal entities to commercial and other use of the property owner. These rights in rem are necessary to make the asset base of the legal persons, non-owners to participate in civil relations. In a classic property turnover model is not possible.

The creation and long-term existence of these rights in national law is associated with the State, planned-regulated economies. This is due to the fact that the State, as the owner of the property is not in a position to directly work with all its objects, and at the same time, does not want to lose the ownership of these objects, and therefore, it became necessary to establish legal persons, enterprises, institutions, and organizations of State property on a limited REM law.

In the 60s in the USSR such a right has been called right of operational management, and was subsequently divided into a three-dimensional right content right full economic management, which was intended for the industrial enterprises, and less broad right of operational management, it was meant for the state budget and similar institutions with them. World experience shows that in the normal development of market relations always take part owners of the property, including individual entrepreneurs, economic partnerships, companies and others.

The presence in the domestic economic turnover organizations that are not owners of the property, says the transition state Russian market relations, which in turn demonstrates the transitional nature of the Russian economy. The reason for this we see in the still extant in the domestic legislation of such proprietary rights such as the right of operational management and economic management that relate to the Soviet economic system and largely unfounded exist today.

Established a list of legal forms, which are legal entities, which can be subjects of the right of economic management and the right of operational management. St.115 Civil Code establishes that the subject of the right of operational management can be unitary enterprises classified as commercial organizations, Article 120 of the Civil Code says that this law also can run establishment relating to non-profit organizations and private enterprises . Institutions are state and municipal enterprises, individuals and legal entities that are established framework engaged in activities aimed at generating income, which means the emergence of a right to receive them with the help of this income property. A.2 st.298 Civil Code defines this right as the right of economic management. The difference between the right of economic management and the right of operative management consists in the content and scope of authority, which gives the owner of the beneficiary of the right to property transferred to them. In this regard, the right of economic management is broader than the right of operative management, as first owned enterprise - a commercial organization, or institution that carries on business in the framework established by the owner, at the time, as the right of operative management may be owned by non-profit nature of their activities agencies or state enterprises [2].

By virtue of Art. 295 of the Civil Code of the Russian Federation for the owner of the property transferred to the economic management secured such powers as the creation of the enterprise, the definition of objectives and the object of his activity, reorganization, liquidation company, appointment of a director (manager) company, overseeing the proper use of the transferred property in economic management, as well as for the preservation of property companies. Also found that the owner is entitled to a share of the profits derived from the use of the property.

The company may not, without consent of the owner in any way dispose referred to it by the right of economic management of real estate, including selling it, pledge, lease, to make it as a contribution to the charter capital of business entities and more. However, pre-acceptance has the right to dispose of other assets transferred to it by the law on economic management, unless otherwise provided by law.

By virtue of Art. 296, 297 of the Civil Code of the Russian Federation state enterprises and institutions with the help of the property transferred to them the right of possession, use and disposal of the given property within the limits prescribed by law, the objectives of its activity, the order of the owner, as well as the designation of the property. With the consent of the owner of property may dispose of state-owned enterprises (including alienation) assigned to it by the right of business property. As a general rule the state enterprises independently realize their products. Owner of the property determines the distribution of revenue state enterprise.

St. 298 Civil Code establishes the procedure for disposing of property institutions. Institutions cannot dispose of (including alienation) property assigned to them, as well as property derived from the funds allocated for the establishment of the estimate. Found that when the founding documents of the institution provide for the right of the income-generating activities, the income received in the course of such activities, as well as acquired through these revenues go into a separate property management agencies and listed on a separate sheet.

St. 299 Civil Code stipulates that the right of economic management or the right of control occurs in the enterprise or institution since the transfer of the property owned by a decision to transfer part of the property of the organization on the right of economic management and operational management. Provides that otherwise may be provided by law, other legal acts, or the owner's decision.

Legislation has been enacted that the benefits derived from the use of property located in the economic management or operational management, as well as property acquired unitary enterprise or institution received in the economic or operational management of the enterprise or institution. Legally established grounds and procedure for termination of the right of economic management and the right of operational management. Termination of these rights can occur on the grounds and in the manner established by the Civil Code, laws and other legal acts, including in the case of lawful seizure of property from the owner beneficiary of the right to address. By st.300 Civil Code in the case of transfer of ownership of state or local government entity to another owner state or municipal property it of the enterprise remains the right of economic management or the right of management to his property. The same is true in the case of transfer of ownership of the institution to another person, the agency retains the right of operational management of the property belonging to him. [2]

So much for the general provisions of the right of economic management and operational management. Now need to examine these institutions in order to acquire a correct idea of the changes that must be made, and will be incorporated into the new Civil Code. The basic premise justifying the need for a comprehensive and thorough examination of this institution is thoroughly that now extinct fundamental differences between the right of economic management and the right of operative management [3; page 14].

First difficult to see the differences between the legal regimes of responsibility beneficiary of the right of property transferred by the right of economic management and operational management. Members of the property transferred by the right of economic management bears sole financial responsibility. The owner of this property (property of the enterprise, based on the right of business) is not liable for the obligations of the company, except when the insolvency (bankruptcy) of the enterprise caused by property owner (D: 3 Article. Civil Code 56, item 7 Art. 114 Civil Code, paragraph 2 of Art. 7 of the Federal Law "On state and municipal unitary enterprises").

By virtue of paragraph 5 of Art. 115 Civil Code, clause 3 of article. 7 of the Federal Law "On state and municipal enterprises", the owner of the property transferred to government enterprise shall bear subsidiary liability for the obligations of the enterprise, in the case of failure of its property. In accordance with Art. 120 Civil Code or private budgetary institution responsible for its obligations at

its disposal cash. However, the property owner may be held jointly liable for the obligations of the institution if the funds at the disposal of the institution that is not enough to settle the obligation. As a conclusion we can say that the debts and rights of users and operational management of the debts of business user rights possible vicarious liability of the owner. As you know, institutions (private and budget) are responsible for its obligations only cash, while as businesses meet all its assets. By virtue of Article 120 of the Civil Code claim 2 owner of the property transferred to autonomous institution shall not be liable for the obligations of the institution. Autonomous institutions are responsible for all its commitments enshrined in institutions such property. The only exception is particularly valuable real estate and movable property, if the property is transferred to the owner of the establishment or purchased with funds received from the owner.

These circumstances give reason to believe that we did not have to devote as a criterion for determining the difference between the right of economic management and the right of operative management of such a sign, as the absence of vicarious liability of the owner of the property transferred to the beneficiary of the right economic management, and the availability of vicarious liability of the owner of the property transferred to the operational management. The owner is not liable for the obligations of autonomous institutions, while vicarious liability for the debts of the owner state enterprise has always been what it is abstract.

Secondly, we also we do not find fundamental differences between power of subjects of the right of economic management and the right of operational management. This user owns a right of economic management, use and dispose of property transferred to it within the established Civil Code, and in accordance with the objectives of its activities, tasks and purpose of the property owner.

Thus, we can conclude the following. The difference between the right and the right of operational management of business consists only in the fact that the first right is limited to the statutory limit, as well as business objectives, task owner, designation of the property. Also it should be noted that the special granted standing to such subjects right of economic management, as state-owned enterprises. Their special competence lies in their competences use, dispose of and possess the assets in accordance with the objectives of its activities as well, and the organization that transmits the property by right of operational management. Found that, in accordance with Clause 3 of Article 18 of the Federal Law "On state and municipal unitary enterprises" regardless of the views of the owner (agree or not) if the enterprise that operates on property given to it in economic management, makes a transaction, depriving the enterprise opportunities to carry out activities under the statute, then the transaction is recognized as negligible [3; page 16].

We can say that the formal demarcation of business law from the right of operational management is to act on the instructions of the owner uses the property organizations rightly operational management. At the same time, for the owner of the company, working with the property transferred in his economic management may establish pre-meth activity of state and municipal enterprises, and set objectives of their activities and to appoint a director. Appointment of the Director serves as an effective control mechanism by which the owner can surely achieve fulfillment of their mission. Is negligible and the deal enterprises enjoying the property transferred in his economic management, the Property without the consent of the owner [3; page 17]. Can be installed and restrictions on disposal in other assets. Such restrictions established by law and regulations. As an example, the fact that the transaction granting loans, guarantees, bank guarantees may be committed by state and municipal entities only with the consent of the owner. The charter of this organization may be provided for other sizes and types of transactions that are not possible without the consent of the owner of the property transferred to the organization's use.

In accordance with claim 1 st.297 Civil Code, to claim 1, Article 19 of the Federal Law "On state and municipal unitary enterprises", a state-owned enterprise may dispose of the property only with the consent of the owner, while, products produced by this company, it may dispose of their own.

A.2 st.298 Civil Code stipulates that revenues institutions and property acquired through these revenues in the possession of institutions, if the constituent documents of the institution authorized to carry out income-generating activities. There judicial jurisprudence, in accordance with claim 2 wherein st.298 Civil Code establishes that without the owner's consent cannot be sold property, built at the expense of the enterprise, which rum property is transferred to the economic management, such as real estate goes to economic management of the enterprise. [4]

You also can not forget about the constraints imposed by the budget legislation on the right to dispose of the proceeds of authorized institution activities, as well as those acquired through income property. Do not forget that budgetary institutions are participants of the budget process, and that,

in accordance with Art. 168 Civil Code transactions made in violation of the Budget Code of the Russian Federation are void in the event that the budget law does not provide the possibility of challenging such a transaction, or any other consequences of the breach. [5]

Root of the problem lies in the fact that the law is not settled the nature and content of the right of self-disposal of property institutions, in connection with which there are sharp scientific debate on this issue.

To form a constructive representation on this issue you need to consider the scientific point of view of different authors dealing with this subject. According to E.A. Sukhanov this right is the right of economic management. He refers to the consolidation in paragraph 2 of Art. 48 Principles of Civil Legislation of the USSR and the republics of 1991. a situation that for institutions engaged in entrepreneurial activities (with the owner's consent) establishes the right of self-disposal income from such activities, as well as acquired by the said income property and accessory specified income and property law on the establishment of full economic activity. [6]

Have a different view on this issue. According to some authors it is an independent kind of limited property rights, it does not refer to the right of economic management or operational control to the right [7].

Thus, according to L.V. Shchennikova we can establish the following: "The right to an independent institution disposal income should not be customized or under the right of economic management, or under the ownership, since each of them highly specific. Opportunity for self-disposal income institution has really set specific traits that allow it to allocate an independent kind of property rights ". [8]

Also of the view that the right institutions to dispose of property acquired in the course of commercial activity permitted is a separate kind of limited property rights, we can meet in the V.V. Chubarova [9].

There is another opinion. A.S. Feofilaktov argues that franchisees with the disposal of the business establishment and the right to dispose of the assets acquired at the expense of the proceeds, is an extended variation of the right of operative management [10].

There is another view, according to which the right of independent agencies with the disposal of the business is the ownership. A.B. Babaev writes on this subject as follows: "In our view, the right of establishment on business income and property acquired by such income, ownership is just as well as the right unitary enterprise of movable property and the right state enterprise for its products. It should be interpreted as the wording of the Civil Code on self-disposal: institution has the right to possess, use and dispose of property in its sole discretion, that is the owner of income derived from business and property acquired through these revenues "[11]. A similar view, according to which the right of establishment on income and property acquired institutions on income from non-proscribed business need to be regarded as ownership expressed a prominent expert in the field of limited real rights V.P. Kamyshevskii. At the same time, he points to the following shortcomings in the legislation: "If such a legal mediating relations over property acquired institution on income from business activities, the institution does not meet its obligations to them" [12].

According to paragraph 2 of the Resolution of the Plenum of the Supreme Arbitration Court of the Russian Federation dated 22.06.2006 № 21 "On some issues of practice dealing with arbitration courts disputes involving state and local government agencies relating to the application of Article 120, 296, 298 establishes that the institution cannot have income from business activities permitted on the property right, and at the same time, it does not regulate the content of the right of self-management of the property obtained by the proceeds received from a non-proscribed income-generating activities.

Only with the consent of the owner autonomous institutions may dispose of real and very valuable movable property referred to it by the owner or purchased with funds received from the owner. Another property that is in the use of an autonomous institution, it may dispose of their own, unless otherwise provided by law. This can be regarded as a factor to converge between operational management and economic management.

It can be concluded that the presence of independent institutions disposing of property rights, in cases specified by law, entails "fuzziness" of the right. As pointed out by V.A. Baturin, as a general rule no right to dispose of property data from institutions is the cause of many problems in practice [3; page 21]. You can bring a vivid example. To organize on the premises required for the implementation of activities under the Constitution points of trade and consumer services, the agency should abandon the areas occupied by these points in favor of the owner, due to the fact that these

areas are not necessary, they are not used, or misused. This provision is devoid of any meaning. In the above decision of the Plenum, in paragraph 9 states that in cases where the property is rented by the user in order to improve the efficiency of the main organizations, statutory activities, a more rational use of such property, then such actions may be committed with the consent of the owner. At the same time, the transfer of property to rent using the defined constraints does not entail the qualification of the property as excess, unused or used for other purposes.

Hence clearly implies the need to respect a certain balance in the legislative determination of the contents of limited real rights. Necessary that the users of the property transferred to the operational management was given an opportunity to order certain objects with the consent of the owner.

Third, it does not appear the differences between objects of the right of operational management and economic management right.

In accordance with paragraph 1 of Art. 132 Civil Code is now the property complex, designed for business activities. Right of operative management may be assigned not only an institution financed by the owner, but also state-owned enterprise. We conclude that the object of the right of economic management and operational management rights may be the property intended for business purposes.

It follows that the two securing rights law aimed at user management property owner, the legislator could not ensure the unity of the content of these types of limited real rights on all their subjects [3; page 22]., However, as with any of the objects. Content of the right of operational management and the right of business depends on the subject and category of property being in use, source of funds, due to which the property is acquired. From this we can conclude that the right of operative management and the right of economic management are very conditional, that was the cause of opportunities for further classification of these rights into species and subspecies.

For example, you can deduktirovat right of operative management, depending on the subject, whose use of the property transferred. For example, as a general rule, institutions cannot dispose of their property, although autonomous institutions and state-owned enterprises can. Also, the deduction right of operational management occurs depending on what kind of property is transferred for use. In most cases there is no right to dispose of, if the use of transferred property from the owner, or acquired with funds allocated by the owner. At the same time, the institution has the right to dispose of the income derived from the allowed income-generating activities, as well as property acquired by these revenues.

All these factors suggest that the domestic legislation of limited property rights exists purely conventional delimitation of business law and the right of operational management. Clear differences between these rights are not observed.

It has been repeatedly suggested that the rights of business you want to cancel, and leave only the right of operational management. We fully support this view, since it is impossible to discern a reasonable basis for the existence of the right of economic management as a separate species of limited property rights. His need to cancel and leave only the right of operational management.

At the same time, we believe that the concept of the right of operative management must be clarified. The right of operational control - this is a limited real right unitary enterprises and institutions to own, use and dispose of property within the limits established by law, in accordance with the objectives of its activities, assignments and assignment of the property owner of the property [3, page 23; 14, page 63].

A.1 Article 49, paragraph 3 of article 50, paragraph 1 of article. 120, p.2 st.298 Civil Code, Art. 3 of the Federal Law "On state and municipal unitary enterprises" found that for unitary enterprises and institutions attached special standing. Therefore the activities of enterprises and institutions referred to them by order of the property should be determined by their statutory activities and target designation of the property [3; page 24].

According to Art. 168 of the Civil Code of the transaction committed in violation of special legal framework of the unitary enterprise or institution established by law or other legal act is recognized void. As a conclusion we can say that entitlement disposition of property companies and institutions is limited to special legal capacity of the enterprise or institution.

Particular attention should be paid to the fact that in determining the right of operational management is necessary to fix a reference to its implementation in accordance with the objectives of the institution or enterprise, mission and purpose of the property owner, as otherwise there is a risk the implementation of this activity, the use of property not on purpose.

Volume restrictions on the right of operative management depends on the type of object that is passed in by the right use of operational management. The object of the right of operational management can movable or immovable property, except land or subsoil. In case of the right of operational management of real property such right arises at the moment of state registration.

There is jurisprudence, according to which, without the owner's consent (which also means no attraction owner vicarious liability) on the property of a unitary enterprise, which enjoys this property by right of economic management, may be levied for its debts. [15]. V.A. Buchanan argues that it is necessary to save the owner vicariously liable for the debts of the user right of operational management [3; page 25].

If you specify in the contract, conferring the right enterprise operational management of the period for which the company is endowed with this right, such agreement shall be considered null and void in terms of specifying the period, since it contradicts the very nature of the limited property rights.

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FORMATION OF INFORMATION AND COMMUNICATION ENVIRONMENT OF TECHNOLOGICAL EDUCATION

Abstract. The author examines theoretical and practical aspects of development of information and communication environment of technological education. The author presents structure, characteristics and key features of the information and communication environment of technological education, as well as organizational forms of network cooperation between students.

Keywords: information and communication environment of technological education, information interaction, electronic learning resource

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During the formation of a new educational system, the structure and content of the educational environment have significant changes. Traditional educational environment is not applicable for achieving new educational outcomes, because it was formed in conditions of the other educational challenges facing the society. Currently, with the development of information and communication technologies, the role and importance of the educational environment are intensifying. There are changes in the educational environment, and that makes it an information-rich sphere. In the modern conditions of information society development there is an integration of the unified information environment and the educational environment. Due to this fact, a set of tools for communication and interaction with information provide the educational environment, which is specifically formed as a pedagogical system, aimed at providing quality education. The educational environment has interconnection of conditions and opportunities for the development both students and teachers.

Normative regulations determine the urgency of design and development of the information and communication educational environment:

- Federal Law "On Education in the Russian Federation" [1];
- Federal State Educational Standard of General Education [2];
- Government Decree of the Russian Federation "On State Program of the Russian Federation "Information Society (2011-2020)" [3];
- Order of the Ministry of Education and Science of the Russian Federation "On approval of the federal requirements for educational institutions, in particular the minimum equipment of the educational process and equipment of classrooms" [4].

The Federal Educational Standard of General Education states that "information and methodological conditions for the implementation of the basic educational programs of general education should be provided with modern information-educational environment. Information-educational environment is considered as a set of conditions for the successful development of information exchange between learners and interactive means of information and communication technologies. Information-educational environment of the educational institution must provide:

- information and methodological support of the educational process;
- planning of the educational process and its resource provision;
- monitoring and fixation of the course and results of the educational process;
- monitoring of students health; modern procedures for creating, searching, collecting, analyzing, processing, storage and presentation of information;
- remote interaction of all the participants of the educational process (students, their parents (or legal representatives), teaching staff, governing bodies in the educational sector, society), including the distance education;
- remote interaction of educational institution and other organizations of the social sphere: institutions of additional education, institutions of culture, health, sports, recreation, employment services, life safety" [5].

There is a multi-level approach to understanding the educational environment: metasphere, in which the subject stays during the whole life, and the sphere, localized by the territorial feature (federal, regional, municipal).

S.V. Zenkina identifies several levels of information and communication educational environment:

- first level: information and communication educational environment of a school, including all means of communication;
- second level: objective information and communication environment, aimed at achieving the goals of the objective of education;
- third level: individual information and communication environments, generated by each learner during training activities in information and communication educational environments of the two upper levels. [6]

In our study, we consider the specific information and communication objective environment – the environment technological education. From our point of view, the information and communication environment of technological education is a separate component of the united information and communication educational environment; it is linked with the information and communication educational environment of a school and influences the formation of individual information and communication environment of students.

I.V. Robert defines the information and communication environment as a set of conditions, providing the information interaction between users and interactive learning tools of some knowledge domain [7].

Basing on the position of I.V. Robert, the information and communication environment of technological education is a set of conditions, aimed at achieving the new educational results of technological education, based on the origination and development of processes of educational information exchange between student(s), teacher and tools of information and communication technologies (ICT).

The information and communication environment of technological education is a set of subjects (students, technology teacher, teacher of additional technological education) and objects (ICT technology tools, training aids and electronic educational resources) of the educational process. In this environment, the learner has the access to electronic educational resources of the knowledge domain “Technology”. Working with it, the learner explores the theoretical material, conducts a research, answers the questions, communicates with the other students, and discusses the studying topics.

Educational process in the information and communication environment of technological education is based on modern pedagogical technologies across the organizational forms of network interaction: network project, Internet-Olympiad and Internet-competition, network didactic game, virtual tour, interactive activities, etc.

Basing on theoretical and empirical studies, we highlight the following learning activities of students in the information and communication environment of technological education:

- drilldown tasks;
- research and project work, group activities;
- interaction in the network services;
- discussions.

Basing on the survey E.O. Ivanova and I.M. Osmolovskaya [8], we can identify the main characteristics of the information and communication environment of technological education.

Openness is the result of interaction with the information educational environment. Unlimited resources allow you to organize the variable training, correspondent to the subject positions and needs of all participants in the educational process.

Integrity is the internal unity of the environmental components, which provides the reasonable logic of the training process: planned educational outcomes and teachers activities and students activities, related to the outcomes.

Polyfunctionality is connected with the fact that the environment can be a source of knowledge and at the same time, it can promote various forms of students' self-organized cognitive activity.

Interactivity is the ability of the student to interact with the elements of the environment for achieving their cognitive goals. At the same time, the environment is active, responding to student's inquiries in a certain way. In the learning process, in addition to teacher and student, another element can have a significant impact on the course and the learning outcomes.

Communicativeness is the ability and willingness to communicate both face to face with someone, and using information and communication technologies.

Personal definition of the environment involves the active subjective beginning of the environment at any level, as the personality builds, unites, gives the integrity and sets the vector of the environmental development.

Multimedia character is the presentation of information in different ways: text, audio, video, illustrations, animation, etc.

Adaptability is the property of the environment, related to the appreciation of the diverse educational needs of the individual; inexhaustibility; multi-dimensional representation of information in the environment; possibility of different activities being (creative search, game, training, etc.).

Multidimensionality is presentation of information about the process or phenomenon from different perspectives, in the variety of connections and relationships that promotes a better understanding of the material, requires the informational competence of students.

Information and communication environment of technological education, focused on the new educational outcomes should be developing and personally meaningful to the student; prompting him to the active learning activities. Significant feature of information and communication environment of technological education is technological orientation and communication with practical activities of students.

In the general sense, the term "formation" is regarded as a process, in which something becomes stable, complete and of a certain type. We consider the formation of information and communication environment of technological education as a process that confers resistance, completeness of the integrating educational environment of technological education. The environment is based on the achievements of modern educational, information and communication technologies, and presents the opportunity for the effective educational interaction.

Technology teacher have to decide the important question "Where will be the place of formation of information and communication environment of technological education?"

Currently, the regulations do not provide the concrete educational resources in the Internet for the formation of information and communication educational environment. There are various information systems in the regions, the municipalities of the Russian Federation. The most common of them is "NetSchool", "Dnevnik.ru", "Education web2.0".

The web-site "NetSchool" (www.net-school.ru) is an integrated information system for the formation of the information educational environment of the modern school. This software allows solving administrative tasks, monitoring the current educational process and organizing rapid communication between all participants of the educational process.

The web-site "Dnevnik.ru" (<http://dnevnik.ru>) is the unified educational network in Russia, which forms the unique electronic educational environment for teachers, students and their parents. The project started in 2007, and in 2009, the project was launched as the priority national project "Education". "Dnevnik.ru" as the school educational network combines three modules: distance learning, management of school documents circulation, social network. Users can access the electronic grade book, student's electronic diary, media library, library of educational literature, online training for the Unified State Examination, opportunity to pass the entrance Olympiads in Russia's largest universities.

The web-site "Education web2.0" unites schools across Russia in a single educational network. Teachers hold school electronic journals. Learners and their parents watch schedule, homework tasks and grades. All participants communicate with each other within a secure social network, hold blogs and participate in contests.

In automated information systems, each technology teacher can generate information and communication environment of technological education and organize educational interaction with students.

Information and communication environment of technological education can base on the school's website. Teacher is enough to create the section "Technological education" on the school website.

Advantages of the use of information systems "NetSchool", "Dnevnik.ru", "Education web2.0" and educational sites of schools lie in the fact that these portals provide technology teacher with the ready-to-use means of communication and educational interaction.

Another possibility for the formation of information and communication environment of technological education is creation technology teacher's own educational site for technological education. In this case, the teacher may independently design the structure of educational website, choose the system of communications and information educational interaction with students.

Technology teacher can create an educational website on the following areas of technology education:

- study of the whole course of educational area "Technology";
- study of a separate section under technology or additional program of technological education;
- study of a selected topic under technology or additional program of technological education;

- realization of a game, competition, project, quizze for students to study the educational field “Technology”;
- support the project or research activities;
- training for the technology Olympics;
- realization of a virtual tour.

We organized and held the network workshop “Educational website in realization of network interaction with students while studying technology” in Syktyvkar State University. As the result, technology teachers, students and undergraduates developed the educational technology websites, which are effectively used nowadays. Some of them are presented below.

E. G. Berber, the technology teacher from Perm created the educational website “Study, think, create...” (<https://sites.google.com/site/ucimsadumaemtvorim>). The website helps to explain the new material and check its mastering, and to pay individual attention to students. The aim of the educational website “Study, think, create...” is realization of participants networking interaction in the educational process with the use of active learning methods and information technologies. The objectives of the site are the participants’ formation and development of the ICT competencies; creation the conditions for cognitive and communicative development of students; establishment and improvement the motivation for creative activities; increase the interest to technology educational and extracurricular activities. Students can learn the basic and additional technology information, strengthen knowledge by means of interactive exercises, ask questions to teacher, and publish his master class.

N.N. Novikova, PhD in Pedagogics, Associate Professor, head of the chair of automation and microprocessor technology, and A.S. Petrova, Master student in Syktyvkar State University, created the educational website “Projects at technology lessons” (<https://sites.google.com/site/proektynaurokahtehnologii/>). The aim of the educational website “Projects at technology lessons” is to organize the support for project activities in technology studies. The objectives of the site are to provide students with information about the types of projects, their structure and stages of implementation; to visualize the examples of projects; to provide an opportunity to discuss the project; to create a bank of technology projects. The target audience of the educational website “Projects at technology lessons” is basically students of secondary school. The main features of the website include are informational function (providing the quick and easy access to information); educational function (storage of methodological guidelines, training materials, links to educational resources on the website). The educational site for project activities support allows students to organize educational process in the Internet. The site structure allow a student to find the answers to his questions about a creative project.

The educational website “SATTI” (or CACTI – Commonwealth, Activity, Creativity, Technology, Information) (<https://sites.google.com/site/sattinvv/>) was designed by the authors E.G. Berber, the technology teacher from Perm; N.V. Vyatkina, the technology teacher from Syktyvkar and S.G. Neustroeva, the technology teacher from Nizhnekamsk. The aim of the educational website is realization of networking interconnection of technology educational process participants from Perm, Syktyvkar and Nizhnekamsk. The objectives are the formation and development of the ICT competencies of students, parents, educators; creation the conditions for cognitive and communicative development of students, creation the motivation for students’ creative activities. The main advantages of the educational website “SATTI” are the following: learners are active assistants in the development and contenting the site; they create and organize gaming sessions on technology; hold together the project activities; talk about their hobbies; hold master classes; solve problems; share their successes and achievements in the subject “Technology”. The website authors deliberately moved away from placing on the pages of “SATTI” the training lessons on the subject (there are other sites for this purpose). The main goal is the networking community of teachers, students, and (hopefully) parents of three schools from different regions: the Tatarstan, the Komi Republic, and the Perm Krai. The authors hope to form the groups of the most active and creative learners.

We can conclude that the educational websites as the mean and form of educational information interaction allow technology teacher to generate the information and communication environment of technological education in different directions. We believe that the information and communication environment of technological education expands the opportunities for the implementation of educational standards of the new generation, has the significant effect on increasing the motivation of students and creates conditions for active independent activities. For the effective functioning of

the environment its components must have a flexible structure and perform functions that will be adapted to the characteristics of the content and technology teaching in each school, municipality, region of the Russian Federation.

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PHILOSOPHICAL HUMANISM

AS THE IDEOLOGICAL BASIS OF HUMANISTIC EDUCATIONAL PROCESS

Abstract. The author discusses the ideas of humanism as the philosophical basis of humanistic educational process. The author reveals the essence of the spiritual philosophy of humanism, which directly determines the essential features of humanistic pedagogy and humanistic educational process.

Keywords: humanism, spiritual humanism, humanity, spirituality, humanistic educational process

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Nowadays humanistic pedagogy and humanistic educational process occupy a niche in the current problem field of scientific pedagogical knowledge and come from the ideas of philosophical humanism as the metaprincipal of scientific knowledge and socio-cultural practice. The specificity of philosophical humanism orients a researcher to perceive humanism as a "holistic paradigmatic structure with methodological, philosophical-anthropological, axiological, praxeological and sociocultural dimensions". [3, pp. 17-18]. The humanistic studies of philosophers, sociologists, psychologists, educators and other scientists formed these dimensions, which, in our view, can act as a methodological basis of humanistic educational process. Under the humanistic educational process we understand the pedagogical process, in which all parties are organized according to priority and humanistic values (humanity, spirituality, harmony, creativity, ecology). And the humanistic conditions for the formation and development of humane person (such as, his spirituality and humanity, moral qualities on the basis of humanity, humane life relationships, capable for self-actualization of his humane spirit in society) and created [4, p. 143].

Appeal to the ideas of humanism is necessary for the purpose of philosophical and conceptual justification of essential characteristic, characteristics of organization the humanistic educational process and the specifics of its results. To the beginning of the XXIth century, in the philosophical classification of A.A. Kudishina the most significant forms of humanism [3] are the prevailing emphasis in meaningful characteristics of modern humanism, the field "applications" of the basic provisions of humanism and the presence of natural features of humanism. These forms allow identifying the ideas, which make related all forms of humanism and fundamentally distinguish them from each other, and, in turn, it is necessary for understanding of their application in the field of teacher cognition and educational practice.

The supporters of soviet humanism (P. Kurtts and his associates G. Blekhem, E. Flyu, R. Braun, R. Dokins, T. Flinn, O. Deysi, B. Carr and others, V.A. Kuvakin and others) consider humanism as a system of moral ideas, established on the basis of science results and critical thinking, able to help a person to solve today's problems. Among the highest values human freedom as the condition for the internal development of human is the most important one (P. Kurtts).

Evolutionary humanism (J.S. Haksli in 40-70-ies of the XXth century and scientists: J.D. Simpson, K. G. Uordington, E. Mayr, J. Hemming, J. Burks, R. Dawkins and others; W. P. Trofimova and others) developed the idea of a unified and comprehensive evolution of man, society, culture; state the unity of mind and body, a man with the rest human life, the unity of spiritual and material, the unity of all mankind and deny the existence of absolute values, since it is contrary to the principle of ontological evolution.

Scientists, who developed the ideas of noosphere humanism (A.A. Bogdanov, I.M. Borzenko, V.I. Vernadsky, N.N. Moiseev, S.A. Podolinsky, P. Teyyar de Chardin, N.A. Umov H.F. Fedorov, A.L. Chizhevsky, K.E. Tsiolkovsky and others), recognize the need for global solidarity to save the nature of a man himself, the whole nature, the universe and to the noosphere evolution of human community. The main ideology is noosphere, based on such humanistic values, as liberty, equality, fraternity, nonviolence and integration values of the world culture and especially education.

Ecological humanism (V. Bullou, E.A. Kogay, N.V. Timofeev-Resovskii, G. Parsons and others) considers the environmental imperatives as valuable foundations of modern civilization, necessary for the preservation of all life on the Earth, including the man himself. The coevolutionary approach focuses on the interconnectedness of life and conjugation of processes in living and inanimate, social and natural worlds, and that is the basis of co-evolutionary paradigm as a paradigm of coordinated development of society and nature (E.A. Kogay).

Thus, consideration of the essence of humanity in its variations (secular, evolutionary, noosphere) can detect the natural features of the humanism, as the self-sufficiency of human nature in its own development; organic unity of man and nature, man and the human community; awareness and coevolutionary codependency, man, society, nature, space; their evolution, creative self-identity as a part of its nature; disclosure of natural development of human potentialities.

Religious humanism, developing in the ideas of domestic and foreign speculators (L.N. Tolstoy, F.M. Dostoevsky, V.I. Nesmelov, V.S. Solovyev, N.A. Berdyaev, S.L. Frank, A. Shveytser, L.I. Shestov, Teilhard de Chardin, S.T. Uayn, P. Sampson and others), has a variety of manifestations and also has a direct impact on the humanistic educational practice. The ideas of religious humanism played the role in establishing a dialogue between religions and between religion and science, religion and philosophy of humanism, in establishing a secular-religious cooperation in educational practice. Scientists recognize the need as the equal scientific and religious worldviews, and true spirituality as the faith in God, striving to disclose the image of God.

Civic humanism in Russia (A.V. Buzgalin, Yu.G. Volkov, G.G. Givishvili, V.L. Ginzburg, V.D. Zhukotsky, A.G. Kruglov, V.A. Kuvakin, G.G. Shevelev A.S. Shutov and others) supports democratic values and ideas of civil liberties and human rights, considering humanism as a worldview and practice, in which the highest value is a person (not a nation, party, class, or something supernatural); it does not recognize the barriers that divide people. Humanism seems that humanist ideology, which can consolidate the society and help solving many social problems by means of humanization. In line with these ideas the pedagogical issues are developed, they are related to the humanization of modern education, by which we mean a strong tendency to gradual and slow implementation, cultivation of humanistic principles in educational (pedagogical) process and in education as a system.

To investigate the humanistic educational process is crucial to note that in the last decade humane-personal pedagogy uses the concept of spiritual humanism (Sh.A. Amonashvili and humanistic education community). [4] Interpretation of spiritual humanism, in our opinion, may claim to independently executed and completed kind of philosophical humanism (spiritual humanism) and take the place in the classifications of philosophical humanism, although conceptually and ideologically it manifests itself in pedagogy and pedagogicsl philosophy. Supporters of spiritual humanism in pedagogy are Ya. Korchak, V.A. Suhomlinsky, Sh.A. Amonashvili. Humane-personal pedagogy of Sh.A. Amonashvili conceptually develops the idea of spiritual humanism, continuing spiritual and humanistic traditions of classical pedagogy. Key positions of spiritual humanism, as well as the other forms of humanism, historically evolved and developed, and are evolutionarily ideas, interrelated and interdependent by spirituality and humanism. We pay attention to these ideas.

At the end of the XXth century, one of the characteristics of spiritual crisis in society was “spiritual tension”, a breakthrough to the principles of human life in the border situation, and education to spirituality was one of the challenges of the modern era to a man and to a humankind [2, p. 26]. According to the viewpoint of A. Peccei, sources of crises “are inside, but not outside of human beings” and the solution to all problems “should be based primarily on changes in the man himself, his inner self” [6, c. 14]. Agreeing to these positions, we recognize that spirituality serves the resource and condition, which allow the educational process to preserve the humanity of the child, to build him a new quality, developing humanity, and pedagogy, as a science and the form of consciousness, to harmonize with the needs of man and society in their sustainable development.

The humane-personal pedagogy of Sh.A. Amonashvili, where spirituality and humanity occupy their original positions, emphasizes that the purpose of the spiritual dimension of classical pedagogy are the foundations of religious teachings, culture and morality, but it does not make the classic teaching religious doctrines, they remain bright expressed secular orientation [4]. As a sense of spirituality, assumptions in three axiomatic postulates are accepted reality of the higher world, the higher consciousness and God; reality of immortality of the human spirit and its eternal aspiration to perfection; understanding of life on the Earth as a segment of a path of spiritual development and ascension. These ideas are related to perception and understanding of a child in the spiritual world: the child is a phenomenon that is imperative in the spirit of our earthly life; it carries the mission, purpose; therein lies the greatest energy of spirit, unlimited spiritual development [1, p. 17-24]. Spiritual essence of a child is complemented by leading qualities of his earthly psychological nature: passion for development, passion to adulthood, passion for knowledge, passion for freedom [ibid, 15-16]. In the essence of holistic understanding of a child (the fullness of the two natures – the spiritual and material ones), spiritual nature is the leading one, and the child as a natural unity is the union of heaven and earth, spirit and matter of Manifesto.

Spirituality is recognized as the important spiritual dimension of human life and society. Humanity and spirituality form together: a) basic concepts of humane pedagogics (they are intertwined with each other as the meaning and the way, as the content and the form), b) quality of the educational world, which contributes to the continuous improvement of the evolutionary process of human nature; c) meaning of humane pedagogics as the theory and practice of formation of the growing human through the content and tools, developed on the basis of spiritual humanism [4, p.16-17].

Spiritual humanism comes from the fact that the human spirit is immortal; freedom is a natural condition for the development of the spirit. [4] Spiritual communion between people is a special human community; it is formed according to the needs of man in a man, which in the middle of the XXth century was singled out by V.A. Sukhomlinsky, and which, in his opinion, is above other needs [7, p. 5]. Spiritual communion asserts between people the best moral relations, reclaims and develops moral qualities in a person, develops his humanity, retains and develops the spiritual and moral health of the individual.

We must recognize that the spiritual humanism underlies the humane-personal pedagogy (or humanistic pedagogy), but its essence as the conceptual foundations of spirituality and humanity expresses broader beginning (humanistic and philosophical). In this sense, spiritual humanism is a leading essential characteristic of a humanistic approach as a philosophical, methodological approach in the scientific and humanitarian knowledge, especially in pedagogical one. Its leading ideas of spirituality and humanity make up a variety of natural features of humanism, which are known in all other varieties of humanism. Spiritual humanism as a variety of forms of humanity existence is connected with the spiritual, inner world of man, his spiritual essence and spiritual being, with the appointment of a person place or person generic human mission (to take place and be a man), and perhaps reveal the man-God. In other words, spiritual humanism has its own form of existence, which is the spiritual nature of man, his inner spiritual world, the spiritual state, spiritual growth based on humanity.

The philosophy of humanism is the main ideological formation of methodological foundations of humanistic education process, which includes the basic ideas and propositions of modern humanism as a philosophy of cognition, education, science and humanity (the term of V.A. Sukhomlinsky). Spiritual humanism, as philosophical humanism, directly determines the philosophical and ideological basis of humanistic pedagogy and humanistic educational process.

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**THE PECULIARITIES OF THE LANGUAGE IDENTIFICATION
OF THE INHABITANTS OF EASTERN UKRAINE AFTER THE EVENTS OF EVROMAJDAN
(ON THE EXAMPLE OF DONETSK, LUGANSK AND KHARKOV REGIONS)**

Abstract. The article is devoted to the peculiarities of the language identification of the inhabitants of the southern sloboghanshina after the events of the end of the autumn, 2013 – winter-summer, 2014. The functioning of Ukrainian and Russian languages in different spheres of life is analyzed. It is concluded that Ukrainian language must be protected and developed on the investigated territory.

Keywords: slobozhanshina, language identification, society, Russian and Ukrainian language, communication

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The chain of realities and events in the modern history of Ukraine has caused the next reformational turn in the forming of the civic community (where the leading role belongs just to the state), that influences peculiarities of the identificational practices of the person. In our opinion, this processes started to be the most actively traced from July, 2012, which is the time of the Law by S.Kivalov and V. Kolesnichenko «On the basis of the state language politics» assumption [5], when Ukrainian society has assembled to support the single state language, demonstrating in such way the unity and urgency of the language not only as the means of communication, but also as the marker of identity. But the mentioned processes roused Kiev mainly and were imperceptible in the rest of the regions and district centers. We are sure that Evromajdan of November 2013 – February 2014 (which was caused by Cabinet's of Ministers of Ukraine checking of the preparation process to the concluding of the Agreement about the Association between Ukraine and the European Union) has become the final factor which changed essentially the convictions and world-view of the hundreds of thousands of Ukrainian people. But its consequences became more horrible, including the annexation of the Crimea and the separatist disturbance in Donetsk and Lugansk regions.

The civic identification is estimated as the most vulnerable among the chain of the identificational factors (like language, religion, ethnic culture etc.) on the territory of Sloboghanshina. We have found several works devoted to the problems of the investigated region formation and the peculiarities of its inhabitants' ethnic complement [8; 4; 10], where the geographical (geopolitical) position of Ukraine, its great economic and human potential are mentioned among the first-rate reasons, which «have incited Russian ruling elite, including tsarist and soviet, to conduct unchangeable policy of total Russian assimilation of Ukraine» [10, c. 34].

It arose historically that from the very beginning the territory of Sloboghanshina was settled by unequal population in ethnic and social characteristics (like cossacs, workers, etc.) to have better wages working at the plants or mines. In such way the assimilation processes transforming Ukrainian people on those who put mercantilism above consciousness and dignity practically occurred. But today the population is divided into very rich (who became oilharchical and criminal clans of the region later) and very poor, who are ordinary workers and are forced to look for the most acceptable and profitable sources of income even if the job is abroad, far away from family.

It is well-known that the results of the censuses and a number of ethnosociological researches demonstrate high percentage of Ukrainian on the investigating territory. However Russian-speaking propagation, the absence of Ukrainian national idea, reduced self-appraisal turned plenty of people into marginal men, who estimate pecuniary reward first of all but not belonging to the nation, nationality, state, an opportunity to determine fate themselves. Moreover, the historical division of

Ukraine into Left Bank and Right Bank, geographical proximity of East to Russia and West to Europe also influenced the formation of people world-view. Unfortunately, just the lack of information about each other has formed a number of stereotypes among the inhabitants of the country, the division into «Muscovites» and «Banderivtsi», «ours» and «anothers», «friends» and «enemies» [4, p. 132–133].

Thus, the disposition of the region within the Ukrainian-Russian frontier, a high percentage of ethnic Russians in the complement of the urban population (which caused their linguistic, cultural dominance), continuance in the USSR led to the fact that Russian values started to be drafted on the whole Ukrainian society through the mediation of the ruling clans (who stayed the standard of behaviour and welfare for the inhabitants of the region). In such way the informational contact and interchange with the representatives of the other ethnic groups, cultures and world views in fact was made impossible.

Traditionally under the influence of stereotypes Donetsk, Lugansk and Kharkov regions are apprehended as totally Russian-speaking, though this is not true at all. The predominance of Russian-speaking element within Kharkov region is observed only in Kharkov, Chuguiv, Chuguiv and the most of the suburban Kharkov districts, occupying 9% of the regional territory altogether. Ukrainian language is the mother tongue for more than 80% of the inhabitants of the region. The situation in the North of Lugansk region is similar as Ukrainian-speaking residents dominate in its 9 districts [6]. At the beginning of the XXI century it was proved by V. M. Sklyar [10; 4, p.148]. Accordingly, the Ukrainian-speaking of the marked territories, in our opinion, is caused historically (as for the formation and settlement by Ukrainian people mainly, migration, the prevalence of the rural population's part over the urban one).

However, even under such conditions, a number of representatives of the region (according to the poll held by Kiev International Institute of Sociology on the 10th-15th of April 2014) declare the violation of Russian-speaking citizens' rights in Ukraine: 39.9% in Donetsk region, 29.5% and 24.8% in Lugansk and Kharkov in accordance [7].

After analyzing the afore-cited facts and statistics, we affirm argues that the problem of Russian-speaking population rights' violation and the predominance prevalence of the Russian-speaking element on the territory of Slobozhanshina are excogitated and inspired by the ruling circles of the region influenced by the ideology of a neighbouring state, artificial linguistic assimilation of Ukrainian, the dominance of Russian language in all spheres of social life, creation of a symbol of Russian as «advanced language» [10, p. 58; 83]. The researchers were also interested in the probable violation of the Ukrainian-speaking population rights that was completely opposed by the respondents (93.1% of Donetsk region, 90.6% in Lugansk and 93.3%, in Kharkov) [7].

As it is known, identity and language orientations of the individuals are formed in the family and educational institutions. Let's consider the peculiarities of the functioning of Ukrainian and Russian languages in educational establishments of Donetsk, Lugansk and Kharkov regions and especially in the regional centres. During the investigation V. M. Sklyar pointed out: «... the policy of Russian assimilation, holding in the Soviet period, has led to considerable strain in language sphere of education», which caused complete ejection of Ukrainian language from higher school and school system, especially in cities [10, p. 112]. In particular, «if in 1932/1933 school-year 79% of Donechchina pupils were taught in Ukrainian, in 1945/1946 year the number of Ukrainian schools have already been 66%» [12]. In Lugansk in 1935 there were 25 schools, including 22 Ukrainian-speaking and only 3 Russian [3].

According to statistics, in the 60's of the XX century only «in Kharkov there were 77 Russian schools and 29 mixed among 117 schools. In this city studied in Russian 77.7 thousand of pupils, or 87% of their general population, and Ukrainian - 11.6 thousand or 13% ... In Lugansk from 90% to 98% of all pupils studied in Russian [10, p. 125]. As a result – the prestige reduction of Ukrainian language, the transferring of universities and institutes to the Russian language of teaching [10, p. 126]. In 1989 among 1217 schools of Donechchina with Ukrainian language of studying there left only 105 or 8.7%. These were rural littlecomplete schools, where only 2.3% of pupils studied [12].

The language situation in education at the beginning of the XXI century is also disconsolate: If children can learn Ukrainian language at schools, it is impossible for them at higher school, as: "From 1058 secondary schools in the region there are only 402 with Ukrainian language of teaching, 478 are bilingual and 178 are completely Russian-speaking. The worst situation is in Donetsk, as there are only 18 Ukrainian-speaking schools, 70 with Russian language, 63 are bilingual. Ukrainian

schools are not even in all cities of Donetsk region... Since independence of Ukraine colleges, schools, specialized schools with Ukrainian language of studying were not opened» [12].

In Lugansk to 2010 at almost all schools the studying was carried out in Russian. In general, only 13 % of pupils had an opportunity to study in Ukrainian classes and 87% in Russian [3]. As for Kharkov region, in 2012 in the cities of regional subordination, as Izum, Kupyansk and Lubotin Russian-speaking schools are absent at all. There is one school in Lozova and Chuhuiv and two Russian-speaking schools are in Pervomayskoe. 51 thousand 83 people study in 93 Ukrainian-speaking schools and 28 thousand 29 children go to 53 Russian-speaking schools. There are also 35 bilingual schools with 8.7 thousand Ukrainian-speaking pupils and 12.6 thousand of Russian-speaking [2].

So, we have not the problem of Russian language functioning confinement, but not using of the state Ukrainian resulting in a complete linguistic assimilation, development of artificially generated bilinguism within the region and changing of identity. So the task of the state leadership is to form common for everybody language educational field, to control keeping to the regulations of the Constitution of Ukraine at all levels from pre-school institutions to the leaders of the district, region, etc.

In such way we can consider the opinion of the inhabitants of Slobozhanshyna about the existence and usage of single state language on the territory of Ukraine as quite natural and justifiable. This idea is supported by 47.8% of the representatives of the East. However, 47.6% of the inhabitants of the same region prefer Russian language as state one [9].

We should note that according to the results of our questioning held in 2012 the vast majority of the inhabitants of Slobozhanshina also supported the existence of Ukrainian as the only state language (619 persons (38.7%) of 1600 respondents). But 606 (37.8%) representatives supported the adoption of two official languages, and 227 (14.2%) agreed with the official status of Russian language [1]. So, the problem of situational linguistic identity and the phenomenon of bilinguism is still urgent.

However, on the one hand, it is clear that the language problem is far-fetched for Ukrainian society (which is confirmed with the afore-cited results of the sociological poll, the chain of ethnosociological investigations, especially in the monographs by V. M. Sklyar [10, 11]) and speculative for a number of political and oligarchic clans (the deputies of Verkhovna Rada, «Regions' Party», local authorities, etc.). On the other hand, the government should actively and fruitfully work on the legislative base concerning the functioning of Ukrainian language in everyday life of the society and in television and radio programs that directly influences the formation of the person's consciousness, the state international image.

During the investigation of the question of the functioning of Russian and Ukrainian languages in Slobozhanshina it is proved that they are used equivalently and Russian-speaking inhabitants do not require legislative support and protection, while Ukrainian language continues to be at the positions of no prestige (its almost complete absence in regional television and radio, printed media, state institutions). Summing up we will try to extend our results and reveal the peculiarities of the present situation on the East of Ukraine. First of all, the historical factor (the formation and colonization of the region - its ethnic and social structure), economic and geographical features of the region.

Not only the East, but the whole country is still influenced by the «values» and stereotypes of Soviet-Russian system (which is actively supported with the cultivation of the myth of the Great Patriotic War, a large number of monuments to Soviet leaders, Russian television and radio production), which defined and continue to influence the way of thinking, behavior and perception of Ukrainian people.

Though the received results certify the presence of pro-Ukrainian inhabitants, but they are passive and form the vacuum of distrust around them that is called anomie (a phenomenon when people lose their social reference point) in sociology. To our mind, the reasons for this were unemployment, alcoholism, looting, sudden change of authority (as the previous President of Ukraine was the representative of Donetsk region and many of the electors said: «Although he is the thief, but ours»), fear of the unknown European integration and so on. The possibility of losing a single market for the region, which is Russia is also very important.

Besides, for more than twenty years of independence of Ukraine state policy was not aimed at the promotion of «Ukrainian identity» (Ukrainian language, history, culture, etc.), its prestige among not only the inhabitants of the East or the South, but all state representatives. It is necessary to

develop a clear program of Ukrainization of the society providing opportunities to master Ukrainian language (at the kindergarten, school, college, university, really communicating at all studies Ukrainian, but not listening Russian-speaking teacher as it is easier for him), to get acquaintance with Ukrainian culture history (that is the task of national, regional museums, parks, etc.). The struggle with total Russification, the formation of appropriate media, which would quickly and truthfully broadcast the events to the public not only in Ukraine but also abroad is distinguished as urgent tasks for contemporary Ukrainian community.

So, nowadays new challenges appear before Ukraine, like clear definition, strengthening and protection of the state frontier; the formation of united patriotic Ukrainian society; creation of adequate financial and economic planning for all regions of Ukraine in order to secure and develop the peculiarities of each region and a number of others.

Today the territory of Slobodskaya Ukraine left unprepared for the challenges of the modern European world. First of all, as it has already been noted, it was formed historically, during the formation of the territory that most contracts were with Russia. On the other hand, Slobozhanshina was inhabited by people of different nationalities and social layers, which also left its mark on the features of the mentality. Thirdly, quite strong bending to the Soviet Union still remains. As a strong heredity of stereotypes of social consciousness of the Soviet epoch is still observing on the investigated territory and a Soviet person who always live in the same region and has not gone outside, it is hard to believe that may be better somewhere.

Therefore, the Ukrainian community and the state has a goal to build an independent democratic Ukrainian society, form and consolidate new outlook, world-view of every citizen first of all, and then the identity of the family, village, town, district, region and state as a whole.

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YOUTH SUBCULTURES IN RUSSIA

Abstract. In work a variety of youth subcultures in the Russian society is considered. The cultural choice of youth promotes formation of various lifestyles and transition to the new relations in society and culture.

Key words: youth, subculture, youth groups.

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In context of social-economic transformation of Russia the self-administration and self-organization of the citizens proves to be in demand, and not only on the individual but at the community level [6, p.71]. The first experience of self-organization is obtained in one's youth. Most large-scale self-organized systems can be considered various youth groups using subcultures resources.

Society is not homogeneous. Everyone is an individual with his concerns and interests. At the same a lot of people have similar interests and needs. Sometimes it is necessary to associate with other people in order to meet such interests and needs, as it is much easier to achieve this goal together. That is what the social mechanism of subcultures is - an association of people with the same interests, which do not contradict the values of traditional culture, but on the contrary complement to it. Youth subcultures are usually based on interests of different genres of literature, music, sports, cinema, foreign cultures and traditions. They make it possible for people to express themselves in a special way, to make friends, to find one's place in life, especially for teenagers and young people. The main role of subcultures in society - socialization of the individual.

Subcultures may vary by age, gender, race, ethnicity or social class. Features defining a subculture can have aesthetic, political, religious, sexual or of any other character. Subcultures usually occur as the opposition to the values of the broader cultural scale, to which they are related to. Subculture adherents can demonstrate their solidarity through the unusual way of dressing or behavior or specific symbols. Therefore, the study of subcultures is usually understood as a stage in the study of symbolism, in regards of clothes, music and other external preferences of subculture adherents, as well as the ways of interpretation of the same symbols, only in the dominant culture. If subculture is characterized by systematic opposition to the dominant culture, then it is determined as the counterculture – the combination of cultural patterns, standards, norms and values accepted in the social group, as opposed to the culture dominant in the society and challenging it that leads to conflicts in the sphere of culture.

Currently, the number of subcultures is growing; some of them prove itself as more bright and special, some are less. In society, there is a dispute about the "usefulness" and "hazard" of subcultures, about the positive and destructive sides of those. As in any social group, in a subculture there can be found outcasts, sociopaths, from which no association is insured. Division subcultures on "safe" and "dangerous" can be misleading. Prohibition of supposedly "harmful" movements provokes young people to rebel, because it is a natural psychological reaction for adolescents and youth. As an example we can recall the Soviet times when hippies, punks and metalheads were referred to anti-social movements. However, the importance of such kind of socialization was missed and the idea of self-organizing youth movements was lost. [8]

Because of the early age of teenagers joining subcultures, usually it is of 13-17 years, we face the problem when adults often demonstrate their unwillingness to understand this form of expression. Most of the times adults aim at suppressing such way of behavior as it does not fit the common society framework which exacerbates psychological contradiction within the young person: between the expectations of adults and needs of the adolescent. This contradiction may be followed by several options of further behavior. One of the ways out of the internal crisis is integration into the adult world, differentiation from it and the cessation of any sort of activity. Such a form of adaptation is the worst option. Internal stress, repressed into the unconscious, often leads to internal or external aggression.

The older generation tends to think that youth subcultures are accompanied by infantilism, which particularly manifests in behavior or way of dressing. And the image in the youth subculture is one of the fundamental principles. Appearance and the outfit unites people in groups and sets the boundaries between "us" and "them". There are certain attributes that manifest respect, while others cause suspicion or apprehension.

The study of spiritual needs of young people proves individualization of youth consciousness. Sphere, which obviously and clearly has no cultural and sense bearing conflicts between older generation and youth is an art. The older generation at the time was fond of different music and works of fiction. Young people have musical and artistic needs of their own. This fact causes either mutual understanding and solidarity in the positions, interests and tastes, or harsh criticism of values, which leads to the conflict.

Exploring the phenomenon of youth subcultures, scientists offer a variety of approaches to the classification of informal groups. Criterion of social orientation of I.Y. Polonsky underlines three types of groups [4]:

- ✓ prosocial or socially positive, its purpose is to benefit society (conservationists, environmentalists, diggers);
- ✓ asocial - away from the main social problems, they do not pose a threat to the society, but do not obey the general rules (punks, hippies, rockers);
- ✓ antisocial or socially negative, are aggressive.

I.U. Sundiev classifies informal youth groups on the leading motive of their activity [7]:

- ✓ aggressive, based on the sharp contrast between "we" - "they" and praising the cult of force; visibility and ease of self affirmation gives it a special popularity among adolescents, especially with reduced levels of cultural and intellectual development;
- ✓ scandalous activities provided by psychological content in the form of the challenge of the established rules, regulations, striving to stand out; external epatage – the easiest form of self-affirmation;
- ✓ alternative - is characterized by the elaboration of various ways of spending leisure time, ways of living different from the usual, recommended patterns of behavior;
- ✓ social - is aimed at solving specific social problems;
- ✓ political - is aimed at changing the political situation in the country in accordance with the ideas of the group.

There is a classification of subcultures on the leading values [3]:

- ✓ romantic and escapist, aimed at expanding the boundaries of everyday traditional lifestyle, "escape" from this world (hippie Tolkienists);
- ✓ hedonistic and entertaining, aimed at the pursuit of pleasure, entertainment search (ravers, rappers);
- ✓ predelinquent, seeking for "beautiful" life by means of criminal behavior criminal (lubers, gopniks);
- ✓ radically destructive, aimed at the reconstruction of society, the denial of existing standards (anarchists, punks).

The problem of subcultures classifications are that the subculture is a dynamic social phenomenon and that is why it is difficult to develop any unambiguous criteria or classifications. Difficulties arise from the fact that subculture is an unstable and inconsistent phenomenon, there are constant changes in values, changes of behavior of the participants, integration with other subcultures or separation into smaller groups. Also, despite the attempts of the youth to create a group autonomy there is a constant influence on the subculture that takes place through the media and socio-cultural factors.

In Russia today, there are many subcultures: the hippie roleplayers, bikers and many others. The most ancient, but still existing subculture is hippies. Their crew is heterogeneous, in the first place it is creative youth: musicians, artists, poets-beginners. Their appearance is often sloppy. Distinctive attributes are: long hair, a headband and selfmade bracelets on their hands - "baubles", the color of clothing is mostly light, but not flashy. Hippies are unwarlike, they tend to be pacifists. One of their first slogans was «Makelove, notwar». (Make love, not war). Typical disregard for material possessions, such as money and expensive things.

In the culture of youth of 90th there is a new movement that appeared - Tolkienists. Tolkienists and all roleplayers (fans of role-playing games) were originally part of the subculture of hippies, but their movement has grown so much that they began to include many non-hippies. Tolkienists – are

fans of the famous English writer and philologist John Ronald Reuel Tolkien. Tolkienists get used to this world, imagining themselves its inhabitants. Hence the unusual patterns of behavior in everyday life take place. In consequence, the range of role-playing games has expanded and included works of other science-fiction writers, as well as historical storylines. Roleplayers have separate as an organization, although their attributes, values stayed close to Tolkienists'. Due to the development of computer games, roleplayers' and Tolkienists' subcultures develop particularly dynamic.

Such subculture as punks is opposed to hippies to some extent. External features are: hairstyle "mohawk", preferably torn, dirty clothes, fixed with pins and chains. "Hardrock" is preferred as a music style. Also the disregard of material values is quite typical, but unlike the hippie, punks are quite aggressive and are considered to be anarchists.

In the skinhead subculture or skins distinctive features are considered to be: completely shaved head, army boots, camouflage pants or jeans. Their ideology is extremely aggressive nationalism and racism. They are characterized by frequent fights and beatings of other minorities.

Bikers have features of their own: long hair, usually tied in a ponytail, a kerchief on the head - "bandana", beard, leather jacket, cowboy boots. Musical style - hard rock. The main ideology of bikers - motorcycles. They are passionate about machinery. There are no age limits in these groups, bikers can be both young people and adults, socially-successful people.

Metalheads look like bikers. They also prefer the black color in clothing and symbols. Their subculture developed, mainly because of the musical preferences in the style of "metal". It is classified in three main directions: thrash, doom and dead. At present stage classification is still developing. In some ways they are similar to punks, but without any contempt for material things.

In recent decades, public attention is attracted by hackers. The basic structure of this subculture - students of technical universities, students of high schools specialized in physics and mathematics studies. They are computer freaks.

Football fans as a specific subculture requires special treatment by society and law enforcement officers. These are huge youth associations, their main function is to whip up the stadium, to organize the reaction of fans. In aggressive manifestation they are ready to command and be in charge of "military actions." They are well-known in many countries by their fights with hostile team fans and police teams.

Roller skaters - rollers show peaceful forms of physical activity. They can be identified by colored patches on her knees, protective gear: knee pads, elbow pads. The main ideology - rollers. Skateboarders have similar activity - skateboard rides enthusiasts. Their ideology and appearance similar to rollers'.

Anime subculture has been developing in Russia since the early 2000s [5]. It was formed of youth enthusiastic about anime - Japanese animated series. Characterized by the study of Japanese anime or manga (Japanese comics), collects figurines of favorite characters, costume play - costume games, presentations. Casual look of anime fans has no specific features, most likely it is not that important. In Russia, this subculture is gaining momentum, but it is quite widespread. Many cities arrange anime festivals, which are attended by people of different ages and professions.

Currently, the number of subcultures is actively growing. There are a lot of both developing and fading subcultures such as: emo, goths, chelkastye, hipsters, they have both similar and different features, characteristics and ideology.

There are various collectors – numismatists, phalerists, kalamofils (feathers collectors) and peridromofilists (railway tickets collectors) who enrich the field of subcultures. These interests may accompany all life of a person, but they start off in one's youth.

Currently, the variety of subcultures provides youth with the cultural choice and promotes diversity of lifestyles that support the balance of the cultural field through the divergence and convergence of groups' interests. [1] Subculture cannot fully determine the individual's behavior or personality traits. People within one subculture can be totally different in character, behavior, attitude to social life. A lot of youth movements contribute to a variety of subculture formations of different functional and ideological orientation, this way a transition to a new system of relationships gets realized. [2]

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FUNDAMENTAL ATTITUDES OF THE AUTHOR'S THEORY OF CONVICTS' SELF-CORRECTION ON THE BASIS OF SELF-DETERMINISM

Abstract. Some attitudes of the author's theory of convicts' self-correction worked out on the basis of self-determinism are presented in the article. A system of principles, essential mechanisms and conditions of convicts' self-correction are brought forward therein too.

Keywords: convicts, convicts' self-correction, based on self-determinism theory of convicts' self-correction, intellectual and ethical development of a person, functional competence

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Main part of the convicts placed in correctional facilities (CF) in various countries of the world includes adult persons. That's why, in our opinion, their correction may be based on self-correction only.

Self-correction is purposeful, specially organized and meaningful for a convict activity, which consists in realization the necessary of positive changes by individual, in development of abilities and positive qualities of a person and overcoming the most peculiar to convicted criminal negative features in result. Creation of certain social and pedagogical conditions, sufficient professionalism and humanity of CF-staffers and other people taking participation in the process of law-breakers – all this is assumed.

Research of considerable massive of theoretical working-outs, reports from sites, of many years direct work of the author with imprisoned persons have shown that in concern of self-correction convicts are either left to themselves, or they are stimulated from outside (that is initial impulse comes from CF-staffers/workers, volunteers, convicts' relatives, other persons). Considerable part of convicts in prisons mean themselves have been suffered from justice, so any of them plays a role of customer of penitentiary services (for taxpayers money). It makes fixed such key feature of convict as parasitical position and it is quite opposite to expecting behavior of adult person when he/she is out of prison. In their turn, CF-staffers and other subjects of correctional process happen not to be ready to motivate urgently convicts to self-correction. As effects we have authoritarian level of CF-staffers rising, not very successful professional activities, professional distortion, negative changes of personality, dissatisfaction with life, alcoholism, etc.

All said above let us suppose that from pedagogical viewpoint existing approach to convicts' correction doesn't prove itself. The situation is changing to the worst by such factor, as practically from 1990s we have not special theoretical workouts regarding self-correction of adult imprisoned convicts.

The subject of our research work, which happened to be of many years and of large-scale type, has been determined by the lack of proper theoretical workouts though they have been needed greatly, and this subject looks like a humanitarian and educational system of convicts' self-correction, which is built on scientific fundament to make possible forming of self-dependent, initiative and responsible personality of convict on the basis of reflective self-understanding as well as working out effective mechanisms of active vital and social position.

Importance and actuality of considering problem were used as basics in a time of choosing the subject of the research: Humanitarian and Educational System of Convicts' Self-Correction. More than 4 thousands persons took part in the research – imprisoned convicts, CF-staffers, volunteers.

The very essential conclusion of the research work is such idea as self-correction is possible only on the basis of self-determinism.

Self-determinism is considered as the ability of human being to be the cause of own decisions and actions, that is the ability to determine own decisions and actions.

The author's theory of self-correction on the basis of self-determinism is supported by several postulates.

1. It's impossible to correct adult person until this person makes a decision he/she should be corrected, so adult persons correction is essentially self-correction. Thus, self-correction has to be included in entire process of correctional facility, and it should be propagated from the first moment a convict entered CF.

2. Within penitentiary institutions self-correction is built, basically, on principles, which are determined by juridical norms (principles of lawfulness, humanism, democratism as well as principles of systematic character, accessibility and universality) and pedagogical appropriateness (purposefulness of self-correction process, combination of pedagogical guidance and initiative self-dependency of convicts, functional responsibility of subjects, entire collective, positive social perspectives).

Besides, there is a system of special principles:

- group of principles directed on creation humane environment in CF (principles of cultural conformity, righteousness, positive fundamentals, tolerant climate, dialogization, anesthetization, functional competence of correctional process subjects and principle of professionalism regarding CF-staffers;

- group of freedom conformity principles (freedom conformity, free choice and self-determinism);

- group of frame-like principles or principles of restriction and reaction (combination of exactingness and human and just relation to convicts; principle of adequate reaction also);

- group of andragogical principles, bounded up with three levels of self-correction (principles of self-depended learning priority, value and sense orientation of learning, orientation on practice, principle of competence, principles of developing and educating character of learning, of simultaneousness, of literacy and competence providing, standard didactical principles of accessibility of materials, of visualization, principle of gradualness and so on;

- group of didactic principles of learning materials and self-correction programs construction (competent and modulated approach as well as technological one, principle of propaedeutic approach).

3. Process related part of self-correction consists in development of three levels of self-correction (cognitive, active, personal) in conditions of CF environment, which is defined by certain indications as well as by competence of all subjects of correctional process in area of pedagogical basics of self-correction.

Understanding (cognitive level of self-correction) and applying (active level of self-correction) should lead to formation of convict's own confidence in rightness of chosen course and ethical standards. Thus, a one who started self-correction has to form steady opinion regarding self-correction is rather useful for him and it has peculiar profits, while further morals look like certain values for him (personal level of self-correction).

4. Entire correctional process presumes to a greater degree to create the conditions, inclining convict to make self-determined decision to start his/her own correction, then to implement this decision and to accomplish successfully the process of self-correction. We ought to notice that regarding the work with convicts, accent is moved from outer stimulus to keep law-obedient type of behavior to rising of importance of the life of specific convict, which is ethically oriented and of full value type, as well as to rising of his understanding of normative tongue (especially in the area of ethics). Just during this time the subjective determinants (factors) are taken into account, and we pick up as such factors positive personal resource and wish of positive change of life perspective as well as subjective showings of self-correction (awareness and recognition of own causality, that is a person is a cause of his/her deeds and life, including correction of own selfishness); seeing him- or herself as ethical person in greater degree because of really ethical deeds made by self; strengthening own confidence in purposefulness of ethical modus operandi; rising the level of personal dignity.

5. The essence of self-correction consists in intellectual and ethical development of convict's personality, and we consider it as purposeful process of forming moral standards of a convict by development his/her intellectual sphere aimed on formation of pro-social orientation of individuality. As pro-social orientation of individuality we understand the integrity of steady motives, ideals and beliefs, which orient conduct of this convict to be socially approved independently of current situations, and also his/her description from the viewpoint of such undertaken activities as socially useful initiatives, actions, deeds and whole life.

6. The inner mechanism of self-correction is such as increasing of functional competence of convicts. Functional competence of a convict is certain level of skillfulness, which makes this person able to apply self-determinatively and with awareness all his/her knowledge in the practice of social relations and correctional activities, to execute his/her functions in the way to get necessary effects. This consideration is based on noticed correlation of functional incompetence in the area of ethics and criminal behavior. Let us say that correlation of criminality and educational level was traced in penitentiary science [5]. However, committing crimes by corruption addicts, many of which have not only diplomas of higher education, but even academic degrees, makes possible to define this correlation as of criminal cast turn of mind and level of understanding language (normative sense of words), especially in the area of ethics. In present time such conclusion turns more and more obvious, though as early as in 1960s philosopher and humanitarian L. Ron Hubbard traced the correlation of understanding words by a person and his/her ability to do right and vice versa.

7. During self-correction not only just negative personal features (a person may be hot-tempered, yet this person may not be neither criminal, nor convict) are making overcome, but really key personal features of convicted criminals. As key personal features we pick up the following: alienation of moral standards, low level of responsibility, distorted/of criminal kind exchange with other people and society, alterations in intellectual processes, low level of functional competence in the area of ethics, low level of personal dignity. Overcoming these things should be visible both for convict himself and for others in his/her environment, including those who are not professional staff members of penitentiary system.

8. Social and pedagogical conditions, which are necessary for self-correction, may be provided either by staffers or another persons, having certain competence, which includes, along with professional skills, humanitarian attitudes, ability to organize pedagogical communication, free choice situations and success situations, and also to organize one way oriented efforts of all subjects of correctional process as well as to heighten the level of learning ethical values, which must be learnt by convicts while servicing sentences.

Incidentally, let us stress that staffers do not understand the sense of such phrase as "to work with convicts". The phrase means: not only deal with something, but to learn systematically, to educate some one etc [3, p. 629]. Consequently, their activities (regarding convicts' correction) are of pedagogical kind. However, the author's experience of cooperation with CF-staffers during many years shows their pedagogical component of professional competence as the last formed.

In whole, penitentiary system, acting as state institution, realizes important mission in a sort of "last instance": to correct a convict, to turn wrongdoer back to life and to help him/her to be again not only law-obedient member of society, but also socially useful one, who makes contribution in development and prosperity of a state and takes his/her part of responsibility for a country.

However, positive changes of person are quite impossible, if individuality is not interested to get such changes and is not active at all to run proper process. So we think that correction of convicts is possible only by their self-correction in specially created conditions and on the basis of self-determinism of each of them.

Theory of convicts' self-correction on the basis of self-determinism may be seen in details at the author's personal web-site [4] as well as results of experimental work, approbations and implementations of our workouts.

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PRINCIPLES OF FORMATION THE COMMUNICATIVE-DISCURSIVE CULTURE OF STUDENTS – FUTURE FOREIGN LANGUAGE TEACHERS

Abstract. The author discusses the development and implementation of specific principles, which are the basis of the formation of communicative-discursive culture of students. The author offers particular methodological principles, which form the integral system and improve the effectiveness of the research process implementation.

Keywords: principle, communicative-discursive culture of students, principle of multiculturalism, principle of “other dominant”, principle of contextual authenticity, principle of facilitation, cognitive-social principle

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The modern studies show that the process of mastering the language and culture is very complex and it is based on the native culture, serving the connecting element between the individual and the study of the foreign cultures. Therefore, vocational and educational training of university students (future foreign language teachers) currently takes place within the culture mastering. One of the directions is to educate the perception, analysis, understanding and creation of discourses – speech products, accumulating the text and extra linguistic factors, associated with communicant of foreign language culture.

In our study, we attempted to solve one of the most important problems of the modern higher pedagogical education – the problem of increasing the effectiveness of vocational and educational training through the formation of communicative discursive culture of future teachers. To solve the problem we carried out with the main provisions of cultural science education and its problem-semantic fields, in which we identified the hotspots of potential qualitative growth of the studying object – the holistic educational process in higher education. One of the key issues is the adoption of the culture of the teacher as the socio-cultural value and fundamental reorientation of higher pedagogical education with regard to the principles that are declared in the regulations of higher and postgraduate education.

Principle in the generalized sense is the main assumption of any theory, doctrine, science, philosophy (3, p.1071). Principle should have the deep and detailed scientific justification (express the way of achieving socially important objectives based on the objective laws) and have the generalized nature (to be applicable to the study of any situation in this area). In modern pedagogical science, principles are viewed as a starting point for constructing educational activities. Depending on the direction of pedagogical activity, we highlighted the different principles.

After V.I. Zagvyazinsky, we understand principle as an instrumental expression of a pedagogical concept in terms of activity; methodological reflection of the perceived laws and regularities; knowledge of the order, essence, content and structure of training, expressed in a form that let them use as a regulatory codes of practice [1]. The important fact is that each principle regulates contradictions of private resolution, arising in the course of training, and the principles interaction regulate its basic contradictions.

Understanding of the principle as an expression of the pedagogical concept and methodological reflection of the perceived laws and regularities is correspondent to the general rules of academic work, due to the needs of society. We are not interested in this interpretation. The main essence of a principle is seen in his understanding as knowledge of the order, essence, content and structure of training, expressed in a form that can use them as regulatory codes of practice. Therefore, this definition is the basis of the isolation and characterization of the principles of formation the communicative-discursive culture of future teachers.

Principles define the strategy and tactics of practice in the studying area.

The principle of multiculturalism

It reflects the fundamental properties of culture and education in their relationship and requires the ability of education to express the variety and diversity of culture, to reflect the culture as a complex process of interaction between all types of local cultures, and create conditions for the emergence of cultural tolerance between the subjects of the educational process [2]. The essence of the principle of multiculturalism is that it helps to preserve the variety of cultural values, norms, patterns of behavior and forms of activity in the educational systems, provides the possibility of forming the multiidentical personality.

In shaping communicative-discursive culture the principle of multiculturalism means the formation of the future teacher personality, based on cultural identity in terms of cultural dialogue, relevant to understanding the cultural diversity of modern societies, and the inevitability of cultural differences in people, the existence of different types of discourse. The important point is students' subcultures, which together with the culture of native country and the other culture form multicultural educational environment. The implementation of the studying process based on the principle of multiculturalism implies the natural following to the traditions of the native culture of future teachers; the introduction of the innovative field of cultural interaction (dialogue (polylogue) of cultures based on certain discourses); the creation of new, more complex cultural realities and constant socio-cultural interaction.

Principle of "other dominant"

The principle implies the adoption of subject-subject position by a teacher, the selection and implementation of pedagogical activities in this mode, interactive form of communication with the creation of situations openness, partnership for joint cultural and creative activity. Subject-subject position is focused on the other person, "dominant is the other person" (A.A. Ukhtomsky), it is characterized by modifying unidirectional pedagogical action to the interaction.

For determining the specificity of the principle, we should note the main provisions (the list may be supplemented), in which the formation of communicative-discursive culture of future teachers flows in subject-subject mode, from the standpoint of "other dominant". The investigated process matches these characteristics, if:

- It promotes cultural and subcultural self-determination and cultural identity of the future teacher in terms of dialogue between cultures (native and foreign), based on openness and cooperation with the teacher;
- Provides the system of cultural functions, including the function of broadcasting the foreign culture experience in the dialogue of students and a teacher;
- Promotes the disclosure of personal culture of each student and its growth through the processes of enculturation and acculturation because of co-curricular activities.

"Other dominant" principle is considered from the standpoint of cultural science education as a principle, according to which high school teacher must master the technology of pedagogical communication, pedagogical improvisation, techniques and methods of realization the educational and scientific activities of students, technology of professional self-control. Therefore, the implementation of the principle in the formation of communicative-discursive culture implies diverse, divergent cultural patterns of education and their free choice by future teachers.

Principle of contextual authenticity

It is regarded as one of the basic principles of communicative teaching based on situation, which is understood as a dynamic system of social-status, role and moral relationships and that is the universal form of the implementation of the learning process of intercultural communication. Conceptuality involves correlation of speech utterances with the interrelations, which the communicants enter. In the modern pedagogical science, authenticity is seen as unadjusted, naturalness of the proposed situations, their proximity to the real foreign culture communicative situations.

During the formation of communicative-discursive culture, the principle of contextual authenticity involves the selection and modeling of communicative situations, adequate to the experience of the cultural practices of future teachers in the aspect of intercultural communication, as well as the maximum correlation with the realities of discourse and foreign cultural norms of authentic communication.

The principle of facilitation

(incentives and exemptions)

Under the facilitation (from English “facilitate” – to promote) means the increasing of speed and productivity of human activities due to updating the image in the mind (perceptual representation) of another person (or group of people), acting as an opponent or an observer (2, pp. 158-159). It is now established that the occurrence of the phenomenon of facilitation depends on the nature of the tasks, gender, age, status, and other characteristics of the subject, as well as its relationship to the present people. The facilitation phenomenon is taken into account in the pedagogical process, when a teacher wants to stimulate the activity of a student, group or class. The modern pedagogical science has the concept “teacher-facilitator” – teacher, working in the paradigm of student-centered pedagogy and guided by the settings, as the openness of his own thoughts, feelings and experiences; encouragement, trust as an expression of personal inner confidence of teacher in capabilities and abilities of students; “empathic understanding” (vision of student’s behavior, his reactions, actions, skills).

The principle of facilitation in the formation of communicative-discursive culture of future teachers determines the strategy and tactics in the management of the learning process and means stimulation and release at the same time. It is implemented through the interaction of students and teachers in person-centered model of humane pedagogy and psychology on the basis of co-management, openness, creativity, making contacts for individual perfection, release of “plastic qualities of a person” by means of suggestion. The principle of facilitation enables expanding the boundaries of freedom and responsibility of the educational process participants in practice.

Cognitive-social principle

Cognitive component of the principle receives nowadays the complete theoretical basis and it is allocated as an independent principle, which is based on the regularities consideration of cognitive process of mastering a language and consideration of characteristics of mental activity of students. The essence of cognitive principle is to organize the educational process in the way, when the formation of a concept (linguistic knowledge) at the stage of understanding the new fact matches the natural way of knowledge, inherent the human psyche. However, the cognitive principle does not fully reflect the patterns, selected by us, so in line of our study we single out the cognitive-social principle. The essence of it is in the conceptualization of linguistic knowledge in terms of intercultural communication, taking into account the social dimension of interaction. The social aspect of this principle can be united with psychological aspect, and it can be considered as a socio-psychological model within the suggestive dialogue.

The formation of discursive-communicative culture of future teachers on the basis of cognitive-social principle involves the realization of linguistic communication within the community of individuals in the co-management regime. Cognitive-social principle is realized by future teachers in the process of structuring the different types of communicative activities, in choice of variable cognitive techniques (strategies): metacognitive techniques (planning, self-correction, self-esteem, etc.), cognitive techniques (repetition, classification, guess transference, etc.), social techniques (cooperation, etc.) and affective techniques (emotional control, etc.).

Therefore, the developed principles of communicative-discursive culture of future teachers help to streamline the theoretical and methodological problems space of the studying problem, to reveal the essential characteristics of the process, causal relationships and praxeological aspects of its operation. The principles are promising for implementation in the higher educational process in the field of vocational training of future foreign language teachers.

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THE ALGORITHM OF SOLVING CREATIVE PROBLEMS AS THE INNOVATION IN NATURE AND SCIENTIFIC SUBJECTS TRAINING

Abstract. The author describes the use of methods for the formation of technical creativity scientific thinking of high school students and students of professional educational organizations. The author views the theory of inventive problem solving based on the algorithm of inventive problem solving (ARIZ) and simplified algorithms of creative tasks, which absorbed the basic steps of ARIZ.

Keywords: TRIZ, creative pedagogics, open-type tasks, KIP

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Nowadays innovations in pedagogy are aimed at avoiding the reproductive scheme of students' cognitive activity at every level of traditionally established educational system, including school. The difficulty of avoiding the reproductive scheme in pedagogical practice is related to the false step, which researchers make, while choosing the investigation object. This fact entailed the grave methodological mistakes and later – the mistakes and miscalculations in the mass teaching practice. According to A. Novikov, for a long time the subject of didactic and methodological research was the formation of knowledge, skills and abilities, and "...it was the biggest blunder of all native pedagogy".

That is why, the large number of emerging innovations in modern pedagogy is justified, and its positive impact on the educational level of students is the goal of innovation. One of the innovations is the use of technical creativity methods, which form the natural and scientific thinking of high school students and students of professional educational organizations.

The key point in technical creativity is the theory of inventive problem solving (TRIZ or TIPS), based on the algorithm of inventive problem solving (ARIZ). The algorithm defines the sequence of actions with problem solver tools and includes 9 large parts, 40 steps, 44 notes, and 11 rules.

Classic ARIZ is intended for engineers, who know the general ideas of TRIZ and the laws of natural sciences. Therefore, the use of ARIZ for solving problem situations, which do not belong to the technical world, is problematic. There are simplified algorithms of creative tasks, which include the basic steps of ARIZ.

As the industry, TRIZ has the stage of procurement of raw materials for future solution – the analysis of the problem situation and identification of its components, their properties and the extent of their use. In industry, the image of the future product sets a "drawing". In TRIZ, the ideal final result (IFR) is the image (the ideal model) of future solutions.

Each industry has a place of raw materials transformation into a new product. In TRIZ, the steps of decision receiving algorithm perform this function.

In any shop, there is quality control of a manufactured product and total quality management system. TRIZ also have quality control solutions. G.S. Altshuller speaks of "the beautiful solution", "the strong solution". In the seventh part of ARIZ there is the check of the solution quality. The main contradiction should be eliminated practically "without anything". Identification and use of available resources (time, space, matter and energy, composition, structure and properties of objects) provide closeness to the ideal solution.

In the ninth part of ARIZ there is the analyses of the course of solving the problem, aimed at improvement of the decision-making process. The master of TRIZ understands the historical rule of human displacement in the production system:

- First, as a source of energy for propulsion of the tool;
- Then, as the source for the machine-gun commands;
- Finally, as a source of random solutions by the algorithm, accumulating the minds of many generations of engineers.

We affirm, TRIZ is an intellectual technology for solutions production in any field. Here are the main components of the "production process", carried out by a trained specialist:

1) section of "raw material" blanking – analysis of a problem situation, identifying the existing and missing components, as well as defects in them (in TRIZ terminology "adverse effects" and contradictions);

2) section of "design" of the image (model) of future solution – Ideal final result (IFR);

3) section of solution production from the components of the situation of resources, opportunities, existing in the system and around it;

- 4) section of quality control of obtained solution by using the laws of technical systems;
- 5) section of improvement of the production solution process.

Thus, the classical ARIZ, proposed by G.S. Altshuller, is intended for engineers, who are familiar with the general ideas of TRIZ and the laws of natural science disciplines. Therefore, the use of ARIZ for solution the problem situations, not taken from the engineering world, is difficult, and the development of ARIZ can be regarded as the highest stage of TRIZ application in practice [2-4].

There are simplified algorithms for creative tasks, which have incorporated the basic steps of ARIZ. [5]

Among the simplified algorithms of creative tasks we can consider the algorithm, consisting of ten steps. To solve this algorithm we should answer the following questions.

1. What is the ultimate goal of solving the problem?
2. What should be the ideal final result of the goal?
3. What can hinder the solvation?
4. What causes the hindrances?
5. What could be the ways of solving the problem?
6. What is the power to solve the problem?
7. What typical methods can be used?

If there is no solution after six steps, you need to search the parameter, negatively affecting the receipt of acceptable solutions, and choose it from the Altshuller tables of resolving contradictions [6].

Steps from 8 to 10 are used for the application of methods, which solve the physical contradictions, and system operators.

Thus, the simplified algorithm for solving the creative problems (as proposed above) can be used for targeted scientific thinking forming.

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THE ROLE OF THE CHAIR OF PEDAGOGY IN REALIZATION THE STRATEGY OF VOCATIONAL AND EDUCATIONAL TRAINING OF MEDICAL UNIVERSITY TEACHERS

Abstract. The authors present the activities of the chair of pedagogy at the specialists training and retraining department in Rostov State Medical University on the implementation of the modern approaches to the functioning of the system of continuous education and to the solvation of the problem of vocational and educational training of specialized universities teachers.

Keywords: continuous education, further education, professional standard of university teachers

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The scale and pace of modern transformations determine the necessity of the society in the knowledge, and the higher education and researches act as the essential components of cultural, socio-economic and environmentally sustainable development of human, communities and nations.

In this regard, the grandiose tasks, requiring the most radical transformation and renewal, stand before the actual higher education [1].

The new approaches to education define the following trends. Knowledge is seen as capability for the effective actions. It can be described as the principle “I know how it works”. The next trend is the need in “workers, who can update their knowledge” or “workers, who can study”, but not the workers, who just use the already obtained knowledge. The term “competence” is a set of general and subject-specific skills for effective use of knowledge, obtained from different educational disciplines and in different professional areas, as well as the ability to solve complex problems. In addition, skills and competences of the teacher changed – from the knowledge delivery to students to creation the effective learning environment, tied to real-life situations, and engagement of students in the active collaboration for knowledge development and for the research community. The learner is the subject of activity, along with a teacher, and his personal and professional development serves as one of the main educational goals. Scientific (academic) information serves as a mean of activity realization, but does not serve as a goal of education. In this regard, high school teachers, including medical branch, must be integrated into the new system of education, master new technologies, improve their professional and pedagogical competence. Competence requires constant updating of knowledge, use of information for the successful solution of professional problems at the concrete time and under concrete conditions.

Based on appropriate training programs, designed to arouse the interest of teachers to didactics and mastery of progressive teaching methods, to deepen their psychological and pedagogical knowledge, the improvement of teaching skills is the essential element for higher education institutions. In professional competence formation, the current Russian system of supplementary education for training and retraining of specialists plays the important role.

Transformational processes in medical education are closely linked to the introduction of modern industry standards of medical education and introduction of licensing and certification system of specialists. The development of supplementary education and creation of the effective system of incentives and conditions (infrastructure) for constant training and retraining of specialists for all economically active population become a key task in the field of education. The described problems require the revision of the contents of medical education and the development of new scientific and pedagogical approaches, including training of teachers of medical universities.

Complexity of the problems and the process of modernization of health and medical education requires the systematic approach. The chair of pedagogy at the Specialists Training and Retraining Department in Rostov State Medical University is ready to fit this process and solve complex problems, facing it. The problems are implementation of innovative strategies to higher vocational education, which tend to raise the level of professionalism and expertise of specialists, capable of ensuring the efficiency and competitiveness of the university and creation and improvement of the pedagogical culture and professional competence of teachers in medical universities. Activities of the chair of pedagogy are aimed at improving the quality of psychological and pedagogical training of teachers in Rostov State Medical University in the context of solving the staff problems in the industry.

The chair of pedagogy has long-term prospects for growth and development in the implementation of the strategy of the Rostov State Medical University. However, the major priorities of functioning and development of the chair are the next [2].

- providing the quality psychological and pedagogical training of the teaching staff for the continuous professional medical education through the use of innovative technologies in the educational process of higher medical school;
- integration of scientific, educational and research process in order to create academic trinity as the basis of quality education;
- development of network relationships between medical educational institutions of various types: Medical College – Medical university –Retraining Department;
- development of scientific and educational center of the chair of pedagogy as a center of knowledge and innovation;
- formation of teacher retraining system in programs of thematic improvement of teachers in Rostov State Medical University and medical colleges, conforming to the requirements of the system of additional vocational training;
- modernization of training system and professional retraining of students of the department in the light of modern information and communication technologies in education.

In its activities, the staff of the chair of pedagogy focuses on the following tasks:

- Control and monitoring of the quality of education and as the result – realization of correctional actions;
- Development of methodological infrastructure of the educational process, based on the principle of individualization of adult learning, creation of educational, methodological and e-learning resources;
- Introduction of new methods of teaching and working with students of the supplementary education;
- Development of projects, concepts, scientific and methodological support of educational process;
- Development of creative interdepartmental relations within the university and the departments of universities-partners;
- Development of researches on topical issues of continuing medical education and strategic management in medical education;
- Creation of temporary scientific and research groups, internship sites for teachers of medical colleges and universities of the South Federal District and colleges of the Rostov Region;
- Alignment of the technological platform as a communication tool, aimed at intensifying the efforts for development the advanced educational technologies, innovative resources for research and development for issues of continuing professional education;
- Formation of scientific space for exchange of professional experience and the results of research activities, other scientific and professional data and various important resources;
- Creating conditions for training teachers of medical colleges and universities of the South Federal District and colleges of the Rostov Region on topical issues of psychological and pedagogical theory and practice of continuing medical education.

Within the activities, the chair of pedagogy provides the following:

- Generalization and promotion of professional retraining experience of Rostov State Medical University in the open educational environment of the South Federal District;
- Formation and development of distance learning system for teachers of medical universities and medical colleges of the South Federal District and colleges of the Rostov Region;
- Presentation of the chair activities at the regular training, methodological and scientific journals and publications of various levels;
- Organization of scientific and practical conferences, roundtables, pedagogical meeting on problems of modernization of medical education and health care;
- Organization of networking interconnection with branches of UNESCO chairs in universities of the South Federal District (chair of pedagogy is a branch of the UNESCO chair).

It is important to note that the processes, occurring in the world, new demands of society and labor sphere to a professional, necessitate each person to update his knowledge and skills throughout the life. In the field of adult education the combination of continuous education principle and the continuous studying principle were proclaimed for creation the learning society, i.e. teaching and learning, education and self-education, when not only the State, but the person also, are responsible for the development of educational processes. Continuing education is presented as a social and state system, which provides the implementation of the principle of continuity of education in society, and as an internal process, accompanying the formation of the subject, based on learning throughout life. At the same time in relation to human life, it has two main functions: professional and personal development and adaptation to changing conditions. Adults face the prospect of learning throughout life in order to ensure their full integration into the global knowledge society. The activities of the chair of pedagogy aims at solvation the identified problems and the implementation of modern approaches to the functioning of the system of continuous education.

Discussions in the scientific community about the project of professional standard to the teaching staff of the institution dictated timeliness and relevance of the need for vocational and educational training of university teacher. The multifunctional regulatory document defines the requirements for the qualification and competence of a teacher of educational institution as set of the structured activity characteristics. The goal of developing the professional standard are the following:

- Establishment and maintenance of uniformed standards for the content and quality of services;
- Certification and qualification evaluation.

Pushing the boundaries of teacher's freedom, the professional standard simultaneously increases its responsibility for the results of his work, requiring to qualification and offering evaluation criteria.

Summarizing, we can say in terms of the strategy of innovative development and modernization of education, the transition from periodic training of university teachers for their continuous education through the creation of the unified system of additional education of higher education teaching staff is actual nowadays. As the source of professional and pedagogical training of teachers, renovation of specialist knowledge throughout life, the institutions of additional professional education should systematically take into account the trends, emerging both in the labor sphere and in the fields of science, technology and economics.

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METHOD OF TEACHING NANOTECHNOLOGY FOUNDATIONS TO PRIMARY SCHOOL CHILDREN IN SUPPLEMENTARY TECHNOLOGICAL EDUCATION

Abstract. The author discusses the introduction of new content of nanotechnology in supplementary technological training of primary school children. The author shows the results of the experimental testing of the developed technique in terms of supplementary education and provides information on the possibility of organizing research activities of younger students and participation in competitions at various levels.

Keywords: cognitive activity, supplementary technological education, nanotechnology, scanning probe microscope

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The development of modern (high, "high-tech") technologies, such as the creation of new materials (composites, semiconductors, optical fibers), electronics and optoelectronics, based on the developments in the fields of nanotechnology, solar energy and photosensitive semiconductors, aerospace, digital, nuclear, medicine and biotechnology, provide the prerequisites for corrections the school technological education.

The State noted the significance of the study of modern technologies in the educational process. In November 2009, the Russian President Dmitry Medvedev in the annual address to the Federal Assembly of said, "The main task of the modern school is to disclose the abilities of each student and to bring up the person, ready for life in the high-tech, competitive world" [4]. The decree of the Prime Minister from October 20, 2010 approved the State Program of the Russian Federation "Information Society (2011-2020)", which aims at "improving the community preparedness and business to the opportunities of information society, including training of modern information technology" [3].

The survey of subject teachers of secondary schools and institutions of supplementary education showed the desirability of studying the issues of modern technologies. The results of the survey are the following:

- 96% of teachers believe the study of the question is necessary and timely, and note that it will help to increase the interest and knowledge of students in scientific disciplines. But now teachers do not have the content and methods for teaching these issues;
- 78% of learners believe the study of the foundations of modern production is necessary to further professional orientation;
- 90% of schoolchildren are interested in modern technologies and their prospects.

Currently, the educational area "Technology" at school curriculum examines the traditional objects for material processing: machines and materials for woodworking, sewing equipment, textile materials, etc. With the development of modern production facilities, we propose to change the objects. We offer to enrich the educational environment by the new resources to develop the cognitive activity of students.

Under the new resources and objects of study, we understand the following: increasing daily flow of information; computer hardware and software that are widely used in the educational process; objects of study related to new advances in science, technology and production.

The analysis of the new standards and programs showed that there are no objects of study, such as the modern trends in manufacturing and nanotechnology.

The school textbooks do not contain the questions about the new industrial technologies and issues of ecological production. The expertise of school textbooks, which was carried out in the Russian Academy of Education in accordance with the approved Order of the Russian Ministry of April 23, 2010, № 428, proves it. The Russian Academy of Education examined the Technology textbooks for primary school education. The following was noted: the lack of systematic summary of the content on the basis of self-object-generating, technical and technological activities of students; terminology typical for technological education is not presented in textbooks [10].

The analysis of teaching materials, material and technical resources and training facilities of educational institutions helped to identify the number of difficulties that hinder the study of the foundations of modern technologies, and outline their solutions:

1. *The absence of methodological developments.* The study of nanotechnology issues is the new trend of technological training, and currently there are only textbooks and programs of elective courses. We turned our attention to the following textbooks: K.Y. Bogdanov "What can nanotechnology do" for higher school students; V.V. Eremin, A.A. Drozdov "Nanochemistry and nanotechnology" for 10-11-year old students; R.A. Zinovkin "Nanotechnology in Biology" for higher school students [1, 6, 7]. In addition, there are specialized websites for teachers and students that provide operational information in the field of nanotechnology: www.kbogdanov5.narod.ru, www.nanonewsnet.ru, www.nanometer.ru.

Taking into the account the listed above, some methodological materials were developed that help teachers to learn the methods and use them in educational process:

– *Research and methodological textbook* [13] for primary school teachers, teachers of technology, supplementary education teachers and students with pedagogical majors. The textbook consists of the lessons, methodological recommendations for organization the scientific-research work of students, the requirements and criteria for the assessment of practical work, accounting the development of students cognitive activity;

– *Printed workbook "NANOved's Guide"* [9] to carry out practical work in the classroom. Contents is represented as traveling from station to station. Each station contains brief theoretical information on the studied topic, blanks for practice, control questions and tasks for independent work.

2. *High cost of equipment for practical classes.* For educational purposes, NT-MDT has developed the educational and scientific measuring system for learning the basics of nanotechnology and scientific researches. The complex includes a scanning probe microscope (SPM), teaching aids and laboratory workshops, test samples and a set of probes. The complex takes into account the number of factors, as 1. Cost limits, as not many schools and universities can afford expensive equipment 2. SPM must demonstrate pupils and students the world of nanotechnologies in all its diversity.

Specialized websites, as www.kbogdanov5.narod.ru, www.nanonewsnet.ru, www.nanometer.ru, provide an opportunity to explore the work of the equipment, used for research at the nanoscale, hold workshops, learn about the successes of nanotechnologies, participate in contests, conferences, forums, etc.

3. *Lack of trained teachers, able to teach the basics of modern technologies.* There are some examples of training the teachers in the field of nanotechnology.

– The article of O.A. Chikova and E.Y. Kosov (Ural State Pedagogical University) proposes to start the introduction of the new direction of technological training with the training of teachers. In the field of nanotechnology, fast and flexible programs of future teachers training can be used. The authors suggest the following efficiency criteria of the training: teachers' demand of new nanotechnology knowledge; dynamics of the growing use of the knowledge, gained in profile technology education; overall growth of theoretical and methodical competence of technology teachers. The authors assign the great importance to remote support of profile nanotechnology learning for the organization of "network" teaching experience exchange on the problematic issues of different educational institutions [12].

– The Sovetsk Lyceum in the Kirov Region is the platform for teacher training and organization of research activities of students from 9-11 grades. There is the class for nanotechnology studies,

which is equipped with a scanning probe microscope NanoEducator. Lyceum students explore the possibilities for bioindicating the nanoscaled media by scanning probe microscopy. Lyceum holds training webinars on the topic “Education for the sphere of nanotechnology: contemporary challenges of interdisciplinary teaching of natural science subjects at school” and scientific and practical seminars on nanotechnology and experience exchange. Expert from Vyatka State University of Humanities assist in organizing the experimental work.

- The website "RUSNANO School League», www.schoolnano.ru enables the collaboration with schools as participants or partners. Pupils of school-partners and school-participants can take part in all competitions and projects, organized by the league, with no pay. Teachers can use informational materials from the website. In addition, the school league RUSNANO offers the remote training courses and conferences for educators.

Determining the place of modern technologies questions in the educational process, we analyzed the Federal State Educational Standard of primary education [11], in which there are the following points in the curriculum:

- *training courses*, providing various interests of students.
- *extracurricular activities*. In accordance with this standard, the extracurricular activities, can be arranged in such forms, as a guided tour, groups, sections, round tables, search and research activities, etc. In this case, the organization of extracurricular activities can be carried out with the help of educational institutions of supplementary education.

Taking into account the State objectives, the requirements for learners in the accordance with the Federal State Educational Standard, the analysis of programs and textbooks of technology, we developed the educational program “The Amazing World of Nano”. The program aims at propaedeutic acquaintance of primary school children with technologically advanced productions on the example of nanotechnology.

The program “The Amazing World of NANO” occupies 36 hours and consists of 10 topics: Introductory lesson (gives an overview of nanotechnology and applications of nanotechnology); History of discoveries and inventions; See the invisible; Journey to the nanoworld; What nature has revealed to us; Nanolithography; Nanotechnology around us; Nanoveds; NanoFresh; World of professions: Past, Present and Future.

The special attention was paid to the age peculiarities of children in the program. To primary school children, motives of knowledge do not occupy the leading position. The emergence and maintenance of cognitive interest in primary school are traditionally associated with playing techniques and emotional organization of classes, gaming activities, etc. [2] Therefore, the forms of studies organization mainly are like tours, lessons with online resources, games, etc.

For example, studying the topic "See the Invisible", based on the analysis of optical digital microscopes, the teacher explains the principle of the scanning probe microscope (SPM). For SPM presentation, the teacher offers one of the students to touch and characterize the object with closed eyes. During the task, the student has to give the following characteristics: shape of the object, the nature of the surface material (plastic, wood, metal, etc.). The teacher concludes that SPM is also based on the principle of "feeling" the surface, but not on the principle of extension (which is used in a traditional microscope). The next lesson is a visit to the lab of nanochemistry and nanotechnology (Vyatka State University of Humanities), where students can see SPM, the equipment, required for its operations, some ready-made research projects. With the help of the students of chemistry department, schoolchildren do the practical work, aimed at studying the surface of the object from the outside world. The object of the investigation is the CD-disc, segment of which is cut and is placed in SPM. On the screen students can see the disk surface in two and three-dimensional images. Thus, using the method of comparison, students analyze the principles of optical, digital and scanning microscopes and form the knowledge and practical skills of conducting the research at the nanolevel.

Experimental verification of the presented methods was performed in 2010 at the Centre of Children's Creativity with the study of applied economics in Kirov. Over a hundred pupils of Children's Creativity Center, schools of Kirov and the Kirov Region attended the experiment. Testing of individual techniques was implemented at various events: the city contest “Compote”, the youth camp “Debate”, the Olympiad in technology, etc.

The result of successful implementation of the program “The Amazing World of Nan” is the participation of pupils in competitions at various levels:

– *2009-2010 academic year.* A. Voloskov (9 years) and D. Timin (10 years) participated in the regional competition of young researchers by V.I. Vernadsky. The theme of the work was “The old Tale will help to start the new one”. This work focused on the analysis of fictional fairy world, which as the result of the modern technologies development embodied in reality. The striking example of this development today is an invisible coat. The work was awarded the diploma of the winner and sent to the competition of creative discoveries and initiatives "Leonardo" in Moscow, where it gained the gold medal.

– *2011-2012 academic year.* S. Grossy (9 years) presented the work “What nature has revealed to us” to the regional competition of young researchers by V.I. Vernadsky. The work awarded the diploma of the laureate. The work presented at the competition of children associations within the festival of young researchers “Success. Creativity. Personality” and awarded the diploma of the second degree. The topic of the research was the borrowings from nature for creation architectural objects, technical achievements, textile materials of different periods. One of the examples is the development of self-cleaning textile, which was developed after the study of the lotus flower, which, despite the environment is always clean.

– *2012-2013 academic year.* G. Shigarev (6 years) presented the paper “Discovering the world: from mega to nano” to the regional competition of young researchers by V.I. Vernadsky among preschoolers. The work is focused on the study of the equipment that is used to study objects in the mega-, macro-, micro- and nanoscales. The aim of the study was to examine the optical disc and a human hair using the naked eye, optical microscope and scanning probe microscope.

In April 2013 I. Shalaginov (11 years) and S. Sheglov (9 years) presented the work “Open the secrets of graphite” to the competition “Digital technology in present and future” and took the first place. The paper discussed the unique properties of graphite and discovery of graphene by A. Geim and K. Novoselov, for which they were awarded the Nobel Prize in 2010. The work also discussed the practical application of graphene, used in the nanotechnology developments.

Annually Tomsk Polytechnic University and its Nano-Center hold the competition of schoolchildren computer presentations “My nanoworld” [7]. Schoolchildren can present survey, analytical, scientific and research works with the elements of experimental or theoretical research.

It should be noted that the program “The Amazing World of Nano” is aimed at improving the technological training, earlier profile training of students and organization of propaedeutic studies for forming students' interest in natural science subjects. Technological education, in our opinion, is unique, because it includes knowledge of an interdisciplinary nature, thereby enabling to solve theoretical and practical problems, to form students' technological literacy, competence and create conditions for professional self-determination in the modern labor market.

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