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MEDIA TEXT AS AN EFFECTIVE TOOL FOR TEACHING LANGUAGE

Abstract

The paper analyses the history of media linguistics study, focuses on foreign experience and mentions Russian view on the discipline. The study also presents an example of effective usage of media texts while teaching language; authors offer a scheme for media text analysis.

Keywords

media text, critical thinking, skills, teaching methods

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1. Introduction

The present-day linguistics is changing due to the modern global processes such as global integration, the development of information technologies, processes of migration and the appearance of bilingual generation with high level of information literacy and visual perception skills. Impact of such changes influences the methods of teaching language, both Russian and foreign. Media texts prevail in modern textbooks, however the system of tasks remain the same.

2. Research

The basic aim is to analyze the role and the meaning of media linguistics and its product – media text – in Russian education, taking into account either theoretical studies or practice. Language has changed as well as its functions and forms. Academic V.V. Vinogradov determined three functions of speech: informing, communicating and influencing, thus, media texts answer all the preceding functions. Modern approaches, subdivisions and disciplines have been studied and discovered; one of the most urgent ones is media linguistics.

According to D. Perrin “journalistic media constitute a socially important area of activity whose language use can differ from the use in other areas”. (Perrin, 2013) The area of linguistics called “media linguistics” has a short history of studies. Allan Bell studies the phenomenon of media linguistics in his book “The language of News Media” (Bell, 1991) and later, both with Peter Garrett, continued his work in “Approaches to Media Discourse” (Bell, Garrett, 1998). The authors analyzed how production conditions of media texts influence language use and vice versa, as well they focused on social impact of the media.

In Russia the term media linguistics was presented by doctor of science, professor of Lomonosov Moscow State University Tatiana G. Dobrosklonskaya, who, taking into account foreign scientific works, denotes that “mediatext is an extensional, multilevel issue, in the core of which there is an organic mixture of verbal and media units” (“медиатекст - это объемное многоуровневое явление, в основе концепции которого лежит органичное сочетание единиц вербального и медийного ряда”) (Dobrosklonskaya, 2008). The outstanding Russian linguist J. Zasurskij points out that media text is a brand new linguistic issue.

Russian scholars (Saint-Petersburg State University) organized an Internet resource “Media linguistics of XXI century”, where scientific papers, reports, materials of annual conferences are presented. Thus, media linguistics, being a new subdiscipline, presents a field of high scientific interest of foreign and Russian scholars.

The other problem under study is the integration of media texts into university syllabus. For the last decade Russian higher education system has been provided with important structural changes. The Bologna process brought a number of new requirements to the quality of higher education, opening international education space for our students. More and more students chose to continue their studies and do a master degree or postgraduate studies, this brings us to the idea that language - both native and foreign - for cognitive purposes, study skills, creative and analytical thinking is in demand.

Modern teaching methods put student in the centre of educational process, scholars try to find out student’s preferences and needs, they are oriented on the successful development of basic learning skills. According to the standard terminology, the main aim of educational process is a number of key competencies: communication skills, information literacy, critical thinking and creative problem solving and etc.

Modern textbooks tend to use more texts from students’ daily life therefore media texts are regarded as the best examples of mass communication products.

Obviously, most students get information via the Internet, that has changed the way they perceive information. Ordinary texts taken from textbooks do not interest them. According to the poll, we have organized, 28 students out of 30 chose media texts for analysis than traditional ones. The explanation is simple - media texts catch attention through graphics (eye stoppers, BIG FRONT), rhetoric’s’ techniques (metaphor, alliteration, ellipsis, cliché) and the way information is delivered (short sentences, format, images or even video).

A. Bell mentions, “Definitions of media texts have moved far away from the traditional view of text as words printed in ink on pieces of paper to take on a far broader definition to include speech, music and sound effects, image and so on… Media texts, then, reflect the technology that is available for producing them…” [Bell: 1996] Thus, media text presents modern way of thinking, up to date world and linguistic picture and is closer to students. It is obvious, that media text may solve one of the most urgent pedagogical problems - motivation for language studies.

The necessity of media text usage while teaching language can not be disregarded.

How can media text be applied while teaching students Russian and English language? There is no typology or special algorithm for media text usage, but it seems that media text integration has positive effect on critical and creative thinking and analytical skills development. We made an attempt to incorporate media texts into the English language syllabus among bachelor degree students, paying special attention to teaching methods diversity that is presented in special typology of exercises.

The main aim, that students have while analyzing media texts, coincides with the system of universal study skills:

- skills of analysis, interpretation, imagination, perception of media text;
- development of critical thinking;
- scientific text structuring (compression, extention and etc);
- training to apply skills for a creation of new communicative product - scientific article.

Basic concepts of the following typology deal with generation and comprehension of meaning as major psycholinguistic factors of speech production and development.

Pre-text exercises:

Introduction and lead-in. Main aim: make an explicit link between the topic of media text and students. Ask students to predict some information from the text using images and headings. Ask them questions that will help to understand the core message of the text.

Vocabulary exercises: match the words with definitions, guess about meaning from context, brainstorming exercises, when all students' ideas should be written on the blackboard.

Text exercises:

Skim reading. Ask students to look through the text and check against predictions they made before:

- about syntactic differentiation;
- about meaning of unknown words using dictionary;
- about the main idea of the text.

Put parts of the text in the correct order. Give a headline to each part of the text.

Scanning. Ask students to find:

- specific information in the text;
- stylistic devices that develop the idea of the text;
- grammatical and stylistic characteristics of mediatext;
- extra linguistic devices (video, podcast, pictures and etc.).

Post- text exercises:

Listening and speaking are oriented on better media text interpretation and usually are organized in the forms of discussions, forums and role plays:

- discuss issues, make a conclusion on main topic;
- analyze pictures and other media devices, and then define their function in the text:
- compare viewpoints.

Writing task. Ask students to imagine they are reporters and make a report from the text or write a letter as a reader of the article, ask questions, write your own counter-evidence. After a series of communicative classes, you may ask students to write articles on the following topics:

- The influence of media texts on public;
- Style of newspaper headings;
- Peculiarities of interview;
- Advertising slogans as main branding strategy.

3. Conclusion

Media linguistics offers new approaches to language study. The product of media linguistics – media text – is a brand new object for research. To summarize, media texts should be integrated into the university syllabus, they may stimulate student's motivation and interest in both linguistics and science. Psychologists think, that media text is an effective teaching tool because it influences on all analyzers and can be understood better. Media text's integration into university syllabus makes it more productive. The scheme for media text analyses is common for learners of English and dealing with Russian media text it works effectively.

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FEATURES OF VEGETATIVE REGULATION AT STUDENTS OF EDUCATIONAL MILITARY CENTER AND ITS INTERRELATION WITH INDICATORS OF PHYSICAL AND FUNCTIONAL PREPAREDNESS

Abstract

The purpose of our research was studying physical and functional preparedness of military medical students taking into account their vegetative status. As a result of research it is established that functional and physical states at students of educational military center (EMC) of medical university have direct dependence on the vegetative status. Sympathetic reaction is more favorable for future military physicians as it causes sthenic emotions. It is revealed that the prevalence of a parasympathetic tone is characteristic for most of students of EMC. The presented materials will be useful for the development of activities directed on correction of functional state of organism of medical students of EMC.

Keywords

students, educational military center, military physicians, indicators of physical preparedness, indicators of functional preparedness, vegetative regulation, parasympathicotonia, sympathicotonia

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Introduction.

The main objectives of military reform in the Russian Federation are: increase of fighting capacity of troops; optimization of structure and number of Armed Forces; equipment of troops by the latest types of arms; improvement of system of military education; solving social problems of the military personnel (Belevitin, 2010).

One of the main objectives of reforming of system of military education is implementation of the concept of personnel policy for the purpose of improvement of system of military-medical education (Bykov, 2006).

Within military reform in 2008 on the basis of faculty of military education of the Rostov state medical university the educational military center (EMC) for training of military physicians of all specialties was created. A specific of this center is the combination of conditions of civil training to conditions characteristic for the military organizations.

The analysis of scientific references showed that during military vocational training in military-medical higher education institutions many military students lag behind in assimilation of the program of vocational education, have insufficient functional reserves of an organism and motivation to military service, often are ill. About 30-35% of military students in the first years of education have disorders of military and professional adaptation (Kondrashov, 2010; Gromov, 2008). The raised loading at pre-university training, psychoemotional exertions during passing the Unified State Examination and matriculation to higher education institution lead to that students already with the lowered adaptation reserves enter the medical university that is directly reflected on physical and functional capacity of an organism. Therefore, first year students of EMC are included into special risk group because in addition to the general factors they are affected by the special factors accompanying military and professional adaptation.

The general factors having influence over the health of students at entering the medical school are:

- difference from school in the organization of education demanding increases of independence in mastering a training material;
- lack of well improved interpersonal relations in new collective;
- change of living conditions and emergence of household cares in nonresident students;
- the information overload caused by existence of numerous educational subjects necessary to development the information volume of which all the time increases;
- an overstrain of students during the examination period proceeding in the conditions of deficiency of time, the increased responsibility and psychoemotional stress;
- hypodynamia;
- lack of a balanced diet.

The special factors having influence over the health of students of EMC at medical school are:

- the necessity of strict observance of rules of military discipline demanding the special clearness, accuracy, sense of duty, endurance, speed of execution of all orders of commanders;
- existence of military and official hierarchy;
- awareness of need of strict implementation of requirements of the military oath and charters which differ from civil forms of behavior;
- existence of drill and the educational and fighting trainings which are followed by a physical and emotional overstrain;
- the necessity of observation of the rules between the military personnel interfaced to withdrawal pains of an old dynamic stereotype and habits;
- objective revaluation of own personality within ability and readiness to be useful not only to relatives, friends, but also the Homeland, the Fatherland, the people.

The leading role in ensuring of adaptive reactions of an organism as regulator of a homeostasis and homeokinesis is assigned to vegetative nervous system. Therefore studying of the vegetative status in interrelation with morphofunctional parameters at military medical students is especially actual as early identification of disorders in this sphere plays a very important role in timely determination of professional compliance. In this connection, the purpose of our research was studying physical and functional preparedness of military medical students taking into account vegetative status.

For achievement of a goal the following problems were solved:

1) to reveal the level of physical preparedness of military medical students;

2) to estimate the functional preparedness;

3) to determine the interrelation of level of physical and functional preparedness with nature of vegetative regulation.

Materials and Methods.

The research was conducted on the basis of EMC of the Rostov state medical university. The average age of the surveyed was 18.5±1.2 years. 45 first year students who were divided into three groups depending on indicators of the vegetative Kerdo index (KI) which is calculated as the ratio of diastolic arterial pressure to pulse rate in one minute expressed as a percentage took part in research.

The first group included the students who are in a condition of vegetative balance (eutonia) – KI = 0; in the second group – with prevalence of sympathetic influence – KI > 0; in the third group – with prevalence of a parasympathetic tone KI < 0.

Morphological indicators were analyzed: growth, body weight and Quetelet index as a ratio of body weight (in kg) to growth square (in cm); physical preparedness: power and high-speed and power qualities (hand dynamometry, run on 100 m); power and general endurance (run on 1000 m, a press); special dexterity (the test to sit down - to lie down - to rise). Functional indicators and indexes: respiratory rate (RR), heart rate (HR), diastolic blood pressure (DBP) and systolic blood pressure (SBP), vital capacity (VC) (spirometry method); Robinson index as a product of heart rate on the systolic arterial pressure expressed as a percentage, a cardiorespiratory index (Hildebrand coefficient) – as a ratio of heart rate to the frequency of respiratory rate and Kerdo index – as a ratio of diastolic blood pressure to pulse rate per minute. Statistical processing of the obtained data was carried out by means of the software package of Statsoft Statistika 6.0 with use of the standard methods of parametrical statistics. Quantitative characteristics are submitted as average values ± a standard mistake.

Results.

As a result of research it is established that the prevalence of a parasympathetic tone which is marked by negative Kerdo index (60%) is characteristic for most of students of EMC. At 6.7% of surveyed the eutonia was revealed and at 33.3% –sympathicotonia.

At an assessment of morphological indicators (table 1) at students with prevalence of a parasympathetic tone the highest value of Quetelet index – 26.33±4.37 corresponding to the lower bound of excess body weight is noted. At students with eutonia and with prevalence of sympathetic influences this value was 22.93±0.92 and 24.70±0.67 that corresponded to normal body weight.

The analysis of power and high-speed and power qualities and indicators of endurance showed that at surveyed with eutonia the good results in the test 100-meters run, 1000-meters run and a press – total number of flexions are noted. The differences in other physical parameters of between groups weren't revealed.

TABLE 1. INDICATORS OF PHYSICAL PREPAREDNESS OF STUDENTS OF THE EDUCATIONAL MILITARY CENTER

Indicator		Groups		
		I	II	III
		M±m	M±m	M±m
Hand dynamometry	right	45.33±5.7	46.00±2.94	41.33±1.54
	left	52.00±4.16	49.4±1.96	44.19±1.29
100-m run		12.57±0.12	13.84±0.15	13.66±0.13
1000-m run		3.61±0.24	3.81±0.14	3.70±0.11
Press	speed	13.67±1.33	13.53±1.24	12.93±0.77
	total	55.33±2.37	43.60±2.94	45.15±1.29
The test to sit down - to lie down - to rise		11.83±0.97	11.86±0.29	12.39±0.47

At an assessment of functional indicators (table 2) at students with eutonia the highest VC is noted; the parasympathicotonia was followed by the lowest values of this indicator.

TABLE 2. INDICATORS OF FUNCTIONAL PREPAREDNESS OF STUDENTS OF THE EDUCATIONAL MILITARY CENTER

Indicator		Groups		
		I	II	III
		M±m	M±m	M±m
RR		18.00±0.58	18.73±0.21	17.96±0.4
HR		80.00±0.05	83.20±1.42	68.96±1.32
Blood pressure	DBP	120.0±0.05	119.7±1.24	120.37±0.70
	SBP	80.0±0.36	77.33±1.28	78.33±0.53
VC		5.17±0.34	5.27±0.14	4.92±0.08
Hildebrand coefficient		4.45 ±0.14	4.45±0.10	3.84±0.08
Robinson index		96.0±1.96	99.62±2.19	82.99±1.61

The cardiorespiratory index corresponds to norms (4 relative units) only in the 3rd group (3.8 relative units). It exceeded norm in the 1st and 2nd groups that shows the existence of an insignificant mismatch in activity of separate visceral systems.

The reserve indicator – Robinson index is applied to a quantitative evaluation of power potential of a human body. Robinson index characterizes systolic work of heart. The more this indicator is at height of physical activity, the more functional ability of muscles of heart is. On this indicator it is indirectly possible to judge myocardial oxygen consumption. Value of the of Robinson index at students of the 1st and the 2nd groups (96.0±1.96 and 99.6±2.19 respectively) can indicate the existence of signs of insignificant tension of regulation of cardiovascular system while in the 3rd group the value of an indicator – 82.99±1.61 testifies to normal functional reserves of cardiovascular system.

Conclusion.

On the basis of the conducted researches it is established that functional and physical states at students of EMC have direct dependence on the vegetative status. Sympathetic reaction is more favorable for future military physicians as it causes sthenic emotions ("emotional sympathetic excitement"). This tone prevails at an optimum condition of an organism, and also in the conditions of acute stress, providing an active state and behavior of an organism, mobilization of internal resources for functioning in the mode of limit opportunities. At sympathicotonics higher level of energy metabolism is noted that allows them to achieve goals and to feel less frustration and stress associated with it. For these persons "the high level of purposes" is characteristic (Shcherbatykh, 2006) that is useful quality for military physicians.

The prevalence of a parasympathetic tone (vagotonia) revealed by us at most of students of EMC (60%) is an adverse factor for military physicians. At persons with prevalence of parasympathetic activation the level of personal anxiety is more expressed. Asthenic emotions ("an emotional parasympathetic depression") are characteristic for them. Vagotonics are indecisive, lacking initiative and they are inclined to pessimism and various fears (Shcherbatykh, 2006). These qualities are undesirable to military physicians and can become the reason of military and professional disadaptation and motivation to refusal of military service. All this causes need of development of activities directed on correction of a functional condition of an organism of the students of EMC of medical university. Increase of resistance of an organism to influence of adverse factors of military vocational training and formation of resistance to the high mental and physical activities caused by features of the forthcoming professional activity has to be a main purpose of these activities.

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PRELIMINARY PULVERIZATION OF FOOD AS MORPHOLOGICAL FACTOR OF ADAPTIVE TRANSFORMATIONS OF SMOOTH MUSCLES OF STOMACH MUCOUS MEMBRANE

Abstract

The paper is devoted to morphological features of muscular plate of a mucous membrane of fundal section of stomach of white rats in the conditions of long consumption of the dispersed (carefully mechanically crushed) food. A number of morphological features of smooth muscles of a mucous membrane from 21 to 360 days of ontogenesis, in particular essential thinning of a muscular plate, and also reduction of volume of smooth muscle cells and decrease of the general level of their differentiation are established.

Keywords

dispersed food, muscular plate, smooth myocyte, mucous membrane, fundal section of stomach

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Statement of a problem.

One of the perspective directions of studying regularities of morphogenesis at cellular, fabric and organ levels is complex research of adaptive reorganizations of bodies and systems at influence of exogenous factors of various nature. The considerable structural transformations and deviations arising, for example, at change of physical properties of food in development of a wall of the digestive channel *(Gubar, 1970; Sych', Sanzhapova, Kondratenko, 2007)* can be considered by successful model for studying mechanisms and stages of morphogenesis of digestive system organs, and also essence of morpho-functional correlations between their structural elements.

Among the layered tubiform organs of digestive canal studied by us the special place is taken by the stomach, differing in the food masses expressed by reactions to chemical and mechanical irritations. Physical properties of chyme are extremely important for maintenance of normal morpho-functional state of mucous and muscular covers of a stomach *(Sych', Tsyganov, Slesarev, Parshina, 2007; Sanzhapova, Sych, Kondratenko, Napalkov, 2008)*. The results of comparative and morphological research of post-natal development of smooth muscles of mucous membrane of a stomach of white rats at long food are given in the work by food with the changed physical properties by means of a preliminary dispersion to paste-like (flour-like) consistence *(Sanzhapova, Sych, Kondratenko, Napalkov, 2008; Sych', Voronov, Kondratenko, Sanzhapova, 2009)*.

Methods and ways of experiment.

The research was carried out on 200 males of white not purebred rats, who on the 21st day of post-natal ontogenesis were randomly divided into control and skilled groups. Animals of control group contained in usual conditions of a vivarium on a forage, natural to rodents, which basis was made by whole grain of wheat and vegetables cut on big pieces. Animals of skilled group were fed mechanically processed by means of the meat grinder (vegetables) or mills (grain) food of the same structure. Application of household appliances for food pulverization, heterogeneity received after processing of food particles by the size pursued the aim to reproduce that processing of food, which is used by the modern person. The research was conducted taking into account quantitative structure of diet, nutrition value and balance of its components. The free access to food and water was provided to animals at any time. Other conditions of animals of control and skilled groups were identical.

The experiment was carried out according to rules of humane treatment of animals, which are regulated by "Rules of work and use of experimental animals" approved by the Order MZ USSR No. 755 of August 12, 1977, and also provisions of the Helsinki Declaration of the World Medical Association of 1964 added in 1975, 1983 and 1989. Sites of a wall of fundal department of a stomach was taken from control and skilled animals during the different periods of ontogenesis *(Makhinko, Nikitin, 1975)*. The quantity of animals in each systematic group (not less than six) provided representativeness of selection. Material (stomach wall fragments) was fixed in 10% neutral formalin, then dehydrated in alcohols of the ascending concentration and concluded in paraffin. Cross cuts of stomach wall 5 microns thick were made by means of the MPS-2 microtome. After a deparaffining, the cuts were painted by hematoxylin-eosin and concluded in balm. The morphometry of structures of fundal section of stomach was carried out by means of tcomputerized video test system including a microscope 'Axiostar plus' (Carl Zeiss), a digital camera 'Canon Power Shot G 5' (Canon) and the special computer program of processing of morphometric data 'Mecos – 1'. We were guided by G.G. Avtandilov's recommendations in the course of morphometric researches *(Avtandilov, 1990)*. The obtained morphometric data subjected to statistical processing with definition of importance criterion (T) by Student (the significance value was accepted as r <0,05).

The results of the research.

During early post-natal ontogenesis (21-60 days) animals of both control, and skilled groups (the animals consuming the dispersed food) have thickening of muscular plate of mucous membrane of stomach differing, however, with different intensity at control and skilled animals: the increase in thickness of muscular plate of animals of control group advances that the animals eating the dispersed food. Statistically significant distinctions of the corresponding indicators at animals of control and skilled groups are the consequence of it. Average speed of gain of muscular plate of animals of control group in the pre-puberty period (21-60 days) considerably exceeds animals of skilled group. As a result, by 60th days of post-natal ontogenesis, the muscular plate of a mucous membrane of a stomach of the animals consuming the dispersed food is 16,90% thinner in comparison with animals of control group. During the puberty period (60-120 days), the muscular plate of a mucous membrane of a stomach of animals of skilled group considerably becomes thinner while at control animals it continues to be thickened. There of by 120th days of post-natal ontogenesis thickness of a muscular plate of mucous membrane of stomach of the animals consuming the dispersed food decreases by 27,77% in relation to that of animals of control group. In the subsequent (180-360 days) relative stabilization of thickness of muscular plate of mucous membrane at animal both experimental groups is noted, thus its reliable distinctions between control and skilled animals remain.

During the period from 21^{st} to the 45^{th} day of ontogenesis, similarity of indicators of the area of section of kernels of smooth myocyte of muscular plate of a mucous membrane of stomach at animals of skilled and control groups remains. From 60^{th} day of post-natal ontogenesis, distinctions in tendency of change of the area of section of kernels of smooth myocyte of a muscular plate are found in the animals of specified experimental groups: of smooth myocyte of a muscular plate considerably increases in control group the volume (the area of section), skilled group have its decrease. In the subsequent (180-360 days) the area of section of kernels of smooth myocyte of muscular plate of mucous membrane of stomach of both groups significantly does not change. Nevertheless, reliable distinctions of an indicator between animals of the compared groups remain.

The quantity of kernels of smooth myocyte on the standard square of a cut in muscular plate of mucous membrane of stomach of control animals decreases with age, corresponding in general tendencies, characteristic for animals of skilled group. During the pre-puberty period (45-60 days) density of an arrangement of kernels of smooth myocyte of muscular plate of mucous membrane of stomach of both groups decreases, thus at the last it remains authentically more, than in control group. Further (120-360 days) relative stabilization of quantity of kernels of smooth myocyte of muscular plate of both groups is noted, however reliable distinctions of this indicator between control and skilled animals remain.

The early stages of ontogenesis (21-60 days) are characterized by relative similarity of the nuclear-cytoplasmic relation of smooth myocyte of muscular plate of mucous membrane of stomach of skilled and control groups. From 60th days of post-natal ontogenesis of change of the nuclear-cytoplasmic relation of smooth myocyte of experimental groups finds distinctions: if skilled group this indicator significantly does not change, control animals have its decrease. In the subsequent (180-360 days) rates of a differentiation of smooth myocyte of muscular plate of mucous membrane of stomach of animals of control group are slowed down that causes lower values of the nuclear and cytoplasmic relation of smooth myocyte of skilled group in relation to control animals.

Discussion.

The results of the research showed that extent of development and structure of muscular layer of mucous membrane of stomach of white rats in many respects are defined by physical properties of the consumed food. Early post-natal ontogenesis (a phase of progressive growth) of mucous membrane of stomach of control animals is characterized by more intensive thickening of its muscular plate in comparison with animals of skilled group. Thus, the increase in volume and degree of differentiation of the smooth myocyte is more expressed in control group. In the subsequent (a phase of stable growth) the level of differentiation of smooth myocyte of muscular plate of mucous membrane of stomach of control animals steadily decreases. The dispersed food during the period from 21st to the 60th day of ontogenesis slows down structural maturing of muscular plate. The underdevelopment of the last is, apparently, the first stage of adaptation of mucous membrane of stomach of animals of skilled group to food by the dispersed food. Similar structural transformations are described as specific reaction of smooth muscular tissue of internal in conditions of experimental decrease in its functional loading (hypotonia, hypokinesia). The subsequent period (120-180 days) of morphogenesis of mucous membrane of stomach of skilled group is characterized by development of the second stage of adaptive reaction, during which the muscular plate becomes thinner, the volume of smooth myocyte decreases and the general level of their differentiation goes down. Development of the atrophic phenomena in a muscular plate undoubtedly leads to decrease in intensity of its reductions providing mobility of a mucous membrane and allocation of a secret from gastric glands. Besides, exhaustion of motor and trophic functions of muscular plate of mucous membrane can be the prerequisite of the subsequent pathological changes of stomach wall. From the 180th to 360th day intensity of atrophic processes in muscular plate of mucous membrane of skilled group is slowed down, and the structural organization of smooth myocyte is partially restored. Nevertheless, reliable distinctions of morphological characteristics of the studied structures of muscular plate of mucous membrane of stomach of control and skilled groups remain before the end of experiment (360th day).

Conclusion.

The given results convince in prospects of expansion and deepening of research, including due to studying not only morphological, but also functional aspects of transformations of other departments of =digestive tract throughout all post-natal ontogenesis.

Recommendations.

The obtained new data on morphogenesis and features of morpho-functional adaptation of smooth muscles of mucous membrane of a stomach in post-natal ontogenesis are recommended to use in educational process at biological and medical faculties of higher educational institutions when studying discipline 'Histology, cytology and embryology'. The data system of experimental-morphological research is recommended as a theoretical basis for improvement prevention of dysfunctions and pathologies of stomach and other digestive tract sections. The results of the researches can be used for development of biologically full-fledged diets of feeding of laboratory and farm animals.

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FEATURES OF THE VIRTUAL WORLD

Abstract

Twenty-first century - the information age. Many studies have asked the question: What is the "human element" of the new world - a world of mass communications, high technology, electronic means of communication? How does the activity, communication and human consciousness in society, fixed capital, means of production and resource development which becomes information. What role does the virtual world in our lives? What will the virtual communication? (Belinsky)

virtuality, illusions, communication, Internet, Fidonet, Yuznet

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The idea of virtual reality or the virtual world arose still in the thirties. A basis of the virtual world are illusions which deceive eyes of the person. Illusions happen different types (Platonov, 1965). I investigated such look as visual illusions (distortions of visions of the perceived objects to their unrecognizability (Zhmurov, 2012)), differently stereograms (the optical deception of depth created from the flat, two-dimensional image or images). There are some ways of viewing of stereopictures. I will describe one of them:

"Parallel" way.

It is necessary to relax eyes and to look at what-nibud remote object behind the monitor plane. To adjust eyes on examining of this object. Having recorded this control, to settle down so that the stereogram on the screen of the monitor was between your person and this object. He changing focusings of eyes, very slowly to take away the person from the picture or to approach it to it before disappearance of a vagueness of the image and "manifestation" of a 3D image of the stereogram.

We will review an example, having applied a technique.

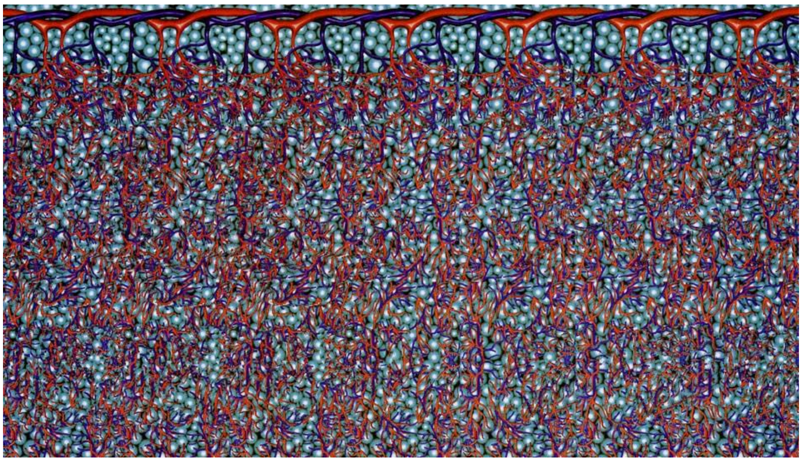

FIGURE 1 STEREOGRAM (EXAMPLE)

The virtual world is also some kind of optical illusion. So, in the 30th years scientists developed the first exercise machine - an aviasimulator. Researchers wanted to make impression of real flight at the pilot. For even bigger strengthening of illusion on the screen shots of runways were displayed.

In 1965 the idea which he published in the article "Perfect Display" came to the American scientist Ayven Sutherland to mind. In it the American spoke about creation of the figurative, or personal virtual world with use of two small TVs - on one on each eye. He also developed the display strengthened on the head. Ayven Sutherland the first created some kind of virtual world. Though its invention worked, in it there were shortcomings. Images were very rough and unartful. A helmet was so heavy and bulky that it was necessary to suspend it to a ceiling. And it cost very much. The scientists who undertook to finish initial idea of Sutherland in the next years succeeded in it much.

In the 1970th years the video filming used in simulators was replaced completely by computer graphics. The graphics though was primitive, but that exercise machines worked in real time was important. The first realization of virtual reality "Kinokarta Aspena" (Aspen Movie Map) created in Massachusetts Institute of Technology in 1977 is considered. This computer program feigned walk around the city Aspen, the State of Colorado, also ways of display of the district could choose any from the offered. Summer and winter options were based on real photos.

In the mid-eighties there were systems, with possibility of a manipulation three-dimensional objects on the screen thanks to their response to the movements of a hand. Later, in 1985, Michael Makgrivi from NASA developed cheaper and easy option of a helmet. It took as a basis motorcycle and adapted for it tiny screens of the display, special sensors which reacted to the movements of the head and were connected with computers of big power and sensitivity. Also 1985 Myron Kreyger opened so-called "Videopleys" in the Natural History Museum of the State of Connecticut. "Видеоплейс" - a number of rooms in which visitors could plunge by means of interactive graphic system into the same virtual space juggle in it is mute various objects, together to dance and draw. In 1989 Dzharon Lanyer entered the term "virtual reality" (Taratuta, 2007).

Communication on network diaries, participation in the championships on computer games, obtaining e-mail, reading news, articles by means of the Internet became an integral part of everyday life. The Internet is widely used in business life, in negotiations. Rapid development of the Russian segment of a world wide web began since the end of the 1990th years. In reality, however, the first domestic networks appeared in the late eighties when there came Fidonet and Yuznet's era.

Birthday of the Russian Internet can be considered on August 28, 1990 when the group of young scientists of Institute of atomic energy of I.V. Kurchatov and a research complex of Minavtoprom finished the large-scale project on creation of the network allowing to connect computers of these Soviet institutes to foreign higher educational institutions. The project was crowned with success, and soon, on September 19 the same year, in Helsinki the first successful connection of the USSR with the world Internet took place. On the same day the first Soviet computer network was registered in "world wide web" and received national "domain" (a peculiar address, a country symbol on the Internet) ".su" or reduction from Soviet Union.

The cooperative of the People programmers formed in 1989 in which the staff of institute of Kurchatov worked became the founder of a network. Besides "People" at the same institute in the summer of 1990 one more group – "Relcom" which heads managed to unite experience of external connections and creation of internal networks was created.

The main result of work of group of programmers can be considered creation of the Russian knot of an amateur noncommercial computer network of Fidonet. It became the first public way of virtual communication in Russia.

The Russian option of Fidonet gained a number of interesting features: discussion of news, transfer of small files, mail and short messages became an essence of communication. Russia was included gradually into a new era – the Internet era. Gradually dying away Fidonet was succeeded by the Internet, and also its Russian-speaking part – the Runet. This word for the first time appeared after April 7, 1994 when Russia received the personal national .ru domain.

The virtual reality, irrespective of its "nature" (physical, psychological, social, biological, technical and so forth), has the following properties: (Nosov, 2001)

- Porozhdennost. The virtual reality is produced by activity of any other reality, external in relation to it.
- Relevance. The virtual reality exists actually, only "here and now", the generating reality is only when active.
- Autonomy. In virtual reality the time, space and laws of existence (in each virtual reality "nature").
- Interactivity. The virtual reality can interact with all other realities, including with generating, as ontologically independent of them.

The most widespread use of virtual reality is a communication. So, communication – the interaction of two or more people consisting in an exchange between them informative or emotional information, experience, knowledge, abilities, skills. Communication is a necessary condition of development and formation of persons and groups. (The World of the personal computer, 1998)

Now it is impossible to present our life without communication. Communication covers a special class of human relations where interaction or counteraction, consent or a contradiction, sympathy or emotional deafness, trust or mistrust is found.

In recent years development of technologies of virtual reality became priority and to usual real-life communication prefer communication virtual. It represents the special world in which the person can present himself such what wants to be, but not always that and is, without being afraid to express the feelings, emotions, to make the most improbable acts, without being afraid to regret about it.

Probably, with many such was, it is possible to communicate for hours by phone, and at personal contact isn't present. Something disturbs, thoughts are lost, there is a closeness, constraint. What then to speak about the Internet on which it is possible to build other world and communication can be far from reality. As a result there is a problem when virtuality starts replacing and forcing out usual communication. The virtual world seems more attractive, and then becomes the only safe environment of communication. The anonymity peculiar to such type of communication relieves of disappointments and gives feeling of safety.

When we speak about the created adult, opportunity to go to the virtual world – a certain peculiar rescue. Someone, wallowing in the problems, steeps in work, someone inclines to alcohol, and someone finds himself in the virtual world. But is worse when the child or the teenager spends the majority of time in the computer, after all it is the period of formation of the personality. All know that many parents have no time to take care of own children. Often the computer for busy parents – the real rescue. After all doesn't behave outrageously and the streets doesn't walk. The teenager ceases to communicate in "live", even more often sits on social networks and chats, while personal contact with contemporaries very important for harmonious development of the personality. Parents usually late notice that they with the child can't find a common language as if live in the different worlds (Ivanov, 2000).

Therefore it is impossible to live in such cover. Anyway, it is necessary to face reality of life. Life in reality is absolutely unclear, unfamiliar and frightening, and doesn't remain anything else, except how again to hide for a conditional screen.

During communication of virtual interlocutors in the real world the difference between real and unreal communication of the same people is the reason of possible problems. Occurs, so to speak "the deceived expectations".

In the conditional virtual world there are also positive sides. It allows us to communicate with each other from different points of light - helps to overcome distance, to find new friends, the love. But it is necessary to consider that nothing will replace real communication. And the main thing to understand that only that happens to you here and now, but not in the invented world is real.

Quite recently on the Internet looked as at something exotic, something far, but today – virtual money, purchases on the Internet, booking, signing of contracts, distance learning, bank operations, the order of a taxi and many other things about what earlier, and it was impossible to imagine, can be made on the Internet now.

The real and virtual world are closely interconnected, they have impact at each other. The real world closely takes root in virtual and vice versa – virtual in real.

At present technologies of virtual reality actively develop and are widely applied in various areas of human activity: design and design, service, trade, mining, military technologies, construction, exercise machines and simulators, marketing and advertizing, show business etc.

Communication is a basis of our activity, through it we realize the thoughts, feelings, desires, the attitude towards people and many other things. The person lives in the real world, we depend on the real world, it won't be able to contain all completeness of communication in the separate part of the world called by the virtual. The knowledge of the real-life world, its unsolved regularities, demands real presence of the person in this world not to lose control over the really occurring.

So, virtual communication - the new form of communication which isn't canceling, and expanding, supplementing the opportunity existing. The interactive world won't be threat real, and only the element broadening this real world which existence will introduce the amendments in the organization of the main processes in society including in the architectural organization of various centers of communication if there is observance "golden mean" between personal and interactive contact. The virtual space of communication will expand opportunities real in overcoming of borders, in working off of actions, in availability and speed, will become its component.

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IMPACT OF ADVOCACY STRATEGY AIMED AT INCITING INTERETHNIC AND RELIGIOUS CONFLICTS

Abstract

The disclosed figures advocacy strategy aimed at inciting ethnic intolerance and hostility, humiliation of national dignity, honor, and also summarizes the issues of judicial practice in cases of this category.

Keywords

ethnic, religious, ethnic conflict, the activity of national identity

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For Russia - with its diversity of languages, traditions, ethnicities and cultures - the national question, without any exaggeration, it is fundamental. Any responsible politician, public figure should aware that one of the main conditions of the existence of our country is the civil and interethnic accord [1, p.3] .Konets the last century, the first decades of the current century, characterized by increased activity of various religious organizations, individual national minorities. You can ascertain the process of national and religious revival. There is reason to speculate that these processes will gain more and more emotional, evidence of this is the surge in conflicts on religious and ethnic-based worldwide.

These processes are explained by several factors, primarily to expand the rights of the individual, the full realization of freedom of religion, the emergence of a virtually unlimited number of religious organizations, as well as increased activity of the national consciousness of the people, which is accompanied by the veneration of the cultural traditions and customs.

Under these conditions, more than ever it is very important analysis of a number of indicators that help determine the way strategy that aims to strengthen interethnic, religious and ethnic conflicts. Among empirical indicators advocacy strategy aimed at inciting hatred or enmity, as well as the humiliation of honor and dignity of a person or group of persons on grounds of sex, race, nationality, language, origin, attitude to religion is the formation or updating of a negative stereotype of the image of the nation , ethnic, social, racial groups. Ways to achieve this indicator, it is the assertion of social, moral, ideological homogeneity of the study group; assertion of innate social superiority of one nation or people over another, contrasting them to each other; transfer to the representatives of the people, the negative characteristics of nationality, a man who was the subject of the crime; humiliation or impairing the cultural merits of a particular nation, religion.

Violation of the principle of freedom of conscience hurt beat on national feelings of the people, making them less resistant to calls fundamentalist and nationalist elements who seek to oppose some other nations. The aggravation of interethnic relations, which became fact at the time, the use of religious slogans to strengthen enmity and hatred between people of different nationalities led bogoslolov actively traded in their speeches to the issue of religious intolerance. Ministers of religion are not only stated its presence, not only recorded its negative impact on relations between different peoples, but also sought to liberate religion from accusations that it gives material, fueling international conflicts (Mardanov R., 1997).

Aggravation of national grievances helped statements by senior representatives of the political leadership, Russian by nationality, the complete triumph of the country's freedom of conscience.

Nationalism and religious extremism were not only to confront people of different nationalities. They turned around the worst enemies of the process of national revival: to weaken the economic and cultural potential of the country, causes great damage to national training and development of national culture. Finally, they have even led to the opposition of one of the nation by another (classic example, Tajikistan) (Mardanov R., 1997).. The negative consequences of outbreaks of national and religious extremism, despite the fact that have been learned from the experience of the collapse of the USSR error still occurs in Russia today. So Khostinsky District Court of Sochi has considered in open court the civil case to protect the interests of an indefinite number of persons on the recognition of information materials as extremist. Prosecutor Khosta district of Sochi asks to recognize the extremist book "Internal Predictor of the USSR. By Bogoderzhaviyu ... The 1996 edition of "publishing" Public Initiative ".- St. Petersburg, 2004. According to the forensic linguistic examination on April 2, 2013 in the text of the book are statements which negatively evaluated a group of persons on the basis of attitude to religion (the Jews), for example: "The Koran denies a lie, which arose on the gag and malice of the Jews, racial doktorina parasitic domination ". The evidence is relevance, admissibility, the court did not cause doubts about their authenticity, and collectively fully podtvrezhdayut circumstances under which, the court comes to the conclusion that there is a legal basis for the recognition of these information materials extremist, as previously said the book shows signs of extremist orientation, and distribution of extremist materials leads to an increase of crimes of extremist orientation, as well as the incitement of inter-religious and inter-ethnic strife, posing a threat to national security. According to AP Popov, "national, racial, religious hatred or enmity is fundamentally related prejudices and superstitions that were formed over a long period of time. Among these religious prejudices have the greatest destructive force. Suffice it to recall the religious wars or the activities of the Inquisition. The debate about the best religion is useless. Much more important to assert a sense of tolerance and friendliness towards people of other faiths ". (Popov AP, 2003). Next indicator advocacy strategy should include attribution of hostile actions and intentions of one nation against another. Among the ways in which this goal is achieved should include the laying of guilt and responsibility for the actions of individual representatives of the entire nation, ethnic group; statement innate hostility of one nation as the property of the national character, the single social role of representatives in the national and religious interaction; approval to the incompatibility of national interests of one or another ethnic group. Quite a long time, especially in the Soviet era was made unflattering comments about the representatives of German nationality. For the action of a certain group, it was decided to attribute to the category of representatives of German nationality. Thus, the Central District Court of Novosibirsk examined the case file of an administrative offense under art. 20.3 Part 1 of the Administrative Code of the Russian Federation in respect of a national S . , which posted photographs on social networks with the public display of Nazi symbols. Article 6 of the Federal Law of May 19, 1995 №80-FZ "On the perpetuation of Victory in the Great Patriotic War of 1941-1945" prohibits the use of any form of Nazi symbols like insulting the multinational people and the memory of incurred World War II victims.

Federal Law of July 25, 2002 №114-FZ "On countering extremist activities" [8] as one of the types of Federal Law of July 25, 2002 №114-FZ "On countering extremist activities" defines extremist activity and propaganda public display of Nazi paraphernalia or symbols or paraphernalia or symbols similar to Nazi paraphernalia or symbols confusingly. On the objective side of the offense may form the action aimed at public display, display, image posting of Nazi attributes and symbols, paraphernalia and symbols similar to them confusingly similar or reproduction of Nazi Nazi confusingly greetings and welcoming gestures and any other actions, cases are dealt with paraphernalia and symbols accessible to the perception of others, including through the publication in the media. Under fascist paraphernalia should understand the essential features characteristic of fascist ideology and fascist state. Nazi symbols should be understood as a collection of Nazi symbols, including state symbols: the national flag and the national anthem of Fascist Italy and National Socialist Germany, the military symbolism of the Waffen SS, first of all, signs of military distinction SS units are usually staffed by members of the National Socialist Workers' Party of Germany. In accordance with paragraph 9 of Art. 2 of the Federal Law "On information, information technologies and information protection", the dissemination of information - are actions aimed at obtaining information unspecified persons, or the transmission of information to the public. Based on the foregoing, it follows that the material is placed with a demonstration of Nazi symbols, namely, photographs with a cross from the right side curved ends. Calls for a breach of national equality and the fight against a particular ethnic group, should also be attributed to the performance and outreach strategy. The main way to achieve this should include the approval, encouragement, justification of genocide, deportation tons of repression on ethnic grounds; demand relocation, displacement from various spheres of activity of persons of a certain nationality; requirement limits the rights and freedoms of citizens and create benefits on a national basis; incitement to violence and threats in relation to a particular nationality in self-defense. Enforcers should be understood as due to, what processes and mechanisms implemented by, and affects people such a strategy. Previously conducted criminological and psychological research found that the main methods of communication are the effects of persuasion and suggestion. Persuasion is accessing the consciousness of the people by means of logical systematization and streamlining of selected facts, findings, supporting this thesis. A prerequisite is a belief strict adherence to the rules of logic.

Suggestion is a process of influence, having a more pronounced than the belief emotional. Impact is built with the expectation that inspires the content will not necessarily be subject to logical analysis. Suggestion can be specifically organized in such a way as to reduce the criticality of a rational, for example, by a conscious departure from the requirements of formal logic, the creation of barriers to understanding the content of the inspired, artificially increasing the pressure of the emotional component.

Many people heavily influenced by the very fact of presentation of an idea or information on specific events in newspapers, magazines or other printed media. The resulting information from such sources are not perceived by most people is critical. This category of people considered a guarantee of reliability of the information as a basis for taking the way of its transmission.

The most noticeable effect of the authority of the printed word in the perception of newspaper texts. A feature of the newspaper as a means of mass communication it is operational in nature, focus on a wide range of readers, which determines the presentation of information in a very accessible way. It is not designed for in-depth analysis, is rapidly absorbed, with a systematic repetition of well-stored. In psychology, there are two main kinds of suggestions. Direct, intentional suggestion involves the use of some open verbal statements, assessments, speech flared. An example of such a suggestion can serve as a repetition in different variations of the same idea. The constant use of the definitions of the "Angry", "artful" in combination with certain names as if to get used to them and have inspiring effect on the perception of information about the culture and traditions of the people, moral and ethical qualities of the representatives of the people.

An effective means of direct deliberate suggestion is the distorted information that can be objectively assessed the reader a variety of reasons, primarily because of the lack of familiarity with the subject are set out in the press. Distortion of information should be considered an exaggeration, bias in the distribution of semantic accents, including unverified rumors, allegations, frankly untrue, establishing similar conclusions from premises Various Orders-statements.

As a welcome impact on people's consciousness and subconsciousness indirect suggestion is not less effective than direct. Especially it should be noted that indirect suggestion, being masked and speaking in the form of hints, allusions, stimulation of "guesswork" and associations in origin often have a very deliberate and is a consequence of the use of appropriate methods of targeting process control communication.

Thus caused association with a high degree of probability mass produce the mood of anxiety, insecurity, hostility and aggression toward people from whom if the danger comes against the backdrop of the economic crisis, the complex political situation in the world likely to develop these attitudes even more increases.

If we take into account that people in published materials allegedly endanger, united on a national basis, negative emotions, excited by such publications receive specific narrow focus that enhances the intensity of negative emotions, negative attitude towards a clearly defined ethnic group.

In terms of scientific psychology described processes influence the result is the formation or revitalization, reinforcement of existing in the minds of social stereotypes - simplified, schematized, emotive and sustainable designs and ideas about what - or objects and phenomena. In the evaluation, and behavioral levels stereotypes expressed in social attitudes, that is ready. Predisposition to perceive these objects and phenomena in a certain way and accordingly act against them.

Constant biased presentation of information about the representatives of a certain nationality, allegedly threatened other people, it promotes the formation of a false negative ethnic stereotype of global content, which is a source of ethnic prejudice, prejudice, hostility hostility.

The characteristic to be considered is that the maturation of the ethnic conflict, entailing negative social consequences associated with the emergence and development of ethnic discrimination, aggravating and reinforcing effects of other causes of the conflict. This, from a psychological point of view, is the danger of public attitudes of discrimination of a national community.

The presence and prevalence of negative societal stereotyping contributes to the creation of the corresponding stereotypes that the public mood. Its main manifestation is usually ethnic discrimination in the form of aggressive hostility, this applies to the whole community, in conjunction with the elements due to the inadequacy of emotional perception, which is a fundamental property of the denial of the advantages of the discriminated people that often entails the commission of crimes of varying severity.

As the development trend of inter-ethnic, inter-ethnic and religious conflicts, they extend in parallel with the spread in the community mental stress, addiction, fear. Psychological Science has proven that fear and anger are among the strong reasons for the significant reduction in the severity of a rational assessment of the facts, changing the ratio of the intellectual and emotional evaluations toward the obvious prevalence of emotional evaluations.

Summing up, it should be noted that on the territory of modern Russia were and are to this day almost all kinds of conflicts, it is interstate, ethnic and political, social, ethnic, inter-religious, inter-ethnic. Some of them had a distinct color, some of them are only in the origin, others gradually fade. But it is necessary to focus on the fact that the psychological instability of the individual, social group, is one of the important component of ferocity and duration of interethnic, inter-religious, inter-ethnic conflicts.

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PSYCHOLOGICAL ASPECTS OF INNOVATIONS IN EDUCATIONAL INSTITUTIONS

Abstract

The external and internal reasons cause introduction and distribution of innovations in education. The external reasons are normative documents, administrative resources, production need, etc. The internal reasons are teacher's personal needs and needs of pedagogical communities. The paper analyses the influence of psychological type of a person on relation to innovations that is the defining factor of success of all innovative process.

Keywords

innovations, psychological characteristics a person

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Innovating as a process of origin and practical introduction of innovations in the concrete educational organization is a necessary component of pedagogical activity. Innovating occurs under the influence of external standard changes (education profiling, conducting Unified State Examination, new Federal State Educational Standards) and/or it is initiated by internal requirements (social order, migratory changes, inclusive education, health of trained, etc.). Success of innovating in the concrete educational organization depends on many factors: character of innovations, resources of establishment (including personnel), etc. *(Berezina, 2012; Vostokova 2014; Innovations…; Sobkin, 2014; Sovetova, 1998; Surtayeva, 2009)*. Starting the mechanism of innovations often depends on a combination of the most different reasons. The mechanism of innovations in a concrete establishment consists of several components; one of the most important is relation of participants of pedagogical collective to innovations.

1. Materials and methods

Further we analyze modern views on innovations and attitude towards them; design recommendations about arrangement of participants of innovative teams depending on person's psychotype f the personality and represent some results of the research on the accounting of these recommendations in practice revealed on the basis of supervision and polls.

1.1. The research of views on innovating and psychological characteristics of its subjects.

K.M. Ushakov sees two different senses in the term 'innovation'. First, the innovation means opening new or transformation of the available resources. On the other hand, the term 'innovation' means positive and productive change. Specifying the sense of innovations, K.M. Ushakov defines it as "organized change, which leads to change of formal and informal structure of the organization and causes incompetence crisis" *(Ushakov, 2009)*. Organized change means, first of all, changes in activity of all collective or that part of it, which is inclined to innovating more than other parts or, at least, readiness for activity, hoping for positive changes in the long term.

Elimination of the arisen incompetence of pedagogical workers and success of innovating require staff training. Therefore, it makes sense to consider the human capital as a resource of educational institution, which is a factor of successful innovating. Innovating subjects make the human capital: head and pedagogical collective. Among important questions of studying is knowledge of own opportunities and psychological characteristics capable to affect nature of innovating by an innovative team.

Within *organizational-activity approach* authors of the researches allocate social-psychological and organizational-managemantal aspects of innovative activity. Basing on L.A. Korostylev, A.I. Prigozhin and O.S. Svetov's researches, O.L. Berezina notes that the innovation as the result of inter-individual interaction assumes creation of specific relationship of the innovator with environment and demands abilities to dialogue and interact *(Berezina, 2012)*. The subjects of social-psychological analysis of successful innovating are:

– balance of interests of different subjects (teachers-innovators, informal groups of teachers, administration) in relation to an innovation;
– potential opportunities of participants of innovative activity,
– need for coaching including motivational preparation *(Krivykh, Ivanova, 2011)*.
– resilience to innovations by persons, to whom they pose threat of unjustified change of primary lifestyle and activity, etc. *(Berezina, 2012; Elyashevich, 2004; Karpov, 2005)*.

These positions allow to see a correlation with the *system approach* of B.G. Ananyev to the analysis of the professional I-concept of the labor subject. They include components of substantial specifics and a ratio of subject-activity and personal properties during professional formation of a person. The search of a backbone factor of the professional I-concept singled out the leading role of valuable-semantic relations of a person to his profession *(Dzhaneryan, 2005)*. As the share of innovative activity grows in a pedagogical profession, the factor of teacher’s relation to innovating becomes the object of studies. This relation in many respects is defined by typology of psychological characteristics of participants of pedagogical collective *(Dzhaneryan, 2005; Ivanova, 2011; Sobkin, 2014)*.

Processes of innovating in educational institutions are connected with updating of personal mechanisms of professional formation and creative training. In transition to innovative educational process, the important role is played by all its components – resources, technologies, tutorials, professionalism of teachers. As people are producers and distributors of innovations, and their relation considerably influences on the result, it is necessary to study, differentiate and to use adequately their psychological predisposition to innovating at certain stages of innovations realization *(Sovetova, 1998)*.

On the other hand, underestimation of motivational-valuable components defining psychological characteristic of personality becomes risk factor of innovating in educational institutions. It explains why considering components of teachers’ readiness for innovative activity, first of all, we pay attention to motivational and valuable component, and only then cognitive, activity-operational, creative-research, reflexive-estimated components. The components allocated by S.N. Vostokova rather fully characterize teachers’ readiness for innovating. Still the key component is the psychological characteristics of pedagogical collective defining the maintenance of motivational-valuable component *(Vostokova, 2014)*.

Psychological problems of introduction of innovations were investigated by N.I. Lapin, V.F. Galygin, E.T. Grebnev, Yu. Vooglayd, A.I. Prigozhin, N.A. Ilyina, O.S. Sovetova, K. Davies, T. Petter, R. Uotermen, N. Tichi, M. Devanna. E. Rogers divided the society into five groups, according to their desire to participate in innovative activity and activity of their participation in innovative processes: innovators, the early followers, the early majority, the late majority, backwards. E. Rogers allocates accurate roles, characteristic for communicative transfer of ideas distribution: the *understanding* (opens the idea for himself and others); *the interested* (tries to receive as much information about the idea as it's possible); *the trying* (tries to apply the idea on others); the *estimating* (checks compliance of ideas to interests); *the acquired (*includes innovations in professional activity according to his ideas) *(Rogers, 1995)*.

V.S. Sobkin, D.V. Adamchuk and others investigated the attitude of teachers towards various aspects of innovative practice depending on their education level, qualification,an experience, type of educational institution and educational programs. Authors found a wide range of ambiguity of relations to innovating depending on the listed factors *(Sobkin, 2014)*. There are some of them.

N.M. Lebedeva, A.N. Tatarko approved the technique of personal relation personality to innovations in cross-cultural aspect, leaning on studies in cross-cultural psychology and related subjects. The authors obtained the data specifying that basic values of culture influence on both economic development, population health, life expectancy, feeling of wellbeing and happiness, and ingenuity and innovative dispositions of personality (Inglehart & Baker 2000; Diener et al 2000; Triandis 1994; Shane1992, 1995). There are foreign techniques (M. Kirton's scale 'Adaptors and innovators' (Kirton, 1976) and M. Basadur and P. Hausdorff's scale (Basadur, Hausdorf 1996).) measuring installations in relation to divergent thinking and creativity.

N.M. Ignatyeva studied the spheres defining readiness for innovations, such as cognitive, motivational, emotional, intellectual, strong-willed, the sphere of self-control, subject-practical, existential.

O. S. Sovetova basing on A.L. Zhuravlyova, N. A. Ilyina's researches showed that the innovative disposition (both generalized and concrete) can be connected with personal properties. A.L. Zhuravlev gives classification of social and economic types of personality: he allocated 9 types of personality depending on installation to innovations – 'active reformers', 'passive reformers', 'inefficient', 'waiting', 'blind performers', etc. We agree with the author – these types are rather mobile and their ratio in collectives can change very quickly. N.A. Ilyina investigated the relation to innovations in labor collective on the example of production association 'Svetlana' and showed that innovations appear more effective if they are initiated 'from below'. In N.A. Ilyina research, it is shown that the concrete relation of workers to innovation traditionally consists of three components – informative, emotional and behavioral. She allocated five types of workers' relation to innovations: active-positive, passive-positive, neutral, passive-negative, active-negative *(Karpov, 2005; Psychological…; Sovetova, 1998)*.

The defining subject of innovative processes development in educational institutions is the head, namely his position according to his psychotype. On B.P. Yakovlev and V.F. Zhukova's classification, concerning innovations the head can be *the reconstructioner, the demonstrator, the conservative, the innovator*. The administrator's position in many respects defines orientation, level and character of innovations inthe educational organization *(Yakovlev, Zhukova, 2012)*.

Thus, the range of scientific views on various characteristics of personality influencing the relation to innovating is quite wide. The question of a choice of the bases for classification of persons' psychotypes making subjects of innovating remains open: in psychology there is a set of typologies, which quantity, since the time of Jung, increased on the most various bases. As K.A. Abulkhanov-Slavskaya notes, "typological researches can be divided into two main directions, which finally will be indissolubly interconnected: one of them aims at creation of typology (on these or those aprioristic bases) and another – at theoretic-phenomenological identification and generalization of the types existing in reality". The key problems in each case are promotion and description of the classification basis. It is not less important to prove a sign (or signs) choice of classifications

(Psychological…). Our reasoning will lie within the second direction designated by K.A. Abulkhanova-Slavskaya: let's make an attempt to describe characteristics of persons in relation to innovations within the existing typology. First, we remind that appealing to classification by temperament (Hippocrates, Pavlov) numerous researches note independence of temperament type from creativity.

Moreover, P.N. Mashegov, representing the model of innovative personality, criticizes innovation isolation attempts as specific mental phenomenon. He claims that the defining factor of the relation to innovations are external circumstances *(Mashegov, 2007)*.

1.2. Forecasting the relation to innovations by various psychotypes within the existing typology.

Psychological characteristics of participants of collective subjects of innovating need to be considered while placing personnel on the corresponding stages of origin and realizing innovations. Collective subjects of innovating are pedagogical collective, or innovative teams. Social psychologists divide people on their relation to innovations into the following types: innovators, enthusiasts, rationalizers, neutrals, sceptics, conservatives, reactionaries *(Shuvanov, 1997)*. Results of scientific researches testify that in consciousness of conservatives, reactionaries and sceptics there are so-called psychological barriers, and at neutrals, it is possible to observe prebarrier states.

The psychological barrier is a set of actions, expectations and emotional experiences of a worker, who has hidden or negative social psychological states caused by innovation. In manifestation forms, psychological barriers are possible to divide into passive, active and extreme (frank sabotage). The psychological barrier is the developing education as its parameters (character and forms of resistance) change at different stages of innovations, depend on type of educational organization and are various at different categories of workers (depending on qualification, age, etc.). Most often a barrier is the highest at a stage of introduction of innovation.

The existence of psychological barriers revealed by V.I. Shuvanov confirms the need of studying psychological predispositions to innovating and specifics of its manifestation.

In aspect of innovating concerning the main line of classification by K. Jung 'extrovert – introvert', the difference between extroverts and introverts can be defined as follows.

Extrovert is the initiator, inspirer and organizer: extroverts concerning surrounding society are constructive, active, have a strong need to achieve the objective; if extrovert is criticized for insufficient activity, he becomes aggressive, angry, feels misunderstood. He perceives criticism for excessive activity rather as a compliment.

Introverts are inclined to evasion from troubles and failures. If extrovert is constantly dissatisfied with that he did not make something that it was possible to make, introvert is offensive if he overdid and made the superfluous. The head and innovative team should consider that by means of criticism slowness; laziness of introvert can be hyped up. Any careless remark that he overdid, can only harm.

Such characteristics conclude that introvert can be productive at the stage of development of innovations, and extrovert – at realization stage. The introvert in the course of innovating is capable to secure weak and routine positions – he finishes the deeds begun by others, even if he did not show enthusiasm at the beginning. He is more modest and quiet, less believes in relevancy and importance of that he does, he is more self-critical *(Eglit)*.

At arrangement the responsible persons for certain stages of innovating the accounting of socionics characteristics of teachers is of interest. Let's notice that the relation of psychologists to socionics is ambiguous. As it is noted by A.V. Bukalov and O.B. Karpenko, wide circulation of socionics as scientific direction is confirmed by that for the last 15 years socionics ideas and methods are used approximately in 800 theses according to all sections of the humanities and in a number of technical sciences. Now socionics is taught in more than 150 universities of Russia, Ukraine, the CIS countries and countries of the European Union.

Besides, in practice in any collective and small groups, people notice that there are qualities, on which colleagues supplement each other; also there are qualities, which distinction leads to contradictions or conflicts. According to G. Reynin, in the modern world small groups rule the destiny of a mankind, therefore it is important to find a way to mutual understanding of people in and between small groups, especially at creation of innovations *(Reynin, 2009)*.

The question of relationship is always a question of trust. To understand the reasons of this or that reaction of a person on the events, its relation to future process and result of innovating, it is necessary to know, what impact has the psychological type of person on value system. The analysis showed two groups of supervalues, ‘incompatible’ among themselves. On one pole there are order, reliability, debt and usefulness, on the other – originality, good luck, dream and creativity *(Elyashevich, 2004)*.

Studying psychotypes is undertaken for diagnostics of relations to values in professional activity *(Surtayeva, 2009),* for forecasting the relations to collaboration for participants of small groups, members of one family *(Augustinavičiūtė, 1983).* The socionics as a science about the sixteen-type nature of people and regularities of relations between them, defines 16 types of people and 16 different forms of relation between them depending on combination of pair opposite properties of a person as they are shown in life: rationality — irrationality, extraversion — introversion, logic — ethics, sensoria — intuition. Without assuming full universality of this theory, nevertheless we use it for the analysis of psychological potential of personality concerning innovations.

For an example we consider the poles ‘ethics – logic’ and possible manifestations of people of this polarity while innovating. Let's carry out comparison on several levels: 1. ability to do serious work, 2. relations and feelings of people around, 3. presentation of work results.

Ethical people are not able to estimate number of the work. ***Intuitive ones*** cannot estimate its quality and therefore they roll in never-ending affairs. They are simply not sure that the made is rather good and therefore cannot finish improvement process.

Logical people try to make everything by themselves. They prove the importance by the affairs and wait for the corresponding relation from people around. ***Ethical people*** feel as far as it is necessary for another, they are able to improve relations with them, manipulate their feelings. Thus it is constantly not confident in own forces and abilities.

To be pleasant and favorite in collective — here that each ***ethical person*** excellently achieves. He is able to make good impression and report and thus praise everybody and, first of all, himself. He perfectly feels in any company. ***Logical person*** is inclined to speak about even outstanding, personal and others' mistakes and shortcomings, because he tries to understand a real situation, see and show a real situation or prospects *(Augustinavičiūtė, 1983)*.

From the given comparisons, it is clear that ***ethical person*** should be put on stages of quality check of result, presentation of results on public, formation of team and initialization of his activity while innovating. ***The logical type*** is irreplaceable for the current diagnostics of condition of innovative activity, for practical stage of innovative activity, especially at stage of individual work. It is obvious that the success of innovative team (small group) depends on successful addition of employees with these qualities.

The specific individual classification by the dominating style of thinking can help to make a choice of the sphere of innovative activity. There are four main styles: production-technological, conceptual, social and humanitarian *(Eglit)*. Each of four large fields of activity is an optimum social niche, where strong qualities of social types are most brightly and creatively shown. Depending on a combination of psychological characteristics in social type ‘production workers’, ‘"socials’, ‘humanists’ and ‘innovators’ are allocated. Within the subject, we provide the characteristic of innovators: intuitive-logical and logical-intuitive types of personality are concentrated on the projects and tasks having the scientific logical decision expressed in formulas, projects, hypotheses and designs. They suit research and experimental field of activity with a theoretical bias or on a joint of the theory and practice *(Eglit)*.

On V.V. Meged's classification there are 16 types of psychological characteristics on style of activity: innovator, intermediary, analyst, switchboard, mentor, inspector, leader, lyric poet, experimenter, keeper, politician, critic, managing director, humanist, master (Meged’ [a]; Meged’ [b]). Let's provide their characteristics in Table 1 and design possibility of use of qualities of these psychotypes in innovative team.

TABLE 1 POTENTIAL OF PSYCHOTYPES ON NATURE OF ACTIVITY IN INNOVATIVE TEAM

№ p\p	Psychological type on style of activity	Possibility of participation in innovating at certain stages of realization
1.	Innovator is predisposed to creative activity connected with new, perspective ideas. Everywhere, where he works, he brings the atmosphere of revival and novelty. On mentality, he is the theorist more than the practicist.	Most successfully proves at stage of ideas generation and at a reflexive stage of innovating.
2.	Intermediary is guided by creation of good conditions for work and pleasant atmosphere of communication. He supports compromises in everything and tries to find common language.	He can be an assistant at stage of realization of innovation and representation of an innovative product to public.
3.	Lyric poet believes that there are people, on whom it is possible to rely at a difficult moment. Life is not only routine, it is always a place to a holiday, and he is able to create this holiday.	He can be useful at stage of presentation of innovation. His indispensability in a situation, when it is necessary to encourage participants of innovative team, is possible.
4.	Analyst is adjusted on a specific goal and achieves it very consistently. He is exacting to himself. In the relations with others he is not flexible. Reliable partner.	He is productive at stages of analysis of problems for a choice of innovative work subject; during current diagnostics; reflexive and analytical stage of innovations introduction.
5.	Communicator constantly seeks for vigorous activity. He is very emotional and mobile; tries to be useful, especially if someone needs help.	He is productive at stage of implementation of innovative project.
6.	Mentor is a person of creative plan. The positive assessment of abilities is necessary for him. He thinks that he is capable for many things, but not everyone can estimate it.	He is irreplaceable as the assistant in group of innovators of younger age. He needs moral encouragement from administration.
7.	Inspector has to arrange his life correctly. Without order in everything there is no moral satisfaction. Everyone has to be on the right place and honestly fulfill the duty, without idle talk and imaginations.	In team, it is necessary to involve him in innovative activity with care – he can spoil everything with the orientation to old standards. It is possible to try to entrust him control and diagnostic or reflexive and analytical stage.
8.	Leader is a specialist in finding necessary and effective methods for business performance. He	This person can be a leader in innovative project. At least, at initialization stage.

	has good reaction to changes. He is not lost in any situation.	
9.	Experimenter considers that only the noble purpose and dedicated work can give the real satisfaction. Thus he never loses sight that the person is the main value for the sake, of which it is worth going on the victims.	He works well at all stages of innovating, especially at stage of realization of innovations.
10.	Politician: its energy constantly looks for an exit. He seeks to organize something, to find for this purpose new opportunities, new people, does not like to be idle.	He is good for establishment of external relations, realization and presentation of innovative projects, search of new opportunities and ideas.
11.	Keeper: the world is good in itself for him, but for entire happiness, people should improve themselves in it. He considers that we are guilty for our troubles. It is necessary to work and not to dismiss himself.	The most suitable role is at stage after presentation of innovative product, especially, if presentation was unsuccessful.
12.	Master is the pessimist in soul, but under any circumstances does not lose practicality. Stubborn goes towards the aim if it is worth it. And his work has to have worthy remuneration.	Activity of such person is especially important at stage of realization and reflexive and analytical stage.
13.	Inspirer: if he is important to people, life makes sense. And, above all cure for boredom is new impressions. Each person is talented in own way, it is necessary to help him to believe in it.	Such person is very useful at stage of initialization of innovations and in the course of activities for their realization.
14.	Managing director: life for the sake of neighbors is the main goal. He knows that he can count only on own forces/ Work qualitatively, without cease, fulfill the duty honestly, up to the end is his motto.	He works successfully at realization stage, being responsible for the concrete volume of work.
15.	Humanist: people are often unfortunate and need help. And, he is sure to help. The main thing is that people shouldn't lose sense of justice.	The good assistant in problem places of work on innovative project.
16.	Critic: the main thing is not to hurry and commit follies. Everything needs reasonableness and care.	The correcting innovating stage can be entrusted to such person.

2. Recommendations on development of techniques of subjects arrangement in innovative teams.

These recommendations allow to have a reference point for alignment of forces in innovative team. Certainly, in harmonious and working team, forces and roles change dynamically; they are distributed depending on a situation according to the mutual arrangement, and are corrected independently depending on state and success of innovating process.

The beginning innovative team needs to mean that teachers are direct actors of realization of innovations, and their relation considerably influences on the result; the most serious risks of innovating are connected with direct organizers – participants of educational process *(Berezina, 2012)*. The first stage of leveling of such risk is self-inspection of collective regarding identification of relations to innovations and to the role in their realization, and then – informal training of pedagogical collective. Following N.N. Surtayeva's idea about change of personality as a result of informal education *(Surtayeva, 2009)*, we considered possibilities of pedagogical collective training depending on their psychotypes of thinking and pedagogical paradigms, in which line it is possible to construct training of innovative team *(Ivanova, 2011)*. Promptly updated knowledge including psychological one, based on practice of relationship and demanded in new collectives, demands new culture of assimilation. The culture of assimilation has to be replaced with culture of search and updating *(Berezina, 2012)*. The knowledge of own psychological characteristics by participants of innovative team helps with alignment of forces at realization of innovations.

Technologies of accounting of psychological characteristics at innovating in educational institutions can be the following:

1) selection of participants of team and alignment of forces corresponding to stages of innovation realization,
2) initialization of innovative project,
3) training and self-diagnostics of team,
4) consultation and coaching *(Krivykh, Ivanova, 2011),*
5) implementation of innovative project,
6) reflexive analysis of process and result of innovating.

1.3. Prevention of pedagogical innovations risks.

The accounting of psychological characteristics in innovating promotes the prevention of pedagogical innovations risks. The risk is understood as possibility of emergence of circumstances causing uncertainty or impossibility of receiving the expected results in the course of receiving the desirable purpose. Among risks in higher education N. A. Lyz calls the following:

- risks of falsification and loss of the enclosed resources because of loss of students; unavailability to produce modern competent experts,
- overestimation of expectations from the application of investments and contradictions with quality of teaching,
- discredit of teachers, not ready to work in qualitatively new conditions *(Lyz', 2014)*.

All shown risks can be leveled during innovative activities for improvement of quality of education in the educational organizations.

2. Results of the research

The accounting of psychological characteristics of participants of innovative teams in many respects will be able to accompany success of innovating. At least, it is confirmed by data of our pilot researches: selection of participants of innovative teams taking into account their psychological characteristics influencing on motivational and valuable component for innovative activity readiness; the correct arrangement of participants on stages helped to increase efficiency of innovating by 15% in 10 educational organizations of various types (establishments of additional education, high comprehensive schools, higher education institutions in regions of Russia: St. Petersburg, the Leningrad region, the Siberian regions). The researches on interest in studying psychotypes and their account in practice are illustrated in Figures 1 and 2.

The poll of organizers of innovating in educational organizations confirmed that for success of innovating, teachers need personal interest in new results of work. According to N.A. Lyz, the next 20 years competitiveness will be provided by a paradigm of development of person, humanistic outlook of teachers, belief in possibilities of person, possession of personal, focused technologies of management and self-government by professional development *(Lyz', 2014)* and become an important condition of results achievement.

3. Conclusion

1) The modern researches of psychological potential of educational subjects in aspect of innovating are various and versatile, but they haven't led to creation of the instrument of cast in innovative teams. The researchers note that social types were studied in groups of psychologists and in work collectives *(Shuvanov, 1997),* and the researches of such plan were not widely conducted in pedagogical collectives. It can be interpreted as an obstacle to the account of valuable and motivational factors in the course of innovating. We agree with M.V. Kochetkov, that the stop conceals more risks in itself, than continuous search of a field for innovating, therefore not refusal of innovations

is necessary, but the system analysis of the facts of consequences, risks for effective management of education modernization – "it is necessary to care not only introduction of new objects, but also change of outlook of teachers, students, societies in general" *(Kochetkov, 2014)*.

2) The following stage of providing psychological prerequisites of successful innovations is forecasting of possible risks and barriers. The combination of risks of imitation and falsification can make the higher innovative education by less productive than traditional. Overcoming risks is possibly in development of psychological and pedagogic competences that will be promoted by research of personal and psychological characteristics of teachers – participants of innovative processes. It will also promote the correct placement of personnel at various stages of innovating. On the one hand, this step is necessary, and on the other hand, it can present difficulty for educational institutions as based on the available techniques such process is too labor consuming and demands participation of experts (psychologists, socialists). At the same time, as first approximation the most innovative team could study this question: both regular school psychologist, and independently innovative teams can carry out diagnostics – it is possible to diagnose each other and on manifestations of psychological characteristics in the professional and personal sphere. It is possible to add these results with self-inspection.

Creating a collective image of the future, small and large social groups cannot consider social and psychological aspects of forecasting *(Nestik, 2014)*. As pedagogical collectives actively project the future in real practice of education, training and bringing up the new person, the role of relation of a personality to innovation as to the future demands attention and further studying. The knowledge of innovative team of the psychological potential matters for practice of innovating (cast, formation of innovative teams, tactics of innovations introduction, etc.).

4. Illustrations

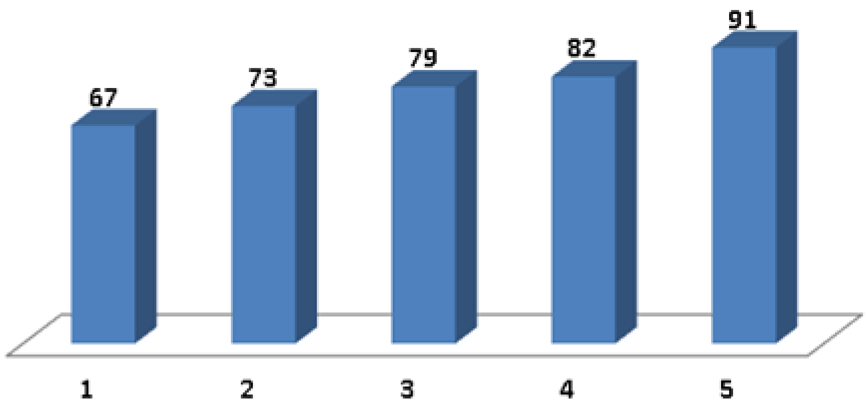

FIGURE 1. DYNAMICS OF TEACHERS' INTEREST TO STUDY RELATION TO INNOVATIONS OF VARIOUS PSYCHOTYPES (1 – 2010,2 – 2011,3 – 2012, 4 – 2013, 5 – 2014)

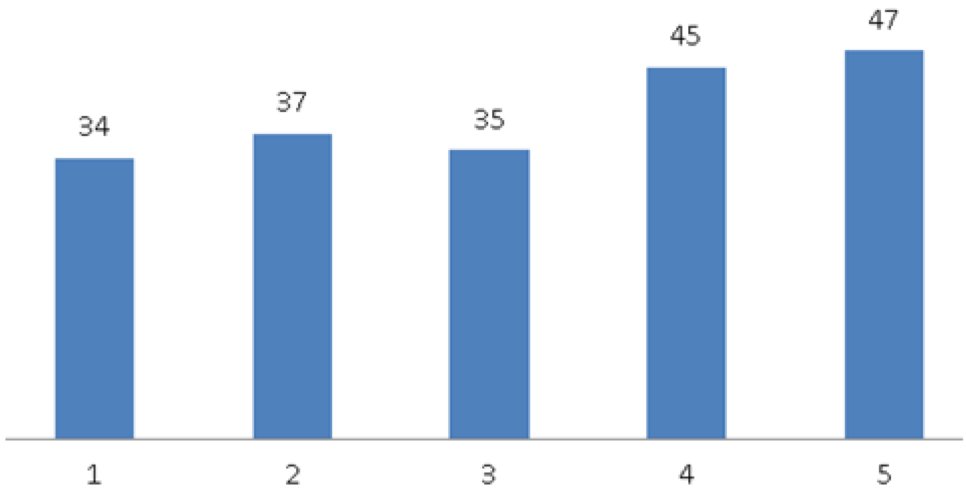

FIGURE 2. DYNAMICS OF ACCOUNTING PERSON'S PSYCHOTYPE IN CASTING IN INNOVATIVE TEAMS (1 – 2010,2 – 2011,3 – 2012, 4 – 2013, 5 – 2014)

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THE ANALYSIS OF THE LEGISLATION AND OFFICE PRACTICE OF THE FOREIGN STATES IN THE SPHERE OF NON-MATERIAL AND MATERIAL STIMULATION OF PUBLIC SERVANTS

Abstract

Relevance of the studied problem is caused by need of further improvement of the office legislation of the Russian Federation regarding material and non-material stimulation of public servants. The purpose of article consists in research of provisions of the foreign legislation on stimulation of public servants regarding possibility of their use in the office legislation of Russia. The leading approach to research of this problem is the analysis of the office legislation of the foreign states. Results of the present article allow to improve further the office legislation of Russia regarding material and non-material stimulation of public servants. Materials of article can be useful to public servants, and also the scientists who are engaged in a perspective of public service.

Keywords

public service, material stimulation, non-material stimulation, encouragement of public servants

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Each society develops own understanding of functions of the state depending on social characteristics, national philosophy, mentality, ideology, traditions. At the same time also the common features caused by culture, political proximity and other factors are traced. In organizational and legal structure of public service and its administrative and legal regulation allocate some models. Respectively there are also some main models of stimulation of public servants:

a) Anglo-Saxon model (sometimes it still call "position");
b) Romano-German model ("career");
c) east Asian ("elite").

The Anglo-Saxon model is characteristic for the USA, Great Britain, Canada and some other English-speaking countries and assumes:

- emphasis on system of an assessment of quality and productivity in work;
- revenues to public service happen on the basis of written competitive examination. All system of reception, training and promotion is organized so that to create type of the professional manager of a wide profile;
- compensation depends on an accurate scale of charges and differentiation of work by results of work. At the same time there is also a system of various awards and bonuses based on evaluation of the work of government body and public servants;
- advance on a career ladder for most of public servants happens on the basis of so-called "systems of merits", that is to selection of the most prepared candidates for increase for positions on the basis of competitive examinations, and also a constant assessment of their office activity.

The Romano-German model is characteristic for the countries of continental Europe and is characterized by the following:

- success of creation of system of material stimulation is substantially connected with the budgetary opportunities of the state;
- the current material stimulation is based on an assessment of various factors available to the analysis and having objective justification;
- provision of pensions in the maximum volume is connected with the long standing of work comparable to the experience established for most of citizens.
- orientation to "closeness" of career and non-material privileges and guarantees in public service (social protection of public servants, pension guarantees, stability of the status);
- the salary (the monetary contents) is defined by the fixed grid of compensation and legislatively approved salaries.
- level of payment depends on a position, an experience and a rank of the public servant.

France, as well as other countries of continental Europe, the problems connected with degree of system effectiveness of public administration concerned. Very often at the heart of these problems there are questions of expedient stimulation of work of public servants. Even in case of structural reorganization of system of government bodies or change of bureaucratic, documentary procedures the human factor remains defining. Any reform of the state system which formally does not concern people, inevitably attracts correction of working conditions, changes the volume of competences of the personnel, its functional mission. Therefore reorganization will be always interfaced to new rules and norms of material and non-material stimulation.

It is unconditional that in most cases as the world practice testifies, organizational structures and rules of an administrative and legal regulation do not undergo basic changes. If to neglect some specific models of public service (China, Cuba, some Muslim countries, New Zealand), the developing last hundred years of model can be defined as position and career. In the majority of the countries of continental Europe the prevailing model is career. It is characteristic for such leading countries of the region as Germany and France. The Russian system of public service in many internal aspects reproduces this model. But not in all. For its effective realization there is no both finance, and system of internal self-government and representation of interests. Without concerning separately the last question, we will notice that in France territorial councils of public service and parity committees in government bodies are of great importance when determining conditions of service, career advance and application of the stimulating methods. The "trade-union" component in the Russian public service is very conditional and is under complete control of administration of government bodies.

First of all it should be noted the important fact: in France all employees of the state organizations treat so-called «fonction publique», that is in the general plan of division between, for example, teachers and employees of the city hall does not exist. The above concerns to all public servants, including the state managers. Therefore it is necessary to give an assessment to the reached level of material stimulation in France taking into account this circumstance. It is obvious that at the Russian option of reference of persons to the public or municipal service of problems at the French state and society would be much less.

The Russian system of public service in separate aspects has similarity to the French. In France, as well as in Russia, essential value for revenues to public service, just as further advance on a career ladder has education. A position and the official's rank as finally and possibility of long stay on service (experience) in many respects depend on educational level. In some countries (France, Portugal) it is almost impossible to become the civil servant without target preliminary training. It is possible to tell that education is the most important component of such complex stimulation as the official growth of the public servant. In Russia qualification of the official substantially is defined by a formal image by its educational level. It is characteristic and for the European countries, but with some reservations. In Europe approach a question of quality of education of public servants much more seriously. This issue is resolved as through system of training of officials in specialized educational institutions, and through institute of supervisory (trustee) boards at educational institutions. Such approach is characteristic for France, Germany, Spain, Portugal. The Russian practice does not give a certain option of educational model of the public servant. Quality of their preparation is not watched almost by anybody, except for Rosobrnadzor, which has also no special tools for such assessment. Besides, despite existence of Russian Presidential Academy of National Economy and Public Administration, preparation and professional development of the public and municipal servants is carried out on the most various platforms in the absence of uniform standards. Thus, the incentive of official (career) growth of the public servant both in France, and in Russia is in many respects connected with his education, but its formality to the detriment of quality can become an obstacle in a way of real career growth.

The system of internal advance on public service in France is rather transparent, proceeding from the Russian standards, and at its various stages different incentives for motivation of the employee to high-quality activity, so, and to office growth are used. Serving, or so-called "public employees" whom all employees of social public sector are among are distributed on one of three categories (hierarchical categories A, B or C).

During the career, the worker can change a job as in a certain category, and having passed into other category. Thus, the mechanism of internal advance based on an assessment of results of work of the employee or competitive procedures, both external, and internal character is used.

Change of a position or category via mechanisms of internal advance is possible only within a certain government body (establishment). Application of competitive procedures means substantially formal criteria (age, degree in categories, an experience of public service). Thus, for ensuring career growth in various cases also concrete results of work and formal signs matter. Besides already designated, one of the main requirements is the minimum of vocational educational training. Advance on hierarchy of categories A, B or C means growth of a salary of employees and social guarantees. Therefore, stimulation of the employee to better work or increase of the educational level has material benefits which increase in process of advance on office hierarchy in a basis. It is interesting that internal advance also has to be carried out on a competitive basis. Anyway the choice is carried out by administration of the employer or as a result of carrying out special professional examination. And so promotion provides to French to "the public employee" the status meaning execution of more significant functions, higher scale wage payments and increases potential opportunities for further career growth.

It is worth noticing that in France these rules established for employees are executed in most cases. In case of formalization of the declared principles of activity of government and functioning of system of public service defining are client relations. Unfortunately it is still characteristic for Russia, both in the past, and in the present, and also for the countries of "the second echelon", for example, of the states of Latin America. The relations on the client boss line often level an assessment of results of work, do it minor for career advance. It is impossible to tell that in France and Germany such relations do not take place, but they are widespread much to a lesser extent. The high productivity of work recorded in a certain form can accelerate considerably in these countries advance of the employee on a career ladder.

The system of compensation of public servants and volume of remuneration in the last decades became the major questions for many foreign countries. In so-called new public management the flexible and adapted for conditions of the market system of compensation is one of the corner principles of its functioning. In a number of the Asian countries where an indisputable example is Singapore, the high material motivation at corruption suppression also makes a basis of model of public service. It is impossible to tell that in continental Europe these questions did not cause interest. On the contrary, within career model increase of compensation of civil servants at simultaneous increase of value of non-material privileges and guarantees were of very great importance. Within this trend, there was an inflating of funds of material stimulation of public servants in Greece. Fatal results had aspiration "to be arranged" under the leading countries of Europe for this country. However, in France, Germany, Switzerland, Austria and some other countries growth of material stimulation occurred rather successfully in the last decade and this process proceeds.

France traditionally prefers such types of encouragement of civil servants as increase in positions and increase in a salary, but thus accurately installed system of encouragement does not exist. Salary increase can happen and without replacement of a new position. Personal material encouragement of the French civil servants (functionaries - les fonctionnaires) depends from:

- office status (department, rank, rank);
- specifics of a post for the highest functionaries (according to new situation about bonus, the sum of an extra charge can make 10% of a basic salary);
- awards can be appointed for processing, at special difficulty of work and also in case the position demands specific qualification, etc.

Thus in practice, often an award are appointed collectively, and the sum in many respects depends on a rank and on the ministry which civil servants treat. Only 10 interest of functionaries are drawn bonus in number of 30% of a salary. The most considerable awards are concentrated in the highest echelon of civil servants. Thus, awarding represents pyramidal system. The maximum awards directly depend on the status of the employee in hierarchical system.

The annual budget of bonus payments is allocated with the Ministry of Finance, various departments and departments receive, thus, the fixed sum based on indexation of the corresponding kind of activity and number of employees. Some departments try to build own system of awarding. So in 2003, the Ministry of public service declared plans to put all bonus into dependence on overall performance of the highest civil servants, varying the sum of awards from 15 to 20 percent from a salary, and also about intention to introduce this practice in all layers of civil servants, but not in individual, and in a collective form. But this important work was not fully complete up to the current year.

Despite the high level of material stimulation of civil servants, the main problem is lack of accurate system of encouragement of administrative workers for effective work. The system of material encouragement looks not clear not only for public observers, but also for most of functionaries. Situation about awarding has the general character and from criteria of encouragement distinguishes a manner of work of the civil servant, his competence according to a post and actually overall performance.

Distinctive French feature is also that various administrative departments possess a big autonomy in policy of encouragement: in some of them criteria of administrative activity were reconsidered, and now the young effective worker can receive much bigger encouragement, than his senior colleague, which all merit is reduced to a length of service. The most important result of this practice is, thus, division of a length of service and encouragement, and decentralization of system of awarding. Sometimes for department use own funds for awarding of employees. Decisions on awarding for effective work are passed by the special technical commission. Audit of the made decisions is booked by the state financial inspectorate or parliament.

One more problem is that the system of secondary encouragement tends "to be flown down to a uniform point" and to provide all with the employee of one rank approximately identical sum of encouragement that reduces their value. Also, the problem consists in uneven encouragement of employees depending on the ministry which they treat. It is natural that such ambiguity of the principles always becomes a source of a certain mistrust.

However, you should not think that the French employee easily moves ahead on an office ladder. Large volume of material benefits assumes continuous monitoring of its professional level. Within local civil service monitoring is realized in the form of so-called interview.

An interview are got annually by each official of local authority. The assessment of this interview is considered at possible office advance and on its results the quantity of certain bonuses of the employee is fixed. During interview the level of professional activity according to tasks of the organization and functional conditions of service is estimated, the purposes for achievement next year, need for training, prospects of development of career and strengthening of mobility are defined. Results of interview can become the basis not only for promotion, but also for the termination of the contract with the employee. In administrative structures of the local level (la fonction publique territoriale) criteria more accurate, but they are also defined by special technical committee. Treat them: overall performance and achievement of the objectives, competence and communicativeness, and also ability to play the leading role at higher hierarchical level or to be engaged in coaching.

The similar system of interview is installed for officials of the public civil service. It should be noted that increase as civil servants, as a rule, happens within national competition to the replaced position. However there is also a mechanism of internal promotion realized with observance of certain procedures. This type of increase in a position is connected with a rating assessment of the public servant. Similar increase is not direct encouragement of the worker as the efficiency of his activity which is subject to encouragement has to be supported with a certain length of service, for example. However, partially it is possible to call such procedure encouragement as the advanced worker gets out heads of administrative structure. There are still some conditions, for example, accelerated promotion on service can happen only within the same organization.

The rating assessment of the employee passes according to different schemes in the different state organizations. In all administrative organizations of the central submission (la fonction publique d'État) the criteria taken into account accurately are not defined: "Criteria of an assessment of the professional importance depend about t of feature of a post and the executed work". Other criteria are defined by competent technical committees.

Thus, it is possible to note that a front view of non-material encouragement, first of all, is possibility of the accelerated increase in a position. In this regard, since 2002 the internal system of an assessment of efficiency and a rating of the civil servant was developed: the procedure consisting of several stages comes to an end with drawing up the report which has to be approved by the worker, and also his immediate superior. Enter criteria of an assessment: professionalism and technical competences, quality of the organization of work, personal and public qualities of the employee. Such assessment of the functionary is the basis for his accelerated increase in a position.

Except material remuneration, the civil servant is encouraged with moral advantages. Moral remuneration causes content and desire to work more effectively. In France this rewarding with the Honourable medal of national, regional or municipal level. The award is urged to encourage long-term public service.

The medal is remuneration for the long period of work in local authorities or public institutions. It has three steps: the silver medal can be handed after 20 years of service, gilded - after 30 and big gold after 35 years. Each step can be reached only after passing of the previous level, at observance of a break in one year at least. The awarded civil servants gain also corresponding diplomas in which features of their service which became a rewarding subject are specified. It is clear that the employee will receive it only in the middle or at the very end of the career, but thus the moral incentive which sometimes is of very great importance is created. It is interesting that the basis for rewarding is not only professional competence of the employee, but also his "devotion" of a profession. The medal can be and is taken away from her owner, in particular, for the disciplinary violation involving punishment.

Nevertheless, in modern France and in other countries of Europe, many representatives of "public service" do not consider themselves financially and socially protected. In other words, the incentives established by the state do not seem to them sufficient. First of all it belongs to municipalities. How business in general is? According to the authoritative newspaper "Figaro" in France more than 20% of economically active population are in public service of the republic (2,4 million people), on service in local government (1,8 million people), healthcare institutions (1,1 million people), and also in various central government bodies (ODAC) which include such various structures as CNRS, the Parisian opera, France Weather, etc. In total them more than 5,3 million people are. The vast majority of employees has big material benefits in comparison with the private sector and a set of other advantages. Many developed countries faced this problem. Some of them, such as Canada and Sweden, not only reduced number of employees, but also reformed their status.

Really, the contract system on public service, unlike the private sector, is more long-term (till 6 years, in the private sector - no more than one and a half years). The extremely rare are cases of dismissal of employees, even for gross violations. Higher is also the salary of employees (except for local service). As a rule, it grows quicker, than in the private sector. Working week of the French employee makes 37 hours that below, than on average over the country. Besides, they pay less social payments, in also use many other bonuses and privileges. For example, an extra charge on the apartment, payment of the health insurance, preferential crediting and a so-called family increase to a salary which costs to the state about one billion euro in a year. The family increase is that the benefit to already first child dependent is provided to employees. The part of the public and local servants also has the right for free housing.

At last, public employees have higher pension. It is possible even to claim that the pension mode is the main privilege and material incentive of activity of employees. Calculation of their pensions is carried out proceeding from a salary for the last six months whereas at calculation of pensions of the serving private enterprises 25 best years are taken into account. In 2011, 2.6 million public servants received average pension of 1724 euros a month while in the private sector it made 1215 euros. The age from which the employee automatically acquires the right for full pension, fluctuates from 60 to 67 years. Whether everything depends on that the employee is "sedentary" or "active". But also the period of insurance premiums matters. For full pension it is established from 40 to 43 years. In this case achievement of age limit is not obligatory, but in practice these time intervals () are rather identical to age and an experience. Also exceptions are provided: retirement on full or partial disability, at education of the disabled child aged till 20 years. As a result the French state spends huge budgetary funds for provision of pensions of public servants. 75 billion euros are provided in the budget of 2015 on these purposes. By 2050 annual allocations for pensions for employees can double. Now pensioners employees make 15% of total number of pensioners, but for them 25% of pension payments are necessary. Growth of pensions was the last years inflation rapid growth. By calculations of economists since 2006 30% of a gain of the public expenditures are caused by pensions of public servants. Now in France the question of change of a method of calculation of pensions for employees is sharply discussed.

But despite it, exactly in recent years in France new material payments to public servants, for example, an award for a position and efficiency (since 2011), grants on change of a place of work, the award for labor productivity which is appointed in the individual order since 2011 in the ratio which is not exceeding 18 percent, an extra charge for special qualification, a grant on an individual guarantee of purchasing power, etc. were entered.

Now and until the end of 2016 in France there is an input of the new mode of material payments to employees of state structures which replaces the majority of the existing awards and depends on a post, the mode of hierarchy, experience and an involvement into work: RIFSEEP. Employees of administrations already receive payments for this system since July 1, 2015. Such decision was made because the previous mechanism of encouragement was too difficult and, at the same time, incomplete. The system of awarding has to become, thus, more rational and simple.

The foundation to reform is laid by the decree of May 20, 2014. RIFSEEP is urged to replace the majority of the existing privileges and encouragement of civil servants. The new mode of privileges and encouragement assumes the accounting of the executed functions (fonctions), a rank (hierarchical situation (sujétions), competence (expertize) and devotion to service (engagement).

The first part of encouragement is based on an assessment of the first three factors, this award is charged monthly. Officially, the size of an award is charged "depending on a level of responsibility and the competence necessary for execution of official duties". The second part of encouragement is an annual award for devotion to business and for "manner" of service. The law says that the award "can" be added by the civil servant according to the ancient, ascending by 1984 conditions. Labor unions of civil servants estimate criteria of the fourth group as absolutely subjective and depending on opinion of the chief. Thus this award more considers interests of civil servants of category A. The annual award is appointed in the maximum size of 15 percent from the total amount of awarding on group for category A, of 12 percent for category B and of 10 percent for category C.

However critics of new system consider the applied criteria very disputable, subjective. According to the same labor unions of an innovation will lead to unjustified increase in demand for a certain type of the most highly paid posts. Civil servants will seek to transfer not for work, more interesting to them, and on that which brings in the bigger income, and to leave low-paid "silent" positions. Because, as if effectively they did not work there, it will not be valued according to the merits. The civil services serving on so-called "hot spots" will receive more than the less noticeable colleagues. Other problem - a lot of things will depend on subjective opinion of the chief estimating this or that a post. Among civil servants the inequality as employees of the same department will receive a different salary will be aggravated. However these remarks belong to private questions, besides to overcome the subjective beginning at an assessment of work of the personnel, including. civil servants, hardly perhaps. Anyway rules of material stimulation during service become more systematic, predicted and explainable.

According to new criteria, official duties of public servants are divided into some groups within the same department, the number of groups is defined individually for each department. The minimum sum of awards on various groups is not specified, and has to be appointed the ministerial resolution. Supporters of new system, on the contrary, consider the applied criteria quite scientific, objective and serious (essential). So competence and experience is confirmed by various additional criteria, such as the leading functions, coordination, development of projects and so on. It is also important to note that the minimum bonus guarantees which are defined only by the employee's rank are established.

It is unconditional that material stimulation serving in France is an economic problem. It is possible also that the number of employees can be reduced, but the basic principle remains immutable: public servants have to earn worthy material reward both during service, and after its end. In Russia it is possible to recognize provision of pensions of public servants satisfactory, proceeding from domestic opportunities and realities, but it cannot be told about a salary of most of employees. Its size hardly is stimulating. Besides we will not forget that in France the concept of "public service" does not coincide with that in the Russian Federation is carried to systems of the public or municipal service.

System of work incentives of public servants in neighboring countries, in particular, in Italy and Spain have lines of similarity to the French model.

In Italy since 90th of last year a lot of work on increase in efficiency and transparency of encouragement of public servants was carried out. It is possible to mark out the following features:

- regulations on awarding for overall performance belong, unlike France, only to personnel workers;
- awards for a position and awards for overall performance are allocated;
- personnel workers of an average key element receive from 5 to 10 percent bonus for a position, and the director, that is the top management management, from 10 to 15 percent;
- total amount of an annual award for efficiency cannot be less than 20 percent of a salary in annual expression;
- the system of material payments in general copes collective national the contract regarding the total allocated amount which nevertheless leaves a certain leeway in the field of private contracts;
- the system of awarding of the highest executives is completely individualized and is part of private contracts;
- the system of stimulation copes not only the law, but also collective agreements;
- each administrative structure, local or central, can and has to develop the system of an assessment of efficiency;
- the highest shots of administration pass an annual assessment of efficiency which is directed by the commission appointed at the beginning of a year, she sets the annual purposes before the top key element and estimates their realization;
- the assessment of overall performance of the employee is carried out by directly higher personnel worker, and the shots, highest in hierarchy, are estimated by the minister.

It is possible to tell that the system of material stimulation for overall performance serving in Italy was not created yet finally though already allowed to develop the principle of encouragement for result and norms of a regular assessment of quality of work of administration. However, achievements of the Italian system of stimulation are also similar with French, as well as the existing problems. First of all, it is possible to carry the following to them:

- realization of the purposes can be not always expressed in a quantitative equivalent, bias of an assessment follows from here;
- insufficiency of planning and control;
- a lack of the allocated resources;
- mistrust of labor unions concerning system effectiveness of an assessment;
- encouragement for efficiency is not the fixed sum, in this regard its value decreases.

Many ministries prefer other mechanism of encouragement and selection of the personnel. For definition of degree of efficiency they are inclined not to set the purposes which would give in to a quantitative assessment. As the purposes on the future, the Italian administration sets before itself the purpose to unify system of an assessment of efficiency and improvement of equipment of an assessment and encouragement. Let's note what exactly such process and happens in France now.

Some words about stimulation of administrative workers in Spain. In the country also there is no accurate system of an assessment of overall performance of public servants, each ministry and department installs own mechanisms. The main material encouragement is the award for labor productivity (efficiency) which is most often used in the central administrative organizations, but also can be used and in the local. At the same time the award for productivity is connected not with efficiency, and with increase in number of the fulfilled hours. In the first decade of the current century in connection with adoption of the new law on the status of the public servant provides establishment of system of an assessment of the efficiency and professional behavior which is directly connected with an assessment of competence of the worker: it has to become base for optimum encouragement for efficiency.

Lately the countries of the Pacific Rim achieved huge economic and political successes. In this regard it is interesting to analyse the peculiar models of public service (and, in particular, systems of stimulation of public servants) which developed in these countries which in huge degree and influence overall performance of government and progress of these countries in general.

In these countries the so-called "east Asian" or "elite" model of public service is realized.

This model is characteristic for Japan, Singapore, the Republic of Korea and some other countries of Southeast Asia and assumes:

- existence of the strong state with effective government;
- public service is considered honourable and prestigious since it is stable and is well paid;
- knowledge, labor skills and motivation of labor behavior of the public servant is a main factor which defines quality and level of administrative activity;
- at revenues to public service the system of competitive selection works. At selection the emphasis is placed for work with a personnel reserve through identification of perspective pupils, encouragement of their study, granting grants and the direction of the most capable for training and training abroad;
- at making decision on the career growth of the public servant the main criterion is efficiency of its work (but not, for example, an experience or experience);

- the salary (the monetary contents) of public servants is, as a rule, reconsidered every year and consists of a basic salary, and also extra charges for professionalism and extra charges, considering an economic condition of the country;
- when charging a salary (the monetary contents) market methods are applied. The salary corresponds to a rank of the public servant and pays off according to the formula attached to an average salary of the persons which are successfully working in the private sector. The compensation size also depends on success of national economy.

Let's sum up some results. It is necessary to recognize that development of system of material and non-material stimulation of activity in public service in continental Europe has many common features. It is also important to note a certain similarity of these systems to system which functions in modern Russia. The thought most over and detailed systems of stimulation are created currently in France and Germany. The analysis of development of model of stimulation of civil servants in France allows to draw the following conclusions.

Success of creation of system of material stimulation is substantially connected with the budgetary opportunities of the state. Unlike many European countries of Russia has no opportunity to include in system of public service of the serving numerous public institutions. Reduction of civil servants in these conditions, for the purpose of growth of a salary, not always expediently.

The current material stimulation has to be based on an assessment of various factors available to the analysis and having objective justification.

Provision of pensions in the maximum volume has to be connected with the long standing of work comparable to the experience established for most of citizens.

Application of such measures of stimulation as a "family" extra charge, payment of part of medical services, food and other similar is inexpedient since they even in Europe cause criticism and public rejection.

It is necessary to strengthen measures of non-material stimulation. It equally can belong to out-of-competition procedures of promotion and to introduction of special awards within the public and municipal service.

Anyway studying of the current experience of France and other leading countries of Europe is necessary for updating of the Russian legislation and development of system of public service in the Russian Federation.

In general, the analysed experience of legal regulation of stimulation of public servants abroad leads to a conclusion about desirability seriously to address to world experience and to reform public service of the Russian Federation. It is desirable to take and combine positive lines of each of models.

Reforms have to be directed on the increasing professionalizing of government. It is necessary to enter elements of "system of merits" during the completing of government and advance on a career ladder.

All this demands specialized education of public servants in the relevant educational institutions over all country.

Besides, creation of special body of the management of public service independent of other ministries and other executive authorities is possible.

All offered events have to be held together with the administrative reform, which is already going in the country which needs to be finished in the nearest future.

Materials of the present article can be useful to public servants, and also the scientists who are engaged in a perspective of public service.

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MARKETING INTEGRATION IN MULTILEVEL CONTROL SYSTEMS FOR TERRITORIAL AND BRANCH DEVELOPMENT

Abstract

The paper attempts to develop the multilevel control system for territorial and branch development in market conditions. The system is constructed on the basis of wide use of different types of marketing (*Lavrov & Polikarpova, 2012*) and their horizontal and vertical integration.

Keywords

territorial competitive positions, branch competitive positions, integration, control system for territorial and branch development

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Effective management of territorial-branch development in market conditions requires development of theoretically reasonable principles and provisions, which allow to consider nature of interrelation of branches and territories in the conditions of open economy and determine necessary parameters of effective interaction of various subjects of management.

To solve the above problem it is offered to use the multilevel control systems for territorial and branch development constructed on the basis of wide use of different types of marketing and their horizontal and vertical integration. Nowadays forms and methods of marketing activity integration in difficult multilevel control systems of development of branches, fields of activity and territories are rather poorly described [i]n economic science.

There are three levels of management: micro, meso - (with three sublevels: municipal, regional, district) and macro- levels. Each level (sublevel) has territorial and branch aspects of management. The basic tools are the following types of marketing: territorial marketing, branch marketing, investment marketing. “Common grounds” of various instruments of marketing are defined for effective integration of marketing.

Each level (sublevel) of management with methods of territorial and branch marketing forms, assesses and analyzes territorial (TCP) and branch (BCP) competitive positions of the corresponding objects of management. Micro-level of management deals with TCP and BCP of the branch enterprise; municipal sublevel deals with TCP and BCP of municipality; regional sublevel deals with TCP and BCP of the region, etc.

Horizontal integration of territorial and branch marketing at each level (sublevel) of management allows to form, estimate and analyze the territorial and branch competitive positions (TBCP), which together with TCP and BCP are the basis for development of investment offers.

The conducted research offers the corresponding techniques for implementation of these procedures, which are based on carrying out the first stage of SWOT-analysis (i.e. designation, assessment and analysis of corresponding strong and weak sides).

The second stage of SWOT-analysis comes further to determine the main directions of development at each level (sublevel) of management. Thus, the assessment of factors of environment is carried out with use of PEST-analysis. We offer to allocate four levels of influence of spatial environment in a multilevel control system of territorial and branch development: municipal, regional, district and national.

When using PEST-analysis we accepted a set of four basic groups of factors (political-legal, economic, welfare and technological). They are various, but highly depend on each other at each level of influence. Essential change of one factor is capable to make strong impact on development of management object both from threat and termination of development, and from opportunities for perspective development.

The opportunities and threat revealed by means of PEST-analysis can considerably differ on the level and force of impact on development of management object. In this regard, use of assessment of the importance along with assessment of probability of emergence of these or those opportunities and threats is lawful.

The quality and quantitative assessment of factors allows to exclude from further consideration insignificant and improbable factors, which do not have any practical importance for development of directions. It is expedient to classify them in a format of a two-dimensional matrix (Figures 1, 2). There are four areas are allocated in the matrix. They are characterized by standard recommendations as reaction on opportunities and threats depending on force and probability of their emergence.

Force	5	1 monitoring	2 use
	0	4 ignoring	3 research
		0	1

Probability

FIGURE 1. CLASSIFICATION OF OPPORTUNITIES DETERMINED BY ENVIRONMENT

Force

1 preparation	2 opposition
4 lack of danger	3 monitoring

0 1

Probability

FIGURE 2. CLASSIFICATION OF THREATS DETERMINED BY ENVIRONMENT

Creative approach to assess PEST-factors at each level (sublevel) of management allows to make the cumulative analysis of the allocated territorial, branch and territorial-branch competitive positions with the most probable opportunities and threats; to create and place priorities for the directions of development and perspective investment offers.

Thus, instruments of territorial and branch marketing, their horizontal integration allow to receive a set of perspective investment offers at each level (sublevel) of management, i.e. to create investment fields (Figure 3).

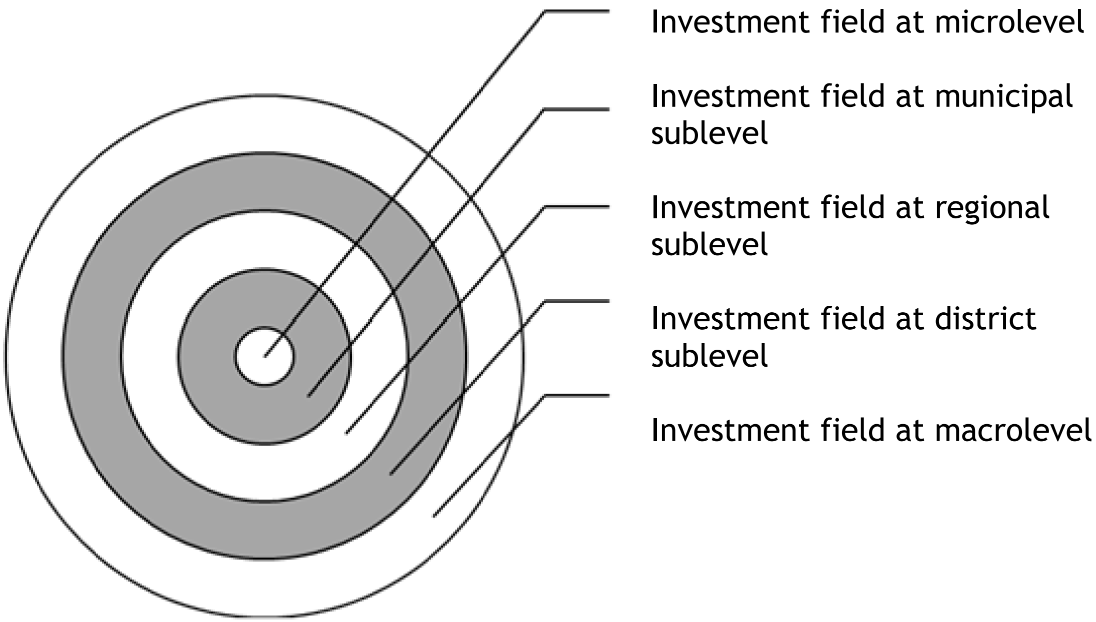

FIGURE 3. INVESTMENT FIELDS OF MULTILEVEL CONTROL SYSTEM OF TERRITORIAL-BRANCH DEVELOPMENT

The next basic element of the offered multilevel control system of territorial-branch development is procedure of “corridor” formation. The “corridor” coordinated on levels (sublevels) describes investment development, coordination and specification of parameters of investment offers. The base of this procedure is instruments of vertical integration of territorial and branch marketing.

The investment offers created at each level (sublevel) of management on the basis of territorial (TCP) competitive positions, industry (BCP) competitive positions, territorial and branch (TBCP) competitive positions in comparison with environment factors at this stage are agreed already with the created investment offers of external levels (sublevels) in relation to this level. In fact, it is demand environment for investment offers of the considered level (sublevel) of management. Start of vertical integration procedure coordinate parameters of investment offers and form "corridor" of investment development by coordination of demand and offers vectors.

Based on the mechanisms of horizontal and vertical integration of marketing described above, the general model of functioning of a multilevel control system of territorial-branch development is developed (Figure 4). Each level (sublevel) of management includes 5 stages.

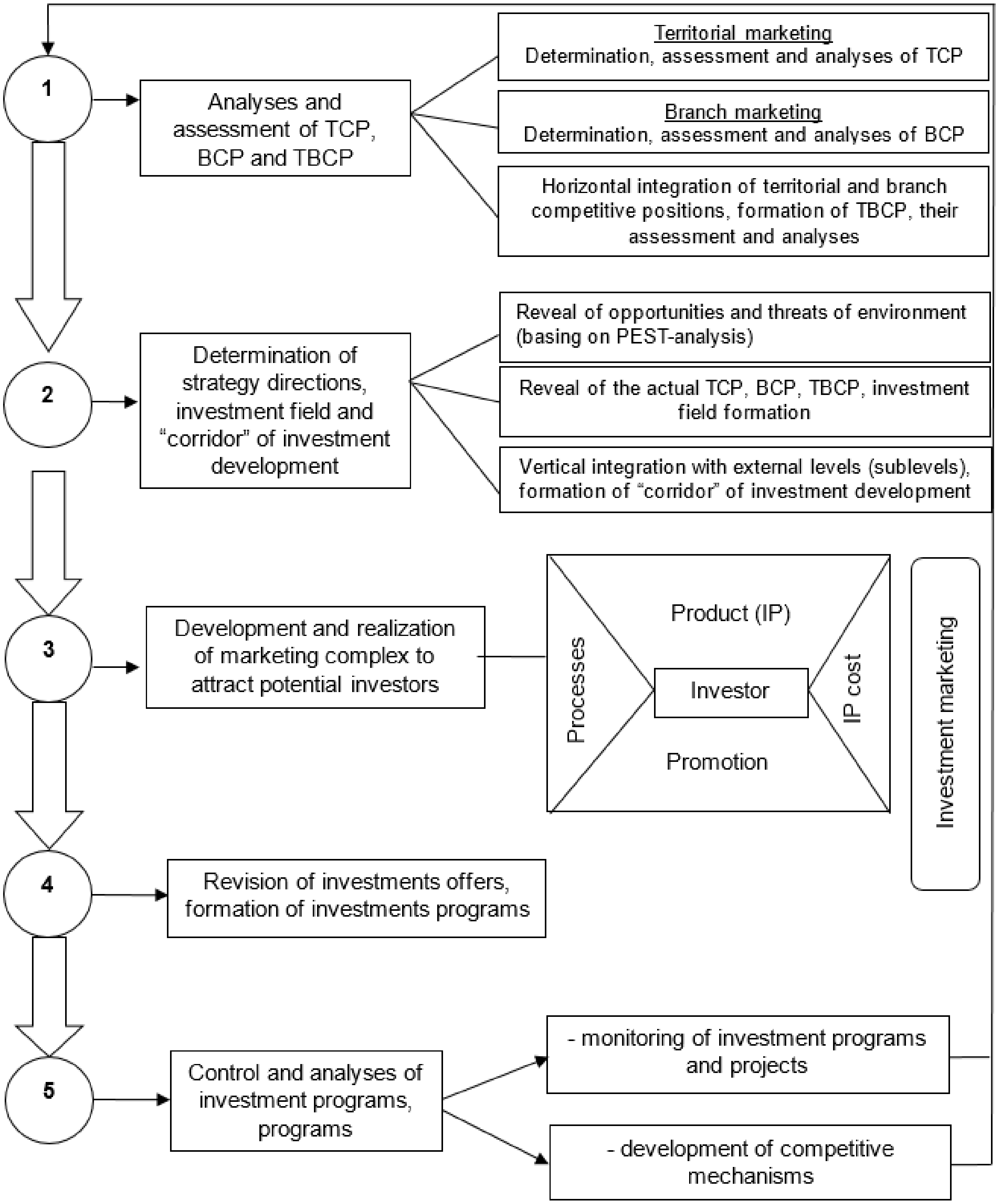

FIGURE 4. MODEL OF A MULTILEVEL CONTROL SYSTEM OF TERRITORIAL-BRANCH DEVELOPMENT

At **the first stage**, each level (sublevel) of management realizes processes of territorial and branch marketing for definition and assessment the corresponding competitive positions. Then procedure of horizontal integration starts. This stage has the following sequence of actions and participants:

1) the complex analysis of competitive positions of management object in territorial and branch aspects:

1.1) branch (production) divisions of management subject are allocate, estimate and analyze branch competitive positions of management object;

1.2) economical divisions of management subject allocate, estimate and analyze territorial competitive positions of management object;

1.3) the assessment of strong and weak territorial and branch competitive positions (the first stage of SWOT-analysis) is carried out;

2) TBCP of management object are formed by integration of branch (production) and economical divisions. It is possible within formation of joint commissions, groups, etc., including experts of branch (production) and economical divisions.

It is necessary to notice that the branch competitive positions (BCP) and territorial-branch competitive positions (TBCP) are formed for all branches and fields of activity at meso- and macro-levels of management.

The second stage contains PEST-analysis of environmental factors; the most “powerful” and effective for development of the territory and branches of TCP, BCP, TBCP are allocated; investment offers of territorial and branch development are developed.

The created investment offers at this level (sublevel) of management are coordinated with investment offers of external levels (sublevels) in relation to the considered level. Procedure of vertical integration coordinates parameters of investment offers and forms “corridor” of investment territorial-branch development from bottom to top and from top to bottom.

The third stage forms the complex of investment marketing. Its main objective is search of investors.

The marketing mix complex is developed for investment offers; tools for its adaptation to investors’ needs, estimation of cost, advance and organization of interaction processes (Figure 5) are selected.

It is necessary to conclude that performing all above actions marketing activity of management subjects is directed on active work in the market of investments, on mixing investment marketing for each group and even the certain investor.

The fourth stage finishes the investment offers to the level of investment projects based on the official demand of investors; the relevant contracts are signed. At all levels of management, investment projects are consolidated in investment programs of appropriate management levels.

The fifth stage of the model carries out standard procedures for monitoring implementation of investment projects and programs; analyzes the reasons of deviations, updates the program documents directed on coordination of interaction of all elements of control system and controls their efficiency. The cycles of functioning repeats.

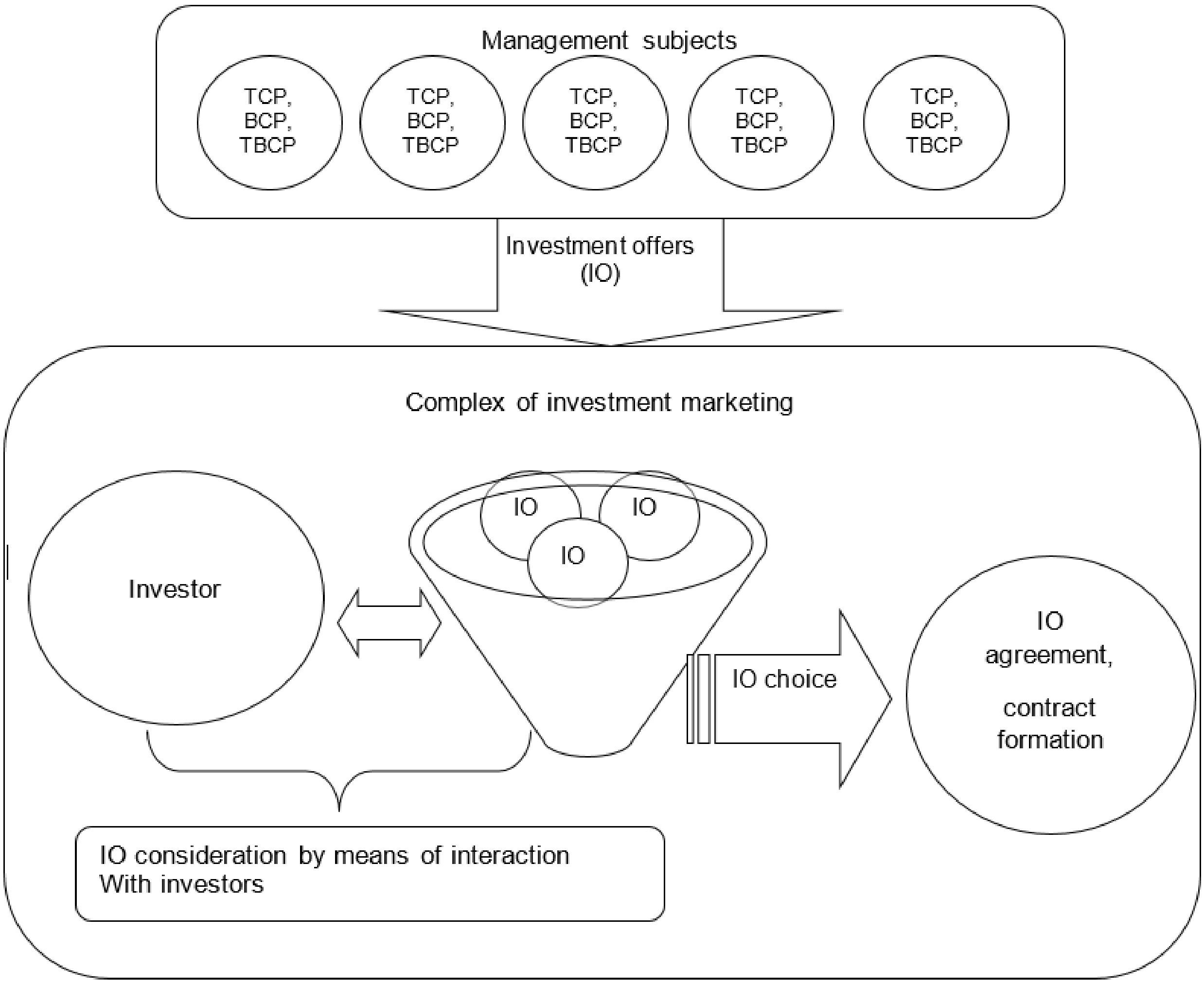

FIGURE 5. THE SCHEME OF INTERACTION OF MANAGEMENT SUBJECTS OF VARIOUS LEVELS WITH INVESTORS IN THE INVESTMENT MARKET

These are the general approaches to organization of administrative activity in a multilevel control system of territorial-branch development. The micro-level of management develops the investment offers, projects and programs based on TCP, BCP and TBCP parameters of enterprises and organizations with use of tools and integration of territorial, branch and investment marketing. The meso-level and macro-level of management develops investment projects and programs for formation of steady conditions of development of the respective territories and branches also based on TCP, BCP and TBCP parameters, tools and integration of territorial, branch and investment marketing. The model of multilevel management of territorial-branch development is built in such a way that the principle of coherence of interests of all management subjects is observed.

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ANALYSIS OF FACTORS AFFECTING INVESTMENT ATTRACTIVENESS OF KALUGA REGION AND FINANCING OF ITS HIGHER EDUCATIONAL INSTITUTIONS

Abstract

The article investigates the factors that make Kaluga region attractive for foreign investment. Special attention is paid to the analysis of the index of industrial production in the region and the highlighting of the fastest growing industries in the industrial sector. The problem of higher educational institutions’ financing is also analyzed. The following groups of factors have been proposed and analyzed: factors contributing to increased investment flows into the regional production, and constraints on the investment attractiveness of the Kaluga region.

Keywords

investment policy, regional economics, factors, industrial production, foreign investment, Kaluga region, foreign languages teaching, higher educational institutions

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At the moment, under conditions of world integration processes, the modern society is facing a large number of economic tasks which fulfillment should provide a favourable environment for economic growth, improving the quality of life of the population. One method of achieving this task is to attract investments in the real sector of the economy of the region, since the magnitude and rate of growth of investment in fixed assets are considered to be an indicator of investment importance of the region. Accordingly, the growth of investment attractiveness provides an additional inflow of capital and leads to economic growth (Gubernatorova, 2013).

Regional authorities due to their high economic activity significantly increased investment in the economy and contributed to the increased investment attractiveness of their territories over the last several years.

Attracting investment to the regions is one of the priority tasks of the Administration of the Russian Federation. In difficult economic conditions, the authorities are actively looking for the most effective ways to create in the regions a favorable climate required for the realization of joint investment programs. Creating favorable conditions for business development and investment, improving the competitiveness of the region is one of the priorities of the economic policy of the region (Avdeeva, 2014). The ability of regions to attract investments depends directly on Russia's prestige on the world stage.

The complexity of the process of investment, its difficulty, and its impact on the economy have attracted scholars’ attention in the field of economic theory, law and policy, finance and management. Due to the western economic thought investment is being analyzed throughout the time of development of economic education.

Investments and their essence, being an important market component have been researched by the following western economists: Arthur Cecil Domenici will, John Maynard Keynes, Irving Fisher, Claire Mitchell, Karl Marx, M.B.Larren, I.Fischer and others. Among domestic economists we can name L.Kantorovich, D.Lvov, V.Baumgertner, N. Kornukhina, Yu. Yaremenko.

Investment is the heritage, which is being invested in obtaining vital signs in order to achieve a certain result. These are long-term attachments of private or public objects of the economy in order to achieve profit.

Foreign investments include the type of property and the rights of the property, as well as the right to the results of the intellectual activities, and other rights, invested by foreign investors. The main monetary funds are made to objects entrepreneurial activities to extract the maximum profit, savings and transfer any knowledge.

Foreign capital provides the path to the modern technology, finance, management skills, innovative services and commodities, as well as the investments contribute to increasing the competitiveness of the economy in the global market, guarantees its stable growth and contributes to improving the quality of life of our people.

It is therefore one of the most important areas of public policy in the Russian Federation is the creation of favorable conditions for highest increase in the flow of funds from foreign investors.

The largest investors of Russia in the year of 2012 were Cyprus, the Netherlands, Luxembourg, China, Great Britain, UK, Germany, Ireland, Japan and France. It can be approved that Cyprus investments have been growing from year to year and finally increased their advantage. If the one traces statistics for the first quarter of 2013, they possibly observe the following. In the first half of 2013 Russian economy received $98.8 billion of foreign investments, what is 32.1 percent more than in the first half of 2012. In general investment flows have increased.

In the first half of 2013 the volume of foreign investment has increased except Switzerland capital flows. If in 2012, their revenues amounted to more than 15 billion dollars, in the same period 2013 they amounted to a little more than $5,000 million. A significant increase in investment is coming from countries such as France, Ireland, Austria and Luxembourg.

The most favorable for investment scope spheres of Russian economy are manufacturing production, which is $108487 million; then trade goes, such as wholesale and retail - $65626 million; mining - $62253 million. Other industrial sectors get below than $40000 million. The volume of current investment, placed in certain industrial sectors, the following countries have occupied the first place:

the British Virgin Islands - the construction;

UK - manufacturing production;

Cyprus - agriculture, hunting and forestry; and the production and distribution of electricity, gas and water;

Netherlands - mining;

Ireland - transport and communications;

Switzerland - financial activities.

Thus, in 2012-2013 total flows of foreign direct investments decreased by 1.3%. In 2012, the reduction in global flows of foreign direct investment amounted to 18.3%, respectively, and $ 1.3 trillion dollars. In the CIS countries foreign direct investment fell by 9.9%. Of the funds received 78 billion dollars fell to Russia. At the same time, Kazakhstan and Ukraine, on the contrary, have aroused great interest of investors and increased FDI by 13.4% and 11.5%, respectively. Nevertheless, the total achievements of the two countries were not enough to offset the decline in investment in Russia (Investkaluga).

The number of regions is growing, where under the guidance of local administrative-governmental authorities investment activity is encouraged and supported. Accordingly, the number of regions which are leaders in the field of formation of investment culture and organization of the investment process is being formed (Admoblkaluga).

Kaluga region is one of the subjects of the Russian Federation in the central European part of the state. Every fourth employee works in the industrial sector. Tax revenues from businesses and organizations in industry account for about half of all tax revenues in the regional budget.

According to Rosstat Kaluga region today has the highest index of industrial production in the country: at the average 125%. The share of large and medium-sized enterprises in the volume of industrial production is more than 90%. Over the past five years the industrial production increased more than twice. Kaluga region is a striking example of an industrial region with a dominant position in the manufacturing sector. The structure of industrial production in the region share of high-tech industries is increasing annually. The share of machine-building complex made up 63.7%, food production - 11.2%, steel production - 7.6%, timber processing complex - 3.7% (Livskaya^ 2012).

In recent years, Kaluga region has been among the most dynamically developing regions of Russia. The state of industrial complex has been strengthened significantly by the use of industrial parks and industrial zones. Over the past fifteen years, Kaluga region has developed from a depressed region to an area with the best conditions for the development of any business. The success of the region results is based on the international standards investment policy. Its basic tools - a consistent state support, significant tax benefits, efficient institutions and the availability of attractive and industrial parks for investors.

The region became the first one to receive loans from The Bank for Foreign Economic Affairs on development of industrial parks, and now all available public-private tools of partnership are successfully used there.

A favorable tax climate for investors has been created in the region. In 2003, a reduced property tax was approved and installed (Law Kaluga region from 10.11.2003, № 263-OZ "Corporate Property Tax"). According to it, the tax rate on property tax shall be fixed at 1.1% for the newly created, acquired property. In addition, from January 1, 2013 organizations are exempted from taxation on the property with the reconstruction, technical reequipment, modernization and with the value of investments:

–from 10 million rubles to 30 million Rubles - for one tax period;

–from 30 million rubles to 70 million Rubles - for the two tax years;

–more than 70 million Rubles - for the three tax periods, respectively (The law of the Kaluga region from 10.11.2003).

Also a law was adopted amending the Law of the Kaluga region of 29.12.2009 № 621-OZ, "On the reduction of the tax rate of corporate income tax payable to the budget of the Kaluga region, investors carrying out investment activities in the Kaluga region". According to the Act, if the taxpayer invests in the modernization program, the tax rate of income tax is set depending on the amount of capital investments in the reconstruction:

–from 10 million. Rubles to 30 million rubles - 15%;

–from 30 million. Rubles to 70 million rubles - 14%;

–more than 70 million. Rubles - 13.5% (The law of the Kaluga region from 10.11.2003).

Investor listed on the Register of modernization programs of production, may apply a reduced tax rate in calculating the income tax of organization for the tax period in which such capital expenditures on an accrual basis from 1 January 2013 to 31 December 2015 reached an appropriate size of this rate.

Thus, the investment attractiveness of the Kaluga region is due to the following factors:

1) a dynamic and sustainable economy in the region. Attracting investments - a priority development area. During this time, Kaluga region could become one of the most favorable areas for business development.

2) the presence of the largest consumer market in the region. The distance from Moscow to the administrative center of Kaluga region - 180 km. The distance from Moscow to Kaluga region border - 0 km. Proximity to the capital - the largest market for almost any product is a definite advantage.

3) one of the best investment climate in Russia. 1st place in the ranking of investment attractiveness of the World Organization of Creditors (WOC). In 2011, the Kaluga region received the largest grant of the Government of the Russian Federation (2 billion. Rubles) and entered the top twenty Russian regions have achieved the best results in attracting investment, the establishment of modern industries and new jobs.

4) products are clear to investors. The main time-tested business product - industrial parks. Allows you to locate the production quickly in clear legal environment. Industrial parks located in different parts of the area is fully prepared for the distribution of production land with the adjacent engineering infrastructure. The total area is more than 5 thousand hectares.

5) the development of transport and logistics infrastructure. The Kaluga region has the necessary infrastructure for a continuous process, from the delivery of raw materials to getting the final product by the consumer.

6) a complex system of development institutions. Favorable administrative environment is provided with development institutions formed in the region. "Kaluga Region Development Corporation" is engaged in the creation of industrial parks. "Regional Development Agency" - State Advisor. "Industrial Logistics" - a company that decides on transport and logistics infrastructure. "Agency of innovative development" - state operator for the development of high tech economic sectors.

7) an attractive tax system. Kaluga Region law offers investors tax incentives on income tax and property tax. The amount of tax benefits depends only on the volume of investment.

8) a clear strategy for further development. Developing the new economy, region heads for innovation. The investment strategy of the Kaluga region is designed as a continuation of the strategy of socio-economic development of the Kaluga region to 2030 "Man is the center investments." Strategy development is due to the need to create business friendly and transparent tool, giving an idea of the economic and industrial development priorities of the region.

9) a system of training and the availability of innovative approaches to vocational education in colleges and universities in the Kaluga region is developed.

10) transparent administrative environment. Subjects of investment activity is a complex system administrative support, including the reduction and simplification of procedures related to the support of projects and issuance of permits, there are laws governing the procedure for granting tax benefits to investors (The law of the Kaluga region from 10.11.2003, № 263-OZ, The law of the Kaluga region of 29.12.2009, Resolution of the Government of the Russian Federation of 30.12.2009 № 1141).

Constraints:

1) the demographic situation, restraining the growth of the population. Overcoming of negative events will be an instrument of social policy in this area (stimulating birth rate and promoting a healthy lifestyle, supporting young and large families), the support of interregional migration processes.

2) shortage of staff due to churn in the city of Moscow. Solving problems on this

issue will be done by creating a more comfortable living environment, promotion of housing construction, the creation of jobs for the youth.

3) development disparities between the north and south of the area to be addressed to create a more attractive environment for investors in the undeveloped areas.

Thus, analyzing the experience of the Kaluga region, we can conclude that the significant progress achieved in the development of the region through a systematic approach and proper selection of tools (Investkaluga). It created a clear product for business - accommodation in industrial parks; built engineering and transport infrastructure; established regional development institutions; developed a system of tax incentives.

Kaluga region in 2012, entered the top 10 rankings regions' readiness for public-private partnerships, finishing in 9th place (Rsk-minregion).

Currently, the region continues a policy of creation of a comfortable investment climate. At this stage, it is important that this climate to be the property not only of individual projects by multinational corporations, but also for all the Kaluga enterprises, following the path of modernization. As the basic model for further development cluster initiatives have been chosen.

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PROBLEMS OF DETERMINING THE BALANCE OF THE FINANCIAL INTERESTS OF THE PARTICIPANTS OF LEASING TRANSACTIONS

Abstract

This article is devoted to the question of finding a balance of interests in the discussion of the parameters of the leasing transaction by its participants. It presented each parameters analysis and points that is needed to count in the process of searching the balance of interests.

Keywords

leasing, leasing transactions, the balance of interests, the search of balance

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Introduction

In modern conditions, the company's success increasingly depends on taking into account interest of stakeholders. Searching a balance of interest - is not the new problem, since ancient times, parties of the conflict have tried to solve the problem of "fighting for" and move to work over the "agreement about." By themselves, the words "interest" and "balance" are widely used in our speech. The concept of "balance of interests" is used in areas such as economics, politics, history, law.

History gives us many examples in different areas how was achieved a balance of interests. For example, in the XIX century, Napoleon, who was preparing the invasion to Russia, has pushed Turkey to war, to separate the Russian army. Russia was in need a peace, but the Turkish sultan would not hear about peace. However, the commander in chief Kutuzov succeeded in making peace, despite the dissatisfaction of the Emperor Alexander I, who would like to complete surrender of the Turkish troops and as result the commander in chief was, send to resignation. However, it is indisputable that Kutuzov realized balance between the interests of Russia and Turkey better then Alexander I, and this allowed reaching an agreement, which influenced the course of history: saving the uniform Russian army. This small historical example, allows us to understand the importance consideration of the balance of interests.

Word interest (lat. Interest - Important thing, having a value) represents the desire for cognition of an object or phenomenon, to mastering this or other kind of activity.

The category of interest is studied in economic sociology and the theory of economic interest. Ivanov A.N. is considering interest as the dominant motive of intentions of the subject to economic action which has at its core the freedom to choose options of investments available in his hands of resources into the economic system and identified with this investment.(Ivanova,2001)

The word "balance" is translated from the Latin language has two meanings: "the scales" and "equilibrium". Literally: bis - twice, lanz - scales.(Abushenkova)

By itself, the balance of interests - a middle ground which is achieved during the negotiations of its participants. Any process of finding a balance of interests begins with the confrontation of the parties and the strict upholding of pre-planned positions. This behavior leads to an escalation of the conflict, and gradual approximation to the peak of the negotiations, where the participants have the question reaching agreement or a break in relations. An agreement in this situation is achieved through compromise on each item of the conflict.

Materials and Methods

During process of searching a balance of interests, a large number of theories which is devoted this issue are emerged. Consider some of the theories on the basic criteria: the nature of the theory, the emergence of the theory, its features, advantages and disadvantages.

The first theory: **The theory of stakeholders.** (Ivanova, 2001) The nature of the theory: stakeholder theory claims that managers in decision-making must take into account the interests of all participants in the business. These include individuals or groups that may significantly affect, or which may be affected, in order to increase the company's profitability – such persons are not only creditors, but also employees, customers and clients, the government, etc.(Jensen,2001)

The emergence of the theory: The main provisions of this theory have been formed in the period from 1984 to 1992, spontaneously under the influence of a variety of different works and studies. However, in the last decade, this theory continues to evolve, and produces many derivatives.

Features: Spontaneous formation of stakeholder theory has led to the presence in it of different, sometimes controversial provisions of the various authors and the lack of a clear and coherent methodology and conceptual-categorical apparatus. (Ivanova, 2001)

Advantages: Stakeholder theory teaches managers to think more creatively and on a large scale as to take into account in the policy of management of the company relationships with all-important counterparts and analyze the consequences of the decisions.

Disadvantages: Stakeholder theory is not without drawbacks, since it does not give an exact answer, what decision criteria should be used and how to take into account the interests of all stakeholders both internal and external, but still has a certain popularity. One explanation for the popularity of this theory is that the lack of clear criteria for decision-making, this allows people who responsible for decision-making, take into account first of all their personal interests and only then the interests of the company, which in turn leads to an increase in agency costs. Stakeholder theory does not provide a clear understanding of exactly whose interests must be balanced. If included in the balance of all those who can exert any influence on the company, the number of parties that must be taken into account in the calculations can be infinite. The theory does not give us an answer how divide the participants of business processes on specific groups.

The second theory: **Balanced Scorecard.** The nature of the theory: The balanced scorecard - this is a management concept that aimed at the implementation of the strategy, being developed and implemented by enterprises around the world, regardless of size and industry.(Klochkov,2010)

The emergence of the theory: At the end of the 80s. Professor Robert Kaplan and David Norton conducted a study of 12 companies on the basis of this study formulated balanced scorecard. It consists in the fact that the financial measures are not sufficient to lead to effective management decisions. (Review, Kaplan, 1992)

Features: The study showed that the company uses only the usual financial performance over time lose their market advantages. This is because in the modern world, the company's success is increasingly dependent on customer loyalty, brand positioning, innovation activity, etc.

For the effective implementation of a balanced scorecard, Robert Kaplan identifies four stages:

1. The conversion of the company's strategy into a set of goals.
2. Formation of causality (alignment indicators and integrating them at all levels).
3. Scheduling order to achieve established targets.
4. Step feedback and learning. (Kaplan,2004) Balanced Scorecard by Robert Kaplan has four components – financial, customer, internal business processes and staff training and development. (Stepanova,2006)

Advantages: Reflecting the company's strategy in specific tactical actions, which is reflected in the establishment and monitoring of indicators. Creating a link between the four components of the balanced scorecard allows creating a clear understanding of existing business processes. Into account not only financial performance, but also non-financial.

Disadvantages: Lack of a clear development strategy in most companies. Strategy is the link of all four components of the system. Without solving the issue with the formation of strategy of development is not possible to proceed to the formulation of the problems of lower level, as it leads to the rupture of the integrity of the system. Another drawback is the excessive confidence in the new system and the lack of the market of large number of qualified staff able to develop and implement an effective system. During the development of the project should involve all levels of management of the company, as middle managers do not always have a complete view of the situation in the company.

A third theory: «**Ethical Decision Model**». (Stermberg,2000) The nature of the theory: This theory says that it is necessary to take into account an ethical point of view in process of taking business decision, as well as take into account role of contractors and business features. It offers a specific criterion: the ethical attitude to business that satisfies the individual freedom of each party and the interests of business owners. (Sternberg,1999)

The emergence of the theory: This theory originated in the late XX century.

Features: E. Stermberg in her work «The Stakeholder Concept: A Mistaken Doctrine» notes that the business is ethical when it maximizes long-term value of the company for its owners, subject to equitable distribution and ordinary decency. Ethical decision model determines what information influences the decision making of the ethical decisions based on ethical principles and defines the way to manage and find solutions of ethical problems in business. E. Stermberg in her work describes five basic steps of the model: 1. clarifying the issue. 2. Determining the appropriateness of the issue in relation to the activities of the company. 3. The definition of indirect restrictions. 4. Evaluation of options available. 5. Choosing the right course. (Sternberg,1999)

Advantage of this theory is an attempt to include in the decision taken by the company is not only target of increasing the profit, but also "human" criteria.

Disadvantages: When used in making decisions ethical norms, any person primarily based on their own experience. On the ethics used in decision-making affects the person received the information from different sources. Consciously considering it human forms its own code of ethics and can be biased in making decisions.

The fourth theory: **Game Theory**. The nature of the theory: Under the game in game theory is the process wherein the number of sides of two or more. Each side is fighting for the realization of their interests. Game theory helps to choose the best strategy taking into account the representations of the other participants, their resources and their possible actions.

The emergence of the theory**:** John von Neumann and Oskar Morgenstern set out the first foundations of the theory in 1944 in "Theory of Games and Economic Behavior". In 1949 John Nash continued research in his dissertation on the theory of games, after 45 years, he received the Nobel Prize in economics.

Features: In 1950, John Nash introduced the concept of an equilibrium situation, later named his name, as a method of solving non-cooperative games (i.e. games that do not allow for the possibility of building coalitions). The situation is formed as a result selecting by all players some of its strategies called equilibrium if none of the players disadvantageous to change their strategy if other players adhere equilibrium strategies. 1.) Game theory in economic research is analyzing the situation in which the behavior of individuals interdependent: a solution of each of them have an impact on the results of interaction and solutions of other individuals. 2.) In game theory does not require the full rationality of individuals, it uses a number of models of individuals from the individual as a perfect calculator to individual robot. 3.) Game theory does not presuppose the existence uniqueness and Pareto optimality of equilibrium in the interaction.

Advantages: The main advantage of game theory - is the possibility to analyze situations, depending on the actions of individuals, problems of coordination and coherence actions.

Disadvantages: In reality, players can join the coalition, and therefore work together with each other, as opposed to the actions of third parties.

Following consideration of the existing theories to find a balance of interests, the following conclusions:

- It is reasonable to assume that the number of parties that should be taken into account in the calculations should be limited.
- We agree with the theory of interest groups that under the balance of interests should be understood definite nature of the interaction between the participants of the business process in which the investments in this process is justified by the achievement of the desired, a mutually satisfactory outcome for each of the participants in the process.
- According to the authors, the balanced scorecard is one of the best attempts to organize the process of achieving a balance of interests for all the time of development of the issue and use of this system in conjunction with the theory of interest groups is a promising direction of economic thought.
- There are two main limitations of applicability of the theory of ethical decision models: subjectivity and the different level of moral qualities in different people.

Thus, achieving a balance of interests is not achieved by the way of bilateral concordance but multilateral concordance of deal's conditions. This can be explained from the position that in order to make a concession to a certain set of parameters leasing company must reach agreements with other stakeholders on other parameters. For example, receive a discount from provider, cancel the indexing of employee salaries or reduce dividend payments to owners.

Results

By analyzing the essence of a balance of financial interests between the participants of the leasing deal, it is clear that each of its members strives to achieve its own interests in the maximum extent. As part of the leasing transaction, the lessor acquires the leased property at the supplier contractually purchase and sale agreement, while the lessee acquires the right to use of the property by the way of the lease agreement conclusion, for a fee in the form of an agreed size of the lease payments. Lessor accumulates in the interest of the lessee the funds needed to pay for the leased property, and then owns the object of the lease for term of the contract.[1] Increasing competition among leasing companies leads to a change in the order of work on the leasing contracts, i.e., their individualization. This allows taking into account in negotiating the contract on the one hand the special requirements of the lessee and the other party to influence the formation

[1] Kotlyrov E.D. Innovative models of financial business: analysis and prospects of development / E.D. Kotlyrov // Dengi I kredit.– 2011.–№ 5.– p.52-57.

of the cost of the leased asset. Consider the basic parameters of the leasing transaction, in terms of the balance of interests of the leasing agreement.

1. Lease payments (size, number). The ability to determine the costs of the lessee for the entire period of the contract, are one of the important advantages of leasing. Interest's lessor bases on a desire to maximize the amount of the lease payments in order to compensate for all costs incurred and to be rewarded in the form of commissions and margin. The main task of the lessee under the coordination of the leasing agreement is the minimization of lease payments. This is especially important for small companies with a high level of uncertainty of future profits.

The balance of interests in this parameter is possible to find through negotiations and the implementation of various schemes of leasing payments: on the terms and frequency of payments. Dialogue between lessor and the lessee at the formation of the lease payments is shown in picture 1. The minimum number of lease payments correspond to the financial ability of the lessee. Fewer leasing payments corresponds to the greater amount of each payment. Maximum number of payments will be limited to the economic interests of the leasing company. Interest accrued on the outstanding balance will be the higher, than lease payments are paid rarer. However, in this issue is not the last role played by risk management of the leasing companies since the size and the amount of the lease payments must comply with the optimal ratio of risk and return.

However, in determining the amount and number of payments, the lessor determines its optimal balance between risk and return. The smaller the size of the lease payments, particularly in the initial periods of the when the amount of debt of lessee is high, the higher the profitability of the transaction, but at the same time and the higher the risk.

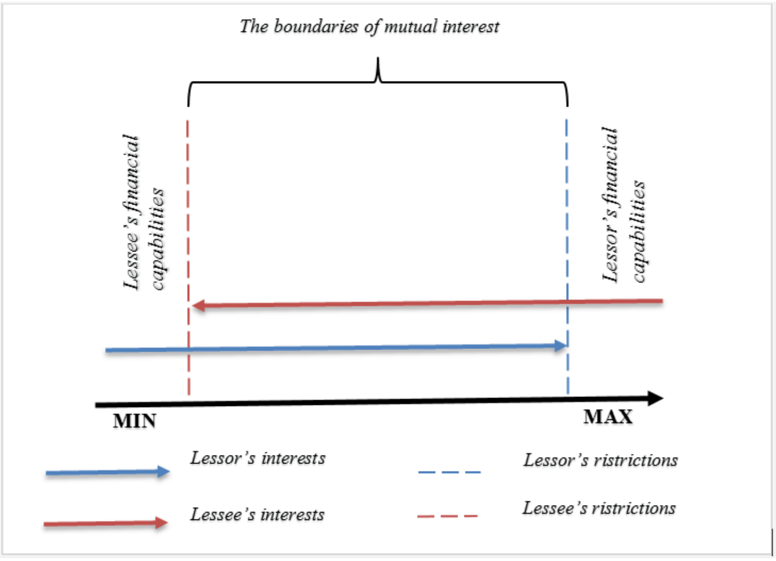

FIGURE 1. BOUNDARIES OF THE BALANCE OF THE INTERESTS BETWEEN THE LESSEE AND THE LESSOR, AT DETERMINING THE PARAMETERS «NUMBER OF LEASE PAYMENTS» AND THE «SIZE OF THE LEASE PAYMENTS»

2. The term of the leasing contract and the interest rate. The total cost of leasing agreement depends on its duration. The longer the contract, the better it is for the lessee, and vice versa. The opposite effect show the effect of interest rate. For the leasing company is the most profitable option of leasing is a high interest rate for a shorter period. Not least on this preference is affected by the level of risk acceptable to the lessor. Graphically, the interests of parties to the transaction in the parameter "Lease term" shown in picture 2, the parameter "Interest rate" in picture 3.

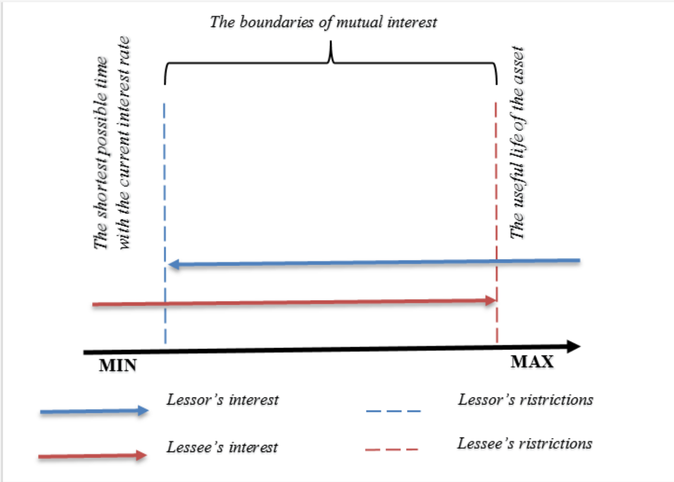

FIGURE 2. THE BOUNDARIES OF THE BALANCE OF INTERESTS OF THE LESSEE AND THE LESSOR, IN THE DETERMINATION OF THE PARAMETER "LEASE TERM"

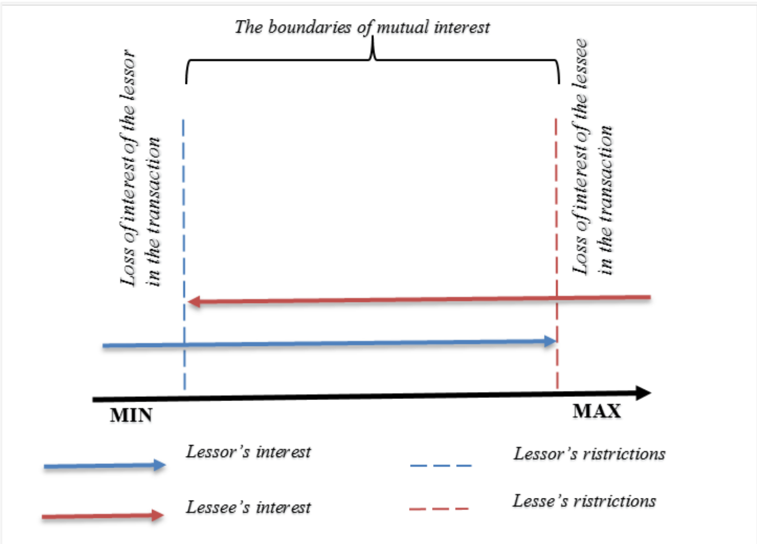

FIGURE 3. THE BOUNDARIES OF THE BALANCE OF INTERESTS OF THE LESSEE AND THE LESSOR, IN THE DETERMINATION OF THE PARAMETER "INTEREST RATE"

The optimum ratio of the parameters "term of the lease" and "Interest Rate" will determine the attainability of the balance of interests of participants of the transaction, at the same time when the allowable combinations of risk and return of the leasing company are achieved. The balance of the interests of participants in the deal will be made at achieving a balance between the term of the leasing contract and the interest rate, which satisfies the interests of both sides and at the same time when the allowable ratio of return and risk of the transaction for the lessor are achieved.

3. Down payment amount. The maximum size of the down payment is determined by the financial possibilities of the lessee. The lower limit of the parameter is determined by the lessor under the influence of indicators of risk and return on the deal. This is because the larger the down payment, the lower the yield of the lessee, however, and lower risk. Graphically, this description is shown in picture 4.

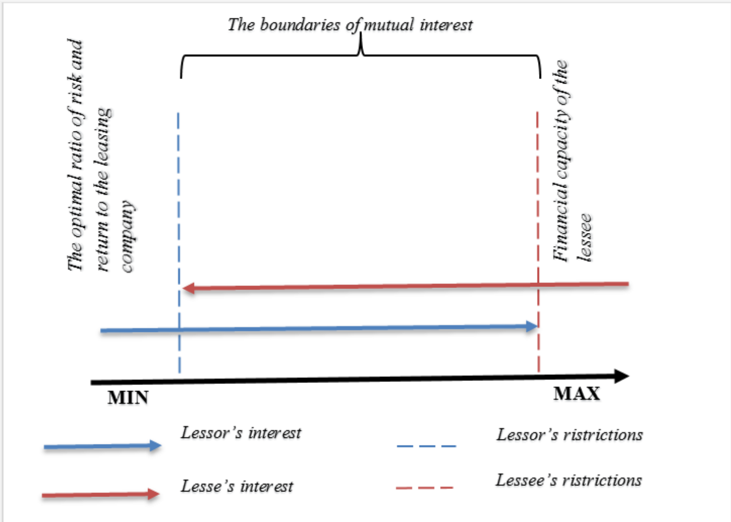

FIGURE 4. THE BOUNDARIES OF THE BALANCE OF INTERESTS OF THE LESSEE AND THE LESSOR, IN THE DETERMINATION OF THE PARAMETER «DOWNPAYMENT»

4. Deferring of payment. Deferred payment is provided by the leasing company to help the lessee to earn additional income for the subsequent lease payments at the same time the lessee can start using the equipment immediately. Provision postponing is beneficial for leasing company, as it allows obtaining a greater amount of interest income; this is because during the period of postponement, repayment of principal is not going. In addition, postponement always imposes additional risk associated with lease payments shortfall. If necessary, provide a postponement a balance of interests is situated at the point of intersection of the acceptable level of risk and the greatest possible grace period. Graphically, this ratio is represented in picture 5. At the same time that the limitations on the part of the lessee, can occupy 2 positions (positions 1 and 2 in the picture 5), position 1 if the restriction of the lessee occurs earlier than the risk of the lessor, and position 2 if the interest rate is more appropriate for the lessee than the risk of delay is taken into account by the lessor.

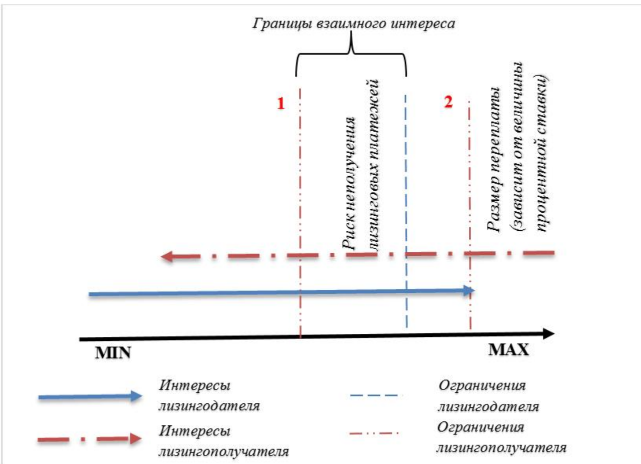

FIGURE 5. THE BOUNDARIES OF THE BALANCE OF INTERESTS OF THE LESSEE AND THE LESSOR, IN THE DETERMINATION OF THE PARAMETER "GRACE PERIOD"

5. Currency. When buying imported equipment leasing company enters into a contract of sale in foreign currency, but the currency of the leasing agreement may be

different. In this situation, the leasing company may experience additional costs associated with currency fluctuations. In order to avoid such a situation, the lessor is to strive for the conclusion of contracts of sale and lease in the same currency, however, it does not always agree lessee whose income, for example, in rubles and in the absence of proceeds in foreign currency, he does not want to bear the risk of additional costs related to exchange rate fluctuations. Graphically, this is shown in picture 6.

6.

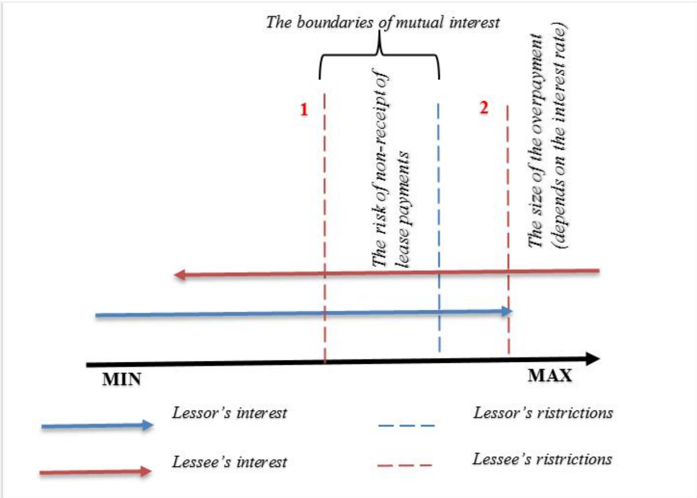

FIGURE 6. THE BOUNDARIES OF THE BALANCE OF INTERESTS OF THE LESSEE AND THE LESSOR, WHEN DETERMINING PARAMETER «CONTRACT CURRENCY»

Conclusions

Thus, the formally the interest of each participant is expressed by a function of the leasing transaction, depending on the parameters and presented in the form of a formula 1.

$$I = f(x, y, z \dots n) \ , \qquad (1)$$

Where I – interest by party transaction

x, y, z ….n – options transactions that are critical to decision-making

Therefore, the interests of the leasing company will be expressed: $I_{s=}f(x_s, y_s, z_s \dots n_s)$, a the interests of the lessee: $I_{c=}f(x_c, y_c, z_c \dots n_c)$, the intersection of these functions show the intersection of interests of participants of the leasing deal. Changing a parameter will affect the function and as a result in the interest of either party in the transaction.

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PEDAGOGICAL CONDITIONS OF FORMATION OF INFORMATION LITERACY OF YOUNGER SCHOOL STUDENTS

Abstract

Relevance of research consists in need of elementary school teachers for development of the conditions directed on formation of information literacy of younger school students. The problem of research consists in a contradiction between requirements of FSES to formation of information literacy and insufficient attention in practical work of elementary school on formation of information literacy of younger school students in the course of training. The purpose of article consists in theoretical justification and experimental check of efficiency of the conditions promoting formation of information literacy of younger school students. The leading methods to research of this problem are theoretical and empirical. Process of formation of information literacy of younger school students will be successful if in the course of training purposefully to create the following conditions: use of nonconventional forms of the organization of lessons of a graphic intersubject course «Reading. Work with the text», creation the information and education environment of elementary school. Materials of article can be useful to bachelors, masters, graduate students to the teachers of primary education who are trained according to the Primary education program, also.

Keywords

information literacy, pedagogical conditions of formation of information literacy, younger school students

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Introduction. At design of formation of the XXI century it is important to consider the modern paradigm of formation of information society demanding formation of new type of intelligence, other image and a way of the thinking adapted for very quickly changing information realities of world around. In the circumstances significant is an existence at the identity of due level of information literacy who, on the one hand, is formed as a result of daily activity under the influence of assimilation of household knowledge and abilities, of information, mass media, and on the other hand, this process has to be structured, organized and go systems of training and education and, therefore, has to be continuous.

The younger school age represents special importance for formation of information literacy as the making information culture of the personality as during this period there is an activization of development of informative abilities, formation of substantial generalizations and concepts, world outlook belief.

This problem puts forward as a priority problem of training of younger school students in aspect of requirements of the federal state educational standard of the primary general education – formation of information literacy. Now in our country there is no complete concept of formation of information literacy. Often it is associated with technical and technological aspects of information, mastering skills of work with the personal computer. But it not so. Information literacy includes first of all development of skills of work with information. S. A. Beshenkova, A. V. Goryacheva, V.V.Dubininoy, A. A. Duvanov, N.L.Koroleva, A. L. Matveeva, M. A. Plaksin, Yu.A.Pervina, A. L. Semenova, S.N.Tur, E.N.Chelak dealt with issues of formation of information literacy of the younger school student.

Modern information society sets a task of training of the pupils capable for school:

–flexibly to adapt in the changing life situations, independently acquiring necessary knowledge;

–competently to work with information;

–independently critically to think, accurately to realize, where and how the knowledge acquired by them can be applied in the reality surrounding them; to be capable to generate new ideas, creatively to think;

–to be sociable, contact in various social groups, to be able to work together in various areas.

In FSES of the PGE the concrete areas of work among which it is called are specified: strengthening of a role of the disciplines providing successful socialization of pupils. Creation of information society became one of priority activities in recent years. Entry of mankind into an era of information society caused change of the «education for the rest of life» model by new approach «education during all life». An important component began to form ability to study, get information, to draw from it necessary knowledge. For this purpose the teacher has to form special type of literacy – information.

In the course of the general development of younger school students formation of information literacy especially isn't allocated, but at all lessons at elementary school for the elementary school teacher formation of information literacy studying has to become a most important task (Sergeeva B.V.).

Material and methods. A basis of research is philosophical, psychological, pedagogical researches about formation of information literacy, modern psychology and pedagogical theories of the personality, the psychology and pedagogical theory of educational activity, conceptual ideas of the theory of complete pedagogical process, the theory of activity approach, the concept of the personal focused education.

For the purpose of achievement of reliability in consideration set problems the following methods were used: studying and the theoretical analysis of philosophical and psychology and pedagogical literature on a research subject; studying of pedagogical experience; theoretical generalization, synthesis of data, the analysis of the available programs of training of children of younger school age.

Results and their discussion. Formation of information literacy at younger school students – one of the most actual problems of today's school not only in Russia, but also in the international community. Information literacy is not only ability to look for information in library, but also in principle one of the most important components of ability to study. Information literacy is confused often to computer literacy or to bases of library and bibliographic knowledge that not so same. The representative of the International association of school libraries (IASL), Gerald Brown in the report at The Crimea — 2005 conference so defined the main components of information literacy. "Information literacy is "technology" of study. It consists of ability of the person: to realize a personal need in information for the solution of this or that problem; to develop search strategy, raising significant questions; to find information corresponding to this subject; to estimate relevance of the found information, to sort, organize, analyse it; to estimate quality of information, accuracy, authoritativeness and reliability; to create own relation to this information; to imagine audiences or most the point of view, new knowledge and understanding or a solution; to estimate efficiency of the done work on the following criteria: the studied material, the acquired skills and the solution of an objective; to prove that the gained knowledge had impact on its personal positions and behavior; to realize that use of skills of information literacy in the course of a solution (or an educational task) can be extended to all spheres of human life. It is the tool for transformation of individuals into active members of society» (Goryachev, A.V.).

The term "information literacy" at elementary school is understood as set of abilities to work with information. These abilities are formed at lessons of subjects, on open classrooms, in circles and are applied when performing the tasks assuming active actions for search, processing, the organization of information and for creation of the information objects. In "Approximate programs" abilities which have to be created at pupils of elementary school as a result of development of the general skills of work with information are defined: to estimate need for additional information; to define possible sources of information and ways of its search; to carry out information search in dictionaries, reference books, encyclopedias, libraries, the Internet.

Speaking about «it is information the competent pupil», it is possible to note his such characteristics: the pupil has to understand need for accurate and significant information, be able to formulate questions, to define sources of information and to use successful strategy of information search; having found suitable information, the pupil has to understand, where the facts, and where opinions and to reject unnecessary information; for an exchange of the found information the pupil has to organize this information and integrate it with the knowledge. For this purpose it has to attract skills of critical thinking and skills of the solution of problems; after the pupil gained information literacy, he needs to start applying to what he learned, for the personal interests, continuing to study independently during all life; the pupil not only has to become the assured and interested reader, but also to be able to appreciate the provided information and to be able most to submit it by means of various means.

1. The pupil has to estimate process of use of information, the reached results, find ways for revision, improvements or updatings of the work.

2. The pupil has to be the responsible consumer of information, has to respect the principles of intellectual freedom and the rights for intellectual property, giving correct references on ideas of others. He has to understand that democratic society is based on respect of ideas and opinions of other people.

3. The pupil has to be able to cooperate with others in search and use of information, and then to be able to share results of the activity (Goryachev, A.V.).

Opening and specifying formulations, it is possible to receive the following definition of the maintenance of information literacy.

Information literacy is: ability to define possible sources of information and strategy of its search, to receive it; ability to analyze the received information, using different schemes, tables, etc. for fixing of results; ability to estimate information from the point of view of its reliability, accuracy, sufficiency for a solution (task); ability to feel need for additional information, to receive it if it is possible; ability to use results of processes of search, receiving, the analysis and an assessment of information for decision-making; ability to create new (for this case) information models of objects and processes, including with use of schemes, tables, etc.; ability to increase own bank of knowledge at the expense of personally significant information necessary for the activity in the most different areas; ability to create the sources of information; ability to use modern technologies during the work with information; ability to work with information individually and in group.

The major abilities which need to teach children in development of information literacy - formation of own opinion, a self-assessment and understanding of that information literacy is not simply next lesson among others, and the ability necessary for life. In other words, development of information literacy has to be directed first of all on ability to consider, interpret and apply information, but it isn't simple on receiving any set of data. These purposes – in general any training – are very often missed at us, in the traditional – transmitting system of training. For this reason competent teachers and librarians say that development of information literacy is a development of ability to study.

So, the term «information literacy» is understood as set of abilities of work with information (data).

Structure and maintenance of information literacy of the younger school student:

The psychophysiological – Ability to carry out elementary cogitative operations (the analysis, synthesis, comparison, generalization), to allocate essential in the phenomena. The activity and relaxedness of thinking which are shown in a producing several varianty solutions.

The cognitive – Understanding process of world around from the point of view of the basic information concepts and construction on a basis and the analysis of the arriving information of the picture of the world. Knowledge of the main devices of the computer (the system unit, the monitor, the keyboard, a mouse) and missions of additional devices of the computer (the printer, the scanner I other), safety measures and rules of command in a computer class; appointments of text and graphic editors. Ability to explain how dictionaries and encyclopedias are organized to make short reviews of subjects on materials the skripochnykh of editions, real subjects

The operational and technological – Ability to reproduce the necessary information on audio-and videorecorders; to be guided and an operational environment of the computer and to start applications on performance; to receive information from images; to choose audio-, video. CD resources for performance of an objective. Use of graphic and text editors for creation of images, input I editing texts, dictionaries for information search; creation of lists of keywords to the text and information search in the text on keywords; implementation of the simple plans of action and drawing up the by analogy. Use of the computer as universal processing device of information and activity, with application thus text, graphic editors, the program of presentations, the Internet.

The communicative – Participation in cool discussions and in collective answers. Ability to sadden opinion concerning seen and heard, to conduct dialogue of "people person" (justification, a reasoning), "person computer" (effective management of the computer), "the person - the computer - the person" (collective and group communication); to ask questions for clarification of value of unclear information. Possession of rules of communication, logically, expressively, clearly, precisely. consistently to tell about the found information.

The emotional and valuable – Ability to realize the semantic information containing to the text; to estimate information from the point of view of completeness, reliability and solidity of a source: to analyze distinctions between information transferred in oral and written language; to distinguish the world around facts, to compare, analyze, draw conclusions. Acquisition of experience of the creative activity which is highly appreciated by people around, and experience creation of own creative projects. Planning of the actions with the subsequent correcting depending on an objective.

Identification of level of formation of information literacy was provided in experimental part of our research;

We allocated indicators of formation of information literacy of younger school students: 1. Ability to work with the text with the excess/missing contents; 2. Abilities to define possible sources of information and ways of its search. To carry out information search in dictionaries, reference books, encyclopedias, libraries, the Internet. To receive information from supervision, at communication; 3. Abilities of understanding of information as a result of answers, explanations of the teacher, pupils; 4. Abilities to receive information from drawings, pictograms, hieroglyphs; 5. To Umeniyarabotat with dictionaries for the purpose of obtaining information; 6. Abilities to be guided in various styles of texts; 7. Abilities to make creative works: stories, the impressions, compositions, letters, greeting cards. Levels of formation of information literacy of younger school students were determined.

At the forming stage of our experiment we structured conditions of formation of information literacy of younger school students.

We will stop on the content of the concept "condition" from the point of view of philosophy, logic and pedagogics. In the philosophical encyclopedic dictionary this concept is defined as "on what something depends other (caused); the essential component of a complex of objects (things, their states, interaction) from which existence with need existence of this phenomenon follows" N. I. Kondakov as a condition calls Wednesday in which stay and without which there can't be subjects, the phenomena; «on what another depends». Thus, the concept "condition" characterizes the circumstances of environment which are specially organized, created for achievement of definite purposes.

In pedagogics pedagogical conditions are understood "as circumstances of process of training which are result of purposeful selection, of designing and application of elements of the contents, ways, methods (receptions), and also organizational forms of education for achievement of definite pedagogical purposes" This definition of the concept «pedagogical conditions» is the basic and our research.

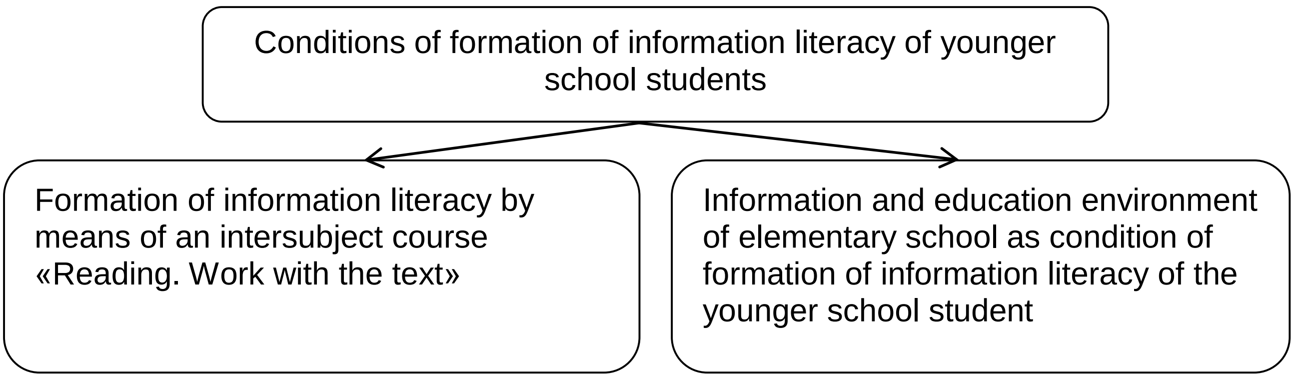
According to FSES of the PGE interdisciplinary program "Reading. Work with the text" consists of several sections: «Receiving, search and fixing of information», «Understanding and transformation of information», «Application and submission of information» and «An assessment of reliability of the received information».

Thus, the main planned results of development of the program "Reading. Work with the text" at elementary school are:

1. Younger school students will gain primary skills of work with information. 2. Pupils will learn to supplement ready information objects (tables, schemes, charts, texts) and to create own (messages, small compositions, graphic works). Younger school students will have an opportunity to learn to build conclusions and to make decisions on the basis of independently received information, and also to gain primary experience of the critical relation to the received information, comparing it with information from other sources and the available life experience. Interdisciplinary course «Reading. Work with the text» finds the reflection in the planned results of all subjects, in particular: "Russian", "Mathematics", "World around" and "Literary reading". Thus, the thought-over and purposeful work with the text is one of conditions of formation of information literacy, allows to take out to the younger school student from large volume of information necessary and useful, and also to get socially – moral experience and forces to think, learning world around.

TABLE 1. LEVELS OF FORMATION OF INFORMATION LITERACY OF YOUNGER SCHOOL STUDENTS

high level	average level	low level
1. Is able to work with the text with the excess/missing contents 2. Is able to define possible sources of information and ways of its search. To carry out information search in dictionaries, reference books, encyclopedias, libraries, the Internet. To receive information from supervision, at communication 3. Is able to understand information as a result of answers, explanations of the teacher, pupils 4. Is able to receive information from drawings, pictograms, hieroglyphs 5. Is able to work with dictionaries for the purpose of obtaining information 6. Is able to be guided in various styles of texts 7. Is able to make creative works: stories, the impressions, compositions, letters, greeting cards.	1. Works with the text with the excess/missing contents, but makes mistakes 2. Is able to define some possible sources of information and ways of its search. To carry out information search in dictionaries, reference books, encyclopedias, libraries, the Internet. To receive information from supervision, at communication 3. Is able to understand information as a result of answers, explanations of the teacher, pupils, but doesn't enter dialogue 4. Is able to receive information from drawings, pictograms, hieroglyphs, but makes mistakes 5. Is able to work partially with dictionaries for the purpose of obtaining information 6. At orientation in various styles of texts makes mistakes 7. Is able to make creative works: stories, the impressions, compositions, letters, greeting cards, but with the organizing and directing help of the adult	1. Isn't able to work with the text with the excess/missing contents 2. Isn't able to define possible sources of information and ways of its search. To carry out information search in dictionaries, reference books, encyclopedias, libraries, the Internet. To receive information from supervision, at communication 3. Doesn't understand information as a result of answers, explanations of the teacher, pupils 4. Isn't able to receive information from drawings, pictograms, hieroglyphs 5. Isn't able to work with dictionaries for the purpose of obtaining information 6. Isn't able to be guided in various styles of texts 7. Isn't able to make creative works: stories, the impressions, compositions, letters, greeting cards.



Design of the information and education environment in the conditions of elementary school is dictated by need: strengthenings of a role of the pupil as full-fledged subject of educational activity and own life; developments in the child of qualities of the self-organizing subject of information activities: independence in a tseleobrazovaniye, planning, implementation and estimation of own activity; abilities to a choice of means, ways, forms (individual, group or collective) this activity; updatings of subject experience of the child п educational activity; legalizations of subject experience of the pupil, I predstavlennoit as result of purposeful training, and conjoint interaction with the world of people, for the purpose of assistance in its judgment; overcomings of excessive theorization of training.

TABLE 2. INFLUENCE OF COMPONENTS OF THE INFORMATION AND EDUCATION ENVIRONMENT ON FORMATION OF INFORMATION LITERACY OF THE YOUNGER SCHOOL STUDENT

Environment component	Purpose of a component of the environment	Influence on formation of information literacy of the younger school student
Task-target	- understanding of the leading purposes and tasks of the organization of the environment; - realization of the personal focused approach	- formation of information picture of the world; - acquaintance to basic concepts at the propaedeutic level; - formation of the valuable relations to information
The organizational and methodical	- performance of systematic independent work; - implementation of work in the Internet; - implementation of a collective kind of activity (training in cooperation)	- mastering by methods and means of work, available on age, with information; - ability independently I carried out information activities; - development of internal motivation; - transition from motives of achievement to motives of self-realization; - concentration of attention; ability to allocate essential in the Internet
informational	- formation of invariant and variable knowledge, skills; - providing access to the structured information (Internet)	- increase of adaptability, ability to transfer of knowledge, skills; - understanding is more whole than the information activities; ability independently to process information received from the Internet.
communication	- communication between training - environment - the trainee	- increase of culture of communication; - activization of cognitive activity; - assignment of group ways activity in the environment to the participant interactions; - initiative manifestation
technological	- use of opportunities of ICT and Internet	- ability to organize cognitive activity in the conditions of Wednesday: - ability to carry out in the environment: (registration, dispute, accumulation, storage, information processing; interactive dialogue; - management of display on the screen of various objects).

In general it is information – the educational environment younger the school student it is focused:

– on creation of conditions for development by pupils of such ways interactions with Wednesday which correspond to the main ways of an exchange of the individual with natural information environments;

– on selection and organized presentation to trainees socially significant information meanings corresponding to the main spheres of cultural development of the world;

– on support (it is material - technical and intellectual) processes of consumption of information and its subsequent logical processing by the individual (accumulation by the subject of fund of secondary information meanings);

– on providing conditions of active interaction of the trainee with the artificial information environment, formations of its information activity and procedural readiness for information exchange;

– on realization of attributive regularity of process training, namely development of psychological functions of the subject and formation in it socially significant personal qualities, i.e. education of the individual;

– on definition of «lines» of contact educational and natural information environments, providing the gradual transition of the pupil to the natural information environment – the main environment of his dwelling in adulthood.

Thus, the information and education environment, being one of the conditions promoting formation of information literacy of the younger school student it was created on a basis: modeling of essential signs of the natural information environment; close interrelation of components of the environment and components of information literacy of the younger school student. As a result creation is information the educational environment promoted the activization of the subject position of the younger school student providing knowledge of world around through unity of school subjects and aimed at preparation.

We realized the conditions structured by us at lessons at elementary school. As a result of the made experiment with use of the same techniques which were at the stating stage, we revealed positive dynamics of formation of younger school students.

The conducted pilot study showed that purposeful systematic work with pupils of elementary grades in the course of training positively affects the level of all components of information literacy that is confirmed with percentage indicators of dynamics of formation of information literacy of pupils experimental 4 "And" a class (decrease in low level to 0% and increase in high level by 15%).

Conclusion. Thus, process of formation of information literacy of younger school students will be successful if in the course of training purposefully to create the following conditions: use of nonconventional forms of the organization of lessons of a graphic intersubject course «Reading. Work with the text», creation the information and education environment of elementary school.

Recommendations. Materials of article are of value to the bachelors, masters, graduate students who are trained in the direction pedagogical education according to the program primary education, and also to teachers of primary education, and also a wide range of experts in the field of education.

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PERSPECTIVE OF LEGAL FREEDOM IN I. KANT'S CREATIVITY

Abstract

The paper is devoted to a perspective of the right and legal freedom, considered by I. Kant within the critical philosophy created by him, and to views of researchers on his creativity.

Keywords

Immanuel Kant, right, legal freedom, critical philosophy, legal philosophy

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Does not raise any doubts that Immanuel Kant is a thinker, whose creativity excites researches despite of all times. Again and again people look for answers to the arising topical theoretical and practical issues in Kant's works. To a deep regret, Kant’s legal philosophy, including a perspective of legal freedom, has not been moved forward in the center of philosophy historians. There are some reasons for it. The first and the most obvious one is that in the system of critical philosophy (if to mean the contents three “Criticisms”), Kant’s right in difference, for example, from G. Hegel, in any measure had not become an independent subject. Here it is easy to conclude (which was seldom formulated with all definiteness, but often meant) that for systematic reconstruction of thinker’s philosophy the legal perspective has facultative value. Existence of legal freedom as a special form (or version) of freedom is seldom admitted in I. Kant's philosophy.

However, it is necessary to recognize that in “Criticism of practical mind”, Kant’s right nevertheless appears (though indirectly) at discussion of a ratio of ‘morality’ and ‘legality’. According to the thinker, the legal act is the sign-image act, which is externally corresponding to instructions of the law regardless of its motive (moral or extra moral). I. Kant introduces the concept of legality as the opposite feature of morality in moral philosophy. The moral will is free, it does not depend on anything external and independently defines itself whereas the purposes and motives of legal acts can be defined from the outside and therefore the will in them is not free. In “Criticism of practical mind”, the philosopher directly analyzed legality in the context of moral legislation, but legality in the true sense is legal concept as it fixes compliance to the law of external acts, and external acts (unlike motives) are regulated by the right.

In “Criticism of judgment ability”, the thinker dedicated insignificant part to the right perspective, but a far important place in the context of the analysis of the culture treated by it as “the last purpose of the nature”. Achievement of a world and civil-legal state is defined by I. Kant as the necessary condition allowing a person to put and carry out any purposes as only it can provide external freedom as a mean of implementation of internal freedom. As a result of this approach, though the right is connected with freedom, I. Kant understood the right only as external mean of implementation of freedom, but not as legal freedom yet.

The main composition of the thinker on legal philosophy is “The metaphysical basis the right doctrine”(1797), which made the first part of the book “Metaphysics of customs”. Besides, the perspective of right and policy became one of central issues in the other compositions of the last period of I. Kant’s creativity. Almost all works on this perspective (inspite few exceptions) were published in the 90-s of the XVIII century, when I. Kant had already completed creation of the critical philosophy system.

It should be noted that in research literature, there are very modest, and even frankly critical evaluations of both “The metaphysical basis …” and other I. Kant’s compositions on legal subject. For example, E. Kassirer in the monograph “The metaphysical basis of the right doctrine” devoted only two pages to Kant’s composition (in Russian translation), whereas 80 pages described Kant's publications of the ‘subcritical’ period *(Kassirer, 1997)*. However, the content of interpretations is even more important. E. Kassirer saw in Kant's compositions of this period only the appendix of the provisions of critical philosophy developed earlier to legal and political perspective, thus he did not consider it necessary even to mention concept of legal freedom *(Windelband, 1998)*. Besides, throughout two centuries I. Kant have been reproached with his growing decrepit thought of former depth, importunate sketchiness and casuistry, inherent to late publications. As a result, in the history of the European legal philosophy the doctrine of the thinker appeared absolutely “not at the right time” and did not draw special attention to its contemporaries. Later, it happened that historians of legal, political and social doctrines quite often pay much more attention to it than philosophy historians.

One of the main questions for a philosophy historian is in what measure legal philosophy and legal freedom of so-called “late I. Kant” become development and specification of the same basic philosophical provisions developed earlier. Or there is a transformation provisions and their possible revision in some aspects. If the last opinion is the right one, the ideas of I. Kant's philosophy, which settled in commentator literature, need amendments. The main question for discussion is the following: if it is conventional that in his philosophy transcendental and practical (moral) freedom are investigated, whether is legal freedom an independent type of freedom and how does it correlate with another two ones? The task of the paper is not development and reproduction of the problem of Kant’s legal freedom, but formulating a problem and proving a hypothesis of its possible permission.

The majority of the substantial moments of Kant’s doctrine about transcendental and practical freedom, theoretical and practical relation in the main thing is considered rather established and not debatable, if to distract from details. Certainly, the detailed analysis needs more details, but the statement of a problem can be limited by the general summary, as the task is reproduction of maintenance of the basic concepts of his philosophy relating to the subject.

I. Kant entered the concept of person’s practical relation to the world as a contrast to theoretical (cognitive) relation in ‘Criticism of pure mind’. In the theoretical relation, I. Kant, noted existence of a subject (as the phenomena) precedes our representation (knowledge) of it. In practical relation, on the contrary, our idea of a subject in the form of the purpose precedes its existence, and it is unimportant for the relation, whether there was a purpose the reason of the valid existence of ‘object’. Thereby I. Kant understood practical in its most general meaning it as a synonym to goal-setting. It was found out that the purposes and motives could result from the lowest ability of desire. Explanation of goal-setting sources in the practical relation, inherent to a person as a sensual-natural being or directed by pure practical reason became the following step of the thinker.

When there is a question not about definition of subject’s purposes, but about possibility of their implementation, there is one more practical ‘layer’ – so-called, technical-practical. Implementation of the purposes can be effective only on condition that in activity a person relies on knowledge of those natural processes, under which laws the realization of its purposes in the world of phenomena is possible. Technical instructions belong to means of approaching the purposes and appear as practical. Kant noticed that such knowledge is practical only in a form (recommendations) whereas according to the contents it is applied (transformed to rules) scientific-theoretical knowledge of the nature. Subsequently I. Kant allocated also pragmatic-practical (impact on self and other people in communication processes), practical on purposes (guided by worldly wisdom or rules of prudence) and based on anthropological knowledge.

It is necessary to represent the short summary of I. Kant's position concerning freedom. In 'Criticism of practical mind', the philosopher investigated transcendental idea of freedom of pure speculative reason. Freedom was understood as uncaused spontaneous (free) causality. Thus it became clear that the mind has the right to think of that freedom without contradictions (truth, only in relation to intelligible essence), but it is not able to prove its reality and even opportunity concerning such essence ('transcendental objects'), especially concerning natural phenomena. Subsequently the thinker (in his opinion) objectively proved that the will guided by pure practical mind is able "to begin some number of events spontaneously" *(Kant, 1964)* in the world of phenomena, therefore "we learn practical freedom by experience as causality of reason in definitions of will" *(Kant, 1964)*. Thereby Kant proved both opportunity, and reality of practical freedom. It is important to remind that according to the postulate, which is put forward by the thinker, only the will determined by pure practical mind can be free, whereas the lowest ability of desire inherent to a person as sensual corporally to a being is entirely subordinated to natural need and cannot have freedom.

Within this context, it becomes clear why the thinker found aspiration to an identification of practical only with moral and practical freedom – respectively, with moral. Partly it followed already from a subject of critical philosophy, which task was a research of opportunities and limits of aprioristic transcendental abilities. The practical mind directly interested I. Kant not in its contents and volume, but as "reasonably practical" and it became the main object of the research in 'Criticism of practical mind'. " … as practical part of philosophy (near its theoretical part) it is necessary to understand not technically practical, but only morally practical doctrine" *(Kant, 1965)*.

In a case when the philosopher in other place of the composition defined practical as "all that is probable thanks to freedom" *(Kant, 1964)*, it also meant that only moral is practical in the true sense, because only it is free (in its representation of that time) only it. As a result the conclusion about identification of reasonably practical with moral was made: "Blank practical laws … unconditionally would be a product of pure mind. Moral laws are that; so, only these laws belong to practical application of pure mind …" *(Kant, 1964)*.

Thus, it is possible to conclude that I. Kant reduced practical freedom to moral freedom at that time. In 'Criticism of judgment ability', the structure of philosophy is given in the formulation meaning identity of practical and moral freedom: "… The philosophy is divided by right on … theoretical as natural philosophy and practical as moral philosophy (as the practical legislation of reason according to concept of freedom)" *(Kant, 1966)*. There are bases to claim that this Kant reduction of reasonably practical relation to moral (as well as practical freedom – to moral) became a source of the most part of the subsequent difficulties of "Kantians' in their attempts to comprehend legal philosophy in the context of the general system of critical philosophy of the thinker.

In the result, I. Kant had only 'two freedoms': transcendental idea of pure mind and practical (moral) freedom. If to use terminology of 'Criticism of pure mind' – it is one idea of freedom, but in two its applications: in theoretical (speculative) and in moral practical. There was not any other 'third' freedom and also it should not have been. The vast majority of researchers and commentators understands the thinker's doctrine about freedom this way throughout two last centuries.

At the same time, in 'Metaphysical beginnings of the right doctrine' existence of legal freedom (as specific type of freedom) was not simply allowed, but also was approved by the thinker with all definiteness. He emphasized that there is the one born human right and that right was freedom. "Freedom (independence of the forcing arbitrariness of another) as it is compatible to freedom of each another corresponding to the general law, and is this only initial right inherent in each person owing to his belonging to the human race" *(Kant, 1966)*. Further the philosopher claimed and showed that legal equality, right to dispose of itself, and so forth – "all these competences are already put by the property and thoughts in the principle of born freedom and … really do not differ from this freedom" *(Kant, 1966)*. All these competences are indistinguishable from legal freedom – it is an important conclusion, from which follows that without concept of legal freedom, I. Kant's metaphysical beginnings of the right doctrine would be impossible. The philosopher undoubted that the legal freedom understood as "independence of the forcing arbitrariness of another" *(Kant, 1964)* is a special freedom, significantly different from a moral free will.

If to follow I. Kant's treatment, it is impossible to doubt, that legal freedom is also a practical freedom. First, because it is obviously not transcendental freedom in the context of cosmological idea of pure reason, and (it is criterion of practical freedom, according to I. Kant) is related not to objects, but to the subject and its practical purposes. Secondly, the philosophical knowledge of legal freedom is expressed in the form of instructions, standards. In 'Criticism of pure mind' at creation of philosophy system, the thinker noted that the philosophy is divided on two parts: philosophy of the nature and philosophy of freedom. I. Kant wrote, "Nature philosophy deals with everything that exists, and moral – only with something that has to be" *(Kant, 1964)*. Similar formulations can be met in other fragmants of work. "In practical philosophy we do not set to ourselves a task to find out the bases of that occurs, and we consider laws of that has to occur, at least never and did not occur" *(Kant, 1965)*. Or: "I am limited to a definition of theoretical knowledge, by means of which I learn objects that exist, and practical knowledge, by means of which I imagine that has to exist" *(Kant, 1964)*. The theoretical knowledge is an explanatory science about real; and practical one – the standard theory, which main contents is made by imperatives and instructions. In full sense, the legal philosophy is 'standard science', its basic law is a categorical imperative of the right. In 'Metaphysical beginnings of the right doctrine', I. Kant premised the formulation of a categorical imperative of the right the general developed characteristic of a categorical imperative of practical reason equally relating to both moral and legal imperatives. The categorical imperative of the right, this "general legal law says: externally act the way that free manifestation of your arbitrariness is compatible to freedom of everyone corresponding to the general law" *(Kant, 1966)*. Overlapping of forms of legal and moral categorical imperatives, and substantial distinctions between them are obvious.

Discussing the problem of I. Kant's legal freedom, we can formulate some versions of its decision in advance. The first can be expressed in ascertaining, that concept of legal freedom is not so essentially to attach it the special status and the corresponding significance demanding specifications in the general doctrine of the thinker about freedom. The second can be expressed in treatment of legal freedom as applied moral freedom in relation to the phenomena. The third induces to consider moral and legal freedom as an independent type (form) of practical freedom. The first option is represented rhetorical, and it should be rejected initially, otherwise all main maintenance of 'Metaphysical beginnings of the right doctrine' is eliminated. The second and third options have the bases for reliability, on the side of the second option there is almost the whole tradition of interpretations of Kant's philosophy, as the thesis that the right was understood by Kant as applied morals, became already axiomatic. The thinker formulated similar statements, calling moral as 'theoretical jurisprudence', and considered the right (in the same row with virtue) as pure concept, but "directed on practice (application to the cases taking place in experience)" *(Kant, 1966)*. Nevertheless, the question, whether the sphere of the right deals with application to experience of the moral legislation, and legal freedom is only a moral freedom, remains open and deserves the further analysis.

One of the main issues arising at discussion of legitimacy to comprehend legal freedom in practical freedom as independent and one-serial with moral, its form, is connected with differentiation of the metaphysical beginnings of the right doctrine and the metaphysical beginnings of the virtue doctrine. The difficulty is that both those, and others are the appendix of the legislation of practical reason to experience and phenomena, and therefore only their distinction will allow to prove independence of the right concerning morals and, respectively, legal and moral freedom.

In due time, P.I. Novgorodtsev, one of the few domestic researchers, specially and in details being engaged in studying Kantian legal philosophy, found the whole series of the contradictions connected with establishment of the relations between moral and right in I. Kant's ideas. P. I. Novgorodtsev saw the main contradiction (reproduced by I. Kant in different forms and options) in that "when he wants to present the right in connection with moral, he loses the peculiar features, when he wants to emphasize peculiar features of right, he loses the connection with moral" *(Novgorodtsev, 2000)*. It is possible to believe that some of the contradictions revealed by P. I. Novgorodtsev really take place at I. Kant's creativity, though their detailed discussion is a special subject. As for the mentioned contradiction, most likely it, is solvable.

However, it should be noted that P. I. Novgorodtsev lost sight that 'secondarity' of metaphysical bases of the right doctrine concerning the legislation of practical mind absolutely differs from "secondariness" of metaphysical bases of the virtue doctrine. A common feature of moral and legal categorical imperative is the form of generality of the law, which is a priori established by practical mind, and that both of them are freedom imperatives. Nevertheless, 'subjects' of legislation and 'content' of freedom in them are various. In the moral law, they are the moral motives of the subject defining will; in legal they are external acts in their attitude towards other subjects regardless of any motives and purposes.

In his creativity, I. Kant dealt with this issue at the beginning of the second treatises of 'Metaphysics of customs' (about virtue). The main result of his research was that the right as '"applied morals' is possible to be spoken about only absolutely in other sense than virtue. In relation to virtue, the speech really goes about the annex to experience of the same contents of moral legislation. The right has another law, though it is also derivative of moral categorical imperative, but in another way. In the virtue doctrine, experience, to which the moral legislation of pure 'is attached', is directly internal experience, i.e. consciousness and goal setting of empirical individuals. Only through it, the exit to external experience is carried out at objectification of purposes. In the right doctrine, there is another experience, external acts, actions with full derivation from their internal motivation.

According to the thinker's conclusions, the appendix of moral legislation to the phenomena in experience in itself does not change its own 'moral status' (of that 'is applied'). The virtue doctrine, where (as well as in pure practical mind) an object of research is definition of motives and purposes of moral acts, deals with the same moral freedom, as 'Criticism of practical mind'. It is not the same in the right doctrine, there are another law and another freedom. The right has a legislation of practical mind, which is not coinciding with moral legislation. If it (according to the contents) would remain the same (moral), in this case (if the right and virtue are applied morals) there could not be independent metaphysical bases of the right doctrine, different from the metaphysical bases of the virtue doctrine.

In the virtue doctrine any other purposes and motives different from purposes and motives of pure practical mind are not supposed (i.e. motives of moral imperative). The problem is how to make a moral imperative the valid motive of sensual-corporal living individuals or (in I. Kant's terminology) how objective (necessary and valid) moral law turn into subjective principle of behavior of many individuals. Thus the categorical imperative of moral and following from it concrete instructions (norms) on the contents remain the same. In the right doctrine, the categorical imperative of practical mind is applied not to person’s will, his motives and purposes, but only to his external acts with full derivation from their motives, which can be moral, out of moral and even immoral.

Indisputable is that fact that the legal philosophy of I. Kant was based on the maintenance of its moral philosophy (practically all researchers of his creativity speak about it), especially as it was repeatedly emphasized by I. Kant himself. However, metaphysics of right deals with the application of principles of practical mind in general, whereas the doctrine about virtue deals with principles in their specific moral contents. It is enough to address to the text of ‘Criticism of practical mind’ to see that all its contents is connected with a perspective of internal free will, development by the moral subject of the purposes and with motivation of moral behavior. All this has no relation to the doctrine about the right.

On itself sending to practical reason as to the general basis of morals and right is not sufficient for denial of independence of legal freedom. Otherwise it would be possible to call into question as well the distinction of transcendental and practical freedom, which was repeatedly proclaimed the thinker, also having the general basis, after all “the practical concept of freedom is based on this transcendental idea of freedom, which makes the real source of difficulties in a question of possibility of freedom” (Kant, 1964). It is worth highlighting, as the philosopher distinguished transcendental and practical (moral) freedom in their ‘subject’: the transcendental freedom is thought in relation to supersensual objects, and practical freedom in the annex to the subject.

It is possible to establish the fact that in ‘Metaphysical beginnings of the right doctrine’, the thinker expanded (in comparison with ‘Criticism of practical mind’) the sphere of legislation of pure practical mind, having found as ‘subject’ of its competence in both internal freedom of moral will and freedom of external acts of the subject. In ‘Criticism of practical reason’, there was no hint on possibility of the aprioristic law of pure practical reason in relation to external acts even.

Because of discussion of the question of legal freedom originality, there are bases to formulate the following hypothesis. Division of freedom on transcendental and practical in I. Kant's philosophy is fundamental, not challenged and not being subject to revision. Practical freedom is not reduced only to moral freedom. Moreover, legal freedom is qualitatively different from moral freedom and there is a special type of freedom. Moral and legal freedom are forms (types) of practical freedom. As I. Kant wrote in discussion of “the principles of division of the virtue doctrine and the right doctrine”, “the concept of freedom, general to both of them, does necessary the division into duties of external and of internal freedom; only the last of them are ethical” (Kant, 1966). He meant that that the first of them are legal.

The reasons given in this research are represented sufficient for justification of legitimacy of this hypothesis, but, however, so far they are still insufficient for its confirmation. Further research work on judgment of the maintenance of I. Kant legal philosophy is necessary. On the other hand, if the hypothesis finds confirmation, it will mean a need in entering essential amendments into the ideas of ‘freedom philosophy’ of the thinker.

Treatment of legal freedom as independent type of freedom faces basic difficulty. The matter is that, according to I. Kant's conclusions, transcendental freedom and practical (moral) freedom have the same general concept of freedom as spontaneous nothing caused causality. "In what measure the same concept of freedom can be applicable to legal freedom (at least and with modifications) or cannot even be applied, that deal with other concept of freedom" is the question demanding the additional analysis. The difficulty results from the fact that for the existence legal freedom needs external guarantees from the public power and assumes coercion to freedom, including violent. At the same time, 'moral' freedom has nothing similar, because objectively, it is internal autonomous affair of each individual.

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THE COMPARATIVE ANALYSIS OF THE CONCEPT "MOTHERLAND" IN RUSSIAN AND GERMAN

Abstract

The research deals with the study of peculiarities of perception and processing of information with the help of the language. It is devoted to linguistic units representing the concept of MOTHERLAND in Russian and German linguistic background. The research is based on the material of lexicographic sources and texts of various types.

Keywords

concept, cognitive linguistics, lexicography, MOTHERLAND – HEIMAT

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The development of cognitive linguistics led to the study of peculiarities of perception and processing of information, methods of mental representation of knowledge with the help of the language. The language seems to be a means of access to cogitative units and the reliable instrument of research of the contents and structure of a concept as "the main unit of the mental plan, – containing in a verbal sign and shown through it as an image, concept and a symbol" (Колесов, 1999).

This article speaks of linguistic units representing the concept of MOTHERLAND in Russian and German linguistic background based on the material of lexicographic sources and texts of various types.

The notion of "motherland" is a complex and multi-lateral one as it actualizes the social and historic practice of people, summarizes the experience accumulated during hundreds of years' history of the nation's existence. Works based on materials in various languages performed using various research methods are devoted to the analysis of the concept of MOTHERLAND. In modern works the concept of MOTHERLAND is viewed as part of poetic vision of S.Yesenin (Babulevich, 2004) and M.Tsvetayeva (Gabdullina 2004), the dominant idea of the linguistic view of the world in different linguistic cultures based on paramiology of the Russian and English languages (Svitsova, 2005), French and Russian song lyrics of the first half of the 20th century (Muroseyeva, 2009), German ideological discourse of the 20–40s of the 20th century (Ignatova, 2008), Russian pedagogical discourse at the end of the 20th – beginning of the 21st centuries (Yesmurzayeva, 2010), as part of American linguistic view of the world (Kozhanov, 2006).

Of special interest is the comparative aspect of the research of the concept of MOTHERLAND. For Russian linguistic culture MOTHER LAND is a constant (Степанов, 1997). Also MOTHERLAND is part of a complex semantic unit of hyperonimic type – a linguo-cultural idea of patriotism (Воркачев, 2008). In the works devoted to German mentality this concept is not specified as a significant element of German conceptosphere. According to modern research the following notions are considered to be German values: Ordnung, Fleiß, Leistungsfähigkeit, Sauberheit (Bausinger, 2005), Sachorientierung, Zeitplanung (Schroll-Machl, 2003).

The traditional form of accumulation of information on the semantic volume of linguistic units is their lexicographic description in linguistic dictionaries (Цапенко, 2009). Thus, the initial stage of research of MOTHERLAND – HEIMAT concept based on the material of the German and Russian languages in our work implied using the analysis of dictionary definitions of lexemes actualizing the concept in order to specify the subject of description and "draw a line" between the terminological and everyday meanings of the words. The opportunity for a contrast-based description of this concept is delivered by contextual analysis of key lexemes, analysis of co-occurrence and word-coining potential of the words naming the concept and identification of consistent patterns of their usage.

The material for the research was found in dictionaries of various types and abstracts from fiction, journalistic and didactic texts.

Studying the concept in question in Russian linguistic consciousness we, following S.G. Vorkachev, believe that its semantic field is built by so-called "patriotic triad" *родина – отечество – отчизна* (*motherland – fatherland – homeland)* (Воркачев, 2006). In German linguistic consciousness the concept of MOTHERLAND is represented by two key lexemes *Vaterland* and *Heimat* (Игнатова, 2008).

Let us review the etymology of the lexemes identified in the Russian and German languages.

The word *motherland* (*родина*) is derived from the ancient Russian root "*род-*", formed from the Indo-European stem *Hord^{h}u. This stem served to derive Hittite *ḫardu* and Luwian *hartu* meaning "descendant". Etymologists believe that the cult of *Rod* reflects Indo-European cult of Hord^{h}u – generation, congregation of descendants. In the Slavic mythology the god of Rod became the embodiment of generation, unity of descendants of one ancestor who gives life, fertility and longevity. In ancient Russian record of pagan gods the god of Rod and associated mythological female creatures "*рожаницы"(rozhanitsa(s)) meaning female creatures "giving birth")* normally directly follow chief gods. The cult of "*рожаниц*" (*rozhanitsa(s*)) is connected with future generations, with the fate of a newly-born baby for whom these creatures foredoom the life and the fate. The idea of birth, of the fertile power of woman was linked with the idea of fecundity. The ability to *give/deliver birth* meant the power of woman and the life-giving power of the earth ('ability to deliver harvest, seeds, fruits or anything else, generate living vegetative power'), so *mother earth* is a standing epithet of the supreme goddess in the Slavic mythology (Мифы, 1997). Thus, the ancient archiseme of the word *motherland* is "mother" (*mother earth*). This component of the semantics of the word *motherland* is reflected in Russian linguistic consciousness. According to the Russian Associative Dictionary almost one third of reactions (65) to the stimulus "*motherland*" is represented by the word "*mother*" (Караулов, 2002).

The second component in the meaning of the word *motherland* is "home land, a person's birthplace". This interpretation is found in the dictionary by V.I. Dal: *motherland* is a land of a person's birth, in its general sense it is a land, a country where a person is born, in its specific meaning it is a town or a village": *И кости по родине плачут. Родима деревня краше Москвы. Он родимую землицу защитную в ладанке носит* (*Longing for motherland to the bones. Hometown is lovelier that Moscow. He carries mother earth in his amulet for protection)* (Даль, 2003). *Motherland* is "a person's birthplace": *Здесь моя родина (This place is my motherland)* (Даль, 1999). It is worth mentioning that there is no word "*motherland*" in the Ancient Russian Dictionary (XI-XIV centuries) by I.I. Sreznevsky. For the first time the lexeme "*motherland*" meaning "a country of origin" is used at the end of the 18th century in literary works by G. Derzhavin (Срезневский, 2003).

We consider that the lexeme synonymous to *motherland* is *Heimat* in the German language. In this context the etymological analysis of *Heimat* – ahd. *heimoti*; mhd. *heimôte, heimote, heimôt, heimuôt* allows us to conclude that the stem of this lexeme is *heim* (home) of Indian-Germanic origin (compare with English *home*) (Kluge, 2002). The connection between the lexemes *Heim* and *Haus* is very close.

The dictionary by J. and W. Grimms published in the 19th century contains the following meanings of the word *Heimat*:

1) das Land oder auch nur der Landstrich, in dem Man geboren ist oder bleibenden aufenthalt hat (a country or part of a country in which a person was born or stays for a long period of time);

2) der Geburtsort oder ständige Wohnort (a birthplace or a place of permanent residence);

3) selbst das elterliche Haus und besitzthum heiszt so, in Baiern (in Bavaria it can be applied to a parents' house or estate).

4) Heimat in freierer Anwendung (Motherland in general usage – in poetry, in set phrases etc.) (Grimm).

Thus, if the etymology of the word *motherland* shows evidence of being derived from the Indo-European stem and a mythological image of fertile power of woman (mother) and life-giving power of mother-earth for the Russian linguistic consciousness, then the etymology of the lexeme *Heimat* reflects Indian-Germanic stem *heim (meaning "home"), and its "cultural memory" sets focus upon "a place where a person feels at home" for the German linguistic consciousness.

Using the analysis of dictionary definitions we have arrived at the conclusion that the semantics of the lexeme *motherland* retains the initial meaning "a place where someone or something is born" and the meaning "a country in which a person was born and is a citizen of".

As for the lexeme *Heimat,* in modern German dictionaries *Heimat* has two basic meanings. It means that for a German person the motherland is the country or part of the country where he was born and raised or where he feels at home because this is the place of his permanent residence. In the dictionary entry there is a remark saying "often emphatic" which indicates the utmost importance of this notion for German linguistic culture. Also, Motherland is a country of origin or birth applied not only to a person but also to animals, plants, goods and equipment or machinery.

The fact that the Russian and German languages contain the synonymic lexemes *отечество, отчизна (fatherland, homeland) – Vaterland* allows concluding on the universal, both for Russian and German linguistic consciousness, paternalistic component of the concept focused on the "land of fathers", that is the State "and the country which a person belongs to as a citizen" .

Thus, *отечество (fatherland)* takes its origin from the ancient Russian words "*отьчьство*" and "*отьчьствие*". Such pattern of word formation is also found in other Indian-European languages: Greek πάτρά: πάτρίς – fatherland (compare πάτήρ – "father"); Latin patria (compare pater – "father"), further on (<Latin patria); French patrie – "fatherland" (compare père < Latin pater); German Vaterland (собств. "land of fathers"; compare Vater – "father") (Фасмер, 1971). In the Dictionary of the Old Church Slavonic and Russian Language *отечество* (*fatherland)* is a state in relation to a person who was born there or became its subject: people love and protect their fatherland. According to V.I. Dal's Dictionary *fatherland* is a land of origin, homeland, a place where a person was born and raised and the root, land of a nation which a person belongs to through his /her birth, mother tongue and religion; it is also the State in respect to its subjects, i.e. motherland in general sense (*My father is an immigrant and my motherland is Russia, the Russian State)*. In the same entry of V.I. Dal's Dictionary we see the second meaning of "*motherland*" – "a country where an immigrant resides as a subject of the state, or permanently settles down" (Даль, 1999).

Comparison of information from the Chronicle shows that in the 11th – 12th centuries eastern Slavs still retained mythological perception of the unity of the prince dynasty as an entity entitling Russian princes for ancestral lands not subject to splitting. The "thought of father's place ("отчина")" as an early feudalism principle of power inheritance was rooted in these ancient patriarchal-dynasty relations that had strong traditions in ancient Russia. Father's place ("*отчина") meant a place among relatives* "on the ladder of seniority that belonged to a person's father and was given by him to his children". Later "father's place had a different – territorial – meaning… for sons a father's place meant a territory possessed by their father" (Ключевский, 1987-1990). This meaning is listed in the Dictionary of the Ancient Russian Language of the 11th – 14th centuries by I.I. Sreznevsky: *отьчина=очина=очьцина* – 1) patria, fatherland, motherland: *Стати всЪмъ, любо животъ, любо смрть, за правдоу Новгородьскою, за свою очиноу*; 2) selected country: *Отчина моя носнъій Іерлмъ*; 3) father's land: *Рече ГЪ: въ очинЪ мои многъі обитЪли соуть*; 4) ancestral land, estate: *Князю же Александру бысть пожалованіе отъ царя и пріиде из орды въ свою отчину ТфЪрь*; 5) estate, realm: *Не могы ити въ ώчиноу*; 6) inherited ownership: *Даша ему Ладогу, и ОрЪховый, и КорЪльскый, и КорЪльскую землю… въ отцину*; 7) fathers, ancestors: *И нъіне и-ю ώбиду поведъіваемъ про весъі, как то слъішимъ, ώ своие братии, аже тъі, кнежо, лишнее емлешь, ка(ка)к то есме не чювали, ни изъ ώтчинъі, ни ώ дЪдовъ, ни ώ прадЪдовъ;* 8) rules, customs of fathers: *Кончаша миръ вЪчныи съ Псковичи по старинЪ, по отчинЪ и по дЪдинЪ.*

There is no doubt that *отчина, отечество and отчизна* are coined from the same Common Slavic stem *otьk and their primary meaning is "land of fathers". In the ancient Russian language the lexeme of *отчизна* had the following meanings: 1) "fathers", "ancestors", "dynasty"; 2) "inherited real estate", ('вотчина'); 3) "owner of patrimonial real estate" (Срезневский, 2003). As for other Slavic languages this notion is mainly expressed by words with the same root; Ukrainian вітчизна, Bulgarian- айчына (бацькаушчына), Serbian and Croatian – отацбина, Czech – otcina (vlast) and Polish – giczyna. According to P. J Chernikh terminologization of this word and of the word *fatherland* took place later but by the 17^{th} century the process had already been completed (Черных, 1999).

As for the lexeme *Vaterland*, in modern German it is used much more rarely than *Heimat*. Different linguistic relevance of these words is reflected in the electronic dictionary of Leipzig University (11311 examples with the lexeme *Heimat* and only 457 with the lexeme *Vaterland*). The lexical-graphic description of the lexeme Vaterland presented in J. and W. Grimm's Dictionary contains the following description: "land, father's property that is inherited" – *Vaterland ist vielleicht in erster Bedeutung der vom Vater besessene acker, der als väterliches erbe mir zufällt.* The meaning "the land of father's residence and the land I belong to" came later. Unlike modern dictionaries it contains another meaning of the lexeme *Vaterland* as a synonym of *Heimat* – a place of origin of animals, plants (Grimm).

The Duden contains the following definition of the word *Vaterland*: Land, aus dem man stammt, zu dessen Volk, Nation man gehört, dem man sich zugehörig fühlt; Land als Heimat eines Volkes (Duden, 1989). That is for a German person fatherland or land of fathers is the country in which he was born and a nation or people he belongs to. The word is marked as "elevated" or and "often emphatic". Of interest is the definition of the lexeme Vaterland from the dictionary of 1978: *Vaterland* – 'das innerhalb territorialer Abgrenzung gegebene, durch den Klassencharakter des Staates geprägte politische, kulturelle und soziale Milieu des Lebens eines Volkes' (Klappenbach, 1978). The notions of people and nation are combined with territorial restrictions, political, cultural and social standards of people's lifestyle supported by the class structure of the State. The ideology of the State is reflected in the definition of this notion.

Diachronic-synchronic analysis of the units representing the concept of MOTHERLAND in Russian and German linguistic background allows us to make the following conclusions.

First, comparison of lexemes *motherland* (*родина)* – *Heimat* shows that in the Russian language the archiseme described by the lexeme is *mother*. The ancient component of this meaning is reflected in non-verbal symbols of the Russian culture (Mamayev Kurgan statue, poster "Motherland calls!"). Etymologically *Heimat* is connected with the notion of *home*. Of importance is emotional attachment not to the land like in Russian linguistic culture, but to home and close people living in it.

Second, the meanings identified of the lexeme *motherland* (*родина)* – *Heimat* "country, birthplace, place of origin" and "place of origin of something" are universal for Russian and German linguistic background and actualize historic, territorial, cultural ideas of a country of residence, "large motherland".

Third, comparison of the lexemes *motherland* (*родина)* – *Heimat* shows that in Russian linguistic culture there is an extended meaning of the lexeme "place of birth and residence" ("place of origin") – it can be *homeland, land of fathers, fatherland* (*родная сторона*, и *отчий край*, и *край отцов)*. On the other hand the German linguistic culture is focused on *home* or *place* where a person feels *at home*.

Fourth, the meanings we identified in the lexemes *fatherland*, *land of fathers* (*отечество, отчизна)* – *Vaterland* allow us to speak of identical word formation connected with the stem *отьк (primary meaning – "land of fathers", compare – father) for the Russian language and *Vater* as part of the lexeme *Vaterland* ("land of fathers"). The aforementioned units representing the concept of MOTHERLAND are mainly used in texts of elevated tonality.

In conclusion it is worth mentioning that reconstruction and comparison of the concepts of MOTHERLAND (РОДИНА) / HEIMAT requires further research. The varying ideological component of these concepts reflected in dictionary definitions implies the analysis of linguistic material (text abstracts) relating to various stages of development of each country. Comprehensive research can also benefit from association experiments with native speakers.

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