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CONTENTS**THE IMPORTANCE OF POSITIONING
IN ACHIEVING THE STRATEGIC GOALS OF THE COMPANIES**

Svetlana Alivanova, Victor Fursov, Natalia Lazareva

6 - 10

**THE EXPERIENCE OF STUDENTS' VOCATIONAL TRAINING
IN THE FRAMEWORK OF THE PROJECT OF PEDAGOGICAL EDUCATION MODERNIZATION**

Elena Belyankova, Irina Shchurinova

10 - 15

**COMPARATIVE RESEARCH OF PRODUCTIVE EMPLOYMENT OF POPULATION
IN THE FORMER SOVIET UNION**

Tatyana Fedotova

15 - 25

**THE DEFINITION AND DELIMITATION OF OUTER SPACE:
NATIONAL LEGISLATION AND PRACTICE OF COLUMBIA**

Denis Gugunskiy

26 - 29

TYPES OF APOLOGIES IN THE GERMAN LINGUACULTURE

Yulia Gorpennikova

29 - 33

**THE ORGANIZATION OF METHODOLOGICAL WORK
IN THE HIGHER EDUCATIONAL INSTITUTION**

Ivan Kapustin, Ivan Atanov, Vitaliy Grinchenko, Dmitry Gritsay, Elena Kapustina

34 - 38

PROBLEMS AND PROSPECTS OF COMPETITIVE ECONOMY FORMATION IN THE REGION

Kazbek Karsanov, Svetlana Mullinova

38 - 42

CONTENTS**SOME PECULIARITIES OF PERFORMING THE TSAM OF DRAG-SHEDS
IN THE LATE 1920s, KHAMBINSKY DATSAN, BURYATIA**

Olga Kolpetskaya

43 - 47

**PHILOSOPHICAL AND ANTHROPOLOGICAL BASES OF INDIVIDUAL AND SOCIAL ASPECTS
OF PERSONALITY IN C.G. JUNG'S CONCEPTION**

Tatyana Korobkina

48 - 53

**ON THE DEVELOPMENT AND IMPLEMENTATION
OF EDUCATIONAL PROGRAMS' MODULES FOR NON-TEACHING UNDERGRADUATE
STUDENTS MOTIVATED TO PEDAGOGICAL ACTIVITY**

Krayushkina Svetlana, Yakushina Valentina, Zabelina Anna, Gubareva Tatiana

53 - 58

**INSTITUTIONAL TOOLS FOR THE DEVELOPMENT OF INVESTMENT ACTIVITY
IN THE REGION**

Elena Lavrova

58 - 62

USING ALTERNATIVE ASSESSMENT IN TEACHING OF TEENS/ADULTS

Eugenia Livskaya, Natalia Gubernatorova

63 - 67

HUMAN COMPETENCE: DEDALIAN EPISTEMOLOGY

Lada Lichman

68 - 71

FORM OF EXERCISE OF POWER BY LOCAL AUTHORITIES

Galina Mitsyk

72 - 76

CONTENTS**REGIONAL ASPECTS OF DEVELOPMENT OF PLANT GROWING BRANCH**

Svetlana Mullinova

77 - 81

**DESIGN TECHNOLOGIES IN TRAINING FUTURE TEACHERS OF PHYSICS
FOR WORK AT PROFILE SCHOOL**

Aleksandra Ordanovskaya

81 - 85

**PUNISHMENTS FOR CRIMES AGAINST RELIGION AND CHRISTIAN CHURCH
IN THE ROMAN CRIMINAL LAW**

Yulia Pershina

86 -91

**MULTIPLEX LATERAL FLOW IMMUNOASSAY FOR THE DETECTION
OF THREE BACTERIAL PATHOGENS CAUSING POTATO BLACKLEG AND RING ROT**

Irina Safenkova, Ilya Zaitsev, Yuri Varitsev, Anatoly Zherdev, Boris Dzantiev

92 - 100

FACTORS OF SOCIAL EXCLUSION

Vladimir Shirshov

101 -105

**TO THE QUESTION OF THE SAFEGUARDS REGIME IN THE PUBLIC SERVICE
OF FOREIGN COUNTRIES AND DOMESTIC EDUCATION SYSTEM**

Ilya Surmanidze, Andrey Kirillovyh

106 - 116

**MODELING OF THE INNOVATION SYSTEM OF ENTERPRISES
IN THE SECTOR OF PRODUCTION OF CONSTRUCTION MATERIALS**

Nina Zhytaeva

117 - 120

THE IMPORTANCE OF POSITIONING IN ACHIEVING THE STRATEGIC GOALS OF THE COMPANIES

Abstract

Following paper is dedicated to a discussion about some of the issues, connected to organization of product positioning on the market of goods and services: innovators' organization priorities, organization's name choice, commodity positioning determination in a specific goods category.

Keywords

positioning, segmentation, company image, brand, trade mark,
unique associations, goods categories

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No company is going to achieve success, if their goods and services are similar to all other market offers. Companies have to target positioning and ability to differentiate so valuable for a consumer, as positioning is a business tactics.

Al Rice and Jack Trout, specialists in advertisement industry, were first to mention positioning. Their ideas were first published in 1969. Positioning is considered an art of distinguishing advantages of an already existing commodity, according to them (*Trout, Rice, 2007*).

The essence of positioning is not in creating a product (today's world is full of reproductions, copies of just about anything), not in cutting the costs (there is always someone who can outbid you), but in a search of deserved spot in consumer's conscience, or as the term states, position. We agree with the opinion, that the higher is your position in consumer's conscience, the harder it is for anyone to move you over. The thing is, position is a created stereotype, and human stereotypes are one of the most stable things in the world.

Any marketing strategy is based on three fundamentals: segmentation, choice of aimed segments and positioning (*Alivanova, Lazareva, 2009*).

First thing company does is defines different consumer needs and distinguishes consumer groups of those commodities. Then, company chooses aimed segments out of those groups - groups and demands that it can satisfy better than others. After that company positions its offer in such a way that aimed recipient is clear about company's difference and image. Consequently, if positioning is performed unsuccessful, consumer fails to realize what is expected from the offer.

Therefore, in our opinion positioning can be defined as a process of creating company's offer and image, directed on finding a specific location in aimed group consumer's conscience. Its purpose is placing a trademark in consumer's conscience, resulting in maximum gains for the company.

Positioning starts with a product: commodity, type of service, company or even a personality, but positioning has nothing to do with working with the product itself. Positioning is working with potential consumers' way of thinking. In other words, the commodity is positioned in their conscience (Kotler, Keller, 2007).

Another point of view on positioning, presented by marketing specialists Michael Tracy and Fred Virsema, is represented debatable. Michael Treecy and Fred Viershmah, marketing consultants, introduced another point of view on positioning. "Value discipline" is called their positioning scheme. The main idea is, that an organization can try to become a leader in certain commodity in its' field of business, it can be a company with highest operations efficiency or a company that is closest to consumer, according to authors. Mentioned differentiation is based on an idea that any market consists of three types of consumers. Some like companies that are technological leaders (commodity leadership), others value reliable work (operational advantage), and others are expecting the fastest satisfaction of their individual needs (close relationship to consumer).

For instance, McDonald's has the highest functional effectiveness, but cannot cook burgers for each buyer individually. McDonalds cannot be a leader in respect to new goods as well, because each additional dish creates turmoil in its smoothly running operations. Every department has to follow its own disciplines of value even in large companies like General Electric. Division on release of household appliances pursues the aim of functional superiority, and the division of constructional plastic seeks to be closer to the buyer in GE.

M. Tracy and F. Virsema reasonably suggest companies to follow four rules in order to achieve success:

1. To become the best in one of the three value disciplines
2. To achieve satisfactory level in two other disciplines
3. To continue to perfect its position in the main discipline, in order not to lose its' position to a competitor
4. To increase efficiency in two other disciplines, as competitors are constantly maintaining the growth of consumer expectations

In order to start a program of positioning its' product, a company has to define brands' similarities and differences and communicate them to the market. We also believe that, positioning decision in particular has to be made based on the field of competition that is forming aimed market and competitors themselves, as well as ideal points of resemblance and difference in trade mark.

For example: "Colgate - Toothpaste #1 in the world", "Ariel - laundry detergent #1 in the world", "Orbit - best chewing small pillows" etc. Known brands which have the loyal consumers who aren't calling in question these statements are able to afford to use the surpassing positioning.

It is important, in our opinion, for definition of the competition field for positioning to establish a relation to a certain commodity category - to a type of goods or group of goods that are competing with a trademark, and are represented as its close substitutes.

Once the company has established aimed market and type of competition, it is possible to define market position itself. It is important to pinpoint similarities and differences correctly for that purpose.

Points of similarity - are features or gains that consumers are associating firmly with the trademark judge it in a positive way, and believe that they cannot find the same features or advantages to this extent with your competitors. It is a very difficult task to be able to cause solid, favorable and unique associations that can become points of difference.

Points of similarity - are not necessarily unique associations, other trademarks can cause them too. Points of similarity with competitors - are associations, aimed to be able to sustain points of difference with competitors.

Point of similarity with a particular characteristic or gain exists, if enough consumers believe that the trademark is “quite good” based on this feature. It is worth noting, that there is a “zone” or “range of tolerance or acceptance” (*Fursov, Lazareva, 2011*). The trademark does not necessarily have to be considered equal to competitors; although consumers must be certain that this particular feature or gain is showcased in the best way (*Fursov, Lazareva, 2011*).

One characteristic gets chosen and the emphasis is placed on its difference from competitors. For example, “our detergent removes grease just as well, but unlike a product of competitors it is more concentrated and economic”.

The best approach in positioning is for the company to inform consumers that their product belongs to a certain goods category (*Fursov, Lazareva, 2013*). Before consumer decides, whether product is superior to competitors’ product, he has to be informed, what kind of product it is in general and what does it do. Advertisement is focused on creating a comprehensive knowledge about a trademark while introducing new products, first of all, and only secondly, on creating its’ image.

If the message directed at a buyer fails to convince about points of similarity and points of difference related to a certain category of goods, however, trademark tends not be considered as a competent market player.

There are three ways to communicate trademark relationship to a certain goods category:

1. To announce benefits of goods category
2. To compare to ideal examples
3. To use a descriptive word (short description of the product, following the trademark name).

“Positioning - is an organized system of locating open windows in a human conscience, based on messaging, where effective communication is performed only in the right place and in the right time” (*Trout, Rice, 2007*).

That is how Hertz is perceived by them as the world's largest car rental agency, the Coca-Cola Company - the famous supplier of soft drinks, and "Porsche" - one of the best sports cars. It is not very simple for a competitor to affect an established opinion of consumers.

The easiest way to enter human conscience is to be first. One of the marketing laws states that: “Better be first, then to be better”.

Even, when the company isn't the leader in the field, she can be a leader in the niche. That is how “Michelob”, beer producing company, acted and took an unshakable position in a segment of expensive American beer with the concept: “The first class - is Michelob”.

The Schlitz trademark used similar strategy of positioning, seeking to occupy leadership in category of “light beer”: “The true taste of excellent light beer”.

Other beer brand Beck's was successfully established in the “import beer” segment by means of its positioning “Have you tried the most popular beer in America from Germany? Take a sip of the beloved by Germans beer”.

In order to be able to succeed in a world of super communicative society company has to establish firm position in a consumer mind. These positions must take into consideration not only weak and strong sides of its organization, but its’ competitors’ (*Fursov, Lazareva, 2014*). At the age of positioning to just invent something or make a discovery is not enough. It is not even necessary at times. The key is to be first to penetrate consumer’s conscience (*Fursov, Lazareva, 2011*).

The Volvo company positions its cars as the safest and the most durable especially as these two indicators are compatible. Thus, the consumer quite reasonably can assume that the safe car will be also very durable.

There are examples of successful positioning of goods in the market on three advantages (Kyrennay, Alivanova, 2013). The Smith C company advances the Aqua fresh toothpaste as having three advantages (fight against cavities, fresh breath and bleaching of teeth). It is obvious that the considerable number of consumers would like to have the toothpaste assigned such advantages therefore it was only required to convince them that the offered product completely answers their hopes. The decision was unexpected: there was a three-colored toothpaste that subconsciously visually reminded the consumer of three advantages.

Let's get back to human conscience. Conscience plays a role of a defense mechanism from excessive volume of today's communication and denies all information, that it is not capable "to shortchange". It only accepts new information that correlates to a current state of mind. The rest is kicked to the side.

Human conscience rejects not only information, corresponding to existing knowledge and experience, but also not stored in sufficient quantity. We agree with the opinion of Harvard psychologist George Miller, brain is incapable to store more than 7 "pieces" of information at the same time. That is why all the lists, that have to be memorized, usually consist of 7 points: phone numbers, seven world wonders, "Snow-white and 7 gnomes".

The same rule logically applies to products. Moreover, if a person is not interested in one specific product category, he can name one-two brands (if so). That's when any organization has a goal to assume one of positions in a human conscience. In most cases these two brands are among the number of organizations, taking first places in sales on the market. Jack Trout fairly considers, that the first company established in consumer conscience takes up on average twice bigger part then brand #2 of the market (in a long run), and four times bigger then brand #3. And there are no changes possible to this equation.

One of the main elements of a trade mark is its name. "Property name" of the trademark - is a hook, used to grab hold of its market position and in consumer conscience. One of the main marketing decisions is the decision about the product name at the age of positioning. We (consumers) see not only what we are wishing to look at, but smell the fragrance, that wish to smell. It is necessary to choose a name that is almost, but is not exactly typical. Strong, near typical, vivid name will not allow competitors - imitators enter the territory, occupied by your product.

However, you should stay away from abbreviations while choosing a name. There are several reasons why not to. First of all, the name has to reflect products' purpose and essence. If the product name consists of only abbreviation, consumer will simply not understand what you were trying to communicate to him. Secondly, the name has to be easy to remember. It's typical for a human being to remember only what is important and clear to him. But if a person cannot picture what a few letters on a package stand for, most likely this product will not stay in his conscience for long either.

The only organizations that can afford to use abbreviations in the name of the firm or a product are those that are already well known to the market. Practice of major corporation's shows that they were using full names of their organization at the beginning of their existence.

Summing up the result, it should be noted that, several methods used in positioning of goods on the market were discussed in this paper. It is suggested to use and base on rules, discussed prior, while forming a new commodity category and introducing a new product on the market. Otherwise, the new product may fail before it can "reimburse" all the costs invested in its' creation and promotion on the market of goods and services.

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THE EXPERIENCE OF STUDENTS' VOCATIONAL TRAINING

IN THE FRAMEWORK OF THE PROJECT OF PEDAGOGICAL EDUCATION MODERNIZATION

Abstract

The paper deals with the experience of the implementation of professional pedagogical training of students enrolled in non-teaching areas in the framework of academic mobility of students in accordance with the concept of modernization of teacher education. Reveals the principles, objectives and forms of organizing the practical training of future teachers at educational institutions of general education.

Keywords

modernization of pedagogical education,
practical orientation of preparation of pedagogical personnel

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In the context of the modern Russian society transformation, the task of pedagogical education upgrading occurs. The modernization focus is set by Federal state educational standards, Professional standard of the teacher, as well as by the concept of pedagogical education modernization.

In accordance with the normative documents, there is a need to review the quality and the system of teacher training in the new circumstances, to make graduates more competitive and ready to meet challenges which modern school put before the teacher.

In this regard, a large-scale project is currently being implemented which coordinators and ideologues are V.A. Bolotov (*Bolotov, 2014*), A.G. Kasparzhak, S.P. Kalashnikov (*Kasprzhak, Kalashnikov, 2014*), A.A. Margolis (*Margolis, 2014*), and others. One of the directions of the project is "Development and testing of new modules and rules of implementing basic educational undergraduate programmes for the enlarged group of specialties (EGS) 'Education and Pedagogy' (the direction of training - Pedagogical Education) involving academic mobility of university students of pedagogical profile (non-teaching directions of training) in a network interaction", which implementer is the National University of Science and Technology "MISiS" and its associate contractors are Tula State Lev Tolstoy Pedagogical University, Federal State Budget Educational Institution of Higher Professional Education "Kaluga State University named after K.E. Tsiolkovski", Federal state government-financed educational institution of higher professional education "Orel State University".

As part of restructuring of the pedagogical education system, it becomes necessary not only to carry out the revision of its content, but also of learning methods and technologies. Training of undergraduate students should be based on the activity approach. In modern conditions, qualified teachers able to respond to challenges and solve problems of future professional activity can be prepared only through practice-oriented activities.

Focus of the mentioned above project on students of non-pedagogical directions of training is not coincidental. Most of the students participating in the testing of new modules are students of Tula State Lev Tolstoy Pedagogical University, the University which has a rich experience in teacher training. At the same time, today it successfully realizes training for 34 non-teaching directions. The combination of the best traditions of Russian academic science and the latest approaches to prepare students for their future professional activity allows to realize one of the goals of the project - development and testing of new modules of undergraduate programmes for EGS "Education and Pedagogy" (the direction of training - Psychological and pedagogical education) involving students' academic mobility (possibility to transfer 2-3-year undergraduate students of other EGS and directions of training to the programme) in a network interaction. In fact, it enables students studying in non-teaching directions to receive further psychological and pedagogical training in parallel that will allow graduates to be more competitive and in demand in today's labour market. In the framework of the project students are given the opportunity not only to obtain the document for additional vocational training but also the opportunity of transition to the bachelor degree training programmes for EGS "Education and Pedagogy."

When designing the educational process in the disciplines of professional cycle for students participating in the project, we had to take into account some factors affecting its organization. Students combine training in their main field of study with the pedagogical direction within the framework of a pilot project that could lead to students' 'overload', or to the 'deficit' of training time. The solution was found in the use of the potential of distance learning technologies, in particular virtual learning environment *moodle*, students' academic mobility, and inclusion of active and interactive educational technologies into the educational process. While organizing educational process in the academic bachelor degree particular attention is paid to relationship of research and teaching. Moreover, an innovative approach in the organization of practical training with students in the framework of this project is the integrated practical training on disciplines of the professional cycle on the basis of educational organizations of secondary education.

In selecting the content, technologies and system of learning outcomes estimating means, we follow several basic principles.

Firstly, it is a principle of accessibility of the education in accordance with modern standards. Developed modules are targeted at students who successfully cope with undergraduate programs of non-pedagogical directions of training. Their academic load includes an additional module of psychological and pedagogical orientation as elective modular units or courses on choice. It allows to successfully master programmes of the basic and the “additional” specialty.

Secondly, it is a principle of integrity. The developed modules are blocks of humanities, social, economic, mathematical and professional cycles with extensive use of a multidisciplinary approach. Based on the study of each of the proposed modules, students carry out an integrated practical assignment on the basis of educational institutions of general education.

Thirdly, it is a principle of continuity between the modules. In particular, the supporting module “ICT in teacher’s activity” is a precursor to studying of the module “Designing and implementing of effective educational technologies.” There is no doubt in the actuality of electronic technologies in modern educational space.

Fourthly, it is a principle based on individual characteristics of students who decided to simultaneously learn modules of psychological and pedagogical orientation. The educational process at the same time is built in accordance with their basic vocational training. In particular, the following courses are offered to students of the direction “Chemistry”: “Methods of Teaching Chemistry,” “Innovative technologies in teaching chemistry” and others. Through the study of modules’ disciplines, a humanitarian way of thinking, responsibility and initiative in the future professional activity are developed.

Furthermore, great importance is given to the principle of connection of learning and life. Here, the focus is on a quasiprofessional activity of students (*Verbitskiy, 2004*), which simulates terms of professional activity under the classroom conditions and in the language of science. As a result, students get practical skills in the use of educational information; master certain professional experience; that allow them to more easily enter the teaching profession. Conducting school-based practical training contributes significantly to the realization of this principle. The actual introduction to the educational environment, the implementation of specific integrated practical assignments allows to successfully master the psychological and educational modules, and to be prepared to a future teacher’s professional activity.

During the project implementation of pedagogical education modernization, the organizational objectives of the school-based integrated practical training have been identified:

- to stimulate students’ interest to study sciences of the professional cycle;
- to generalize and to systematize students’ theoretical knowledge;
- to intensify creative pedagogical thinking of students;
- to improve diagnostic, communicational, projective and organizational professional pedagogical skills;
- to master techniques of interpersonal and professional communication;
- to develop professional reflexion at future teachers.

Practical classes at school were conducted with all students participating in the project. They finalized studying each of the modules of the professional cycle as a prelude to on-the-job teaching practice and fulfilment of final qualifying papers. In the course of school-based practical training, students mastered the professional competence of teachers on the basis of pedagogy, psychology, school health, basics of life safety and private techniques in an integrated and systematic manner. We hypothesized that students’ “immersion” into the future professional environment will be effective for the formation of future teachers’ professional competence as well as situations of pedagogical

interaction with the subjects of the educational process (administration, teachers, pupils) in which the relevant skills and competencies will be required.

In order to implement an integrated approach for students, Register books have been developed including the system of assignments of research nature. There were tasks for the students to study the future professional field from the standpoint not of a yesterday's student but as a future teacher and teacher-researcher. Observation, diagnosis, method of expert evaluations were chosen as research methods in the fulfilment of integrated assignments in the real school educational process.

An integrated and systematic approach is required during students' development of the problems such as: "Individual style of teacher's activity," "Terms of teacher's selection of methods, techniques and teaching aids," "Organization of students' cognitive activity in the classroom" and many others. The study of such topics is based on the practical application of knowledge from various scientific areas: psychology, physiology, pedagogy, individual techniques. Wherefore, we have assumed that it is the "immersion" into a real school educational environment, studying of the teachers' activity who solve in practice educational problems as a whole.

What have the students expected from school-based practical training? The survey results before the lessons have shown that just over half of them (about 56%) is still subjectively perceived themselves yesterday's students who "know everything about the lesson", "remember the teaching methods", etc. Some students have kept the misconceptions about the school; to read textbook materials in class was the norm for some of them. "Personal" representations of school learning and the educational process construction brought from school life is not the same as the professional knowledge of the teacher. Distorted "images of one's own school life" often prevent and impede the formation of students-future teachers' professional competence. The reliance on a positive students' "school experience" has become top-priority.

For practical training, students came out in educational institutions of general education (schools, high schools) for the entire school day. Students of the academic group have been divided into microgroups of 5-6 people. Each microgroup has examined the educational environment of the school as a whole and of a particular class for several lessons and in extracurricular work. An example of an integrated research assignment may include the following: to define the structure and the type of lesson. Students in a microgroup have watched a real lesson fixing the results of observation in a special protocol; have defined the structural elements of the lesson, their sequence and duration. After the lesson practical training has been continued in another classroom. In their microgroup students have discussed the results of the lesson's observations, read educational-methodical documentation of the school and made joint conclusions about the structure and the type of lesson. Other examples of integrated research assignments are to determine optimality of teacher's choice of instructional techniques and training tools; to identify ways to achieve personal and metasubject learning outcomes by students in the classroom, etc. Thus, students have not memorized "ready information" from textbooks but made their own generalizations in a real professional environment.

Integrated project tasks have been offered as final assignments for the whole module. For example, one of these assignments has been the lesson drafting. In this assignment, the practical mastering of pedagogy, age and educational psychology, developmental physiology, methods of the subject teaching and ICT mastering should be demonstrated. In addition, this assignment is an indicator of students' preparedness for the future on-the-job pedagogical training. Planning and conducting of training sessions are a necessary labour action of generally pedagogical learning function defined in the Professional standard of the teacher (*Professional standard, 2013*). Among one of the essential teacher's skills there has been named the ability to "work out (master) and apply

modern psychological and pedagogical technologies based on knowledge of the laws of personal and behavioural development in real and virtual environments.”

To confirm the efficiency of development of the future teachers' necessary pedagogical skills in the conditions of “immersion” in a real professional environment in comparison with the formation of the same skills and competencies only within the university classrooms, empirical data on some indicators should be given. There have been analyzed integrated assignments on lesson planning at two groups of students involved in the pilot project (a total of 46 people - an experimental group) and at two groups of TSPU students enrolled in “Pedagogical Education”, completed the course “Methods of subject teaching” (a total of 40 people - a control group). While evaluating, assignments have been accounted for the acquisition of knowledge, above all, their complexity and consistency, and development of designing skills. Let us pay attention to those indicators that cause the greatest difficulties for students studying in a traditional way.

Accounting of students' cognitive abilities in determining the target purpose of a lesson causes difficulties at students when designing the lesson. Due to the fact that age and educational psychology, practical pedagogy and individual methodology are often studied in isolation from each other. In the control group, only 10% of the students have this indicator diagnosed as formed at a high level, and the indicator is defined as “low level” at the majority of students (65%). The students of the experimental group fulfilling the assignment with “immersion” into the professional environment have a different picture of the acquisition of the skill. 18% of students take optimally into account the cognitive abilities of students in determining the target purpose of the lesson (high level of the skill acquisition), the medium level of the skill acquisition is defined at 62% and 20% has a low level.

42% of the students in the control group (CG) and 62% of the students in the experimental group (EG) have determined the structure of a lesson in their project in a right way.

Designing of pupils' cognitive activity at each stage of the lesson has caused difficulties for the students in the control group. The indicator in project assignments has been diagnosed as “low level” at the 60% of the students and as high at 10%. Only 12% of EG students have shown low level and 15% - high.

25% of CG students have showed the optimal choice of teaching aids and skills of the same quantity have been rated as “low level”. 28% of the EG students have showed a high level of the skill mastery and 10% - a low level. 15% of CG students and 22% of EG students have optimally selected methods and techniques of training for a particular lesson in a particular class.

Thus, the empirical data allow us to assume that the practical training for future teachers in the disciplines of professional cycle based on educational organizations of secondary education with students' “immersion” in a professional environment lets more effectively form their necessary pedagogical skills and competences. We believe that it is integrative and exploratory nature of activities that contributes to the effectiveness of the formation of future teachers' professional competences. Development and testing of new modules and rules of implementing basic educational undergraduate programmes for the enlarged group of specialties (EGS) “Education and Pedagogy” (the direction of training - Pedagogical Education) as part of the modernization of the pedagogical education have been continuing only for a year. In the future, students' on-the-job pedagogical training and fulfilling final qualifying papers are planned in which similar experience of vocational training of students participating in the project will be continued.

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COMPARATIVE RESEARCH OF PRODUCTIVE EMPLOYMENT OF POPULATION IN THE FORMER SOVIET UNION

Abstract

The relevance of the studied problem is caused by a tendency of decrease in productive employment in economy against growth of its unproductive part in the conditions of lack of effective mechanisms of its decision demanding an integrated approach. The purpose of the paper is to define the mechanism to increase a share of productive employment in economy and growth of labor productivity at the macrolevel. The leading methods of research are the comparative method and methods of dynamics and specific sizes. Approaches to the category "productive employment" that gave the chance to remove author's definition, and also its main indicators, on which the comparative analysis in a section of the CIS countries is carried out are investigated, and the special attention is paid to tendencies of this indicator in labor market of Ukraine. The paper can be useful in practical activities on regulation of productive employment in the countries of the former Soviet Union at the state and regional levels.

Keywords

employment of population, productive employment, labor productivity,
employed population, labor market

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E. Libanova, O. Grishnova, A. Kolot, I. Bondar, I. Petrova, V. Savchenko and others investigate the problems of ensuring productive employment, efficient use of labor capacity of the country, increase of labor competitiveness. These authors do not only

consider current state and problems of labor market, but also offer own approaches to their decision. However, they do not pay direct attention to the category “productive employment”, the analysis of its dynamics and tendencies of development. Moreover, different authors treat this category ambiguously; its uniform definition is still not given in the scientific sphere.

In this regard, it is initially necessary to decide the meaning of the category “productive employment” and elect the most effective one for further research.

It should be noted that the category received the official formulation with adoption of the new Law on employment in Ukraine. Productive employment is employment, which gives the chance to provide effective social production and satisfy needs of a worker at the level of guarantees not less than the ones established by the legislation (The Law of Ukraine “*About Employment of the Population*”, 2012).

However, there is no unity in the relation of treatment of this term among scientists. The given normative definition does not give us the chance to define this indicator with use of data of official statistics.

E.V. Prushkovskaya considers the main indicator of productive employment is high efficiency of work, which achievement is based on modernization of workplaces, progressive shifts in vocational structure of shots, adequate remuneration for work, which motivates and stimulates (*Prushkovskaya, 2012*).

O.I. Dyakonenko considers that formation of productive employment of population in conditions of innovative and creative economy is shown in gradual replacement of human from direct process of production with a simultaneous growth of a role of human resources as production factor (*Dyakonenko, 2011*).

According to A.A. Starostina, formation of productive employment is not only a problem of unemployment, disproportion in labor market, aging of fixed assets in national economy, but undoubtedly, it is the vocational characteristic of work force, which demands person’s continuous improvement and development (*Starostina, 2013*).

Productive employment is also treated as employment, which is equitable to interests of production efficiency increase, introductions of achievements of scientific-technical progress, labor productivity growth (*Heine, Bouttke, Prichitko, 2005*).

By definition of the International Labor Organization (ILO), productive employment is employment of those, whose product of work is accepted and paid by society (*The Convention of the ILO No. 168, 1991*).

The concept of productive employment is widespread in educational literature. It is understood as employment in social production, i.e. production of material benefits, and rendering services that determines, eventually, the level and quality of life of population (*Employment of the population, 2015*).

In our opinion, proceeding from the essence of the definitions available in literature, productive employment is necessary to understand as use of labor without loss, when the greatest return from use of labor potential and the maximum material result takes place (the main indicators are labor productivity and number of employed / unemployed). The second criterion is necessary to allocate within the definition of productive employment as the relation of number of employed in production of goods to total number of labor force.

Structural, functional and component disproportions in territorial development are traced in modern social-economic situation. These disproportions predetermine the corresponding deformations in system of employment of population: inadequacy of shifts in outputs and employment rate of population in real sector of economy are accurately traced; excess employment in key branches of the industry against insufficient number of the professionals necessary for intensive development of the knowledge-intensive branches; distribution of the registered and hidden unemployment among persons with high educational and professional level; existence of independent employment against

growth of additional need for shots. These imbalances and disproportions have to be considered as the main reserve of augmentation of productive employment potential in the country, which use has to be carried out through return of the efficient population to the sphere of official sector of economy.

As restrictions in realization of this potential, it is necessary to allocate:

- contradictions between the created imperfect territorial and branch structure of the economy burdened with key branches of the industry and need of formation of socially oriented economic system with high efficiency of work and flexible organization of production;

- priority of development of key branches of the industry, where adverse working conditions with low compensation remain as a result of slow rates of modernization of production;

- lag of capacity of scope of work of branches of consumer sector and social infrastructure from real requirements of transformation of economy in the direction of socialization;

- slow rates of development of high-tech and knowledge-intensive branches against structural simplification of economy.

The main indicator of productive employment is labor productivity level, which testifies imperfection in this sphere. By the rating of ILO Ukraine is on the 88th place from 121 countries (Table 1).

TABLE 1. COUNTRY RATING ON LABOR PRODUCTIVITY LEVEL (THE CORRESPONDENT, 2015)

Place among the world countries	Country	Productivity (GDP on one working, \$)	Labor productivity in 2010 to 1990, %
1	USA	68.1	142
2	Hong Kong	61.4	167
3	Ireland	57.5	163
4	France	55	123
5	Belgium	54.9	123
31	Slovakia	32.9	212
36	Latvia	28.7	153
37	Belarus	28.5	199
45	Poland	25.9	214
49	Czech Republic	24.9	141
59	Russia	18.3	120
65	Georgia	17.4	111
82	Moldova	11.8	72
88	Ukraine	9.6	78
89	Turkmenistan	8.7	96

Kazakhstan and Belarus, which belong to the countries with transformational economy, take much higher places. Ukraine passed forward all states of the Eastern Europe and even some African countries. This indicator is defined by the GDP size, which fits on one working person. For example, one working Ukrainian fits \$9,6 thousand GDP that is less than in Russia almost twice, three times in Armenia and four times in Greece, which endures a serious crisis. By efficiency of work, Ukrainians lag behind Americans seven times (*Ivankiv, 2013*).

According to Eurasian Development Bank all CIS countries experienced recession of labor productivity in connection with a transition period, which occupied the most part of the 1990s. Now they lag behind on labor productivity level or GDP on the worker of the developed countries and even richer countries of the Eastern Europe. Ukraine with its huge number production employees hopelessly lags behind such countries as the Czech

Republic or Slovakia, where the number of employed citizens is several times less, but productivity at the modern enterprises is much higher. On outputs Ukraine is at the level of 77% of the scales of 1990 whereas, for example, Belarus reached 199% of 1990, and Russia - 119% (*the Correspondent*, 2015).

At the same time, Figure 1 shows the difference between the level of labor productivity in Ukraine and Russia on some branches of economy (percentage of the level of the USA on physical volume: physical volume is modified taking into account additional cost on different types of production).

Table 2 gives the comparative indicators of dynamics of labor productivity in Ukraine and other countries. Till 2008 labor productivity grew in Ukraine. However, after the crisis noticeable recession took place and it was predetermined first of all by economic instability in the country. From 2009 to 2012 insignificant, but dynamic annual growth is observed. Concerning other countries, crisis did not affect labor productivity indicator, which from 2008 till 2012 continued to grow (*Ivankiv*, 2013).

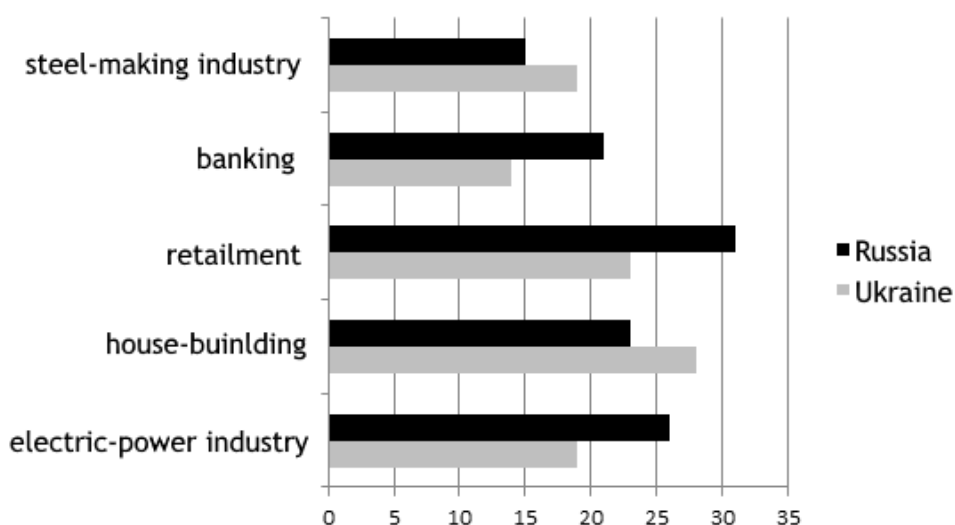


FIGURE 1. LABOR PRODUCTIVITY IN UKRAINE AND RUSSIA ON BRANCHES OF ECONOMY OF THE RUSSIAN FEDERATION (THE STATE COMMITTEE OF STATISTICS OF UKRAINE)

TABLE 2. DYNAMICS OF LABOR PRODUCTIVITY IN UKRAINE AND OTHER COUNTRIES, THOUSAND \$

Country	1990	1995	2000	2008	2009	2010	2011	2012	Growth rate 2000-2012
Ukraine	12,10	6,16	6,66	11,13	10,22	10,50	10,78	11,06	4,40
Italy	40,94	45,15	47,25	45,93	48,59	49,73	50,87	52,01	4,76
Lithuania	19,18	12,73	16,95	27,44	29,66	32,69	35,72	38,75	21,80
Poland	11,52	14,54	19,32	24,55	29,63	33,22	36,81	40,40	21,08
China	2,56	3,94	4,66	10,38	12,60	14,73	16,86	18,98	14,32
Russia	15,28	10,76	11,99	18,70	19,10	20,49	21,88	23,28	11,28
Belarus	14,25	10,84	14,63	27,55	30,76	34,86	38,95	43,04	28,41
Kazakhstan	18,87	11,46	13,69	21,99	22,62	24,29	25,97	27,64	13,95
England	35,07	40,00	44,66	51,70	57,76	62,18	66,61	71,03	26,37
USA	47,91	51,46	57,91	65,48	71,55	76,30	81,04	85,79	27,88
Japan	37,14	38,77	40,77	45,59	48,73	51,11	53,49	55,88	15,10

According to the International Monetary Fund (IMF), labor productivity at the Ukrainian enterprises in 2013 makes \$8200 for one worker that is nearly 7 times lower

than a similar indicator in the USA, and it means that the Ukrainian worker carries out work within six days, the American does it in one day. On labor productivity growth, Ukraine concedes not only to the developed countries, but also such countries, as Poland, Romania, Greece, which, = at smaller number of the population have bigger indicator of GDP. If to present GDP indicator as multiplication of labor productivity by the number of employed population, for support of growth rates of GDP of Ukraine at the level of 1998-2007, it is necessary to increase labor productivity by 2,6 times that is equivalent to increase in number of the efficient population by 29 million people at preservation of the existing labor productivity level. In this case GDP indicator per capita in the country till 2020 will reach today's level of Poland, Latvia and Lithuania.

Official statistical data on the number of the jobless population (Table 3) also testify to existence of a phenomenon of unproductive employment in modern economic system of Ukraine.

TABLE 3. DEMAND, OFFER AND EMPLOYMENT OF LABOR IN UKRAINE IN 2013 AT THE END OF THE REPORTING PERIOD (THE STATE COMMITTEE OF STATISTICS OF UKRAINE)

Month	The number of registered unemployed, thousand persons.	Need of the enterprises for workers at vacant positions, thousand persons	Load of registered unemployed on 10 vacant workplaces, person.	Registered unemployed employed in a month	
				Thousand persons.	in % to unemployed in a month
January	564,5	54,1	104	15,8	2,6
February	589,1	59,0	100	23,2	3,6
Mart	571,6	67,8	84	42,7	6,6
April	534,7	69,5	77	77,6	11,8
May	501,0	75,0	67	55,4	9,2
June	465,3	78,7	59	55,8	9,8
July	451,5	79,7	57	49,6	9,0
August	435,4	88,6	49	41,1	7,9
September	422,1	88,7	48	49,3	9,6
October	394,6	77,6	51	70,1	13,6
November	423,8	67,8	63	34,6	6,9
December	487,7	47,5	103	26,8	4,8

As we see, the full level of productive employment by the first criterion - use of labor without loss - is not reached in Ukraine. On average during 2013 in labor market do not use about half a million able-bodied population ready to get to work monthly. Besides, existence of imbalance in structure of supply and demand conducts to existence of unsatisfactory demand - the need of employers at the expense of the jobless population is satisfied only half. It is necessary to consider that it is only indicators of the fixed labor market, which does not reflect fully the size of unproductive employment. This indicator is much more if concerning full labor market.

In general, positive tendencies took place in 2013: the number of unemployed decreased, load of vacant workplace decreased within a year and the need for workers grew. However, it should be noted that to the end of the year the developed tendencies of improvement of a situation were changed in connection with the political opposition, which arose in the country - destabilization of indicators is observed in November and December. The average number of permanent staff members across Ukraine decreased in December, 2013 in comparison with December, 2012 by 401 thousand people and made 9 million 958 thousand persons (*State Committee of Statistics of Ukraine*). Reduction of number of employed took place in all regions of Ukraine.

Table 4 show that the full level of productive employment by the first criterion is also not reached in all CIS countries. During the first half of 2013 tens of thousands (in Russia and Ukraine - hundreds of thousands) of able-bodied population ready to work are not used in labor market that makes 1749,1 thousand in general across the CIS.

TABLE 4. DEMAND, T OFFER AND EMPLOYMENT OF LABOR IN THE CIS COUNTRIES IN 2013 (KAZAKHSTAN AND THE CIS COUNTRIES, 2013) FOR JULY 1ST

Country	Number of unemployed, one thousand persons	Number of vacant workplaces, thousands	The number of unoccupied population on 100 declared vacancies, persons	Employment of unoccupied citizens, one thousand people (% to unemployed)
Azerbaijan	37,2	15,2	244	2,5 (6,7)
Armenia	58,8	2,4	2570	1,1 (1,9)
Belarus	22,6	76,6	50	25,6 (113,3)
Kazakhstan	58,9	14,6	413	19,3 (32,8)
Kyrgyzstan	59,9	8,3	1160	4,2 (7)
Moldova	19,9	7,0	286	1,9 (9,5)
Russia	969,8	1975,4	56	433,7 (44,7)
Tajikistan	56,7	12,4	639	2,2 (3,9)
Ukraine	465,3	78,7	591	55,8 (12)
Total across the CIS	1749,1	2190,6	90	547,1 (31,3)

Structural and regional disproportions conduct to number of vacant workplaces in the conditions of their considerable excess by the jobless population, nevertheless are not filled even in a half. Indicators of the fixed labor market are much lower than a situation in full labor market.

The most difficult situation on load of workplaces takes place in Armenia, on the second place there is Kyrgyzstan. Best of all, this indicator is presented in Belarus and Russia - with a considerable separation from other CIS countries (by 11 times only from Ukraine). On the third place - Moldova, Ukraine is on the sixth place on this indicator.

Regarding employment, all countries are advanced considerably by Belarus that b unlike other countries has excess on this indicator of number of the jobless population, i.e. the part of the population finds a job from full labor market. On the second place is Russia, on the third - Kazakhstan, Ukraine takes the fourth place.

Table 5 shows that since 2001 the stable tendency of growth of employed population number in Ukraine took place that in turn conducted to growth of productive employment. However, the crisis phenomena of 2008 considerably decreased employed population in economy of Ukraine and unproductive employment increased. The positive moment is that this negative fact took place within two years and since 2009 the tendency of gradual growth of level of productive employment in Ukraine is observed. The stable tendency of employment growth is also observed in Azerbaijan, Kazakhstan, Kyrgyzstan, Russia, Tajikistan, Uzbekistan.

**TABLE 5. EMPLOYED POPULATION IN 2000-2013, ONE MILLION PEOPLE
(BELARUS AND THE CIS COUNTRIES, 2001-2013)**

Year	Ukraine	Azerbaijan	Armenia	Belarus	Kazakhstan	Kyrgyzstan	Moldova	Russia	Tajikistan	Uzbekistan
2000	20,2	3,9	1,3	4,4	6,2	1,8	1,5	65,1	1,7	9
2005	20,7	4,1	1,1	4,4	7,3	2,1	1,3	68,3	2,1	10,2
2010	20,3	4,3	1,2	4,7	8,1	2,2	1,1	69,9	2,2	11,6
2011	20,3	4,4	1,2	4,7	8,3	2,3	1,2	70,9	2,2	11,9
2012	20,4	4,4	1,2	4,6	8,5	2,3	1,1	71,5	2,3	12,2
2013	20,5	4,5	1,3	4,5	8,6	2,3	1,2	71,4	2,3	12,2

Employment in Armenia and Belarus did not change for the analyzed period practically, and it decreased in Moldova. Nevertheless, against the invariable number of employed population in Belarus on the first place is an indicator of workplaces load and employments of the jobless population with a considerable separation from other countries. Belarus also has the highest growth rate of labor productivity for 2000-2012, advancing even such countries as the USA (the 2nd place) and England (the 3rd place), and takes the first place among the CIS countries in a world rating of labor productivity. Thus, it is possible to say that Belarus takes the first place in a rating of productive employment by the first criterion among the CIS countries. On the second place by this criterion of productive employment is unambiguously possible to put Russia, it is not possible to define the third place.

Let's analyze the level of productive employment in Ukraine by the second criterion - relation of employed number in production of goods to total number of labor force. Data of economic activity of the population on materials of selective inspections for the analysis are provided in Table 6.

**TABLE 6. DETERMINATION OF LEVEL OF PRODUCTIVE EMPLOYMENT OF THE POPULATION
IN UKRAINE, ONE THOUSAND PERSONS (STATE COMMITTEE OF STATISTICS OF UKRAINE)**

Year	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
1	4367,0	4148,1	4135,8	4105,7	3998,3	4005,5	3652,6	3484,5	3322,1	3152,2	3115,6	3410,3	3506,7
2	4598,3	4390,3	4220,4	4123,2	4077,1	4072,4	4036,9	3973,0	3871,4	3546,9	3461,5	3352,7	3303,6
3	903,6	865,4	838,9	833,5	907,5	941,5	987,1	1030,2	1043,4	966,2	943,0	924,5	902,2
4	9868,9	9403,8	9195,1	9062,4	8982,9	9019,4	8676,6	8487,7	8236,9	7665,3	7520,1	7687,5	7712,5
5	20175,0	19971,5	20091,2	20163,3	20295,7	20680,0	20730,4	20904,7	20972,3	20191,5	20266,0	20324,2	20354,3
6	2 655,8	2 455,0	2 140,7	2 008,0	1 906,7	1 600,8	1 515,0	1 417,6	1 425,1	1 958,8	1 785,6	1 732,7	1 657,2
7	22830,8	22426,5	22231,9	22171,3	24109,1	22280,8	22245,4	22322,3	22397,4	22150,3	22051,6	22056,9	22011,5
8	0,43	0,42	0,41	0,41	0,37	0,4	0,39	0,38	0,37	0,35	0,34	0,35	0,35

Notes to Table 6:

- 1 - Number of employed population: agriculture, hunting, forestry, fishery, fish breeding, thousand persons.
- 2 - Number of the employed population: industry, thousand persons.
- 3 - Number of the employed population: construction, thousand persons.
- 4 - Total number of employees in production of goods, thousand persons.
- 5 - The number of employed population in Ukraine, thousand persons.
- 6 - The number of unemployed population in Ukraine, thousand persons.
- 7 - Number of labor force in Ukraine, thousand persons.
- 8 - Level of productive employment

As the carried-out calculations show, the level of productive employment in Ukraine for 12 years did not exceed 50%. At the beginning of 21 century, productive employment stuck to 42-43% on a mark, and by 2013 fell to 35%. Thus during the analyzed period, the stable tendency of decrease in level of productive employment in Ukraine is observed.

Therefore, it is possible to speak about the fact that by the second criterion of productive employment the situation in Ukraine worsens, the calculated indicators are at a low level. Partially exfoliating situation is caused by decrease in number of labor in Ukraine, however the greatest impact on the low level of productive employment indicator had the tendency of falling of number occupied in production of goods (in 2012 on 22% in comparison with 2000).

Let's carry out the comparative analysis of productive employment level by the second criterion in Russia according to Table 7.

TABLE 7. DETERMINATION OF LEVEL OF PRODUCTIVE EMPLOYMENT OF THE POPULATION IN RUSSIA, ONE THOUSAND PERSONS (FEDERAL STATE STATISTICS SERVICE)

Indicator	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Employed in economy - total:	66339	67319	68339	69169	70770	71003	69410	69934	70857	71545
Agriculture, hunting and forestry	6958	6517	6757	6642	6071	5920	5618	5302	5322	5123
Fishery, fish breeding	207	214	172	189	197	139	120	116	124	118
Mining	1241	1216	1224	1192	1330	1333	1362	1406	1446	1451
Processing productions	12668	12580	12406	12441	12321	11721	10590	10646	10607	10718
Production and distribution of electric power, gas and water	2065	2021	2001	2117	2052	2110	2245	2296	2292	2378
Construction	4081	4130	4569	4483	4932	5406	4912	5053	5106	5320
Employed in production of goods	27220	26678	27129	27064	26903	26629	24847	24819	24897	25108
Number of unemployed population	5934	5666	5242	5250	4519	4697	6284	5544	4922	4131
Number of labor force	72273	72985	73581	74419	75289	75700	75694	75478	75779	75676
Level of productive employment	0,38	0,37	0,37	0,36	0,36	0,35	0,33	0,33	0,33	0,33

In spite of the fact that Russia takes the second place by the first criterion, by the second criterion the level of productive employment is below, than in Ukraine. In 2003, the level of productive employment was 3% higher in Ukraine than in Russia. In general in Russia the indicator did not rise higher than 40% as in Ukraine at the beginning of 21 century. An indicator was 2% higher than in Ukraine by 2012. The stable tendency of decrease in level of productive employment is similarly traced. As the reasons it is possible to designate growth of number of labor against decrease in employed number in production of goods, though since 2011 growth tendency was outlined that allowed an indicator to keep at one level for some years.

For completeness of the analysis, it is necessary to carry out comparison of the indicator in Belarus. However, the available data of official statistics do not allow to carry out the analysis by the technique applied by us earlier. In view of data on employment on branches of economy as a percentage to a result the analysis will be carried out in two stages. Let's initially make selection regarding distribution of number of employed population of Belarus by types of economic activity (Table 8).

**TABLE 8. DISTRIBUTION OF NUMBER OF EMPLOYED POPULATION OF BELARUS
BY TYPES OF ECONOMIC ACTIVITY, PERCENTAGE TO RESULT
(NATIONAL STATISTICAL COMMITTEE OF THE REPUBLIC OF BELARUS)**

Branch	2000	2005	2006	2007	2008	2009	2010	2011	2012	2013
Industry	27,6	27	26,7	26,9	26,6	26,2	25,6	25,4	25,5	25,4
Agriculture and forestry	14,1	11,3	11	10,5	10,1	10	9,7	10,3	10,2	9,7
Construction	7	7,8	8,1	8,3	8,7	9	9,3	8,6	7,9	7,6
Total in production of goods	48,7	46,1	45,8	45,7	45,4	45,2	44,6	44,3	43,6	42,7

Further, we make calculation of level of productive employment, proceeding from statistical data about the number of economically active population in Belarus (Table 9).

The received results testify, Belarus takes first place by the second criterion of productive employment. In spite of the fact that during 2000-2013 an indicator decreased, nevertheless its level in 2013 exceeds defined earlier level in Ukraine and in Russia. The indicator at such level in Ukraine took place only at the beginning of 21 century, when it was maximum. Decrease of an indicator took place partially because of reduction of employed number in production of goods with unstable growth of number of economically active population. It should be noted that in 2005-2009 in general the indicator was almost stable thanks to the insignificant growth of employed number in production of goods. Thus, in Belarus the level of productive employment is stable by the second criterion as the relation of employed number in production of goods to total number of labor.

**TABLE 9. DETERMINATION OF LEVEL OF PRODUCTIVE EMPLOYMENT POPULATION IN BELARUS,
ONE THOUSAND PERSONS (NATIONAL STATISTICAL COMMITTEE OF REPUBLIC OF BELARUS)**

Indicators	2000	2005	2006	2007	2008	2009	2010	2011	2012	2013
Employed, total, thousand persons	4443,6	4414,1	4470,2	4518,3	4610,5	4643,9	4665,9	4654,5	4577,1	4517,8
Employed in production of goods, thousand persons	2164	2034,9	2047,4	2064,9	2093,2	2099	2081	2061,9	1995,6	1929,1
Economically active population, thousand persons	4539,6	4490,6	4534,4	4566,9	4654,2	4686,1	4705,1	4686,0	4605,6	4541,2
Level of productive employment	0,47	0,453	0,451	0,452	0,449	0,447	0,442	0,44	0,433	0,425

Long process of productive employment formation in Ukraine, as well as in other CIS countries, is connected with change of priorities of the state social-economic policy, which main object of regulatory influence has to be an economy base, that is its real sector and productive workplaces. In the plane of practical actions that means shift of emphases from the macroeconomic level of regulation of social-economic processes to the microlevel, where there are reproduction processes, and the labor directly interacts with other factors of production.

It is necessary to understand that creation of great volume of value added by employees will lead to growth of competitiveness of the country in the world market as this additional cost will turn into modernization of capacities, improvement of production quality and reduction of prices, the justified growth of salaries. It is necessary to increase labor productivity at the Ukrainian enterprises systematically and continuously, using the existing productivity reserves. Performance level sharply differs at the Ukrainian enterprises similar for the size and kinds of activity. For example, labor productivity level in the most effective retail networks exceeds a similar indicator of the inefficient companies of retail sector by two-three times. From this the conclusion follows that,

despite macroeconomic situation in the country and external factors, application of the best practices of business processes organization can give serious effect before large-scale investments into new technologies are carried out (*Shevchenko, Castle, 2011*).

As the analysis showed, Belarus and Russia have a considerable advancing on the level of productive employment, identical conditions of start in development of economy and labor market, they are geographically close to Ukraine, have same mentality, social and economic bases of maintaining economy, etc. In this regard, experiment of these countries on increase of level of the first criterion will be expedient.

For development of actions for labor productivity growth it is necessary to conduct a number of researches that in turn will give the chance to increase the level of productive employment in Ukraine,:

- carrying out system researches of a problem of labor productivity increase at all economic levels;
- studying a problem of labor productivity increase in Ukraine taking into account new conditions of housekeeping, influences of globalization, attentive studying of a role of all influencing factors on macro-, meso- and micro-economic levels;
- improvement of methodological and methodical approaches to assessment and analysis of labor productivity;
- definition of levers of labor productivity increase from positions of prospects of innovative development of society;
- development of scientific and technical, technological and social-economic prerequisites of labor productivity growth in line with high-quality human development;
- continuous monitoring of labor productivity at all levels of economic management;
- providing an objective assessment of labor productivity and adequate display of such assessment by the state statistics.

Ensuring high growth rates of solvent demand for the qualified labor, intensive updating of the operating workplaces and creation of new highly productive workplaces are considered as the priority direction in formation of prerequisites for productive employment. Thus in structure of gross domestic product, the share of the branches capable dynamically to react on changes of market conditions and generate additional labor has to be high.

In national economy, volumes of labor offer exceed demand volumes by five-six times. As the results of the research on flexibility of Ukrainian labor market show that significant amount of the industrial enterprises has excess labor and could maintain the current level of production with much smaller number of workers that is a sign of unproductive employment.

In recent years, economic workplaces reduced and all branches of Ukrainian economy lost labor, the highest rates of destructive processes happened in many industries. Available volumes of new workplaces for formation of the national labor market balanced according to the characteristics and ensuring productive employment of the population were not enough (*Skril, Galayda, Porosyuk, 2013*).

In modern conditions, realization of productive employment opportunities substantially depends on financial security of territorial development (expenses of local budgets on education, social protection; financial support of unemployed and assistance of their self-employment; ratio of transfers of the State budget and social expenses of local budgets), and on results of post-privatization processes, which can be considered as an additional source of stimulation of progressive shifts in territorial and branch system of employment.

In this regard, actions for productive employment realization have to take root at the regional level and provide such actions as:

- balancing of supply and demand in territorial labor market;
- development and implementation of the territorial scheme of new workplaces;

- planned reduction technologically obsolete workplaces;
- modernization and ensuring necessary quantity of modern workplaces at the operating enterprises;
- vocational guidance and effective use of labor power;
- creation of favorable climate for development of business and rise in investment activity of economic activity subjects, technological updating of productions;
- assistance of employment of persons, who need social protection and are not capable to compete on equal terms for workplaces, first of all by increase of their competitiveness in labor market;
- involvement of the unemployed to temporary, single and seasonal jobs, paid public works, creation of additional workplaces for temporary employment of unemployed.

While forming competitive advantages of national labor market, productive employment in the course of development and realization of social-economic strategy of the country development, it is necessary to pay attention to such aspects, as growth of investments in human capital, ensuring continuous education during all life according to requirements of labor market for the purpose of achievement of labor competitiveness, coherence of policy in labor market with the corresponding policy in the sphere of production, trade, investments, educations, regional policy, etc.

Fundamental principle of transition to productive employment of population is progress in institutional transformations, therefore the competitive environment as the driving force of market housekeeping has to fix the positions and provide formation of the developed commodity market and capital market. Without it, it is impossible to normalize regional reproductive processes and realize the principles of efficiency.

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THE DEFINITION AND DELIMITATION OF OUTER SPACE: NATIONAL LEGISLATION AND PRACTICE OF COLUMBIA

Abstract

The work considers problem of finding an adequate demarcation line between the areas in which they are supposed to operate. The one, historical occasion where this issue came to the fore most prominently - and continued to remain on the agenda of the Committee on the Peaceful Uses of Outer Space (COPUOS) Legal Sub-Committee for many years as part of the so-called 'delimitation/definition' question - concerned the geostationary orbit, the most popular orbit for many space applications, in particular satellite communications. Paper also considers the reply from Columbia to the COPUOS concerning National legislation and practice relating to the definition and delimitation of outer space.

Keywords

outer space, COPOUS, space law, delimitation of outer space, Columbia, Latin America

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Introduction

"Space" - a concept in the Greek language (cosmos) means "universe" and in the non-legal meaning "is a space that extends beyond the Earth's atmosphere, with all the objects present in it". In the legal literature, the definition of "outer space" almost does not occur, as this requires the formal consolidation of the borders of this space in a universal international treaty, but this has not yet happened (*Zhukov, Abashidze, 2014*).

On the last session of the Committee on the Peaceful Uses of Outer Space (*United Nations, 2015*) delegations expressed the view that further discussion under the item would help to bring clarity to the implementation of outer space law and airspace law, taking into consideration that space law is the only branch of international law that has no limited and defined area of application. Those delegations also expressed their readiness to continue participating constructively in substantive discussions on the matter and took the view that the Committee should reinvigorate its efforts to reach an agreement. Scientific and technological progress, the commercialization of outer space, the participation of the private sector, emerging legal questions and the increasing use of outer space in general had made it necessary for the Subcommittee to consider the definition and delimitation of outer space. The delegations expressing that view were also of the view that the definition and delimitation of outer space would help to establish a single legal regime regulating the movement of aerospace objects, bring about legal clarity in the implementation of space law and air law, and clarify the issues of the sovereignty and international responsibility of States and the boundary between airspace and outer space.

Materials and Methods

The issue of the definition and delimitation of outer space is very important for humanity and it is research by many scholars such as G. Zhukov, I.H.Ph. Diederiks-Verschoor, Frans von der Dunk, S. Hobe, B. Schmidt-Tedd, etc.

The article applied scientific methodological approach which allows to determine the scope of the study, clarify the basic concepts and categories and highlight the key conceptual aspects of the research topic. The study used scientific methods of cognition, such as dialectics, analysis and synthesis, the method of generalization, system-structural method. The author also widely used special methods of science: legal and technical, historical, method of forecasting.

Results

Several theories have been advanced in an attempt to find a solution to the point at issue. They are summarized in categories and subdivisions, as shown below.

Category I: demarcation based on scientific and technological criteria.

(a) the aeronautical ceiling theory. According to current estimates the maximum altitude for aircraft is about 80 km, while space activities at the present stage of evolution cannot be carried out below approximately 120 km. Halving the distance between those limits would place the boundary in the vertical line at approximately 100 km above the Earth. It could, of course, be argued that the altitude limit for aircraft is subject to change as a result of technological developments.

(c) demarcation to be fixed at the lowest perigee of an orbiting satellite, which is at about 160 km (*Jager, 1975*).

(d) demarcation based on the Earth's gravitational effects. Such a demarcation line would lack stability because the gravitational pull would be 327,000 km in the direction of the Moon but 187,000 km in the direction of the Sun. Moreover, the gravitational effect would also depend on the velocity of the space object.

(e) demarcation based on effective control. Critics of this criterion assert that it would favour the rich and powerful states and that it would be at variance with Article 1, section 2 of the UN Charter stipulating equal rights for all states.

(f) demarcation based on the division of space into zones or layers, with a region in-between: the so-called 'mesospace'. The mesospace theory implies outer space starting at about 240 km. above sea level, while airspace would extend up to 150 km. In the intermediate zone all internationally accepted rules would be applicable. Against this theory it could be argued that the mesospace might lead to conflicting interpretations, especially in the sphere of reciprocal rights.

Category II: demarcation by arbitrary or conventional boundary.

As a basis for this approach the scientific and technological criteria mentioned earlier have served as guidelines. In UNCOPUOS most delegations agreed with a proposal of the USSR to fix the boundary line at an altitude of 100-120 km above sea level.² Representatives of ICAO declared themselves willing to undertake research into this matter, if and when Category III: demarcation based on the functional approach.

This implies fixing the boundary line according to the circumstances surrounding the various activities in outer space. Those favouring this approach argue that, given the overwhelming difficulties of finding reliable physical or technological criteria for solving the problem of the upper limit of state sovereignty so requested (*United Nations, 1980*).

Category III: demarcation based on the functional approach.

This implies fixing the boundary line according to the circumstances surrounding the various activities in outer space. Those favouring this approach argue that, given the overwhelming difficulties of finding reliable physical or technological criteria for solving the problem of the upper limit of state sovereignty, a distinction should be made between aeronautical and astronautical activities. The latter would be subject to a single set of rules, irrespective of the altitude at which they are conducted. They also stress the point

that a legal definition is usually intended to permit certain activities and prohibit others. As far as outer space is concerned, activities should be defined according to their objectives and missions, and they should conform to established practice. Since the largest part of the Earth is covered by the sea - which is not subject to state sovereignty - the functional approach implies that there is no need for a boundary line between airspace and outer space, because the one can be regarded as an extension of the other, with a gradual transition (*Diederiks-Verschoor, 1999*).

At the forty-fourth session of the Legal Subcommittee of the Committee on the Peaceful Uses of Outer Space, in 2005, the Working Group on Matters Relating to the Definition and Delimitation of Outer Space recommended that member States be invited to submit information on national legislation or any national practices that might exist or were being developed, relating directly or indirectly to the definition and/or delimitation of outer space (see para. 5 (e) of the report of the Working Group (A/AC.105/850, annex I)). The recommendation of the Working Group was approved by the Subcommittee at its forty-fourth session and endorsed by the Committee at its forty-eighth session (United Nations, 2005).

The Political Constitution of Colombia provides as follows: “Article 101. The boundaries of Colombia are those established in international treaties that have been adopted by Congress and duly ratified by the President of the Republic and those defined by arbitral awards concerning Colombia. The boundaries provided for in this Constitution may be modified only by treaties adopted by Congress and duly ratified by the President of the Republic. In addition to its continental territory, Colombia comprises the archipelago of San Andrés, Providencia and Santa Catalina, the island of Malpelo and other islands, islets, cays, promontories and banks belonging to it. The subsoil, the territorial sea, the contiguous zone, the continental shelf, the exclusive economic zone, the airspace, the segment of the geostationary orbit, the electromagnetic spectrum and the zone in which it operates are also part of Colombia, in accordance with international law or, in the absence of relevant international legislation, Colombian laws.”

Answering the questions of the COPUOS Columbia declared the following: “In the current circumstances, it is inappropriate to adopt a definition or delimitation of outer space, given that the absence of such a delimitation or definition has not impeded or posed a problem to space activities thus far. It would be more appropriate to define or delimit aerospace activities and to regulate or establish the legal regime under which such activities are regulated” (*United Nations, 2013*).

In relation to sovereignty, aviation law recognizes that States exercise sovereignty over the airspace corresponding to their territory, as enshrined in the Convention relating to the Regulation of Aerial Navigation of 1919, the Convention on International Civil Aviation of 1944 (Chicago Convention), the Convention on Offences and Certain Other Acts Committed on Board Aircraft of 1963 (Tokyo Convention), the Convention for the Suppression of Unlawful Seizure of Aircraft of 1970 and the Convention for the Suppression of Unlawful Acts against the Safety of Civil Aviation of 1971. Those instruments are based on the general principle that States have sovereignty over the airspace located above their territory and that other States may not pass through such airspace without prior permission or authorization, which is the basis for the five so-called “freedoms of the air” with respect to air traffic.

In this way, international doctrine has recognized that the tools offered by aviation law serve only to resolve conflicts arising solely with regard to the planet’s airspace, in other words, the space in which communication and aircraft movement occur as a result of interaction with atmospheric gases.

Conclusion

Nevertheless, it is recommended that this topic continue to be included in the agendas of the Committee and the Legal Subcommittee, particularly given that outer

space, as a natural resource that is limited and exhaustible, must be used in a rational, effective and equitable way that ensures equitable access for different countries and takes into account in particular the special needs of developing countries and the geographical situation of the equatorial countries. To that end, mechanisms should be established to overcome the difficulties caused by current coordination procedures, which are neither equitable nor effective in ensuring access for developing countries and, in particular, the equatorial countries.

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TYPES OF APOLOGIES IN THE GERMAN LINGUACULTURE

Abstract

The paper covers the problem of apology in the German linguaculture. The author analyzes possible types of apologies in the German linguaculture on the example of art texts of the electronic corpus of texts.

Keywords

politeness, apology, types of apology

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At the end of the XX - the beginning of the XXI century the attention of scientists was drawn by linguistic aspect of politeness. E.A. Zemskaya, M. V., Kitaygorodskaya, N.N. Rozanova (1993), N. I. Formanovskaya (2007), A.V. Taktarova, E.A. Pletnyova (2009), R. A. Gazizov (2011), Litvinova V.A. (2015) and others studied the development of such direction as "linguistics of politeness". In linguistics, the category of politeness is considered within the general strategy of speech behavior of communicants or within the analysis of features of speech acts (apology, gratitude, compliment, sympathy expressions, etc.) in the concrete language. Polite communication is the guarantee of people's understanding, lack of the conflict between representatives of different cultures. In the German culture, politeness is the distinctive feature of the well-mannered person.

The most representative category of politeness is the apology. The apology in each linguaculture is expressed in various ways: apologies to the loved one, official apology, repetitions of words of apologies, emotional coloring, strengthening of a voice and other types.

The purpose of the article is to present the results of the research of apology types in the German linguaculture on material of the German fiction, which is presented in the electronic corpus of texts of the German language (DWDS - das Digitale Wörterbuch der deutschen Sprache).

Linguists studied the category of apology from the point of view of cognitive linguistics (J. Lakoff, 1970), pragmatists (R. Rathmayr, 2003), psycholinguistics (L.S. Vygotsky, 1930), sociolinguistics (E. Goffman, 1971). Recently scientists study the given category from the point of view of linguacultorology (N. I. Formanovskaya, 1992).

There are two forms of apology in the German language: form of the second person singular and polite form. Establishment of contact with the interlocutor and maintenance of communication with him assume a choice of pronouns "du" or "Sie". The address on "you" in formal situations, i.e. "Sie" testifies to politeness and is actively used during communication: with the unfamiliar addressee; in formal situation of communication; at expressly polite, reserved attitude towards the addressee; with equal and senior (on age, situation) addressee. The address on "you" in informal situations, i.e. "du" is used in communication: with well familiar addressee; in an informal situation; at friendly, familiar attitude towards the addressee; to equal and younger (on age, situation) addressee.

There is a set of classifications of apologies types in the German linguaculture. Let us consider some classifications apologies types of such scientists as Natalya Ivanovna Formanovskaya, Renate Rathmayr, Ekaterina Aleksandrovna Pletnyova.

Renate Rathmayr allocates metacommunicative apologies, conventional apologies and apologies in essence (Rathmayr, 2003).

Metacommunicative apologies belong not to "extralinguistic behavior of a speaker", but to the speech itself, to violation of standards of conversational behavior. This type of apology concerns violations of norms of cooperative conducting of conversation, or norms preventing emergence and increase of conflictness in communication.

Conventional apologies are given in connection with insignificant violations of the rules of etiquette and politeness. They can consist of one minimum formula of apology, but their structure can include expansions too. They serve for preservation of harmony in a certain society. The convention demands stereotypic reaction from an addressee, i.e. a consent to accept apology, or minimization of damage.

Apologies in essence, which are given in serious occasions, in particular, when causing real damage, demand reasonable and convincing addresses and more powerful formulations. If apologies of the first two types assumes the positive reaction, which is quite often reduced to a minimum, reaction to apologies in essence has to be verbal and distinct and can be differentiated up to negative reaction, when the apology is not accepted. The violator or offender sometimes is excused only after some exchange of statements. In case of serious material damage, apologies in itself can be inappropriate: they have to accompany the offer to indemnify loss and real compensation of damage. In case of non-material damage, apologies in essence are given at violation of personal arrangements, great insults, carelessness and other mistakes conducting to serious consequences.

Ekaterina Aleksandrovna Pletnyova allocates three types of apology in her thesis: *emphatic, fatic and official* (Pletneva, 2009).

The main factors of emphatic apology are: high degree of gravity of the damage caused to the addressee, acceptance of responsibility for this damage by the speaker, speaker's emotional relation to the offense made by him, speaker's desire to make

amends before the addressee. In situation of emphatic apology, speaker sincerely regrets and worries about the event happened by his fault and unpleasant for both speaker and his interlocutor. As the result, speaker asks addressee to forgive him, because forgiveness is the unique way for speaker to find an internal peace of mind, and to restore the communicative harmony broken by his actions. At expression of emphatic apology (except use of the apology formulas corresponding to a situation), speaker can use additional resources, for example, explanation of reason of incorrect behavior in relation to interlocutor, promise to improve, instruction on unintentional action, etc.

Fatic apology is an act of interpersonal communication and is always carried out by that person, who caused real or virtual damage and who assumes responsibility for this damage by means of this act, concerning the person or group of people to whom the damage was caused. In case of fatic apology, the dominating factor is the need for communication participants to follow conventions and norms of social interaction in the most different circumstances of communication. Sincerity of apologizing person is thus irrelevant as the main requirement in these circumstances is implementation of rules of social etiquette. Such parameters as social and psychological distance between participants of communication, their communicative status and situation of communication have impact on a choice of fatic apology form accepted in language culture.

Official apology is a form of social ritual, which is carried out in a situation, when official persons, institutes or organizations cause the damage to particular persons or the whole groups of people. The main feature of this type is that it is carried out according to the defined, accepted in culture order in a certain occasion and in the form regulated by social rules. Thus, the relations between communicants and their attitude towards the caused damage and degree of personal responsibility for this damage recede into the background. In such circumstances, officials apologize to an affected party both from themselves personally (as responsible for the caused damage), and on behalf of the organization. In the latter case, the person making the act of apology may not have any relation the reason of apologies.

Natalya Ivanovna Formanovskaya's classification, in our opinion, opens completely all types of apologies, typical for the German linguistic culture. N. I. Formanovskaya (*Formanovskaya, 1992*) allocates the following types of apologies in the German language: stylistically neutral and stylistically raised types of apologies.

1. Stylistically neutral types of apologies

a) An apology without explanation the apology reason as they are obvious (purely etiquette expression). The most used phrases are *Entschuldigen Sie*; *Entschuldige!*; *Entschuldigung!*; *Entschuldigen Sie bitte!*; *Verzeihen Sie bitte!*, *Verzeihung!*

No. 1. Er kritzelte weiter, nahm dann das Papier und steckte es in eine Flasche. "Verzeihung... ich wollte ja nur wissen, wie das hiesige Postsystem funktioniert... muß eine ausgetüftelte Sache sein..." "Anscheinend hatte ich den richtigen Ton getroffen, denn er wurde jetzt etwas weniger schroff." "Ist ganz einfach", krächzte er. (KQ-DWDS - Moers, W. Die 13 1/2 Leben des Käpt'n Blaubär, 1999: 367).

No. 2. "Lassen Sie nur", sagte Lisa. "Entschuldigung, ich bin das so gewöhnt. Sie lächelte schüchtern." (KQ-DWDS - Jentzsch, K. Seit die Götter ratlos sind, 1994: 142).

No. 3. Dabei wirbelt er seinen Kneifer wie einen Propeller um seinen Zeigefinger. "Entschuldigen Sie, Herr Kersten", sagt Gerda endlich mühsam. Es ist gleich vorüber (KQ-DWDS - Horster, Hans-Ulrich. Ein Herz spielt falsch, 1950: 41).

In these cases, apologies are formal, without explaining the apology reason to the addressee.

b) An apology with designation of the apology reason

No. 4. "Leonore? Ich freue mich, daß mein Vater Sie eingeladen hat, und entschuldigen Sie bitte, was ich heute morgen gesagt habe, Leonore, ja? Mein Vater erwartet Sie auf Zimmer 212. Ein Brief von Herrn Schrit?" (KQ-DWDS - Böll, H. Billard um halb zehn, 1959: 303).

No. 5. Als ich Gaby die Autotür aufhielt, bemerkte ich, daß mein M12 ein glanzloses altes schrottplatzsüchtiges Blechgespenst geworden war. **Ich entschuldigte mich für die Luft im Wageninneren** (KQ-DWDS - Walser, M. Halbzeit, 1960: 79).

Only the phrase *sich entschuldigen* is used in this type of apology. The sender apologizing in these cases tries to designate the reason of the actions.

2. Stylistically raised types of apologies

a) An apology with the indication of apology reason.

No. 6. Als Doktor Linz Sibyllas Zimmer betritt, sitzt sie in lebhaftem Gespräch mit Direktor Hersbach an dem kleinen Tisch des Krankenzimmers. "**Verzeihung, wenn ich bei einer geschäftlichen Besprechung störe...**" - "Aber nein, Doktor", Sibylla scheint in bester Laune. Wer so genau mit mir Bescheid weiß, für den hat auch meine Fabrik keinerlei Geheimnisse! (KQ-DWDS-Horster, Hans-Ulrich. Ein Herz spielt falsch, 1950: 64).

No. 7. Er hat die letzten scharfen Worte Peter van Boovens vernommen und hebt peinlich berührt die dichten angegrauten Augenbrauen. Es ist ihm offenbar unangenehm, ungebetener Zeuge einer Auseinandersetzung zu sein: "**Verzeihung, wenn ich störe...**" Dann wendet er sich gleich an die Schwester: "Bitte, Schwester, das Zimmer von Frau Zander? - Das Mädchen blickt ratlos zum Doktor Linz (KQ-DWDS-Horster, Hans-Ulrich. Ein Herz spielt falsch, 1950: 32).

In this type of apologies, the following turns are mainly used: *Verzeihen Sie mir! Verzeihung!* The sender apologizes, foreknowing that he can disturb somebody by his actions.

b) Apologies with official shade:

No. 8. Das bestreite ich nicht, und die Polizei mischt sich auch nicht hinein. Schmied war, ich wiederhole es, privat bei Gastmann, und ich möchte mich deswegen offiziell entschuldigen; denn es war gewiß nicht richtig, daß er einen falschen Namen und einen falschen Beruf angab, wenn man auch manchmal als Polizist gewisse Hemmungen hat. Aber er war ja nicht allein bei diesen Zusammenkünften, es waren auch Künstler da, lieber Nationalrat (KQ-DWDS-Dürrenmatt, F. Der Richter und sein Henker, 1952: 65).

No. 9. Aber er nahm sich zusammen. "Ich möchte mich für meine Tat entschuldigen", preßte er hervor. Dann herrschte Stille (KQ-DWDS-Jentzsch, K. Ankunft der Pandora, 1996: 35).

The communicant officially apologizes to the victim, knowing about his wrong actions to the interlocutor or someone's actions could cause damage.

c) Turns with value of need, obligation:

No. 10. "Vera", sagte ich, "ich muß mich bei dir entschuldigen" (KQ-DWDS-Kant, H. Die Aula, 1965: 430).

No. 11. Sie war unsere Klassenlehrerin und haßte uns alle ausgiebigst. Man sprach viel vom Krieg und vom Vaterlandverteidigen, und als ich einmal fragte, gegen wen wir uns denn verteidigen sollten, da wir doch gar nicht angegriffen wurden, durfte ich zu meiner Freude und meiner Mutter Verzweiflung drei Tage nicht in die Schule gehen, der Blockwart sprach eindringliche Worte mit meinem Stiefvater, und ich mußte mich entschuldigen. Jeden Morgen betrat sie, ohne uns eines Blickes zu würdigen, die Klasse (KQ-DWDS-Knef, H. Der geschenkte Gaul. 1970: 15).

This type of apologies contains the shade of a necessity. The sender knows about the wrong relation, action and he has to apologize to the victim.

d) Emotional-expressional expression of apology is the compound sentence:

No. 12. Lutz sagt: "Entschuldige", darauf ich: "Du kannst hier nicht solche Scheiße bauen und dich dann einfach entschuldigen, davon wird' s auch nicht besser. Darauf Lutz: **Entschuldige, entschuldige, entschuldige. Da war ich vielleicht sauer**" (KQ-DWDS-Sparschuh, J. Der Zimmerspringbrunnen, 1995: 36).

No. 13. "In welchem Ton denn? **Ich bitte den Herrn um Entschuldigung, ich bitte den Herrn um Entschuldigung, ich bitte den Herrn um Entschuldigung.** Das sind die drei Töne, die mir zur Verfügung stehen, und nun suchen Sie sich bitte den Ton, der Ihnen passt, aus" (KQ-DWDS-Böll, H. Billard um halb zehn, 1959: 37).

The sender tries to paint the words emotionally to make the sense of guilt clear to the addressee.

e) The exaggerated way of apology (as a rule, for a small offense; it is rather rare):

No. 14. "ich bitte aber tausendmal um Verzeihung!" (KQ-DWDS-Kant, H. Die Aula, 1965: 229).

No. 15. "ich bitte vielmals um Verzeihung!" sagte sie so (KQ-DWDS-Morris, G. Brigitte wehrt sich, 1952: 27).

In this type of apologies, it is possible to meet the use of words-exaggerations. Using them, the sender thinks that he will be surely forgiven for some incorrect actions from his side.

Thus, the apology was considered in various sciences, namely, in cognitive linguistics, pragmalinguistics, sociolinguistics, psycholinguistics. Based on N. I Formanovskaya's classification and examples from fiction, it is possible to allocate two types of apologies typical for the German linguistic culture, namely, stylistically neutral and stylistically raised.

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THE ORGANIZATION OF METHODOLOGICAL WORK IN THE HIGHER EDUCATIONAL INSTITUTION

Abstract

The relevance of the presented paper is caused by the need of introduction of new training methods, which mean the increase of a role of methodological work in higher educational institutions. The purpose of the paper is consideration of the organization of methodological work in higher education institution. The authors describe the main objectives, forms and components of methodological work. The presented material can be useful to teachers of higher educational institutions when carrying out studies.

Keywords

education, educational process, cognitive activity, teacher, expert,
methodological work, higher educational institution

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The multilevel system of the higher education realized today assumes high scientific and practical training of graduates that predetermines development and deployment of new effective technologies of training process. In this regard, the role of methodological work in higher educational institution increases and efficiency and introduction of its new forms significantly raises.

Methodological work includes the activity of teachers of higher educational institutions, first directed on development and deployment of essentially new forms and methods of the effective organization of educational process. The organization of methodological work is based on the solution of a number of tasks (Figure 1), which decision is predetermined by its main forms (Figure 2).

It is conventional that the center of methodological work in a higher educational institution is the chair, as its activity has no question, no problem, which are not

connected with a technique of students training and quality reached as a result of educational process. Chair is assigned not only organizing and carrying out educational process, educational and research work, but also implementation of complex of methodological providing of subjects assigned to chair, all types of learning practices, and on the letting-out chairs - final qualification work and final certification.

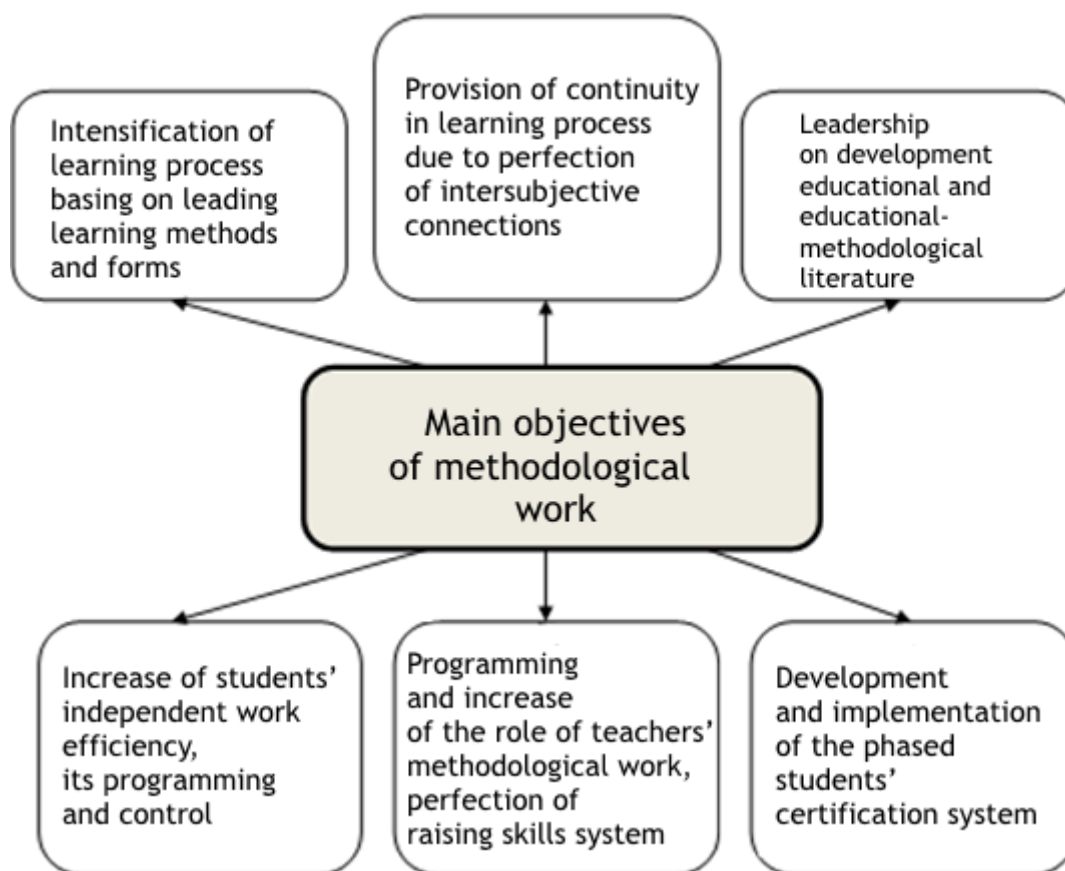


FIGURE 1. THE MAIN OBJECTIVES OF METHODOLOGICAL WORK IN A HIGHER EDUCATIONAL INSTITUTION

Complex methodological providing of subject includes a package of individual tasks and methodological development by types of occupations and provided by the working program, preparation of textbooks, educational and educational-methodological grants, grants on introduction of interactive methods of students training in educational process, and also effective use of modern educational and laboratory equipment.

The most important problem of methodological work of a chair is development and realization of actions to increase pedagogical skills of teaching collective. The results of methodological work of each teacher in general represent fund of methodological ensuring of educational process of a chair and find reflection in educational-methodological complexes. Methodological work of a chair makes possible to give quite objective conclusion about professional qualities of its teaching structure. Confirmation of it is implementation of plans of scientific researches on improvement of educational process, preparation of manuals, methodological developments for teachers, methodological instructions for students, etc.

The main components of the educational-methodological work (EMW) of a chair are presented in Figure 3.

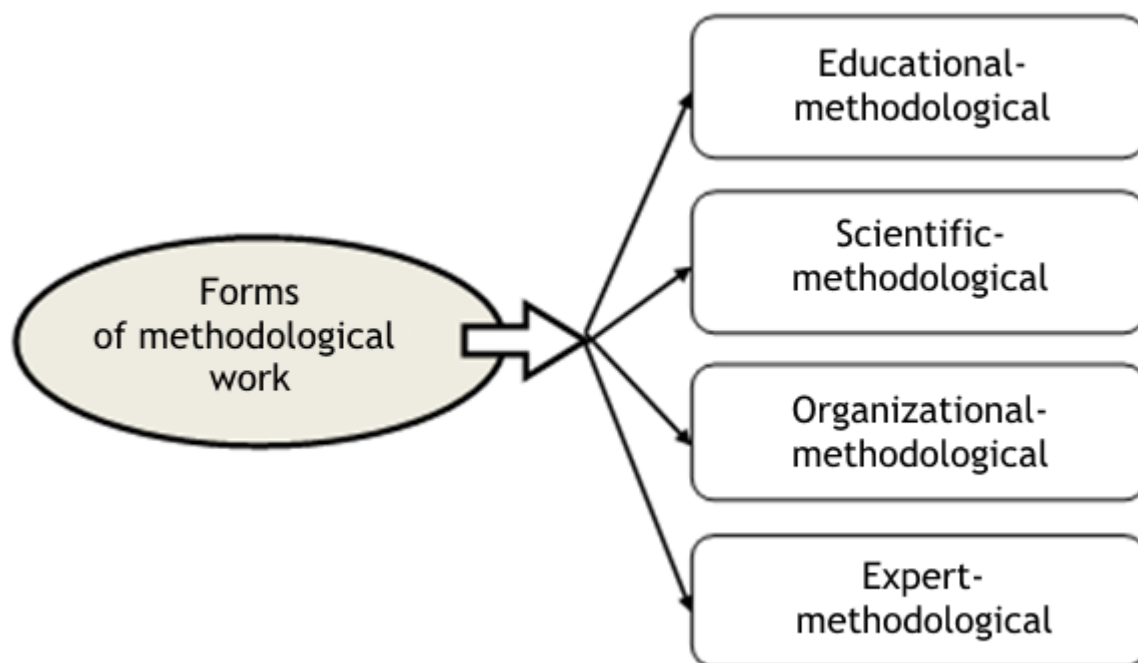


FIGURE 2. FORMS OF METHODOLOGICAL WORK IN A HIGHER EDUCATIONAL INSTITUTION

Methodological group as a primary link on the organization of educational-methodological work of a chair deserves much attention. The members of a group can be both teachers conducting collaboration in subject, and representatives of other chairs at the level of inter-chair cooperation. As a rule, the head of a group is a professor or associate professor.

It is possible to distinguish the following questions considered at meetings of methodological group:

- Thematic plans of studies;
- Contents and technique of carrying out the most difficult studies, in particular educational-research works;
- Activation of educational process on the discipline due to application of interactive methods of training;
- Additions made to private techniques of training (if necessary);
- Improvement of organization of students' independent work and increase of efficiency of the advisory help, when performing control and course tasks;
- Analysis of results of control in the discipline, productivity of intermediate certification.

The main documentation on methodological work of a chair is transferred for coordination and control to the methodological commission of a department.

Quality of methodological providing of the educational programs implemented in higher educational institution depends on methodological activities of teaching staff, therefore the system of quality has to carry out systematic monitoring of teacher's activity in this direction.

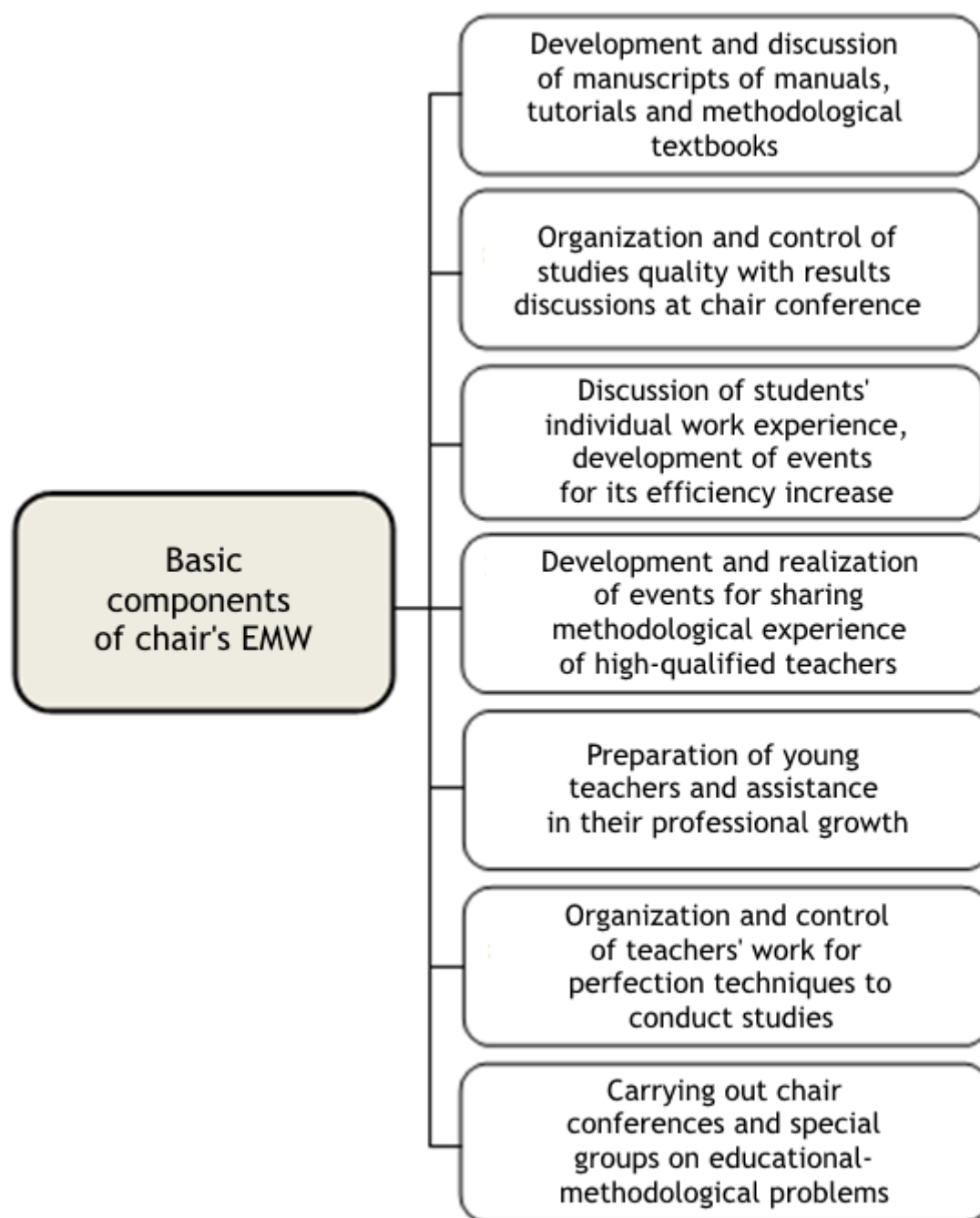


FIGURE 3. THE CHAIRS EDUCATIONAL-METHODOLOGICAL WORK

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PROBLEMS AND PROSPECTS OF COMPETITIVE ECONOMY FORMATION IN THE REGION

Abstract

The relevance of the study is caused by the economic growth and development of the processing enterprises and organizations. In this regard, existence of competition between its agents is a sign of development and movement forward of the managing subject. The purpose of the paper is to analyse the source of raw materials and the competitive environment according to the processing enterprises of the Krasnodar Krai, to give assessment of their general potential of development and strategic planning. The paper can be useful to young scientists and experts, and representatives of the milk-processing enterprises.

Keywords

competition, competitiveness, whole-milk production,
analysis of market, strategic planning

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Basis of competitiveness of economic system is the opportunity to carry out division of labor fully and systematically. As soon as the economic system loses such ability, there come degradation and the subsequent destruction of the economic system. The indicator of competitiveness of economic system is the opportunity to invent and develop new goods

and to create new services basing on new technologies. That is the system of competitiveness of economy.

The assessment of competitiveness condition of the region represents an important aspect. It allows allocating some characteristics of competitiveness of the region. First, it is ability to make and consume the production in the region (on condition of free movement of goods, services and capitals). Other feature is that the advantages are reached not only at the expense of= price factor, but also due to quality, advertising and other parameters of realization and production. The other characteristic is achievement of competitive advantage. Production, which is let out in the region, is competitive before other territories and regions owing to existence of general economy conditions, but not climatic ones (*Zagorodnikov, 2013*).

The powerful food industry of the Kuban is an important component of agro-industrial complex of the region. It includes bakery, meat, dairy, sugar, confectionery, wine-making, tea, flour-grinding and some other branches. The food industry of the Krasnodar Krai provides high-quality products not only to the population of the region, but also to millions of people, who are annually arriving to the resorts of the Kuban.

In the dairy industry, one of the best enterprises not only in the region, but also in the country is enterprise “Kaloriya” of the Kanevsky district. Primary activity of the enterprise is milk processing, production and sale of wide range of dairy products (sour cream, fermented baked milk, kefir, yogurt, cottage cheese, cream, milk, oil cow, cottage cheese products, etc.). The assortment list contains more than 270 types of milk and 150 not dairy products; the enterprise realizes more than 200 t. milk a day. “Kaloriya” has 44 shops around the region; production is delivered to the Volgograd region, the Astrakhan region, the Rostov region, the Republic of Kazakhstan, the Republic of Abkhazia and others.

To increase production, continuous reconstruction of the enterprise is carried out, new capacities are entered, the old ones are modernized. The range of products, which is formed taking into account buyers needs, has a great influence on results of economic activity.

“Kaloriya” takes one of leading places in the market on processing of milk in the Kanevsky district. Competitors in this branch in the Krasnodar Krai are “Pavlovskoye”, “Kropotkinsky Dairy Combinat”, “Syrodel”, “Pavlovsky”, “Timashevsky Dairy Combinat” and others (Table 1).

TABLE 1. THE ANALYSIS OF COMPETITORS OF “KALORIYA” ENTERPRISE ON PRODUCTION OF WHOLE-MILK PRODUCTION

Enterprise	2012.		2013.		2014.	
	Total, t	Market share, %	Total, t	Market share, %	Total, t	Market share, %
Leningradsky	20432	7,5	29335	9,6	40270	11,3
Syrodel	31341	11,5	21768	7,1	33750	9,5
Kubarus-Moloko	32753	12,1	27780	9,1	19617	5,5
Kropotkinsky Dairy Combinat	30300	11,2	29188	9,5	30540	8,6
Kaloriya	46985	17,4	55683	21,4	50804	14,3
Timashevsky Dairy Combinat	85183	31,5	105379	34,5	141501	39,8
Pavlovskoye	6484	2,4	8682	2,8	17777	5,0
Kalininsky	17339	6,4	18514	6,0	21276	6,0
Total on the processing enterprises	270817	72,2	306329	77,4	355535	82,9
The other processing enterprises and organizations	104392	27,8	89631	22,6	73486	17,1
Total	375209	100,0	395960	100,0	429021	100,0

Analyzing Table 1, it is possible to note that the enterprise investigated by us in 2014 in comparison with 2013 reduced production of whole-milk production on 14879 t or by 22,7%. It is connected with increase of whole-milk production in the region and increase of the competition among producers of this product. The large producer of whole-milk production is “Timashevsky Dairy Combinat” in the city Timashevsk. In 2014, its share of the market was 39,8%. It is by 8,3% higher, than for the similar period in 2012 (*Mullinova, 2009*).

In general in 2014 production of whole-milk production in comparison with 2013 increased on 33061 t (8,3%) in the Krasnodar Krai. Development of whole-milk production by the processing enterprises in 2014 in comparison with 2012 increased on 84718 t or by 31% respectively.

The other enterprises and organizations along with the agricultural organizations make 17% of whole-milk production. In addition, outputs are reducing all the time. In the region 30 large and medium-sized milk-processing enterprises with the largest producer “Timashevsky Dairy Combinat” are engaged in production of whole-milk production. The market share of this enterprise is nearly 40% of total amount of the made whole-milk production. “Leningradsky” enterprise market share is 11,3% and “Syrodel” is about 10%. In general, more than 50% of total amount of whole-milk production in the region is the share of these enterprises. The market share of this type of production in “Kaloriya” is 14,3% of total production (*Mullinova, 1998*).

The range of products has a great influence on results of economic activity. Despite decrease of total production of milk in the enterprise “Kaloriya”, the fastest rates grew the production of cottage cheese, ice cream, yogurt and sour cream. Therefore, production of cottage cheese increased in 2014 on 767 thousand rubles in comparison with 2013. Production of sour cream in 2014 in comparison with 2013 increased by 5%, kefir - by 6,2%, cottage cheese - by 7,1% respectively.

One of the valuable food containing protein and irreplaceable amino acids is different types of cheese and cottage cheese (Table 2). “Kaloriya” is the only enterprise in Russia producing cheese with white and blue mold (“Ravisman”, “Kuban-pleasure”, “Colorit”, “The Kuban blues” and others) (*Morozov & others, 2014*).

TABLE 2. THE ANALYSIS OF COMPETITORS OF “KALORIYA” ENTERPRISE ON PRODUCTION OF CHEESE AND COTTAGE CHEESE

Enterprise	2012		2013		2014	
	Total, t	Market share, %	Total, t	Market share, %	Total, t	Market share, %
Leningradsky	2749	12,7	4158	17,3	3461	13,5
Syrodel	4571	21,0	5169	21,6	4985	19,4
Kubarus-Moloko	1647	7,6	1022	4,3	773	3,0
Kropotkinsky Dairy Combinat	1325	6,1	980	3,9	1241	4,8
Kaloriya	1507	6,9	1898	8,0	2110	8,3
Timashevsky Dairy Combinat	3568	16,5	4767	19,8	6972	27,2
Pavlovskoye	779	3,6	805	3,4	1099	4,3
Kalininsky	5543	25,6	5219	21,7	4996	19,5
Total on the processing enterprises	21689	87,8	24018	91,3	25637	92,9
The other processing enterprises and organizations	3021	12,2	2290	8,7	1950	7,1
Total	24710	100,0	26308	100,0	27587	100,0

According to the table given above, it production of cheese and cottage cheese at the processing enterprises of the Krasnodar Krai increased in 2014 in comparison with 2012

on 3948 t. The share of these types of production in general on edge is nearly 93% of the total amount of products. One of the largest enterprises producing cheese and cottage cheese are “Timashevsky Dairy Combinat” (27,2%), “Kalininsky” (19,5%), “Syrodel” (19,4%) and “Leningradsky” (13,5%).

Dynamics of production of oil in the Krasnodar Krai is characterized by the indicators presented in Table 3. The high share of the other enterprises and organizations in the total amount of animal oil is explained by rather simple technology of its production, which is not demanding the expensive equipment.

The high competition is observed in the market of animal oil. It is connected with the fact that this production arrives from other regions and abroad. Oil arriving from other regions and abroad on a “price-quality” ratio is better, than the majority of types of the oil made in the region, especially small enterprises (*Lifits, 2013*).

TABLE 3. PRODUCTION OF ANIMAL OIL IN THE KRASNODAR KRAI

Name of the enterprises	Years			2014 in % to		Deviation (+, -) 2014 from 2012.
	2012	2013	2014	2012	2013	
Bryukhovetsky MKK	1282	934	826	64,4	88,4	- 456
Syrodel	680	1030	1027	151,0	99,7	+347
Syrkombinat Tikhoretsky	435	327	313	71,9	95,7	- 122
Kubarus-Moloko	904	624	469	51,8	75,2	- 435
Kalininsky	645	453	432	66,9	95,4	- 213
Nadezhda	891	960	822	92,3	85,6	- 69
Kropotkinsky dairy combinat	644	381	394	61,2	103,4	- 250
Krasnodarsky	342	380	457	133,6	95,2	+115
Kaloriya	378	446	292	77,2	65,5	- 86
Total on the processing enterprises	6201	5535	5032	81,1	90,9	- 1169
The other processing enterprises and the organizations	2526	2363	2585	102,3	109,4	+59
Total	8727	7898	7617	87,3	96,4	- 1110

28 large and medium-sized processing enterprises and organizations are engaged in production of animal oil. The largest producers of oil in the region are “Bryukhovetsky MKK”, “Nadezhda”, “Syrodel”, “Kubarus-Moloko”, “Krasnodarsky”. More than 53% of the general production of animal oil in the Krasnodar Krai fall to the share of these enterprises. It is possible to note that “Kaloriya” reduces production of animal oil every year. Therefore, in 2014 in comparison with 2013 the volume of release decreased on 154 t. The market share of the made oil by “Kaloriya” in 2014 made 4%. It is the lowest indicator of investigated enterprises (*Mullinova, 1998*). However, it testifies only that reduction of release of one types of production leads to increase in outputs by other types of production. In general, for the analyzed period volumes of production in the enterprise increased. The major factors promoting increase in production are the following:

- increase of production of commodity types;
- reduction of losses and other expenses;
- prevention of excessive remains to the end of the year.

Thus, in the sphere of milk processing there is a gradual concentration of dairy products on large and average milk-making enterprises (*Mullinova, 1998*).

Studying output and range of production, we carry out SWOT-analysis for “Kaloriya”. It is the method of strategic planning consisting in identification of factors of internal and external environment of enterprise or organization and their division into four categories. Factors of internal environment are strong and weak sides; external factors are opportunities and threats (*Maysak, 2013*).

TABLE 4. SWOT-ANALYSIS OF “KALORIYA” ENTERPRISE

Strengths	Weaknesses
<ul style="list-style-type: none"> - favorable arrangement (in the center of the Krasnodar Krai); - the developed production base (access roads, new equipment); - high reputation; - strong managemental team; - existence of qualified personnel; - high quality of products; - control on all production sites; - existence of financial and material resources. 	<ul style="list-style-type: none"> - seasonality of raw materials provision (it is better in summertime, than in t winter); - the long period of funds turnover, in connection with numerous receivables; - dependence of outputs on a source of raw materials, and unstable staple price.
Opportunities	Threats
<ul style="list-style-type: none"> - expansion of the range of made production; - volume increase of made production; - development of new sales markets. 	<ul style="list-style-type: none"> - flexible price policy of competitors; - unstable deliveries of raw materials; - financial risks (inflation).

The obtained data of SWOT-analysis of “Kaloriya” enterprise shows general situation in the enterprise is favorable. Thanks to initiative creative approach to production process of enterprise staff, the product range constantly is replenished with new names. “Kaloriya” has new equipment, highly skilled personnel, high reputation on the market of consumers, and seeks to enter new sales markets. Replenishment of the range of products allows maintaining competitiveness of the enterprise at the high level.

It would be desirable to note that carriers of competitiveness of the region are neither production, nor technologies, but the processing enterprises. The economic climate depends on degree of the enterprises at the regional level, their variety of principles and mechanism of interaction among themselves and their environment.

All this forces would cram regions to use more stoutly the general potential, which they have. Therefore, it is possible to estimate competitiveness based on definition of existence and level of development of those components of potentials, which the region has. It in turn it allow to increase efficiency of their use and promote increase regional competitiveness level.

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SOME PECULIARITIES OF PERFORMING THE TSAM OF DRAG-SHEDS IN THE LATE 1920s, KHAMBINSKY DATSAN, BURYATIA

Abstract

The paper presents a substantial description of the Buddhist *Tsam* mystery as it was performed in Khambinsky Datsan (monastery), Buryatia. The author of the article traces the genesis of the religious mystery, surveys its varieties, determines the etymology of the word *tsam*, and also describes the performing tradition, which had been prevailing for a long time in one of the biggest temples of Buryatia. The information on the *Tsam* of *drag-sheds* (wrathful protectors of the Buddhist faith) is borrowed from an unpublished research by Boris Salmont, which has allowed to considerably broaden the modern scientific concepts of the culture and outlook of the Buryat ethnos.

Keywords

Cham (Tsam), drag-sheds, masks, B. P. Salmont, cultic musical instruments

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The shamanic system of the Buryats' outlook started to change considerably in the first half of the 17th century. The changes were caused by Buddhism, which was being gradually introduced in the areas around Lake Baikal. The world religion was being spread not only from the Tibet, via lamas preaching directly, but mostly from Mongolia, where the religion had interacted with the local cults and beliefs. This Tibetan-Mongolian variant of Buddhism is called Lamaism in academic practice.

The archetypical receptions of the pre-Buddhist rituals can be traced in the *Tsam* mystery. Numerous participants of the religious performance used to put on huge masks and demonstrate the confrontation of the gods representing the Buddhist pantheon.

The word *cham* (*`cham*) has different meanings in the Tibetan language. As a verb, it can be translated not only as 'to dance' but also as 'to agree, to come to an agreement' (the latter meaning can be written both as *`cham* and *bcam*). The noun *`cham pa*, respectively, means not only 'a dance' but also 'an agreement, concord'. It is interesting to mention that the word *cham* meaning 'a dance' can be applied to religious festivities and ceremonies only. Secular dancing performances are usually defined with the term *gar*. In the Russian Oriental studies, the word *cham* is traditionally written in its Khalkha transcription, as *tsam*: firstly, the Russian researchers had studied the mystery in its Buryat-Mongolian area; secondly, it is the term *tsam* that is most often used by the people professing Buddhism on the territory of Russia (Kolpetskaya, 2011).

The birthplace of Cham (*Tsam*) is Tibet. The mystery's origin is attributed to Padmasambhava, a well-known figure of the 8th century Tibetan Buddhism.

According to a Tibetan legend, when Padmasambhava guided the construction of Samye (Samyai) Monastery, the local spirits tried to prevent it in different ways. The Great Master of Teaching put on the clothes of a protective deity, performed a sacred dance and made the spirits obey and swear that they would never do any harm to the monastery.

Padmasambhava also used to appear to meditating Buddhist clergymen who were known as having the secret knowledge, and he used to say that the dances would bring prosperity and joy to everyone seeing them.

Tsam was originally performed in a temple or in a monastic yard, where only the initiated could see it. Later, all the people wishing to see the dancing performance could come. Remarkably, the implication of the *tsam* was clear only to those who understood the sacred meaning of movements, gestures and invocations. Datsans keep Tibetan books on *tsam* written in unique symbolic formulas, the meanings of which cannot be found in all the European-Tibetan dictionaries. It is known that the dancing movements, as well as their order, were passed from generation to generation of clergymen.

The specialists studying the ethnography of Central and South-East Asia, and the travelers watching *tsam* performances were greatly interested in that colourful and original sight. The varieties of *tsam* are as follows: mass dance performance, mass dance and conversation and dance soliloquy.

Each datsan (monastery) specialized in only one variety of the mystery and used to improve it year after year. The lamas performing it would wear the same masks and use the same properties. For example, in Khambinsky datsan in Buryatia, the *tsam of drag-sheds* (ferocious, wrathful protectors of Buddhist faith) was performed. According to A. M. Pozdneyev's observation, the drag-sheds' khurals (Buddhist services - O. K.) were started in Mongolia as early as the 1770's. The Mongolian clergymen used to visit the monasteries in Tibet and listen to teachings about drag-sheds. The lamas used to buy the necessary books and bring different things for performing the rituals (Pozdneyev, 1993).

The characters of the dance mystery used to wear colourful masks which were very scary for the spectators. The *tsam* masks are quite heavy (one could weigh up to 30 kg). Each temple used to have its own masks and properties, and the lamas used to keep them carefully. When one of the masks was worn out, it had to be restored or replaced with a new one, all the necessary rituals being observed.

The information on *tsam* performances in Khambinsky datsan (the residence of *Bandido-Khambo Lamas*, supreme Buddhist leaders) is presented in the book by V. Ts. Naidakova, "The Buddhist *Tsam* Mystery in Buryatia" (Naidakova, 1997). The informers were lamas and senior citizens who had a chance to see the mystery performed in the 1920's. Besides, a detailed description of the *tsam of drag-sheds* as well as consideration of its stages can be found in the ethnographic work by B. P. Salmont, "Materials for Studying the Buryat-Mongolian Art (Songs, Music, Dances)" (Salmont, 1928). It is a unique source of information about the folk culture. The research work is now preserved in the Manuscript Archive Department of the Institute of Mongolian, Buddhist and Tibetan Studies of Siberian Branch of Russian Academy of Sciences. Unfortunately, it has not been published yet.

It is known that in July 1926, Boris Petrovich Salmont saw not only the *tsam* rehearsals, but also the performance of the mystery at Khambinsky datsan in Buryatia. In his work, the researcher determined three parts of the mystery. The reference point for B. P. Salmont was a certain daytime: "The first part is the night prayer, including quite a magnificent public worship and one of the *shanaks*' (meditating monks) dancing; the second part (morning and afternoon) is a pantomime ballet accompanied by a choir and an orchestra, and, finally, the third part is an offering (in the evening)" (Salmont, 1928). V. Ts. Naidakova refers to the memories of the *tsam* spectators and performers and points out that the ritual mask dancing could start only after the part of the *khural* (Buddhist religious service) closed and inaccessible for the uninitiated and secular people. That part of the *khural* was performed inside the temple, in front of the selected clergymen, who were well aware of the mystery's secrets. The supervisor of the ceremony was a specially prepared lama called *chambon*. It was he who performed the ritual of consecrating the *Sur*. The *Sur* is one of the most important elements of the *tsam of drag-sheds*, and it

symbolized the sacrifice which had a special force able to destroy the opponents of faith and to purify the karma. The *Sur* was a three-topped pyramid made of paste, and its top was crowned with a kind of human skull. The scarlet sides of the pyramid looked like flames. Besides, the *gelun-lama*, who was assisting the *chambon* during the night prayer, poured some blood from the *bala* (a container made from a human skull) into the silver cup called *deber*. Then the *chambon* stepped aside and poured the blood from the *deber* into a sheep stomach, tied it fast and put it into *Linka*. *Linka* is a man's figurine made of paste; it personifies all the sins and opponents of faith. Therefore, the ritual figurine contained something dangerous and charmed inside.

According to B. P. Salmont's observation, there were 78 costumed people among the performers as well as 16 people helping during the rite. Besides, there was an orchestra of 49 and a choir of over 50. But in the conclusion of his work the researcher mentions a different number of the *tsam* participants: the orchestra of 50, the choir of 100-150 and 77 dancers.

The spectators used to sit in semi-circle, and the ground for *tsam* performance was like the one in a Greek theatre. There was a table in the middle of the square, in front of the main temple. Over the table there was a silk canopy. Several concentric circles outlined in chalk or lime marked the place where masked performers would dance. The *Sur* and *Linka* were brought into the circle, they were placed on the table under the canopy and the *tsam* performance started. The orchestra used to sit at the outer circle. The performers would come onto the ground to the accompaniment of the cultic musical instruments.

Three groups of the mystery characters are singled out by V. Ts. Naidakova in her work about the *tsam* dance (Naidakova, 1997). The first group includes the masks of wrathful *drag-sheds* protecting the Buddhist faith. Their masks are painted blue, green, red or dark yellow. The faces of *drag-sheds* are distorted with fury, rage and indignation. Each of them has the *urna*, the all-seeing third eye, on their foreheads. The wrathful deities must destroy heretics and foes of the religion, as well as terrify all the people present. According to A. M. Pozdneyev's observations, the images of *drag-sheds* "combine everything disgraceful and ugly imaginable" (Pozdneyev, 1993). Each *drag-shed* was accompanied by his attendants.

Chojil (Tibetan: *Chojjal*, *Choichjal*; Old Uigur: *Erlik*; Sanscrit: *Yama*) is the main character of the *tsam*. He is the ruler of the underground kingdom, the lord of hell, and the superior judge for dead souls. His bull-horned head was crowned with five skulls. In his right hand, *Chojil* would have a lasso with a ring and an iron hook for catching sinful souls and taming the rebels. In his left hand he had a rod shaped as a skeleton. The performer used to wave the rod sideways to drive demons away. Sometimes the lord of hell would carry a mirror that reflected people's sins.

The second group of *tsam* characters included zoomorphic creatures. They were the images of different beasts and birds: *Jarok* (*Cre*), *Maha*, *Shobe* and others. They are considered to have been introduced into the Buddhist mythology and rite practice from the Tibetan pre-Buddhist *bon* religion and the local shamanic cults.

The masks of *Maha* and *Shobe* had bull and deer horns. According to B. P. Salmont, these characters' movements were jerky, swift and abrupt; they were leaping "like antelopes". In the final episode of the dance *Maha* and *Shobe* started butting each other. The lords of cemeteries, *hohimoys* (wearing masks which looked like human skulls), used to come up to the fighting beast-like characters to set them apart.

According to B. M. Salmont, *Jarok* (*Cre*) is the most undistinguished and ordinary but "most impressive creature depicting a foe of the faith". *Jarok*'s costume was like raven's feathers. The performer would appear in front of the spectators wearing tight black clothes; around the waist there was "something like a short skirt looking like feathers" (Salmont, 1928). A bird's mask with a red beak was also painted black. The researcher

attracts our attention to the fact that the role was never played by lamas ("the role is a disgrace"). The image of a foe of the faith could not interest clergymen. Most often one of beggars was hired to perform the role of *Jarok*.

The third group consists of characters representing different people, such as the hero of the national epic poem, *Geser Bogdo khan*, 22 *shanaks* (meditating monks), or *Khoshin khan* and his sons.

A special place in the mystery was taken by the crowd-pleaser, *Sagaan Ubugun* (*Tsagan Ubugun*, the White Old Man), the deity of fertility and longevity, the master of the locality, the keeper of herds and pastures, and the patron of wild animals. The image of the White Old Man is a collective one; it comes back to the shamanic religious tradition of the Turkic and Mongolian people. The Mongolian word "*ebugen*" means the clan ancestor (*Devlet*, 1990). The lama performing the role of the kind and wise old man would appear wearing a mask with a long grey beard and thick white eyebrows. During the *shanaks*' dance he would amuse the audience; there were a lot of funny situations thanks to him: the old man would collect money, beg for *khadaks* or sweets, take snuff and sneeze loudly.

The *tsam* masks could appear on the ground one by one or in pairs, sometimes in groups. It is important to mention that the gestures and movements of the participants were borrowed from the cultic arts and reproduced the canonical poses of the Buddhist deities. During the entrance the performer would stop and stay still for a few seconds. The aim of the stop was to keep the character's image in the spectators' memory.

As for the performance tradition of the religious mystery, V. Ts. Naidakova gives very interesting information in her book: "... the *tsam* character dancing to music would whisper, and some of them, such as the *chambon* during the night rite, would sing loudly the texts of invocations (*tarni*, *mantras*), and those mysterious expressions were connected with the dance movements..." (*Naidakova*, 1997).

Almost all the characters would appear on the ground to the sound of two *kanglings*, cultic wind instruments made of human thighbone. Scientists mention the old Tibetan origin of the instrument (*Dashieva*, 2005; *Dorge*, *Ellingson*, 1996). In the tantric rites, the sound of *kangling* would summon the wrathful gods and create the atmosphere of suspense. The clergymen would play the *knanglings* decorated with long *khadaks*. The musicians would rock their instruments while playing.

B. P. Salmont would note that the sounds of *bishkhur*, a woodwind and reed instrument, were heard after the sounds of *kangling*, just before the *Maha* and *Shobe* dance. The little brass cymbals of *dudarma* echoed it "putting a somewhat nervous pattern onto the merciless statement that the new god is at the temple threshold, just see him in!" (*Salmont*, 1928).

It is known that the final dance of Khambinsky datsan, Buryatia, was that of all the *drag-sheds*, around *Linka*. Then, according to the ritual practice, the *Linka* was cut into several parts. As V. Ts. Naidakova points out, during the *drag-sheds*' dance the clergymen used to carry the *Sur* out of the monastic territory, where it was burned in a fire (*Naidakova*, 1997). The final part of the ceremony was described by B. P. Salmont in more detail. A straw shed (*obokhei*) was put up about a kilometer away from the temple. Two lamas with their mouths tied up used to carry the *Sur* out. The symbolic three-topped pyramid was accompanied by the performer of *Choijil*'s role supported by clergymen. Then all the *tsam* characters used to come out from the datsan into the field. They were seated in two lines waiting for other procession participants: the choir, the orchestra and the head lamas. The clergymen used "to take firebrands and set the '*obokhei*' on fire. <...> The *Sur* was tilted and thrown into the fire" (*Salmont*, 1928). At that culmination point the huge brass instrument shaped as an elephant's trunk, *ukher-bure*, would shrill powerfully, and the *khengerege* drums would roll. Then the whole procession would go back to the datsan. At the end of the *tsam* all the characters of the mystery would perform

the all-round dance, at the end of which the *drag-sheds* and *shanaks* would leave the ground and go inside the temple.

The objective of the *tsam* was to depict the wrathful deities protecting Buddhism and fighting for it. The colourful sight was meant for everybody, but first and foremost, *tsam* was a religious rite, a mystery. Not only had it to teach the spectators, but also to remind them of temporality of everything on Earth, of the mysterious ever-vigilant forces, either supporting Buddhism or opposing it, and to feel the special mystic unity of all the people and those forces.

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PHILOSOPHICAL AND ANTHROPOLOGICAL BASES OF INDIVIDUAL AND SOCIAL ASPECTS OF PERSONALITY IN C.G. JUNG'S CONCEPTION

Abstract

The urgency of the problem is caused by the significance of KG Jung's analytical concept within the development of the integrated / holistic approach in modern philosophy. The article is focused on the study of individual and social aspects of the personality. The historical and systematic approach is the leading approach of problem studying. The article describes several types of personal transformation, marked by Jung, including the constriction and expansion of personality change in the internal structure, technical and natural transformation individuation and others. The special focus will be on individual and the crowd, which are related to the general problem of generic forms of mankind - the archetypes. Article Submissions may be useful for philosophers, psychologists and also for the wide range of readers.

Keywords

personality, the individual aspect of the person, the social aspect of personality, archetypes, psycho-spiritual development

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In our opinion, Jung's concept contains strongly pronounced philosophical problems, which haven't been still insufficiently explored in the philosophical writings. In the first instance, it applies to Jung's personality model. Using a "model of personality" in our speech, we understand the theoretical construction in the broad sense: as created by Jung himself, as well as reconstructed by us. Thus we should mark that this theme remained open for Jung himself. Jung's concept contains the theses which give the opportunity to understand contemporary social processes and help a person to clear the way for true existence, lost by a westerner. Jung discovered the archetypes in the structure of human psyche allowing to distinguish some stable grounds in the spiritual world of human, represented there even in the changeable information world. We believe that the appeal to this basis has a great ideological sense. However, if the sufficient attention has always been given to the psychological and cultural issues of Jung's heritage in the research literature, the philosophical analysis of Jung's model of personality wasn't enough explored. The overwhelming majority of Jung's personality theory researches has a psychological nature, the philosophical aspect of this concept has dropped out of scientists' sight. The scientific actuality of the proposed research is substantiated by this point.

With regard to our research, we turned our eyes on some general works devoted to the problem of identity, in which the authors express their point of view, but at the same time, they analyze the views of other scientists, including K.G. Jung or they explore different theories of personality, including the concept of Jung's writings. The works by

K.S. Hall and G. Lindsey "Theories of Personality", M. Buber's "Two types of faith", an article by V.V. Savchuk "The shackles of Oceanos - the border of reflection", J. Feydimen "Personality and personal growth" and others can also be related to it. The works of such authors as K. Lambert "The Process of Individuation", M.L. von Franz with an analogous title, M. Stane "Transformation: the manifestation of Selfhood", "In the middle of life", "The principle of individuation" are of great importance to the philosophical understanding of the process of individuation. The problems of individuation and personal transformation are considered by X. Kohut, G. Hollis, A. Brennan and U. Brevi mainly from a psychological point of view. These works allow touching upon the philosophical comprehension of the personality theme.

Among the scientists of our own country, such authors as S.S. Averincev, E.M. Babosov, V.V. Backusev, G.B. Bednenko, L.I. Bondarenko, N.V. Vetrova, L.G. Dmytrenko, G.G. Vorobyev, N.L. Gindilis, E.G. Grosheva, P.S. Gurevich, I.Y. Efimova, T.G. Zakharova, V.V. Zelensky, V.M. Leybin, E.M. Meletinsky, S.A. Malenko, L.A. Mirskaya, N.A. Orlova, B. Paramonov, I.A. Petrikeeva and others devoted much attention to Jung's philosophical and anthropological problems.

The works by P.S. Gurevich coincide partially with the problems of our research in the article and determine the specificity of Jung's "anthropological character". According to the scientist, the peculiarity of this "anthropological character" lies in its psychological integrity ("living wholeness"). N.V. Antonova reveals the theme in her dissertation which has something in common with the object of our study; analyzing the personality theory by B. Reich, E. Fromm and K.G. Jung, she adds them to the context of political science, uncovering one of the sides of personality, according to Jung, that we also distinguish in our article.

In Jung's works the word "personality" is one of the most frequently used. However, when we try to define the concept of "personality", according to Jung, we face certain difficulties. The fact is that the philosopher lodges this concept with meanings which differ as to the context, as if shifting the emphasis from one aspect of personality to another one. Analyzing Jung's works, we consider it appropriate to group the meanings, that philosophers lodge this concept with, in the following way.

First of all, one should take into account the fact that Jung equates the concept of "personality" with the individual psyche in all its manifestations. According to the philosopher, the individual psyche consists of the consciousness, the personal unconscious and the collective unconscious. Using the notion of "individual" in this context, the philosopher writes about fission, dissociation, enlargement of the individual and split personality (Jung, 2005). This interpretation of personality by K. Jung will be identified by us as *"the personality in terms of individual psyche"*, or *"the individual aspect of personality."*

The individual aspect of personality is possible to be characterized by such qualities as systematization, transformation and self-regulation. In this context "systematization" of personality, according to Jung, lies in the fact that the latter comprises a number of components, such as: the conscious, the unconscious, complexes, archetypes, etc.

Jung supports the idea that the personality undergoes certain changes in the course of life, starting from early childhood. The philosopher uses the term "transformation of personality" to analyze these changes. In our article, we will consider several kinds of transformations of personality defined by Jung. His classification of them also embraces shrinkage and enlargement of personality, internal structure changes, technical and natural transformations, etc. Let us consider them in detail.

Shrinkage (narrowing) of personality. Jung believes that psychic and mental fatigue, illness, violent emotions, shock can cause this process.

As a result, a human loses self-confidence, turns to be less active, becomes more self-centered and his intellectual outlook grows narrower. He becomes indifferent,

reserved and depressed. Finally, the true personality gets distorted up to the collapse of its integrity and the loss of consciousness unity.

Enlargement (broadening) of personality. Jung considers it to show up the most vividly in the first half of life when a person acquires (or “cultivates”) “new life meanings”. This process takes place under the influence of external factors as well as during the development of internal motions of the individual. Besides, the intrapersonal process of development is defined by Jung as determinative. In terms of development, the individual should not only undergo changes, but also be aware of them. Jung writes: “... personal growth depends on the development of consciousness, the origins of which are determined by internal causes” (Jung, 2005) - my translation T.K.

Changing the internal structure. Regarding the most important forms of this personality change, Jung refers to the so-called phenomenon of obsession, which appears when a person is possessed by a certain idea or has a predominating character trait. At this time a mental complex or an archetype prevails in the psyche of such a man.

Identification with the group. Jung supports the idea that the level of “group mentality” is found out below the level of individual psyche. The philosopher writes: “The group experience is characterized by the lower level of consciousness in comparison with the individual one ... If the matter concerns a quantitatively significant group of people, the collective psyche would be more like the psyche of animals” (Jung, 2005) - my translation T.K. Jung believes that the mass has a great power to influence an individual. The group psyche prevails over the human psyche. A man often has neither a sense responsibility, nor that of fear in the crowd. Uniting in groups frequently has an ecstatic character. According to Jung, it is connected with the fact that the elevated “sense of life” accompanies the lower and primitive structure of consciousness which characterizes animals. A man in the crowd links up, if we may say so, with his animal ancestors by means of archetypes existing in the collective psyche (Jung, 2004).

The identification with a cult hero. The identification with a cult hero or God is performed in sacred rituals. Each participant of a cult ceremony gets attached to the Divine. As a bright example of this type of identification, Jung cites the Christian doctrine, according to which “everyone is endowed with an immortal soul, i.e., the part of divinity” (Jung, 2004) - my translation T.K.

Magical procedures. Their aim is to achieve directly a certain changing, for example, the recovery of man. In this case, it is necessary to obey the rules of the ritual.

Technical transformation. It differs from the magical procedures, as achieving the intended purpose requires the participation of the individual, who uses certain tools for it (meditation, exercises, etc.).

Natural transformations. They happen independently from desires of the individual and his knowledge of it. Typically, the processes of natural transformations take place in a dream. Jung considers that while dreaming, human deals with a long process of internal transformation into an “alter creature”.

The main type of personality transformation, according to Jung, is the process of individuation, which reveals a potential for spiritual “self-regulation” latent in human psyche. Jung claims that individuation is the way to solve the psychological problems of a man. The next paragraph of our research will be devoted to defining the meaning of the concept of “individuation” as the main process of personal transformation.

Secondly, the philosopher`s works contain the personality notion, which is possible to define as “personality as a social task” or “the social aspect of personality.” In this meaning the personality is an ideal, still not reached in the society of the Jung`s times. “Personality” in this context is the aim of the process of the human individual formation. Jung writes: “The pedagogical ideal of our time is to educate a man...” (Jung, 2004) - my translation T.K. In this sense, Jung uses the notion of “personality” as the opposition to

the faceless, "collective", mass individual, which, according to Jung, makes up an ideal for the majority of people.

So, in this case, Jung touches upon one of *THE* issues of social philosophy - the problem of personality and masses (or the individual and the crowd). Jung believes the statement that all great deeds of the world history "are ascribed to progressive-minded people, but not to inert, faceless and always secondary masses, which totally rely on demagogues even in the slightest movement to the right or to the left" (*Jung, 2004*) to be the fundamental historical fact. According to Jung, the main features that distinguish the true individual are the awareness of his responsibility for the world processes, the ability to have his own position and to oppose the evil, even if the evil's position is supported by the majority.

The individual stands out in a crowd due to the awareness of his own destiny: he or she doesn't go with the stream, but acts and makes important decisions, changing the world for better. The individual is a person able to oppress his unconscious impulses in terms of the consciousness. A man, pretending to be called an individual, must strive for understanding his own essence, for knowing the depths of his psyche, for seeing objectively his merits and drawbacks in order to be able to regulate his conduct. Jung considers the issue of personality, or, to be more precise, of its implementation, to be the most important one of the modern times. According to Jung, a representative of the current society isn't an individual, but an anonymous part of gray masses. Regarding this issue, the philosopher is seriously concerned about the state of pedagogy of his times, and he asks himself how a human, who is not an individual himself, can possibly bring up one? Answering his own question, the philosopher comes to *THE* conclusion that it's impossible: "Who isn't a individual, is unable to bring up one" (*Jung, 2004*). We think that this point testifies to the fact that it is the social aspect of personality which is of fundamental importance for Jung.

He brings into correlation the issue of individual and crowd with the problem of common patrimonial forms of mankind - archetypes. According to Jung, archetypes exert influence not only on the psyche of certain people, but also on the public psyche or, according to the established phrase, on mass consciousness. Jung believes that since ancient times a man has personified his mental (psychic) powers in images of gods, represented in the myths in accordance with their various peculiarities. Due to it, there exist stable primordial concepts or images in the collective unconscious which extremely influence the mankind. The images of the same spiritual movements slightly differ as to nations and races, so the same psychic powers in the mass consciousness of different nations have their own peculiarities (mentality).

Jung believed that the archetypes of the collective manifestations are always dangerous, because it often leads to mass movements. Accidents can be avoided only if the effects of the archetype are "intercepted" and assimilated by a significant majority of individuals that could have a sizeable impact on others.

Jung contrasts "human-collective" and "human-person." According to Jung, today, the power of influence of the "human-collective" is dominated upon the power of influence of the "human person" due to the fact that the weight of the mass inertia suppresses the number of individuals capable to resist. A manifestation of this in a society is the fact that people are living with a sense of catastrophe - "like the avalanche falling from the mountains tops and nothing can stop it." The philosopher believes that everything valuable in the history of a mankind, owes its existence to a human-person, endowed with a sense of responsibility for what happens in the world. The mass is faceless and irresponsible. "Mass suppresses inherent to individuals insight and thoughtfulness, and inevitably leads to doctrinaire authoritarian tyranny, once the rule-of-law state gives up a slack". If the intensity of mass passions rises above to critical level, every possibility that the word of reason will make any effect will disappear, and eventually it will be replaced by slogans

and illusory desires - fantasies. In other words, the kind of collective madness will start and will be rapidly converted to mass psychogenic illness. In such circumstances, the elements which are considered antisocial during the reign of reason and only tolerated by the society will come into play. The symptoms similar to madness will awaken.

If "madness" was hidden under the glow of mass passions in the normal conditions, their mental state is similar to the state of the group endures in the collective excitation when it comes to action, and obeys to estimations, desires, and fantasies.

Then the "mad" people are in their midst, they adapt to each other and, therefore, feel like they are home. According their personal experience, they have known the "language" of such situations and know how to manage them.

Their "madness" becomes contagious. Their chimeric ideas, fueled by their fanaticism, appeal to collective irrationality, and find the fertile soil, they express all the reasons and all the discontent that normal people have usually hidden under the cloak of prudence and discernment.

Despite their small number, they are quite dangerous as the sources of infection, for so-called normal human can easily go on about their "madness" in a mass of excitement. So, we see that the understanding of a mass psychology by Jung has much in common with the position of G. Le Bon, who also believed that in situations of mass excitation the archaic motifs of psyche awaken.

Jung believed that society should not underestimate the psychological impact of a statistical picture of the world: it rejects the individual, replacing it with faceless units which collects in large clusters. As a result of such world view society has the names of the organizations instead of specific individual and the abstract idea of the state as a principle of political reality as the culmination. In this case, the individual's moral responsibility shall inevitably be replaced by national interests. The purpose and meaning of the individual life (which is the only real life) is found not in the individual development and cannot be confined to the purposes and interests of a particular individual.

Thus, considering the aforesaid, it is possible to conclude that the essence of these images is the *same*, because, according to Jung, all races and peoples have a common origin of their psycho-spiritual development. The research of Jung's personality concept allows to bring to a conclusion on possible ways of solving the existential problems of modern human, overcoming the crisis situation of modern culture.

This article presents a systematic analysis of the model of personality in the philosophy of C.G. Jung. Materials and conclusions of this research allow us to comprehend more deeply and deployed the philosophical views of C.G. Jung.

The research can be a base for the analysis of the mass consciousness problems. The conclusions, formulated in this work, can be used in the development of the themes of courses related to philosophical anthropology, psychoanalytic philosophy and history of philosophy of the XX century.

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ON THE DEVELOPMENT AND IMPLEMENTATION OF EDUCATIONAL PROGRAMS' MODULES FOR NON-TEACHING UNDERGRADUATE STUDENTS MOTIVATED TO PEDAGOGICAL ACTIVITY

Abstract

Professional standard of the teacher creates the preconditions for the development of appropriate vocational training programs, which content and results of the implementation require detailed analysis and identification of the best practices. Training of the competitive expert based on the formation of professional competence can be implemented for senior non-teaching undergraduates motivated for teaching activities within the framework of students' academic mobility in a network interaction. The educational program information presented in the article shows the ways to change the system teachers' training organization, development and improvement of content and technologies of their training. The authors describe the experience in the development and testing of variable, multichannel model of teacher training involving the possibility of a transition of non-pedagogical directions of training's students in terms of a network interaction to pedagogical directions. The presented educational programme aims to enable the construction of individual educational trajectories of students enrolled at non-teaching directions of training motivated to teaching. The paper notes the possibilities of practical use of the materials developed by higher education institutions in developing their own training programs for non-teaching undergraduate.

Keywords

modernization of the education system, teacher training, professional standard of the teacher, modularity of educational programmes, Tuning methodology

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The training of future teachers should be currently focused on new requirements for the quality of school education which are represented in the federal state educational standards, requirements reflected in the professional standard of the teacher. It makes necessary to change the teacher training system of the organization, to develop and to improve the content and technologies of teacher training. Training of the competitive expert based on the formation of professional competence can be implemented for senior non-teaching undergraduates motivated for teaching activities within the framework of students' academic mobility in a network interaction.

Within the framework of the Federal Target Programme for the Development of Education, National University of Science and Technology "MISiS" (MISiS) in collaboration with leading universities of Russia participates in the implementation of the project "Development and testing of new modules and rules of the implementation of the basic educational undergraduate programme for the enlarged group of specialties (EGS) "Education and Pedagogy" (the direction of training - Pedagogical education) involving academic mobility of university students of pedagogical profile (non-teaching directions of training) in terms of a network interaction.

The aim of the project is to develop the network forms of teacher education based on new modules and rules of undergraduate programmes' implementation that involve multi-channel obtaining of pedagogical education as a basis for improving the federal educational standards, and developing new exemplary basic educational programmes.

Under the joint project, urgent tasks of modernization of future teachers' vocational training have been set. At the initial stage of the project the main tasks have become: development of new modules of undergraduate programmes for the enlarged group of specialties "Education and Pedagogy" (direction of training - Pedagogical education), involving students' academic mobility (the ability to transfer 2-3-year undergraduate students of non-teaching directions of training to them) in terms of the network interaction and a set of documents (rules, orders, guidelines, regulations) ensuring regulatory legal and financial conditions as well as rules for their implementation.

The next task was to carry out the testing of developed modules in the leading Russian universities: Tula State Lev Tolstoy Pedagogical University, Federal State Budget Educational Institution of Higher Professional Education "Kaluga State University named after K.E. Tsiolkovski", Federal state government-financed educational institution of higher professional education "Orel State University".

The final task of the project is to prepare analytical and methodical materials on the results of the testing of new modules for undergraduate programs for EGS "Education and Pedagogy" (the direction of training - Pedagogical Education) involving academic mobility of students in a network interaction for future use and replication of the experience.

At the present time, several stages of testing have already passed in accordance with the developed algorithm. In the preparatory phase, the schedule of testing was designed, the selection of Russian and international experts involved in the testing was carried out; there were provided necessary conditions for testing, including classroom fund, computers (computer classrooms), presentation equipment, access to library resources, the Internet; lists and groups of undergraduate students to participate in the testing of new modules of the basic professional educational program were created; teachers and employees to implement new modules of the basic professional educational programme were selected; academic advisors for the interaction with the participants of testing were assigned; the timetable was composed; there were prepared handouts (including curriculum, lecture materials, etc.) to provide each member of testing with them; there was formed a package of educational-methodical documentation (an attendance book, a register of technical means of training, forms of the pedagogical and methodological analysis of academic disciplines, the form of the report on the implementation of training courses, etc.) for teachers who were participants of new modules testing; a setup workshop-meeting with

faculty and staff involved in the implementation of new modules of the basic professional educational programme was organized and conducted; meetings with groups of students participating in the testing were organized and conducted.

In the main phase of the testing, the documentation support for the implementation of new modules of the basic professional educational programme (registration of orders on enrolment of students on the programme and students' attendance book, etc.) and training of students participating in the testing are carried out. Current questioning of students on the degree of educational process' satisfaction and supervision over the implementation of testing (an attendance book, a register of technical means of training and etc) are conducted. Teachers carry out the current pedagogical and methodological analysis of the new modules disciplines; workshops with testing participants are held.

To monitor the testing process, interim measures involving an analysis of the questioning of students on the degree of satisfaction with the educational process are conducted as well as teachers' training, collection of their reports on the implementation of academic disciplines and recommendations to finalize the modules of the basic professional educational programme; preparation of academic advisors' reports; collection and taking into consideration of the testing participants' opinions, analysis of generated reports and recommendations. Based on the data, in the final phase, a final report on the carried out testing of the modules of the basic professional educational program will be formed.

A key condition for the solution of the tasks is to prepare undergraduate students of non-pedagogical directions of training which is focused on the formation of the necessary professional competencies and employment functions required to subject teachers. The developed modules are aimed at the development of the future teacher's labour activity and necessary knowledge and skills in a particular subject area, and they can be integrated into non-teaching educational undergraduate programme. Integration of the modules into the basic education programme gives the opportunity to keep a fundamental knowledge of the subject area increasing the focus on the practical training of pedagogical activity.

The practical orientation of the modules is realized through disciplines aimed at developing of such skills as:

- to manage forms and methods of training including extended school activities: project work, laboratory experiments, field practice, etc.;
- to assess the students' knowledge on the basis of testing and other methods of control in accordance with the real educational opportunities of children;
- to work out and to apply modern psychological and pedagogical technologies based on knowledge of the laws of personality's development and behaviour in real and virtual environments;
- to use special approaches to teaching in order to include all students including those with special educational needs: students who have shown outstanding abilities in the educational process; students for whom the Russian language is not native; students with disabilities;
- to master professional purpose to help any child regardless of their real learning opportunities, particularly in the behaviour, the mental and physical health state;
- to carry out psychological and pedagogical support of basic educational programmes;
- to understand the documentation of professionals (psychologists, speech pathologists, speech therapists, etc.);
- to create psychological and pedagogical characteristics (portrait) of student's personality;
- to develop and to implement individual learning routes, individual development programmes and individually oriented educational programmes, taking into account personal and age characteristics of students;

- to manage standardized methods of psychodiagnostics of students' personal and age characteristics;
- to evaluate learning outcomes: formed in the given course subject and metasubject competence and to monitor personal characteristics.

Taking into consideration the fact that undergraduate students of second and third-year non-teaching directions of training are involved in the testing of the project, it is proceeded from the fact that they are sufficiently familiar with the disciplines that form the general cultural and general professional competences, in other words, they sufficiently mastered the subject competences and need to learn generalized employment functions of a subject teacher.

Therefore, the four modules have been offered by developers. Two main modules are focused on professional teacher training: "Teacher as a facilitator of educational space" and "Designing and implementation of effective educational technologies." Two supporting modules are related to the formation of the common cultural and information and communication competencies: "Education in the context of social reality" and "ICT in teacher's activity." The total volume of modules is designed on the basis of 60 credits, of which mandatory teacher training modules comprise 42 credits (36 credits are disciplines of the base and variable parts and 6 credits are the practical training). This distribution of credits allows to "building in" the modules in non-teaching educational programme depending on the educational process. Supporting modules are 18 credits (6 credits are the module "ICT in teacher's activity" and 12 credits are the module "Education in the context of social reality"). They are not obligatory to learn but as the core modules, they are also aimed at creating employment functions, necessary skills and knowledge established by the Professional standard of the teacher.

Each module includes both compulsory subjects and optional part of the disciplines that complement and deepen the knowledge gained in the study of compulsory subjects, and aimed at strengthening the practical training of students. The structure and content of module disciplines are focused on the new nature of student's work involving the integration of learning and research: research methods become the methods of study but learning process makes it possible to directly involve students in a quasiprofessional activity. Thus, it provides a solution to the problem of transition from the teaching of individual disciplines to the complex organization of students' learning and research activity in the proposed educational programme. For this purpose for each of the proposed modules it has been developed an adequate system of monitoring and evaluation of forming students' respective competencies and employment functions followed by resources of evaluation funds for current, intermediate and final certification, integrated teaching and research assignments according to the modules, technologies of practical school-based training of the complex nature; assignments for students' independent work of an integrated nature for the whole module. It should be emphasized that, as noted above, all measurement and control materials of modules are practice-oriented and integrated character.

The educational process of testing has a modular construction. For each module, learning outcomes and forms of control correlated with the Professional standard of the teacher, described in detail in the work programmes of modules' disciplines and other accompanying educational materials are defined. Developed fund of assessment tools is designed in accordance with the Tuning methodology - each competence is described through learning outcomes, criteria and indicators.

To support and to provide the organization of educational process within the framework of the project a set of documents (rules, orders, guidelines, regulations) has been developed that ensure legal, methodological and financial conditions as well as rules for the implementation of new modules of undergraduate programs for the EGS "Education

and Pedagogy” involving students’ academic mobility in the network interaction of educational institutions. The set of documents includes:

- Regulations on the training of undergraduate students;
- Regulations on the structure and content of educational and methodical complex of disciplines;
- Regulations on the point-rating system of estimation of students’ knowledge;
- Regulations on the students’ practical training;
- instruction on the procedure of students’ practical training organization;
- Regulations on the students’ course papers;
- Regulations on graduation papers of students;
- Regulations on the interim assessment of students;
- Regulations on the final state certification of students;
- Regulations on the procedure of transfer and restoration of students;
- Regulations on the procedure of students’ sabbatical leave;
- Regulations on the procedure of maternity leave, leave to care for a child and the students’ payment of benefits;
- Regulations on the academic mobility;
- Regulations on academic advisors, recommendations for the design of teaching and reporting documentation on Federal state standards of higher education.

Thus, the testing programme was developed with the understanding that modern higher education exists in a diverse and ever-changing social context. The content of the programme reflects the global trends and is related to national requirements, the prospects of national development, interests of society and the main consumers of educational services.

It should be noted that the formation of personality, capable of innovative activity in the professional field, constant self-improvement and self-realization is one of the priority goals of modern higher education. The characteristics of such a personality are communicability, competence, creativity, innovative creativity and others. The training system oriented on the student suggests moving the emphasis from the learning process on its results as defined in the professional standard of teachers, changing roles of teacher and student. Therefore, the new educational environment where the priority is the person prepared for innovation is to be formed while realizing the testing of the set goal. Thus, while maintaining a high level of basic training in the subject area, requirements for professional pedagogical skills of the subject teachers are increased: it is necessary to strengthen professional students’ training of non-teaching directions of training with sufficient knowledge and skills in the subject area by the formation of professionally significant personal qualities of the subject teacher and by mastering of psychological and pedagogical technologies of the educational process.

Therefore, to meet the challenges of testing and obtaining objective and reliable results teachers and non-teaching undergraduate students of various educational institutions were involved. Coordination among the participants of testing was carried out by designated leaders for each activity: methodological support for modules; distant information and technical support to the implementation of the modules; operational dispatch management and information support; organizational and technological activities of the project realization; training activities on the developed modules and implementation of educational and methodical analysis of academic disciplines; network interaction with educational institutions of secondary education; network interaction with educational institutions of higher education; documentary support; coordination of interaction with the Customer.

Summing up, it should be noted the possibility of wide practical use of the results obtained during the development and testing of modules of the educational program for non-teaching undergraduate students motivated to obtain pedagogical education. The

results of testing are making a significant contribution to modern teachers' vocational training. The practical application of the materials worked out by institutions of higher education to develop their own training programs for non-teaching undergraduate students focused on educational activities involving academic mobility in terms of the network interaction will increase the quality of students' training and their competitiveness in the labour market.

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INSTITUTIONAL TOOLS FOR THE DEVELOPMENT OF INVESTMENT ACTIVITY IN THE REGION

Abstract

The paper deals with a problem of institutional change, with the aim of ensuring socio-economic development of Russia. The author identified challenges in the process of formation and development of investment infrastructure of the Russian regions and proposed the necessary institutional changes to achieve an innovative development of the economy. The author described an instrument for the transfer of responsibilities for the sustainable regional socio-economic development for private business.

Keywords

economic security, infrastructure investment, innovation, institutional change, investment Fund, public-private partnership, regional Economics

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In modern conditions, the national security strategy of the Russian Federation is the starting point for the development and construction of new conceptual approaches to the improvement of safety in various areas. Ensuring a high level of national security, including economic security, should contribute to the creation of favorable conditions for the release of the innovative potential of the population and in the business sphere. This will create a globally competitive institutional environment, stimulating entrepreneurial

activity and attracting investments to the Russian economy (*The concept of long-term ...*).

A major factor in the growth of the regional economy is the investment climate in the region, including political, economic, organizational, legal, socio-cultural and geographical factors. All this determines the quality of the business environment and the degree of acceptable risks of investment projects.

Thus, innovative type of economic development requires the creation of favorable conditions and incentives for the development of business initiatives, improve the quality of the business environment and investment climate. It is necessary to stimulate the development of a competitive environment, lowering barriers to entry to the market, not the monopolization of the economy, ensuring equal conditions of competition.

The effectiveness of institutional change depends on the adopted normative legal acts supported by the effectiveness of their real application in practice. In modern conditions, there is a significant gap between the formal and informal norms, which significantly complicates the mechanism of institutional changes necessary for innovative economic development.

The relevance of institutional change is not in doubt. Regional investment infrastructure must provide effective activities to create conditions for investment activity. However, despite the established system of measures of state support of investment activity, which is aimed at stimulation of investment processes, providing financial and administrative support to the investors in many of the regions underdeveloped infrastructure investment.

For example, the feature of investment processes in the Central Federal district is the weak dependence of the rate of growth of investment and GRP dynamics (table. 1). This is due to interregional differences in capital intensity growth (table. 2).

**TABLE 1. THE SHARE OF FIXED CAPITAL INVESTMENT TO GRP
IN THE CENTRAL FEDERAL DISTRICT IN 2008 - 2013, %**

The region	2008	2009	2010	2011	2012	2013
Central Federal district	18, 0	16, 9	15, 6	15, 3	17, 0	17, 6
Belgorod region	32, 8	24, 0	24, 2	24, 8	25, 1	22, 7
Bryansk region	20, 1	21, 2	28, 6	27, 6	22, 4	27, 3
Vladimir region	25, 7	27, 7	22, 3	22, 9	21, 3	21, 3
Voronezh region	32, 8	31, 4	36, 3	32, 7	32, 3	35, 8
Ivanovo region	29, 9	36, 7	27, 3	25, 1	21, 1	21, 5
Kaluga region	44, 1	38, 9	39, 5	33, 0	33, 6	33, 4
Kostroma region	20, 8	14, 4	15, 4	15, 1	16, 2	15, 6
Kursk region	27, 9	25, 5	23, 8	25, 6	26, 8	26, 3
Lipetsk region	33, 9	37, 2	40, 9	39, 1	31, 8	32, 1
In city the Moscow region	29, 3	25, 0	21, 5	20, 7	21, 9	23, 0
Orel region	28, 2	21, 8	20, 2	26, 0	27, 7	26, 6
Ryazan region	35, 5	24, 8	22, 7	24, 8	26, 3	27, 1
Smolensk region	30, 9	27, 6	31, 6	31, 5	28, 0	24, 8
Tambov region	35, 3	35, 8	37, 5	39, 4	40, 8	41, 6
Tver region	26, 1	35, 4	37, 7	37, 0	30, 0	27, 6
Tula region	23, 9	28, 6	30, 1	27, 8	27, 0	26, 2
Yaroslavl region	25, 7	27, 0	30, 2	28, 0	24, 8	23, 9
Moscow	11, 7	10, 4	8, 7	8, 6	11, 4	12, 1

**TABLE 2. THE SHARE OF INVESTMENTS INTO FIXED CAPITAL TO GRP AND GDP
IN THE CENTRAL FEDERAL DISTRICT IN 2008 - 2013, %**

The region	2008	2009	2010	2011	2012	2013
Central Federal district	32,8	24,0	24,2	24,8	25,1	22,7
Belgorod region	20,1	21,2	28,6	27,6	22,4	27,3
Bryansk region	25,7	27,7	22,3	22,9	21,3	21,3
Vladimir region	32,8	31,4	36,3	32,7	32,3	35,8
Voronezh region	29,9	36,7	27,3	25,1	21,1	21,5
Ivanovo region	44,1	38,9	39,5	33,0	33,6	33,4
Kaluga region	20,8	14,4	15,4	15,1	16,2	15,6
Kostroma region	27,9	25,5	23,8	25,6	26,8	26,3
Kursk region	33,9	37,2	40,9	39,1	31,8	32,1
Lipetsk region	29,3	25,0	21,5	20,7	21,9	23,0
In city the Moscow region	28,2	21,8	20,2	26,0	27,7	26,6
Orel region	35,5	24,8	22,7	24,8	26,3	27,1
Ryazan region	30,9	27,6	31,6	31,5	28,0	24,8
Smolensk region	35,3	35,8	37,5	39,4	40,8	41,6
Tambov region	26,1	35,4	37,7	37,0	30,0	27,6
Tver region	23,9	28,6	30,1	27,8	27,0	26,2
Tula region	25,7	27,0	30,2	28,0	24,8	23,9
Yaroslavl region	11,7	10,4	8,7	8,6	11,4	12,1
Moscow	32,8	24,0	24,2	24,8	25,1	22,7

Uneven spatial development in the Russian Federation is one of the most significant problems contributing to inter-budgetary redistribution. This shows the relevance of the mechanisms of spatial evolution of economic activity and adequacy of state policies for the purpose of more balanced regional development.

The mechanisms of the agglomeration process and the trend towards divergence are areas technological and market reasons. In the near future, there are predictions of further spatial concentration of economic activity and the growth of interregional differentiation (*Kolomak, 2013*), which requires solutions aimed at reconciling differences.

The factors that limit investment activities in the regions are:

- Lack of own financial resources,
- High percentage of commercial credit,
- Investment risks,
- Uncertainty of the economic situation,
- Insufficient demand for products,
- A complicated mechanism for obtaining loans for the implementation of investment projects,
- Low profitability of capital investments,
- And the imperfect regulatory legal base regulating investment processes.

Thus, the formation and development institutions regional infrastructure investment is a process with specific economic content, patterns, and trends in the general conditions and stable relationships establishment of infrastructure activities. Elements of investment infrastructure in the regions already exist, but the disparate efforts of various investment structures must be subordinate to common aims of investments in real sector of regional economy (*Lavrova, 2015*).

In these conditions, there is a need to expand range of instruments for financing investment projects, the use of tools of collective investments that reduce risk to providers of financial resources and investment projects.

The development of infrastructure, improvement of investment environment, increasing the efficiency of private investment are necessary conditions to increase

economic growth. Currently the creation of a development Institute that would integrate the investment projects aimed at socio-economic development of the region. You need to create direct and indirect conditions under which participation in such projects become profitable for private investors, primarily through the formation of mechanisms of management, distribution, and minimize the risks inherent in long-term projects.

Now the necessary condition is the presence of a tool, which allows gradual and partial transfer of public functions to ensure a sustainable and integrated socio-economic development in the region private business, having the ability to get under the control of the state a reasonable return from investment in regional infrastructure. Therefore, an important activity of the regional authorities is to support and promote increase of investment attractiveness of the region and improve its investment climate.

As the experience of foreign countries, the greatest impact in promoting the investment attractiveness of the territories gives the public-private partnership. With the help of public-private partnership created structural elements of modern economy, to concentrate financial resources of the state and private investors on the development of regional innovation component, diversifying investment risks (*Savenkova, 2010*).

Thus, public-private partnership should not focus on short-term involvement of the private partner to attract additional sources of funding. The purpose of state-private partnership is the realization of socially significant projects and infrastructure development in the public interest by pooling resources, the lowest cost and risk.

One of the effective tools of public-private partnership is to create regional Investment Funds.

The main purpose of the establishment and functioning of Regional Investment Funds should be to attract long-term direct investments and their location in dynamically developing enterprises of the region and the establishment of new production facilities. Thus, will create the conditions for stable growth of capitalization of enterprises and carrying out programs of technical modernization, expansion of production, creation of new jobs, etc.

Activities of Investment Funds:

- Participation in implementation of investment projects to expand production, purchase and modernization of fixed assets;
- Participation in implementation of innovative projects, including early, most risky stages of development;
- Promotion of innovative projects, production companies and organizations to market, including international;
- Improving the image and investment attractiveness of the region through participation in regional, Federal and international exhibitions and fairs (*Lavrova, 2014*).

Thus, the expected results of the implementation of an effective instrument for the implementation of the mechanism of placing investment funds in attractive investment projects - the creation of Investment Funds are:

- Creation of favorable investment climate and conditions for doing business in the region;
- Reduce investment and business risks,
- Growth of investments into fixed capital,
- Increase of productivity,
- The growth of gross regional product,
- The increase in tax and non-tax revenues of the consolidated budget of the region,
- The growth of real disposable monetary incomes of the population,
- Increasing the contribution of small and medium enterprises in the regional economy,
- Reduction of unemployment rate,
- Improving the quality of existing system of strategic documents and establishment

of practical mechanisms of their implementation,

- And the requirements of the standard of activity of Executive authorities of the constituent entity of the Russian Federation on ensuring a favorable investment climate.

To achieve the listed results should be the outcome of concerted action on the part of authorities and private business and society as a whole, which will ensure the region's attractiveness for investment, which is necessary for sustainable socio-economic development, and contribute to improving the quality of life of the population.

Thus, institutional reforms need to ensure innovative development of the Russian economy that will strengthen its competitive capacity to exploit new sources of economic growth, to increase welfare and improve economic security.

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USING ALTERNATIVE ASSESSMENT IN TEACHING OF TEENS/ADULTS

Abstract

Alternative assessment is a useful means of gathering evidence regarding how learners approach, process, and complete real life tasks in the target language. Alternative assessment uses a wide variety of formats, such as checklists, journals, reading logs, portfolios, videos of role-plays, audio-tapes of discussions, self-evaluation questionnaires, teacher observations, and anecdotal records to assess the performance of students. These formats show what the students can actually do rather than what they are able to recall. Furthermore, it provides multiple ways of determining the progress of students and can be more culturally sensitive and free of the linguistic and cultural biases inherent in traditional testing.

Keywords

foreign language teaching, alternative assessment, competency, high school, cooperative activities, self- and peer-evaluation, oral presentation

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Alternative assessment reflects the curriculum being taught and provides information on the strengths and weaknesses of each student. Labels such as performance, authentic, informal, and situated, have been used to describe alternative assessment. Despite the different labels, what is common among these types of assessment is that they do not adhere to the traditional testing criteria of objectivity, machine scorability, standardization, or cost-effectiveness (*Huerta-Macias 1995*).

Alternative assessment is closely intertwined with classroom instruction. It does not require a separate block of time to be administered because it is based on day-to-day instructional activities. Finally, alternative assessment provides valid and reliable documentation of students' achievement and progress. This is because it utilizes various procedures and formats that provide multiple sources of evidence based on students' products and performance tasks.

There are a number of issues, however, that teachers need to consider when doing alternative assessment. These issues are multifaceted and need to be integrated properly into an ongoing instructional program. They range from the purpose, focus, and setting to the stakes and shareholders of assessment. Johnson, Johnson, and Holubec maintain that the purposes of assessment can be diagnostic, formative, or summative, whereas the focus can be the process of learning, the process of instruction, or the outcomes of learning and instruction (*Holubec, 1993*). Likewise, the setting can be artificial (classroom) or authentic (real world) and the stakes can be low or high, depending upon whether the purposes of

assessment are to determine, for example, the students' instructional needs (formative) or their admission to college (summative). Finally, the shareholders of assessment can be students and parents, the teaching staff, the administrators, colleges, and even potential employers.

The issues involved in assessment become even more diversified when we consider the question of what gets assessed and evaluated. For instance, Johnson and Johnson maintain that teachers need to measure students' academic abilities, skills, and competencies as well as their attitudes and work habits (*Johnson and Johnson, 1996*). This suggests that in conducting alternative assessment, teachers need to integrate assessment procedures into an ongoing instructional program. These procedures will enable teachers to gather and interpret valid and reliable evidence regarding the progress of their students in the cognitive and non-cognitive domains of schooling.

The purpose of this article is to show how cooperative learning can be used to facilitate alternative assessment in the second or foreign language classroom. Cooperative learning is an instructional strategy that utilizes group work to structure classroom interaction. It is based on the principles of positive interdependence, individual accountability, face-to-face interaction, interpersonal skills, and group processing as means to achieving individual and group goals.

Cooperative assessment activities

The following seven examples of cooperative assessments were selected based on the assumptions that language teaching involves instructional objectives in the linguistic as well as paralinguistic domains and that meeting these objectives requires continuous and performance-based assessment. Likewise, it is assumed that cooperative learning facilitates language assessment given that it provides opportunities for continuous improvement and possibilities for assessing individual and group outcomes in a supportive and stress- reduced environment.

Correcting individual quizzes and homework

This is an activity that enables teachers to save time when correcting individual quizzes and homework assignments. The activity can be used with students at the beginning, intermediate, and advanced levels of language proficiency. The activity is most useful to assess material that lends itself to single right answers, such as language rules and mechanics. It can also be used to assess reading and listening comprehension of ideas that are directly stated in the text, rather than implied. The procedure for this activity is as follows:

1. Assign students to heterogeneous groups of four.
2. Assign each group member a role. Four roles can be used to complete this assessment: runner, explainer, accuracy checker, and reporter. The group runner gets material and takes it to the group. The explainer explains step by step how to complete the homework or answer the quiz correctly. The accuracy checker verifies that the explanation is accurate based on answer keys, text-books, or class notes. The reporter records the group responses and reports the score of each group member. These roles should be rotated to ensure that all members of the group do an equal amount of running, explaining, checking, and reporting.
3. Ask students to submit their individual quizzes or homework assignments and arrange them in group folders.
4. Have the group runner collect the group folder and hand out the material to the group members.
5. Have the group explainer explain the task and discuss answers, the accuracy checker verify correct answers, and the reporter report the performance of each group member.

6. Finally, have the group runner return the group folder to the teacher and the group members analyze their performance and set goals for further improvement.

Observing students at work

Observing students at work provides valuable information regarding a number of core objectives related to student behavior, for example, work habits, persistence in completing tasks, and development of leadership and social skills. These skills include giving encouragement, respecting others, using a quiet voice, staying in a group, and checking for understanding. The procedure of this activity is as follows:

1. Specify exactly what behaviors, actions, or events you need to observe and define them operationally by generating a list of the verbal phrases and nonverbal actions that demonstrate the skills.

2. Devise or use existing observation forms such as those suggested by Johnson and Johnson (*Johnson, 1996*).

3. Assign students to heterogeneous groups and give them an assignment, such as completing a task sheet, answering comprehension questions, or practicing language rules and mechanics.

4. Move from one group to another and listen to students' explanations and discussions on how to complete the assignment, and fill in the observation form.

5. Assess students' level of understanding and cognitive reasoning, and assess the strategies they use to complete the assignment.

6. Teachers may appoint student observers or ask class visitors to help them. In addition, individual group members may fill out a checklist or questionnaire at the end of this activity to assess how well and how often they performed certain behaviors and mastered certain social skills.

Interviews

Interviews can be very useful in determining students' levels of learning, cognitive reasoning, and problem-solving abilities (*Livskaya, 2014*). However, interviews require a certain level of proficiency in order for students to express themselves in the target language. As such, this activity may not be applicable at the beginning level of proficiency. The procedure is as follows:

1. Assign students to heterogeneous groups of four or five and give each group a set of questions.

2. Instruct the groups to prepare all members to respond to the questions. Give the groups some classroom time to practice so that all members can answer the questions correctly.

3. Select randomly a student to answer a certain question or a series of questions. Ask follow-up questions if necessary to probe for more information. When the student finishes responding to the question, have other group members add to the answer.

4. Call on other students to answer different questions until all the questions are answered adequately.

Peer composition

This activity enables students to assist each other in generating ideas for writing and incorporating peer feedback in order to improve their written work. The procedure is as follows:

1. Based on instructional objectives, explain the criteria for success in writing, such as punctuation, organization, content, grammar, and word choice.

2. Assign students to cooperative learning pairs and give them a writing assignment.

3. Have student A describe his/her writing plan to student B. Student B takes notes and develops an outline of student A's ideas and gives it to him/her. Reverse roles so that

student A prepares an outline for student B.

4. Ask students to research their topics individually. If possible, they can also look for material useful for their partners.

5. Have students write the first paragraph of each composition together, making sure that they have a good start on their compositions. Ask students to finish the writing individually.

6. Have students proofread their partner's composition and make corrections.

7. Have each student revise his/her own paper, then reread and sign their partner's revised paper.

8. Collect and grade the individual papers on the basis of the criteria presented in step 1 as well as the number of errors made by the pair of students. Have the pairs discuss how effectively they worked together, focusing specifically on what they need to emphasize in their next writing assignment.

Oral presentations

This activity is intended to enable students to give group presentations and assess their performance. Working cooperatively in small groups, students prepare an oral presentation together, which they will then give individually to other members of the class. Like the interviews described above, this activity requires a certain level of oral proficiency, and it may not be suitable for beginning level students. The procedure is as follows:

1. Assign students to heterogeneous groups of four with the responsibility that all group members will prepare an oral presentation together on a topic provided by the teacher.

2. Give students time to prepare and rehearse so that all group members are able to give the group's presentation.

3. Divide the class into four sections in different parts of the classroom, and have one member of each group go to each section. In their sections, each student gives their group's presentation to the other students.

4. Provide the audience (the other students) with an evaluation form and have them evaluate each presentation on the basis of whether it was informative, concise, easy to follow, engaging, and well organized.

5. Give a copy of the rating to the presenter and keep a copy for your records.

6. Have the groups reconvene to evaluate how effectively each member made the presentation and provide remedial support for any member who had problems presenting.

Group projects

This activity assesses group assignments and can be applied at all levels of proficiency (*Gubernatorova, Livskaya, 2015*). The procedure is as follows:

1. Assign students to heterogeneous groups of three or four.

2. Assign each group a project. Depending on their level of proficiency, students could prepare a poster, summarize a chapter, or write a research report.

3. Provide each group with necessary material, set a time limit, and monitor their work.

4. Have students present their group project to the rest of the class.

5. Have students develop relevant evaluation criteria and evaluate the final group projects to determine which is the most original and which is the best overall.

Group Processing

This activity enables each student to assess the quality and quantity of his or her own work habits and those of the other students in the class. These habits include arriving on time, preparedness to learn, and positive attitudes towards self, peers, subject matter,

and school. The activity is also an opportunity for students to reflect on their individual performances and the performance of their groups. The procedure is as follows:

1. Assign students to small groups and have them each complete a checklist about their individual work habits.
2. Ask them to compare their self-ratings with the ratings of their group mates. Ask students to discuss their learning experiences and reflect on the performance of group members in terms of their achievement levels, work habits, and ability to assist others. Have them specify what was most successful and what could be improved for future work (Pirogova, Kostina, Gubernatorova, 2015).
3. Have students celebrate their success, for example, by planning a class party.

Conclusion

This article has proposed seven cooperative learning activities that can facilitate alternative assessment in the second and foreign language classroom. The activities bring assessment closer to the language course objectives in the cognitive, communicative, and socio-cultural domains. Furthermore, the activities reflect the dynamics of real life situations where, more often than not, success is based on group rather than individual performance.

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HUMAN COMPETENCE: DEDALIAN EPISTEMOLOGY

Abstract

The paper deals with human competence as part of a competency-based approach. The primary focus is on the fact that ignoring the ideas of human competence makes it impossible to develop competence ideology. The superconcept of human competence is supposed to be defined in the foreseeable future.

Keywords

human competence, competency-based approach, civilizational gap, built-in competence, social induced competence, ontologically determined competence

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A competency-based approach as a principle and method of social arrangement is prevalent in Western Europe and America. Education, economy, politics and other spheres of public life are correlated by the criteria of competence. Indeed, the idea of success, professionalism, qualifications, material status, life values are largely associated with the concept of competence. The functioning of government institutions, commercial entities and public organizations are also determined by the parameters of competence; the caliber of the staff depends on its competence in all spheres of life. **The educational systems of European countries, as well as the majority of post-Soviet states are now the competency-based ones.** In short, it is hardly a stretch to call competence a paradigm of modernity.

The mentioned approach prevalence in the arrangement of public space explores the mentality of the academic circles; the concept of competence as applied to economy, politics, pedagogy, medicine, ecology, culture is totally analyzed and interpreted.

Guided by the theoretical results, sweeping generalizations and state-of-the-practice the scientists undertake attempts to work out an integrated strategy for making a competent social environment. The documents (1, 2, 6) adopted by a number of international organizations are indicative of it.

However, the difficulties to be surmounted are great. Among them, the researchers (R. Boam, D. le Deist, W. Hutmacher, A. Hutorskoy, A. Klein, D. McClelland, D. Ulrich, I. Zimnyaya and others) highlight the inconsistent definitions; such imperfection often leads to the curiosity that basic concepts of "competency" and "competence" have long been proved to be beyond scientific rigor and accuracy. There is a blurring of the semantic boundaries for competence. **Currently, even the unbiased analysis shows that concerning the competency-based approach there is a terminology collapse, a branched conceptual rhizome, which can result in potential challenges.**

At the same time the issue mentioned above is not the only shortcoming of the concept of one or another competency formation. For example, the implementation or incorporation of a competency-based mode to education shows that to accept the Western

European experience uncritically is a dead-end for Eastern Europe, especially against the background of the former Soviet Union reality. Suffice it to mention the factor of a civilizational gap among geographically adjacent social systems whose centers as the phenomena of the sphere of values, symbols and ideas" (10, 4-6) are incompletely congruent.

However, improving the conceptual apparatus by the convergence of the central concepts in the competency-based approach can speed up creating a relatively unequivocal terminology. Then again, it is unlikely to solve the key controversy: the design and enhancement of the competency-oriented social model happen quite spontaneously, as they do not correlate with the superconcept of human competence.

In fact, it's impossible to plot action or design any subject, being in ignorance of the nature and purpose of the subject and the action. This is exactly what makes the competency-based ideologeme specific as its large-scale distribution and all-round replication occur outside the kernel superconcept - human competence.

The purpose of this work is to define the significance of human competence in its autocorrelation with the theoretical platform of a competence model.

To come to the point of a human competence refers to philosophical thought to begin with. It is quite natural that ancient and medieval scholars had their own ideas about human competence regarding certain philosophical and religious dogmas. However, the attitude towards a human was changed in the Modern history which was notable for the development of science, technology and manufacturing, and according to M. Heidegger, "man makes his life as subject the primary center of reference. This means: the being counts as in being only to the degree and extent that it is taken into, and referred back to, this life, i.e., is lived out, and becomes life-experience" (3, 71). It should be noted that identification, acquisition and fulfillment directly depend on the measure of insight by dint of inner experience. In precisely this way a human acquires the status of being. In the other words, the event of insight means finding oneself as a person. In the meanwhile it is easy to understand that not everyone is prone to these types of reflections. This implies that not everyone can claim the status of being. If so, we have to consider a human as a kind of clone which is involved in a global production and communicative circulation. In this view, a human with an unperceived essence becomes the contrary and turns into an object. J. Ortega y Gasset in his "Introductory Essay To Aesthetics", when contemplating on Kant's maxima, i.e. a human shouldn't be used as a mean but an object of his activity, noted that if one follows this maxima, then one should treat other humans as simply objects with no essence. Thus, the only way to avoid this burden of emptiness and find the human essence, hence to become an individual is "to transform the object into one's own "self" with one's own essence..." (9, 483, 485).

As it turns out, rational life experience along with maximal world perception (i.e. "love thy neighbor as thyself...") hypothetically should carry primary self-institutionalization of an individual, hence, as we can imagine, imply certain activities. In this context, a contented fulfilled individual (i.e. a self-contemplating human being) is inspired for meaningful activity, i.e. purposeful life; a correlation between an individual and relevant activity is demonstrated as a result of the above. Wouldn't a dominant idea of the competency-based approach be comprised by a similar interlink? Isn't this theory lies at the root of social competency-based conventions? We suppose, so. This is constantly proven through the competency analysis, to be essentially practiced by the modern human. For example, the European Reference Framework sets out eight key competences for lifelong learning:

- 1) Communication in the mother tongue;
- 2) Communication in foreign languages;
- 3) Mathematical competence and basic competences in science and technology;
- 4) Digital competence;

- 5) Learning to learn;
- 6) Social and civic competences;
- 7) Sense of initiative and entrepreneurship;
- 8) Cultural awareness and expression" (6, 3).

It is worth noting that the mentioned competences are pragmatic for the most part and they are aimed at assuring social comfort, well-being and psychological harmony. On the other hand, **the competences do not cover such ontological dyad as man and nature / man and the world.** This indicates that when developing key competences the academic and expert community paid much attention to the secondary life supporting needs, but did not focus on the fundamental competence - the competence of being a human. This is exactly what M. Heidegger had in mind when he wrote: "Ongoing activity becomes mere busyness whenever, in the pursuing of its methodology, it no longer keeps itself open on the basis of an ever-new accomplishing of its projection-plan (in our case - "a competent human"- L. L.), but only leaves that plan behind itself as a given; never again confirms and verifies its own self .. accumulating results and the calculation of them, but simply chases after such results and calculations (4, 138).

"Precisely this balancing out of the essential and the aberrant" (4, 138) determines the urgency of the problem of the competency-based world order: either the projection plan will be highly sustainable or unsustainable. And the problem is caused by the reference point: either we take the superconcept of human competence as a basis of the competency-based paradigm or, wandering in the labyrinth of definitions; we waste time, and finally find ourselves at the same point. Thus, only realizing a human's true self, no matter how abstractly it sounds, one can build up the intrinsic strategy for developing competence.

As far back as the 19th century, the famous Russian philosopher and writer V. Odoevsky found it necessary to create a new system of sciences about a human and human education principles based on the constant of non acquaintance: "To understand the extend of human non acquaintance (Le nonsavoir) is an incredibly hard task nowadays, and those who are blind to the human non acquaintance are taking significantly higher positions in modern science" (8, 240). Whereas in the early 20th century Teilhard de Chardin pointed that "if we are going towards a human era of science, it will be eminently an era of human science. Man, the knowing subject, will perceive at last that man, ' the object of knowledge ', is the key to the whole science of nature" (11, 281). However, in the 21st century, in the world full of conflicts and terrorist threat no science about man has been so far developed.

It goes without saying, nobody can maintain that the science about a human has been developed in the social sphere. On the contrary, **a human as well as the essence are beyond the borders of the European mental outlook and European policy:** terrorist attacks, a refugee crisis, assimilation problems, etc. strongly suggest that competency-based education and social order are insufficient.

Alongside this, one more fundamental factor can be noticed to damage the ideology of a competency-based approach - this is world-spanning internet. According to M. McLuhan's opinion, "Media, by altering the environment, evoke in us unique ratios of sense perceptions. The extension of any one sense alters the way we think and act – the way we perceive the world. When these ratios change, men change" (7, 41). At the same time, the cyberspace amputates and suppresses the personality; mankind becomes a brainwashed parrot. Manipulation, misinformation, human control are typical for the modern information society. However, just ideological simulacra lead trends for disintegration, terror and violence, they deal death. Though when there is a clash of civilizations (S. Huntington) "death is applicable as an item of strategy" (5, 213). The competency-based ideologeme should take into account all these facts.

Realizing the concept of human competence stipulates fulfilling such tasks as:

- giving a unified definition for competence;
- developing the concept of competence by associating it with the concept of human's true self;
- detecting the correlation between "a human" and "competence";
- defining the ideologeme of human competence.

It is submitted that the concept of human competence can be displayed as:

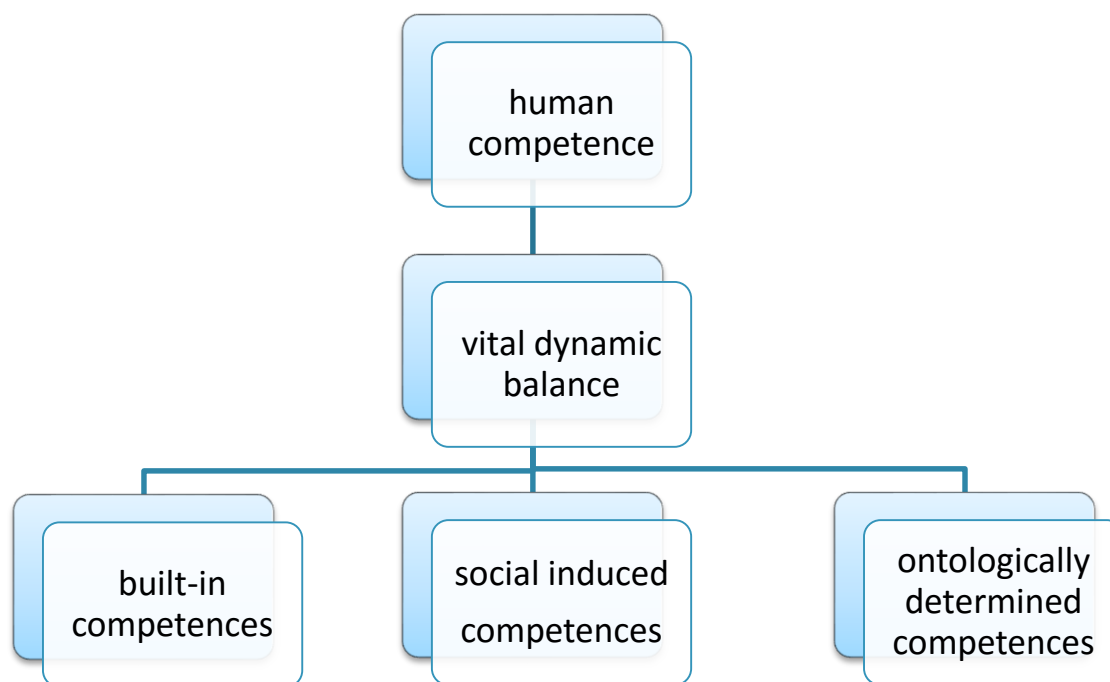


FIGURE 1. THE CONCEPT OF HUMAN COMPETENCE

Consequently, **human competence is a vital dynamic balance among built-in, social induced and ontologically determined competences.**

Certainly, the concept of human competence goes beyond a concise pattern - the prospect for competency-based approach is in the definition of the core competences of man, society and the ontology.

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FORM OF EXERCISE OF POWER BY LOCAL AUTHORITIES

Abstract

The paper is a comprehensive study of the forms of exercise of power by local authorities. In this article proved the feasibility, socio-economic issues, such as improving the living standards of the population and the local government the necessary material and financial base. This paper identifies trends and prospects of development of legislation to eliminate the distortion of the role of local government as a channel of public authority, the erosion of accountability of government to the people for the fulfillment of social obligations of the state.

Keywords

local governments, public and legal organizational forms, types of electoral systems, local referendum, municipal elections, public hearings

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The Constitution of the Russian Federation States that local self-government within their powers independently and provides an independent decision population of local issues. One cannot help agreeing with the opinion of N. I. Glazunova, stating that if there is no direct democracy, the vote of the citizens in the municipality - there is no local self-government (*Glazunov, 2013*).

The creation of a legal environment for the active participation of citizens in local self-government is one of the mechanisms to increase the trust of not only local authorities, but in General in public institutions. Measures to improve political and public institutions in local government should include:

- improvement of formation and activity of bodies and officials of municipalities in part of the electoral procedures;
- ensuring of publicity and accessibility of their activities to the public;
- creation of legal conditions for improving and ensuring the effective participation of citizens in local self-government (*Kulyasova, Sautkina & Mironov, 2011*).

The Constitution of the Russian Federation, regulating the forms of local government, first brought the institutions of direct democracy: local government in accordance with part 2 of article 130 of the Constitution of the Russian Federation shall be exercised by citizens through a referendum, elections, other forms of direct will, through elective and other local governments (*The Constitution of the Russian Federation, part 2, p. 130*).

Thus, the legislator, pointing out in the system of local self:

- government: forms of direct participation of population in local government;
- institutions of direct democracy; is the elective collegiate organ as an institution of representative democracy;
- other bodies of local self-government.

Particular importance is attached to participation in solving local issues.

In the local government Act 2003 the head, which is determined by the status of the forms of direct expression (*On General principles of organization of local self-government in the Russian Federation, CH. 5*) placed earlier Chapter on local government that reflects the changing attitudes of the legislator to the issue of the primacy of organizational forms. However, in Chapter 5, forms of direct expression are considered along with other organizational forms, and they are all denoted by the term "directly shape the population's enjoyment of local self-government and participation in local government". In the Chapter 5 does not specify what form the forms directly to the local government and which forms of participation; equivalent to whether the term "direct implementation of population local self-government" to the term "forms of direct expression" (the last in this Chapter, non-existent, and only appears in Chapter 7 (article 45) and applies only to local referendums and meetings of citizens, although their status is defined in Chapter 5). From the point of view of legal technique is, of course, the drawback law, as legal terms should have unambiguous interpretation, and the same legal phenomenon cannot be referred to by different terms (*Miroshnichenko, 2009*).

The erroneous practice of using organizational forms without taking into account the radical differences in their nature in the 1990-ies has led, on the one hand, the distortion of the role of local government as a channel of public authority (not by chance in some regions, local self-government was limited to the territorial public self-government), with other unjustified inflating of the value of bodies of territorial public self-government, until the assumption of powers of local governments, and eventually the erosion of the government responsible to the people for the fulfillment of social obligations of the state.

These failures were caused not only by the desire of regional elites to undermine local government, but insufficient elaboration of the question of the nature and essence of the organizational forms of local government in the science of municipal law and it is a natural misunderstanding of this issue in practice. Many researchers consider a form of direct expression and forms of public participation in local government as a single institution, without going into the differences of the nature and function of these forms. Some authors propose even to include TPS in the system of bodies of local self-government.

But the local government Act 1995, even structurally separated local government from other forms of local government, not to mention the obvious difference in their nature. Within the two types of organizational forms found as common features and significant differences that allow to divide these forms into types.

Within the two types of organizational forms found as common features and significant differences that allow to divide these forms into types.

Public and legal organizational form can be conventionally divided into local governments and forms of direct expression. The signs already mentioned, but they differ in that in the first case, self-government is exercised indirectly through local authorities, in the second, directly by the population. Can be called indirect and direct forms.

Public (civil) organizational forms is also acceptable to classify the species for various reasons:

- on forms with the organizational structure (e.g., CBT), and forms of direct citizen participation in local government (such as the people's legislative initiative, or citizens' appeals to the bodies of local self-government);

- indirect (bodies of territorial public self-government, other bodies of public Amateur performance) and direct (meetings, conferences, and other citizens, where citizens participate in government without the mediation of any bodies or organizations).

Legislation - both the old and new - gives a closed list of public-law organizational forms due to their significant role in the governance of public Affairs, the character received through these forms of solutions. A list of public (civil) forms has been and

remains open. And this is natural, as new forms are free to appear and disappear as a result of the Amateur population.

It is hoped that the local government Act 2003 (*On General principles of organization of local self-government in the Russian Federation*) will help to overcome misconceptions of the past tense about some of the organizational forms, a result of a misunderstanding of the differences in the nature and role of public law and public (civil) organizational forms.

Thus, the forms of direct exercise of local self-government population are numerous and varied. This is a local referendum and municipal elections, citizens' assemblies and territorial self-government, public hearings and many others. Although, as practice shows, sometimes not only the public is not ready for effective cooperation with the authorities, but also a significant part of municipal employees did not understand the peculiarities of work with various categories of the population in a fundamentally new conditions, cannot and does not want to treat the population as an equal partner. Today there is a real need to listen and understand each other, while solving two objectives: to bring authorities to the population and to attract this population to participate in governance.

Well trained municipal employees to use modern technologies of work with the population that have clear advantages over traditional regulation, hampers the development of civil society in General and reforms in local governance in particular.

Currently have a legislative basis which allows the residents of the municipalities to participate actively in solving local problems. It is not only Federal law No. 131-FZ (*On General principles of organization of local self-government in the Russian Federation*), but also the Federal law of 12 June 2002 No. 67-FZ "On basic guarantees of electoral rights and the right to participate in referendum of citizens of the Russian Federation" (*"On basic guarantees..."*), Federal law of June 19, 2004 № 54-FZ "On assemblies, rallies, demonstrations, processions and picketing" (*On assemblies, rallies, demonstrations..."*). A Large number of such laws adopted by subjects of the Russian Federation. They specify the most significant issues of local referenda, elections of local governments and their officials, territorial public self-government, public hearings, etc. the Procedure of public participation in local government also regulated by municipal legal acts (*Kholopov, 2011*).

Based on the foregoing, should recommend: 1. In the Federal law of 6 October 2003 "On General principles of organization of local self-government in the Russian Federation" (*On General principles of organization of local self-government in the Russian Federation*) a distinction between two forms: a) direct implementation of local self-government; b) participation in the implementation of local self-government. Unfortunately, the legislature has combined the two forms in one Chapter and gave no explanation as to what constitutes the forms of direct exercise of local self-government, and what forms of participation in its implementation.

It is therefore proposed that Chapter 5 of the specified Federal law are divided into two parts:

- forms of direct implementation by the population of local government;
- forms of participation in local government.

2. The absence in the Constitution of the Chapter on the electoral system, the lapidary and unsystematic principles of democracy, ignoring the principles of electoral law contributed to the definition of clear benchmarks for electoral reform, a priority which, as rightly noted in the literature, was the reconstruction on new principles of the election legislation in the Russian Federation, building a logical system of democracy, and especially the mechanism of its realization taking into account features of the implementation at various levels.

To implement these constitutional foundations, democratic, democracy, local government, it would be useful to define more clearly in the Russian Constitution, constitutions and charters of subjects of the Russian Federation the basic principles of the

system of democracy, forms of implementation, and mechanisms for their implementation. Perhaps we should remember the practice of regulation at the constitutional level the electoral system in a separate Chapter.

3. It should be noted that the local referendum as a form of direct democracy, including direct law-making citizens, should not replace the activities of local governments. The decision to hold a local referendum should be taken after a comprehensive analysis, looking at the municipal level problems and to account for the complexity and cost of the procedures involved. It is necessary to hold a local referendum if his conduct is expressly provided for by law or the municipal Charter.

4. Citizens, while exercising the powers of a representative body of municipal formation, is the most common and popular form of direct decision by the population of issues of local importance in settlements with small population. Therefore, a clear and proper anchoring in the Charter of the settlement procedures for the conduct of citizens, registration and acceptance of its decisions is a very important factor in the implementation of citizens' constitutional right to lawmaking.

5. The issue of the type of electoral system used at elections in a particular municipality, is still debatable. In principle more suitable municipal elections the majority electoral system. Problems of application of proportional electoral system for municipal elections would almost certainly related to the problems of using a mixed electoral system which combines elements of proportional and majoritarian electoral systems. The most appropriate, giving the optimum sensitivity to local conditions and characteristics is the definition of a regional law in the General form of all types of electoral systems used in the region, by providing municipalities the opportunity to choose a more suitable and secure it in the Charter.

It should be noted that in the objective, material conditions of application of the proportional or mixed electoral systems to determine the presence or absence on the ground of branches of political parties or other electoral associations. However, such a stipulation is not in any law of a constituent entity of the Russian Federation about municipal elections.

6. The study and improvement of lawmaking initiative of citizens will ensure the improvement of the mechanism for its implementation, effective use of the capacity and capability of the population and increase the activity of their participation in the life of their municipality, residents' trust in local authorities. In this regard, we believe that you should take law-making initiative of citizens to participate in local government.

7. In Russian legislation there is no clear definition of lawmaking initiative of citizens, resulting in ambiguity of the interpretation of the essence of law-making initiatives, often there is a substitution of concepts and law-making initiative is equated with citizens and a petition.

It is proposed to amend article 2 of the Federal law of 6 October 2003 "On General principles of organization of local self-government in the Russian Federation" (*On General principles of organization of local self-government in the Russian Federation*) and set out in the definition of lawmaking initiative of citizens as follows: "...law-making initiative of citizens is a form of direct exercise of local self-government, which is bringing the initiative group of citizens of the Russian Federation possessing the active suffrage, the draft municipal legal acts on local issues in the local government body or official of local self-government body, the consideration of which is obligatory and the consideration that should be taken a formal reasoned decision in writing and communicated to all members of the initiative group of citizens" (*Soloviev & Bychkova, 2013*).

8. Improvement of the legislation regulating the organization and conduct of public hearings, during the period of local government reform is of great importance for the development of direct democracy in Russia.

Thus, whatever the organizational structure, the principal of local self-government in our country were and still are socio-economic: improving the standard of living of the population, providing local government with the necessary material and financial base. If they still would not be settled, no redrawing of territorial organization of local self-government, no unifying organizational forms will not give the desired effect and will only serve to demonstrate administrative activity. The right of citizens to the realization of their interests through forms of municipal democracy should be guaranteed and protected. Only when people feel a real interest in local government, and the latter will acquire the necessary stability, including financial and competency can quickly grow the activity of the population, there will be a positive experience of its participation in the implementation of local self-government.

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REGIONAL ASPECTS OF DEVELOPMENT OF PLANT GROWING BRANCH

Abstract

The relevance of the study is caused by active development of agriculture in the Krasnodar Krai. The purpose is to analyze efficiency of soil use and dynamics of sunflower production in one of the agricultural organizations of the Krasnodar Krai. The main methods of the research are the index method and calculations of analytical and synthetic indicators of use efficiency of land grounds and production of sunflower. The research defined organizational economic mechanism of increase of production efficiency of sunflower. The paper can be useful to young scientists and experts, representatives of agrarian and industrial complex.

Keywords

agriculture, plant growing, efficiency, analysis, index method, area of crops, gross collecting, productivity

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The agro-industrial complex has special value in national economy. It is among the main economic complexes, which define conditions of maintenance of social activity.

Plant growing is one of the main branches of agriculture differing in seasonal nature of works. Production expenses are carried out unevenly at different seasons. The exit of production is caused by terms of plants maturing and occurs during harvesting.

Product cost is one of the most important economic indicators characterizing the expenses of organization, which are connected with production and realization of its production. Decrease in product cost is the main source of profitability growth of organization.

Open joint-stock company «Plemzavod after V. I. Chapayev» in the stanitsa Vasyurinskaya of the Dinsky Region of the Krasnodar Krai is a multidisciplinary, highly profitable agricultural organization. For the period 2012-2014, specific weight of agricultural grounds in the total land area of the organization makes 93%. It testifies to high efficiency of soil use. Increase of agriculture efficiency is the main line of economic development for the next years. Economic efficiency is defined by comparison of the received result (effect) to the used resources or expenses (*Mullinova, Kulish, 2008*).

The monetary revenue in the organization for the analyzed period decreased on 1,5 million rubles or by 0,2%, and revenue from realization of agricultural production grew by 4,9 million rubles or by 0,8%. Reduction of sales gain happened generally due to its reduction in branch of animal husbandry on 97,2 million rubles or by 19,3%.

Efficiency of soil use (the sum of monetary revenue per 1 hectare of agricultural grounds) decreased by 0,6% due to reduction of monetary revenue (*Zherdeva, Stolyarov, 2013*). However, labor productivity (the sum of monetary revenue on one average annual worker) grew by 15,4% due to reduction of number of workers. Efficiency of use of

production fixed assets (capital productivity) decreased by 14,5% along with simultaneous increase in capital intensity by 17,1%.

The cost of gross output on the organization in general including agriculture in the current prices grew. In 2014, it increased on 278,2 million rubles or by 25,3% and on 299,9 million rubles or by 36,8% respectively in comparison with 2012. The cost of gross output of plant growing increase on 351,7 million rubles or by 5,6 times. The cost of gross output of animal husbandry decreased on 51,8 million rubles.

The sum of profit on product sales significantly grew in 2014 on 62,1 million rubles or by 2,3 times. It occurred due to profit markup in crop branch by 5,6 times, and at the expense of animal husbandry, where profit level from realization grew by 7,4 million rubles or by 21,7%. The profit sum in 2014 in comparison with 2012 also considerably grew before the taxation by 18,6 times, the size of net profit grew by 67,1 times.

Production in the organization is profitable. Level of profitability of sales and production in 2014 grew respectively by 7,1 and 12,4 percentage points (*Mullinova, Kulish, 2008*).

Because of the data given above, it would be desirable to note that Plemzavod after V.I. Chapayev of the Dinsky Region possesses the sufficient area of land grounds for maintaining agricultural production. Therefore, the increase in production of sunflower seeds is important activity of the organization and satisfies needs for vegetable oil, other products of processing of inhabitants of the region (*Mullinova, Murashkina, 2009*).

The cultivated area of crops in the organization in 2014 in comparison with 2012 was reduced not significantly by 236 hectares or by 2,2% (Table 1). For the studied period substantially there was a reduction of crops of corn on grain on 65 hectares or by 6,6%; soy - on 464 hectares or by 30,3%. Crops of grain crops were reduced by 581 hectares or by 9,9%, most of them was summer barley - by 39,0%. Crops of sunflower, on the contrary, extended on 49 hectares or by 4,5% (*Krasnodarstat, 2014*).

TABLE 1. DYNAMICS OF CULTIVATED AREAS STRUCTURE

Name of a crop	Years						2014 in % by 2012
	2012		2013		2014		
	hectare	%	hectare	%	hectare	%	
Grain and leguminous	4239	39,5	4222	39,3	3819	36,4	90,1
Corn on grain	861	8,0	982	9,1	649	6,2	75,4
Soy	1531	14,3	1402	13,0	1067	10,2	69,7
Sugar beet	1063	9,9	681	6,3	998	9,5	93,4
Sunflower	1092	10,2	988	9,2	1141	10,8	104,5
Forage crops	1936	18,0	2471	23,0	2815	26,8	145,4
Others	5	0,1	5	0,1	5	0,1	100,0
Total crops	10727	100,0	10751	100,0	10494	100,0	97,8

In the structure of cultivated areas in 2014 the greatest specific weight was occupied by crops of grain and leguminous crops (36,4%), including the winter grain is presented by exclusively by winter wheat (34,9%), and also crops of forage crops - annual and long-term herbs, corn on silo and green forage, fodder root crops and melon field (26,8%). This structure of crops testifies to advantages of the applied crop rotation: forage crops are good predecessors for grain.

Within the last three years, the share of corn crops reduced by grain and soy. Specific weight of sugar beet and sunflower grew by 0,9% and by 2,1% in 2014 in comparison with

2012. Thus, in 2014, the size of specific weight of sunflower recommended by scientists in the general crops (8-10%) is exceeded a little (*Lukomets & others, 2010*).

The output depends on cultivated areas and productivity of the cultivated culture. Productivity as a quality indicator depends on many factors. The main of them is soil climatic conditions. In addition, productivity depends on economic factors (technology of cultivation, system of fertilizers, and timeliness of cultivation performance). In turn, the main volume of financial measures of the state support development of agrarian and industrial complex of the Krasnodar Krai in previous years was carried out according to the target program "Development of Agriculture and Regulation of the Markets of Agricultural Production, Raw Materials and Food in the Krasnodar Krai for 2008-2012". The considerable volume of the allocated budgetary funds for subsidizing agricultural producers stimulated their introduction on hectare of a cultivated area from 66 kg to 109 kg (from 2002 for 2012).

According to Krasnodarstat, in 2012, 170 kg of mineral fertilizers, under corn on grain - 67 kg, sugar beet - 251 kg and under sunflower - 37 kg respectively were brought per 1 hectare of crops under wheat. However, against the aggravated situation of ecology deterioration and decrease in level of soil fertility of arable lands, many scientists bring the special part to organic fertilizers (compost, manure, crops residues, etc.) (*Krasnodarstat, 2014*).

Increase of production of the grown-up culture has great economic and social value. The increase in quality production at reduction of material, labor and financial inputs allows to satisfy more stoutly and more reliably requirements of the population.

Sunflower is the most widespread oil-bearing crop. Seeds contain to 55% of oil, which has vitamins A, D, E and K, important for human body. Besides, at an extraction of vegetable oil waste - cake, meal and press are used in agriculture for feeding of animals.

Let us consider dynamics of sunflower production in Plemzavod after V.I. Chapayev of the Dinsky Region of the Krasnodar Krai (Table 2). In the agricultural organization, the cultivated area of sunflower was expanded on 49 hectares in 2014 in comparison with 2012.

TABLE 2. DYNAMICS OF SUNFLOWER PRODUCTION

Indicator	Years			2014 in % to 2012
	2012	2013	2014	
Area of sunflower crops, hectare	1092	988	1141	104,5
Specific weight of sunflower crops in the total area of crops, %	8,8	9,2	10,9	x
Gross collecting, c	23370	22148	27206	116,4
Productivity on 1 hectare, c	21,4	22,4	23,8	113,3

As a result, gross collecting increased on 3836 c from 1 hectare or by 16,4% respectively. Thus, productivity of sunflower increased by 13,3%. And it is a positive factor.

Further, we will consider influence of the indicators given above on change of collecting sunflower gross (Table 3). For this purpose, we use the index method (*Ioda, 2012*).

General index of gross collecting:

$$J_{PU} = \frac{U_1 P_1}{U_0 P_0} \quad (1)$$

where P_0 - the area of crops of the basic year;

P_1 - the area of crops of the financial year;

U_0 - productivity of the basic year;

U_1 - productivity of the financial year.

It is obvious that gross collecting of sunflower in Plemzavod after V.I. Chapayev of the Dinsky Region in 2014 increased by 16,4% in comparison with 2012. The index of a cultivated area shows that gross charge of sunflower for the analyzed period grew by 4,5% (due to expansion of cultivated area).

The index of productivity shows that in the agricultural organization gross charge of sunflower increased by 11,4% due to productivity growth. Let us define an absolute deviation:

- general:

$$\Delta_{PU} = P_1 U_1 - P_0 U_0 \quad (2)$$

$$\Delta_{PU} = 1141 \cdot 23,8 - 1092 \cdot 21,4 = 3836 \text{ c}$$

- due to expansion of cultivated area:

$$\Delta_P = (P_1 - P_0) \cdot U_0 \quad (3)$$

$$\Delta_P = (1141 - 1092) \cdot 21,4 = 1048 \text{ c}$$

- due to productivity growth:

$$\Delta_U = (U_1 - U_0) \cdot P_1 \quad (4)$$

$$\Delta_U = (23,8 - 21,4) \cdot 1141 = 2788 \text{ c}$$

$$\Delta_{\pi y} = \Delta_P + \Delta_U \quad (5)$$

$$\Delta_{PU} = 3836 \text{ c} (1048 \text{ c} + 2788 \text{ c}) \text{ (Table 3).}$$

TABLE 3. INFLUENCE OF THE CROPS AREA AND PRODUCTIVITY ON CHANGE OF GROSS COLLECTING OF SUNFLOWER

Area of crops, hectare		Productivity on 1 hectare, c		Gross collecting, c			Deviation, c		
2012.	2014.	2012.	2014.	2012.	2014.	conditional	total	including due to change	
P_0	P_1	U_0	U_1	$P_0 U_0$	$P_1 U_1$	$P_1 U_0$		areas	productivity
1092	1141	21,4	23,8	23370	27206	24417	3836	1048	2788

Thus, in Plemzavod im. V. I. Chapayev of the Dinsky Region growth of gross collecting of sunflower seeds on 3836 c or by 16,4% provided an intensive factor - productivity growth. In turn, it increased gross collecting of sunflower on 2788 c or by 11,4%. Let us note that expansion of the crops area led to growth of gross collecting on 1048 c or by 4,5% respectively.

Based on the research conducted by us, it is possible to offer the following:

- To increase productivity of sunflower, it needs to be placed in a crop rotation on the best predecessors. It is necessary to improve high-quality structure of this culture and to use mineral and organic fertilizers;

- It is necessary to introduce the modern agricultural machinery allowing to receive a good harvest with the minimum expenses of manual skills in production (Mullinova, 2004, 2005, 2015).

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DESIGN TECHNOLOGIES IN TRAINING FUTURE TEACHERS OF PHYSICS FOR WORK AT PROFILE SCHOOL

Abstract

The paper is devoted to application of design technologies in training future teachers of physics for work at profile school. Design activity of students is directed on creation of thematic portfolio including various didactic materials and development of the elective integrated courses on physics and profile disciplines.

Keywords

design technologies, training of teachers of physics, thematic portfolio, profile school

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Design technologies, which are more often called “method of projects” in Russian didactics, acquired the great importance in the pedagogical researches devoted to search of the methods, which are directed on skills of practical use on the organization of independent work for the purpose of deeper digestion of program material and development of creative abilities.

Emergence of the method of projects is often connected with J. Dewey. However, design in education has old historical roots. V. Sternberg’s researches on history of the method said that vocational training of future experts on the basis of design was carried out in the XVI-XVII centuries, and later (in the XVII-XIX centuries) the design technology became a training method (*Sternberg, 2003*).

In modern pedagogical science, the term “method of projects” has various definitions. At the same time, researchers define this didactic concept not in the narrow sense as an independent method, but in the wide one - as the system of training or design technology including many various methods of training. In other words, the concept “method of projects” is used as the steady term (especially in researches on pedagogics history), though the word “method” in this phrase already does not capture all essence of the concept. Today “method of projects” is a technology, which leans on various methods of training, therefore, it has to be called “design technology”.

In the researches devoted to use of design technologies for future teachers training their success and efficiency in professional formation and formation of the corresponding professional and personal qualities is proved. It induced us to include these technologies in training process of future teachers of physics for work at profile school during practical training on discipline “The technique of teaching the school course of physics” (*Ordanovskaya, 2015*).

According to the author's experimental program of the discipline, the practical part of training of future teachers of physics for work at profile school included the solution of various pedagogical tasks by students. As a result, there was an idea to present all students’ developments in the form of a thematic portfolio.

The thematic portfolio included calendar-thematic planning; plans-abstracts of lessons of various types; tasks in a test form; generalized table of implementation of intersubject communications of physics and other subject disciplines; comparative analysis of training physics at different steps (in compulsory and high profile school); scenario of out-of-class action; information products of educational appointment (for example, presentations); instructions and reports on performance of school physical experiment.

Thus, process of portfolio drawing up represented implementation of the project “Teaching Physics in Classes with the Certain Profile and Level of Training”. Requirements to project implementation, structure and maintenance of portfolio, check of success and quality of separate products during students’ practice were gradually specified.

It is obvious that the project is many-sided as it includes different types of activity: research (research of features of physics training technique at the different levels and for different profiles); search (search of solution of problems, which can arise during future professional activity at profile school); creativity (creative approach to creation of project products); role (approbation of the created products at seminars when some students discuss and assess as teachers, and other students are as pupils of a class with the corresponding profile), application (character and orientation of the project).

The project is both the inter-subject, and above-subject project in subject-substantial area as covers a wide range of professional and special (disciplinary) knowledge. For example, development of a project for training technique of physics in classes with a legal profile may contain usage of a certain special knowledge of legal disciplines (for example, criminalistics), with an art and esthetic profile - usage of special knowledge of technologies of painting, sculpture, etc.

The separate attention deserves the following question “Does implementation of the project have to be the individual or group?”. On the one hand, professional activity at school would put future teacher in a framework of independent solution of problems and decision-making, therefore, it is expedient to organize implementation of the project in an individual form (one project - one student). On the other hand, organization of group implementation of the project would allow to create conditions for formation important professional qualities on cooperation and communication skills. In this regard, we practiced a combination of individual and group activities over the project in various forms.

1. Consecutive form, i.e. one project is individual, another one - group. For example, the educational project during one substantial module is individual one, and it is group one during the second module.

2. Concentric form with external individual con-centrum (the project is individual; however, separate internal tasks are carried out by group). For example, all components of the project are individual; however, development of the scenario of out-of-class action is carried out in a group.

3. Concentric form with external group con-centrum (the project is group; however, separate internal tasks are individual). In other words, the group works on creation of the uniform project, at the same time, each participant of group performs separate task or its part.

4. Sector form (one part of the project is individual, the other part - group).

Election of a form of work organization depends on a number of factors: microclimate of students group, personal qualities of students, level of their knowledge and special preparation, motivation to training, etc.

In case of group work on the project, the teacher carries out procedure on discussion of a role and contribution of each participant according to individual interests and preferences with each group. Over time groups can become the self-regulating system, therefore, the problems arising at creation of the project become part of teaching and educational process.

Work of students on the project takes certain stages: preparation, planning, researches, approbation, reflection, assessment of results and process, reporting.

Preparation for project implementation includes explanation to what content of thematic portfolio, promotion of formal requirements to the project, process of its creation and representation, criteria of project evaluation.

The main objective of planning is splitting work into specific objectives that allows to reach certain results with the smallest expenses. Besides, planning of group work allows to find balance between ambitions of each student. Formally, it is shown in creation of schedule diagram or plan, in which stages of work, terms of performance of specific objectives, dates of consultation and approbations are specified.

The feature of the project is that it is multidimensional, because it is based not only on the result (the portfolio is created / not created, tasks are carried out / not carried out, etc.), but also on assessment of students work during the entire period of performance.

Thus, estimation procedure, criteria of formal and external value judgment have to be defined before working on project.

The formal assessment (number of scores, assessment on ECTS scale, assessment on national scale, for example, perfectly / well / satisfactory / unsatisfactorily, credit / not credit) can be exposed on the basis of the current marks. At the same time, the list of criteria of project success has to be much wider, considering abilities for professional growth, mobility, creative approach the tasks solution.

It is possible to judge about project success using the following criteria:

1) *general didactic criteria*:

- degree of goal achievement;
- degree of independence of project implementation;
- consideration of recommendations about improvement of the project;

2) *methodical criteria*:

- correspondence of the developed products and the objective;
- correspondence of the project and the existing basic documents defining teaching physics at profile school (standard of basic secondary education, concept of profile training, program of teaching physics in classes of appropriate level and profile of training, criteria of assessment of pupils knowledge, etc.);
- reflection of training profile in the project (whether inter-subject communications are realized, interdisciplinary cooperation with teachers of other disciplines is offered, the integrated, binary lessons are developed, etc.);
- consideration of the level of pupils knowledge to different programs (whether there are offers on primary control of knowledge and abilities of pupils);
- account of personal qualities of school students, in particular, mental features of perception and storing of information (whether there are psychological studying of pupils or cooperation with the school psychologist);
- expediency of the offers presented in the project;

3) *esthetic and ergonomic criteria*:

- correspondence of the products developed in the project and requirements to micro and midi-ergonomics on anthropometrical, sensomotoric, psychophysiological compatibility of teacher, pupils and equipment.

Similar design activity got a new impulse during studying by students the special course "Pedagogical Technologies in Training Physics". According to the experimental program of the course, it was supposed that the result of training is development of elective course for high profile school directed on integration of physics and profile disciplines by students.

Development of elective course was the complex pedagogical task including the solution of separate tasks:

- 1) drawing up the calendar-thematic plan of elective course;
- 2) selection and designing of maintenance of elective course for implementation of interdisciplinary integration of school course of physics and profile discipline (on the set condition of educational environment)
- 3) selection and development of problems for practical part of elective course;
- 4) definition of assessment criteria of elective course;
- 5) preparation of tasks for pupils examination (in particular, tasks in a test form)
- 6) preparation of didactic material, including, electronic information products of educational appointment.

The subjects of students' projects of elective courses were various. In some cases, elective courses were similar in t contents, especially the projects concerning integration of physics and biology or medicine for classes of biological-chemical or sports profiles of training (for example, "Physics and medicine", "Physics and wildlife", "Physics around us and in us", "Physics and sport", etc.).

At the same time, didactic material differed and contained educational presentations, video fragments and paper distributing material. For example, the author of the elective course "Physics and Physical Geography" suggested distributing district and contour maps to pupils for practical work on determination of atmospheric pressure at different heights above the sea level. In the other elective course "Physics and Art", the student suggested distributing matches for performance practical work "Definition of static characteristics of constructions from matches". The elective course "Physics and Literature" provides work of pupils with literature sources for search of physical phenomena descriptions in various literary forms (verses, stories, descriptions, etc.). The

elective course “Physics and Art” joined work with photo and video for detection the image of physical phenomena and processes in works of art (painting, sculptures, cinematography).

Discussion of ideas about abilities to integrate disciplines, which, at first sight, are not connected with physics, was carried out in the form of brain storm as such methodical technique is the most effective: the avalanche promotion and development of ideas led to the most interesting results.

Having decided the program and maintenance of elective course, didactic materials, list of practical works, students had to define criteria of assessment of pupils' achievements, offer progress control forms. Complexity of performance of this part of project was that students had to offer own scale of formal and/or informal estimation as the total quantitative mark is not put down for elective courses at school. Students suggested the creative solutions of this problem. For example, the elective course “Physics and Art” the following criteria of success were offered: 1) knowledge of physics was estimated on a two-digit scale “right” and “wrong”; 2) esthetic registration was estimated on a three-digit scale “good”, “very good”, “perfect”.

The elective course “The technique of teaching the school course of physics” used two-mark system - on physics and on computer interpretation, each mark was a smile: «perfect»—☺, «good»—😊, «try hard»—😬. For example, a pupil could receive such marks, as ☺☺ or 😊😊 for practical work.

In the conclusion, we note that use of design technologies for practical training on discipline «A technique of teaching a school course of physics» and the special course “Pedagogical Technologies in Training Physics” allowed to direct training of future teachers on process of creative search of solution of problems, which can arise in professional activity at school. At such approach, training of students promoted formation and development of the whole class of professional qualities of future teachers:

a) *individual* (increase of motivation level for future professional activity, to get interest in it thanks to creative solution of objectives and creation of own unique products, initiative, independence, ability to collect and analyze information, etc.);

b) *intellectual* (deepening of special knowledge, ability to integrate interdisciplinary knowledge and knowledge from various sources of information);

c) *communicative* (skills of cooperation, representation, convincing, logically constructed argument, discussion in an effective form; skills of perception of information and statement of questions);

d) *reflexive* (studying own strong and weak sides, ability to estimate own opportunities of objective, receive content from the work, get the feeling of autonomy and liberty in the course of training).

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PUNISHMENTS FOR CRIMES AGAINST RELIGION AND CHRISTIAN CHURCH IN THE ROMAN CRIMINAL LAW

Abstract

The paper is devoted to the actual theoretical problem -crimes against religion and Christian Church and punishments for them on the example of criminal law in the Ancient Rome. The author considers structure of crimes against religion and Church, the system of punishments corresponding to them according to the Roman criminal law.

Keywords

crime, punishment, religion, Christian Church, Roman criminal law

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Religiousness of the Roman outlook can be considered as a feature of the Roman right, having a sacred origin according to representations of Romans. Violation of firmness of public life foundations fixed in Laws of XII tables was cruelly punished (*Ivanov, 2012*).

Any person could become accused of crimes against religion, even the slave, irrespective of age and sex. The restrictions connected with sanity of a person did not work here. The Roman female involved in execution of religious ceremonies could be the criminal too (*Prudnikov, 2010*). For example, non-observance of religious instructions or norms of public morals could lead to immuring in a wall of the priestess goddess Vesta or nun (*Omelchenko*)

According to the civil right, such categories of criminals as murderers accused of adultery and girls' kidnappers, who were looking for shelter could be detained directly from the room of a temple (*Krashennikov, 1999*).

The imposed sentences for the crimes connected with violation of religious foundations often depended on eminence, origin, age, sex of an accused person. For example, the VII book of the treatise "To pro-council's obligations" written by the famous Roman lawyer Ulpianus (170 – 228) told about the pro-consul's duties: "However, it is necessary to moderate punishment to fight with animals on the arena for ones, who make burglary in the temple at night and carry away gifts to a deity from there" (*Loginov*). He specified that if theft from the temple was made in the afternoon, penalty was commuted - accused person was forced to work at mine; if the criminal was the notable person, there was an opportunity to banish him on the island (*Kudinov, 2009*).

Before Christianity became the official religion the Roman right hadn't had such crime as blasphemy. Believing in a great number of gods (for example, in Jupiter, Saturn, Juno, etc.), and esteeming house patrimonial cults, Romans calmly treated their greatness. Romans believed that gods could protect themselves: "People nearer in purity to gods, with godliness ... Who behave differently, would be punished by god" (*Ivanov, 2012*).

Toleration in Rome was widespread as much, as foundations of the Roman society allowed. It was impossible to propagandize cults of gods of other people. For example,

for this reason 170 BC in Rome the temple of the goddess Isis was destroyed, and in 132 BC Phrygian priests were expelled from the city.

During the period of the Roman republic, sacrilege was understood as denial of the state religious cults. Non-obedience to “divine” laws could not be forgiven on the formal bases.

Even the reasons of prosecution of the first Christians, according to the Russian historian A.A. Ivanov, “were in the sphere of the right, more than in the field of ideology” (Ivanov, 2012). Secret night meetings of believers were declared criminal actions even since Laws of XII tables writing about threat from such associations to the people and the Roman state. The first Christian communities were created with violations of the established order and forms; therefore they had a character of the “unlawful” organizations. According to the existing legislation, some aspects of Christian activity were also qualified as criminal.

During the Roman Empire, Christians were executed for refusal to say a principle “The master and our god”. Romans referred firmness and endurance of Christian criminals to manifestations of sorcery.

After recognition of Christianity as the state religion, the Roman right included new structure of crimes against religion (Ivanov, 2012). The crimes were the following: negligent execution of religious duties; encroachment on the order, established by Catholic Church, and on church services; attempt at inviolability of Christian temples (for example, thefts in churches, violation of the temple territory, sacrilege in relation to cult subjects, etc.); criminal forms of different faith (heresy, paganism) (Prudnikov, 2010).

The property of heretics was confiscated, but according to the civil right it could be given to the heretic's sons if they were Christians. The property of criminal in relation to Catholic Church also could be returned to his sons by the civil right (Krasheninnikov, 1999).

Gradually the punishments prescribed by the Bible began widespread. For example, suicide, violation of Church instructions to marriage prohibitions (related marriages, incest) considered punishable (Omelchenko, 2007). By the civil right, incest with a nun was punished by death penalty (Krasheninnikov, 1999).

Blasphemy was punished in a similar way. The church condemned attempts of future prediction: the prophet was executed for “false predictions” (Krasheninnikov, 1999).

In some cases, the Roman criminal justice revived symbolic law of talion, sentencing to special forms of death penalty for the crimes connected with belief: for example, to shoot soldiers by arrows, to dig women in the ground, to excoriate preachers, etc. (Omelchenko, 2007).

The Codex Theodosianus is of great interest. It is the monument of the right made during the rule of Theodosius II (408-450). The Code included XVI book titled “About Universal or Catholic Church”.

According to the domestic historian of antiquity V. I. Kuzishchin, before inclusion of XVI book in the Codex Theodosianus, questions connected with religion were not “independent objects of law-making”, were not considered separately from internal political and economic situations, etc. (Kuzishchina, 2005).

In XVI book, the main questions concern religion. They are separated from other legal aspects for the first time. The complex of norms religious in character and contents resulted. There was an independent religious right in the Roman right.

The main maintenance of this branch of the right was the norms devoted to the organization and activity of Christian religion and Catholic Church. They can be considered as the main source and condition of emergence of the initial right in later time. There is no law, in which the various questions of activity of Christian Church would not be raised, in 201 laws placed in the book.

The laws containing the Nicene Creed and directed on its realization; the laws formulated the concept “religious crime”, regulating trial and jurisdiction on religious

affairs; the laws defining punishments for the crimes against Christians and Catholic Church and formulated their types are of great interest.

The Roman state pursued pagans and heretics. If the person made sacrifice in the pagan temple, it was recommended “to strike him from feet the revenging sword”, and to confiscate his property in imperial treasury. Pagans were deprived to make the will.

If the judge visited the pagan temple as “an impious violator”, he paid a fine of 15 gold pounds. His subordinates had to bring a similar penalty in favor of fisk, if they did not state objections against visiting a pagan sanctuary.

The Codex Theodosianus understood heretics as people, “who can be convicted of evasion even from the only point of the doctrine of Catholic religion”. Heretical books had to be burned under the judge control. If someone hid them at himself, he would be sentenced by death penalty.

Secret heretic meetings were forbidden. Buildings for these meetings were confiscated in favor of imperial treasury. Heretics were forbidden to teach others to the belief, make sacraments and wills.

Anomoeans, Macedonians and Arians were exiled out of borders of the Roman state (*Kuzishchina, 2005*).

Arianism are the followers of the religious trend of the IV-VII centuries, which arose in the Roman Empire and was called by the name of his founder Arius, priest in Alexandria (256-336).

Arius told that Jesus Christ is creation of God the Father. Arius and Alexander, the bishop of Alexandria disputed on essence of the Son of God and his similarity with God the Father since 318. As the result, Arius was condemned and exiled from Alexandria.

Dispute between Arius opponents and supporters led to convocation of the I Universal cathedral, on which the Arius doctrine was condemned as heresy. Arius was expelled to Illyria. God Unity (unity and similarity of God the Father and the son of God: “it is not merged in essence, but also it is not divided”) found the reflection in the Nicene Creed.

The Pneumatomachi (Macedonians) were the religious sect, founded by one of Arius' followers Macedonius, the bishop of Constantinople (355-359). Pneumatomachi did not recognize the doctrine about the Holy Trinity and considered that the Holy Spirit is created as well as Angels and is under supervision at God the Father and Jesus Christ. The Macedonius' doctrine was condemned on the Constantinople Universal cathedral in 381 AD (*Vorobyova, 2004*).

Eunomians (Anomoeans) were Eunomius followers. They were called Anomoeans for rejection of the Nicene Creed. They professed the heretical doctrine, according to which the essence of God the Son differs from essence of God the Father, and Jesus Christ is creation of God the Father, the first and surpassing everything. Except the Antioch deacon Aetius, who died in 366 BC, the leaders of the doctrine was Eudoxius, the bishop of Antioch in 357-360, and then the bishop of Constantinople in 360 - 370 (*Filatov, 2011*).

The Roman state pursued the religion of Phrygia, heretical currents of Manicheans and Priscillians.

The Phrygian religion was formed on the basis of Phrygian breeding cults and dogmas of the ancient Greeks. In its center, there was a cult of the goddess-mother Cybele and her son, dying and reviving god Attis. To avoid harassment of the mother Attis sacrificed himself and died under a sacred tree - pine. However, the goddess loved Attis and promoted his revival.

Spring holidays of Phrygians were devoted to these events. Within this cult, orgies and self-sacrifice of priests were made. They devoted themselves to god Attis, exempted from passions by such religious rites (*Lubsky*).

Manicheans were the followers of the religious trend founded by Mani (216-276) in the III century in Persia. They considered Mani to be a prophet.

Fight of the good and evil, light and darkness, as opposite principles of life was the cornerstone of Mani's doctrine. Jesus Christ was considered to become from a kingdom of light and devil - from a kingdom of darkness. The devil concluded soul of the world in bonds of a matter and created the Universe and a person. According to Manicheans, the soul of the world, i.e. particles of light god, is, not only in a person, but also in the whole nature (*Vorobyova, 2004*).

The Spanish heresiarch, the bishop of Avila, Priscillian (340 - 385) studied the Egyptian religious views and Mani's doctrine. Priscillians borrowed the provision on fight of good and evil, God and Satan from Mani's religion. Thus, Arimanius became the creation of a matter, and the terrestrial world left the Satan's hands. Priscillians considered that Earth is coped by spirit of darkness and demons, what explains the existence of chaos and evil.

The soul of a person proceeds from God, before emerging in a human body it stays in the heavenly world. Demons of evil entice it from there, and then place in a corporal cover. If the soul could not find killing of passions of perfect purity, demons force it to replace several bodies. Only then, the soul can return to God and stay in a kingdom of light or, more precisely, in one of star spheres.

Priscillians suggested studying astronomy, zodiac signs, since they attributed special influence on a person's body to stars. If souls settle on stars and have communication with them, studying the last gives the grounds to judge the soul, its virtues and sufferings. Each being, who looks for a place on a good star, has to move further away from a matter. Therefore, they considered strict life, abstention from meat and wine, posts, prayers, chastity make a moral basis.

This doctrine was widespread in Spain and Gallia. Aquitaine and Narbonensis province became the centers of priscillian heresy.

Priscillian's doctrine was condemned in 380 in Zaragoza and in 5 years in Bordeaux. The emperor Magnus Maximus (335-388) ordered to execute heretics (*Osokin*).

Their property was confiscated, but it could devolve to Catholic relatives. To heretics it was forbidden to trade and sign contracts.

Land property, where heretics arranged secret meetings, were confiscated in favor of imperial treasury. If the owner of land did not know about meetings, and the inspector of a manor was aware, the last one was beat by a lash with lead and sent for lifelong penal servitude on mine, and the main tenant of the land was banished. If the governor of the province softened punishments to heretics, he paid a fine of 12 gold pounds and his subordinates - of 10 gold pounds in favor of imperial treasury (*Kuzishchina, 2005*).

The Roman state severely pursued Donatists. It was the religious movement in the Roman North Africa in the IV-V centuries. The Donatists heretical current arose in 311, when the part of the African Churches refused to recognize lawful election of Cecilianus as the the bishop of Carthage. It was the beginning of African Christian Church schism on Catholic Cecelians and their opponents, after called Donatists (by the name of their head the Numid bishop Donat).

As representatives of the dominating estates supported the Christian Church in North Africa, the operated colons, slaves and city poor began to join Donatists. From the middle of the IV century, the movement gained the character oppositional to the Roman power. Besides, the donatists church supported the revolts against Rome headed by leaders of Mauritian tribes - brothers Firm (371-373) and Gildon (397-398). But performances of rank-and-file members of a community against large feudal lords (in particular, agonistics, i.e. "fighters") caused fears at the top of Donatists, which even invited the Roman troops for suppression of these disorders. Already by the end of the IV century, Donatists were adjoined the anti-Roman adjusted part of a ruling class.

In 411, after the Carthage cathedral, where both Catholics, and Donatists were presented, the Roman authorities declared prohibition of Donatism (*Big Soviet encyclopedia, 1969-1978*).

Donatists paid penalties from 10 silver pounds to 50 gold pounds for belonging to heresy in favor of the imperial fisc, depending on estate. For example, the highest officials of the empire (pro-consul, vicar, comets of the first category) were exposed to a fine of 200 silver pounds; senator - 100 silver pounds; ecclesiastic - 100 silver pounds; Decurion - 10 silver pounds.

If after collection penalties (maximum 5 times), the heretic did not renounce the belief, he was punished by exile for borders of the Roman state or confiscation of property. The lowest officials of the empire-Donatists and colons-Donatists after fivefold collection of penalty were punished by beating with birches. If someone helped fluent heretics, this person was the subject to similar punishments with confiscation of property.

Sometimes the highest ecclesiastics of heretics were sent into exile to the remote islands and provinces. If there they built buildings for secret meetings by their own money, local authorities took away these constructions from them and transferred to the possession of Catholic Church.

Transition of heretics and pagans to Catholicism was encouraged in every possible way. Their prosecution after a baptism stopped. If children of Jews or Samaritans accepted Christianity, their parents could not disinherit them: such wills appeared invalid (*Kuzishchina, 2005*).

The great interest has the treatise "About distinction between the initial right and civil right" of the Pisa judge and teacher of Pisa university S. Bartol (1313 or 1314-1357), since it reflects features of development of the initial right in the Roman legislation.

According to the initial right, all crimes against Catholic religion and Christian Church began to be considered as public ones. For example, for incest with nun, blasphemy of the clergyman defrocked, and the layman was separated from Church. The guilty bore responsibility for damage of church property.

The robbers and murderers looking for shelters in church could be detained.

Justice was put in action by a call of both parties in court. The judge had to inform officially the person that he needs to be on court session in certain time. After adjudgement, the condemned had no right to accuse the claimant. However, if the accuser could not produce the convincing evidence to the claim, he became the subject of church repentance. If the claimant did not receive absolution in this case, he was guilty.

Tortures of the defendant were forbidden. Indications of witnesses were used as proofs of criminal cases. Even one witness was taken into account, if there were no inconsistent data. On the new, only opened during the trial circumstances, other witnesses could be invited in court. In case of the appeal, if the witnesses passing on the this case had already gave evidences, they repeatedly were not subpoenaed any more.

The woman could not testify in court. Persons being under examination also could not act as witnesses. Old men and patients, in case of need, could be forced to give evidences. To recruit the minor in trial, the consent of his father was not required.

The person using "ill fame" in the Roman society (for example, not observing religious canons) could be suspected of crime commission, but unconfirmed slander conducted to an excommunication from Church of the "talking scandal" claimant. On a sentence of the bishop, it was possible to appeal to the archbishop or to the Pope.

The brother had no right to accuse the brother of heresy, but the father could testify against children. The property of the heretic was confiscated; it could not devolve to his sons any more, even if they were Christians. The property of criminals also passed into church treasury.

If the condemned died, his body was recommended to inter, despite his crimes (*Krashennnikov, 1999*).

The criminal-legal aspect of religious societies activity in the Roman state was connected with legal definition of the actions qualified as criminal. As the criterion acting as definition of a religious crime was the Nicene Creed, and religious crime since IV century was a set of ideas and actions denying and discrediting it.

The religious crime was treated as “public, harmful to everybody”. The persons, who made it, in the majority of laws were called “rebels and violators of the church world, the state traitors”. They were the subject of immediate punishment.

The actions and ideas infringing on interests and position of Christian Church, its attendants and ordinary believers, attempts at doctrines of Christian religion in its Nicene option were considered as the crimes directed against bases of the Roman state (Kuzishchina, 2005).

The authorities could apply the following punishments for it: proscription (inclusion in the special list of the outlawed persons), hard labor, exile out of the Roman state, confiscation of property, corporal punishments, degrading, prohibition on occupation of certain positions, derogation in hereditary legal capacity, penalty.

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MULTIPLEX LATERAL FLOW IMMUNOASSAY FOR THE DETECTION OF THREE BACTERIAL PATHOGENS CAUSING POTATO BLACKLEG AND RING ROT

Abstract

Bacterial diseases of potato lead to significant worldwide crop losses, so mass screening of infected plants helps to improve agricultural productivity. The aim of the given work was to develop a rapid and multiplex lateral flow immunoassay for detecting three priority bacterial phytopathogens (*Pectobacterium atrosepticum*, *Dickeya dianthicola* and *Clavibacter michiganensis* subsp. *sepedonicus*) causing potato blackleg and ring rot. Lateral flow test strips were developed using polyclonal antibodies against the bacteria and gold nanoparticle-antibody conjugates. The lateral flow immunoassay was applied to the simultaneous detection of three potato bacteria characterized by the following limits of detection: 7×10^4 cells/mL for *P. atrosepticum*, 2×10^4 cells/mL for *D. dianthicola* and 3×10^5 cells/mL for *C. michiganensis* subsp. *sepedonicus*. Analysis time was 10 min. The developed immunoassay is recommended for a rapid assessment of the presence of these three bacteria in tubers and stems of potato with symptoms of the diseases.

Keywords

immunochromatographic assay, Lateral-flow immunoassay,
Gold nanoparticle - antibody conjugates, *Clavibacter michiganensis* subsp. *Sepedonicus*,
Pectobacterium atrosepticum, *Dickeya dianthicola*

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Introduction

Bacterial diseases of potato cause serious crop losses and affect the quality of products, while the use of bacteria-free seeds results in significant increase of agricultural crop production (Frost, Groves et al. 2013, Navarre and Pavék 2014, Kirk 2015). The major bacterial pathogens of potato belong to the genera *Pectobacterium*, *Dickeya* and *Clavibacter*; the species of these genera are responsible for blackleg, tuber soft rots and ring rot disease, respectively (Toth, Sullivan et al. 2003, Hill, Kalischuk et al. 2011, Toth, van der Wolf et al. 2011, Gill, Schaerer et al. 2014, Charkowski 2015). One of the most dangerous diseases of potato is ring rot caused by the bacterium *Clavibacter michiganensis* subsp. *sepedonicus*, a species that is included on the A2 list of the European Plant Protection Organization (EPPO 2014). Blackleg is caused by three closely related species of pectolytic bacteria from the family *Enterobacteriaceae*: *Pectobacterium atrosepticum*, *P. carotovorum* subsp. *carotovorum* and *P. chrysanthemi*. Since 1982, *P. chrysanthemi* has been included on the A2 list of quarantine pests, and a number of features have been highlighted in a new genus, which was named *Dickeya* (Samson, Legendre et al. 2005). Since 2004, the pathogens have rapidly spread across Europe, causing significant economic losses. Among *Dickeya* species, the greatest economic importance belongs to *D. diathicola* and *D. solani*. A particular danger of these diseases is the latent infection of potato stems and tubers. The main approach for the production of potato tubers free from bacteria is rejection of infected and selection of healthy plants. To prevent the spread of the infected tubers, a rapid reliable diagnosis of the diseases is necessary. Likewise, the diagnosis of bacterial infections is important for the production of potato seed tubers free from bacteria (Narayanasamy 2011, EPPO 2014, Czajkowski, Perombelon et al. 2015). Furthermore, considering the number of serious bacterial infections known in potato and the associated losses (Narayanasamy 2011, EPPO 2014), the development of a multiplex assay for phytopathogens is a high priority.

The simultaneous detection of several bacteria in biosamples has been a developing trend in recent years (Slawiak, van Doorn et al. 2013, Charermroj, Himananto et al. 2014, Nezhad 2014, Potrykus, Sledz et al. 2014, Humphris, Cahill et al. 2015, Law, Ab Mutalib et al. 2015). At the same time, highly specific and affine immune interactions are applied widely in the modern multiplex assay (Marquette, Corgier et al. 2012, Charermroj, Himananto et al. 2014, Dzantiev, Byzova et al. 2014, Tighe, Ryder et al. 2015). Multiplex immunoassays have a variety of formats in terms of the carriers used (e.g. microtiter plates, polymeric membranes, glass slides), detection techniques (e.g. colorimetry, fluorescence, chemiluminescence) and degree of automation.

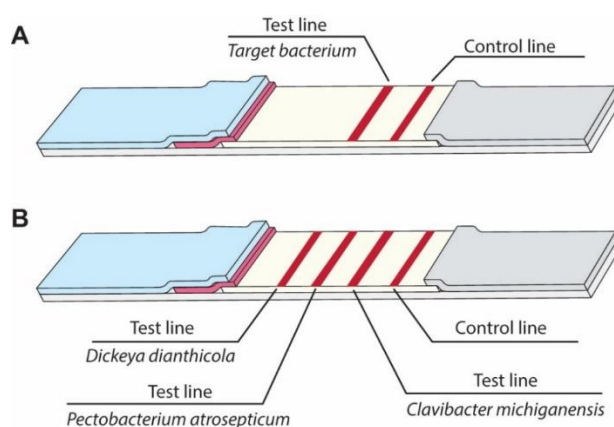


FIGURE 1. SCHEME OF THE LATERAL FLOW TEST STRIP WITH ONE TEST LINE FOR THE DETECTION OF ONE TARGET BACTERIUM (A) AND WITH THREE TEST LINES FOR DETECTING THREE BACTERIA (*C. MICHIGANENSIS* SUBSP. *SEPEDONICUS*, *P. ATROSEPTICUM* AND *D. DIANTHICOLA*) (B).

As the platform for a multiplex immunoassay for the detection of three bacteria (*P. atrosepticum*, *D. dianthicola* and *C. michiganensis* subsp. *sepedonicus*), we chose a lateral flow immunoassay (LFIA). This allows the rapid diagnosis by a simple, reliable, highly specific and sensitive analytical method without special skills and equipment. LFIA is on-site analysis because all reactants are applied to the test strip prior to the assay and the strip-sample contact initiates specific interactions that finish with a visible result, i.e. the coloration of certain lines on the strip (Fig. 1, A) (Posthuma-Trumpie, Korf et al. 2009, Ngom, Guo et al. 2010, Dzantiev, Byzova et al. 2014).

LFIA strips have been developed for different bacterial pathogens (Ngom, Guo et al. 2010, Dzantiev, Byzova et al. 2014, Safenkova, Zaitsev et al. 2014, Byzova, Zherdev et al. 2015, Hodgetts, Karamura et al. 2015). However, to our knowledge, the application of multiplex LFIA for phytopathogens is limited by non-bacterial analytes (Taranova, Byzova et al. 2013, Chinnasamy, Segerink et al. 2014, Song, Liu et al. 2014). The aim of this study was to develop a LFIA to simultaneously detect three bacterial potato pathogens by using a single test strip (scheme of the test strip is given at Fig. 1, B).

Materials and Methods

Reactants. Goat anti-rabbit IgG antibodies (Arista Biologicals, USA), peroxidase conjugate of streptavidin (Imtek, Russia), peroxidase conjugate of anti-rabbit antibodies (Medgamal, Russia), tris(hydroxymethyl)aminomethane (Tris), Tween 20, Triton X-100, 3,3',5,5'-tetramethylbenzidine dihydrochloride, sodium azide, biotinamidohexanoic acid N-hydroxysuccinimide ester, protein A Sepharose CL-4B, Freund's adjuvant (Sigma, USA), chlorauric acid (Fluka, Germany), bovine serum albumin (BSA), sodium citrate, dimethylsulfoxide (MP Biomedicals, UK), NaCl, K₂CO₃ (DiaM, Russia), yeast dextrose carbonate (YDC) agar, Na₂CO₃, NaHCO₃, KH₂PO₄ and KOH (Khimmed, Russia) were used in the study. All chemicals were of analytical or chemical grade.

Specific polyclonal antibodies against *P. atrosepticum*, *D. dianthicola* and *C. michiganensis* subsp. *sepedonicus* were obtained by Y. A. Varitsev, as partly described in previous works (Byzova, Safenkova et al. 2009, Safenkova, Zherdev et al. 2012, Safenkova, Zaitsev et al. 2014).

All solutions for the production of gold nanoparticles (GNPs) and their conjugates were prepared using water deionized by a Milli-Q system (Millipore, USA). To manufacture test strips, components produced by Advanced Microdevices (India) were used, including working nitrocellulose membrane CNPC-12μ, conjugate release matrix PT-R5, sample pad GFB-R4 (0.35), absorbent pad AP045 and laminate MT-1.

Preparation of bacterial samples. *Pectobacterium atrosepticum* (PaPa393, PaPa203-4 and PaPa204-3 isolates), *C. michiganensis* subsp. *sepedonicus* (CmsM1 isolate) and *D. dianthicola* (D9, D17 and D33 isolates) were from the collection of phytopathogens of the All-Russian Research Institute of Phytopathology, Moscow, Russia. *Pectobacterium atrosepticum* (PaPa18077 isolate) and *P. carotovorum* subsp. *carotovorum* (PaPa30168 isolate) were from the DSMZ-German Collection of Microorganisms and Cell Cultures of the Leibniz Institute, Germany.

YDC agar was used to grow the target bacteria and saprophytic bacteria from leaf and tuber extracts (Schaad, Jones et al. 2001). The initial preparations were grown on the surface of the YDC agar medium for 48 h at 25–27 °C. The agar surface was flushed with sterile phosphate-buffered saline (PBS; 50 mM potassium phosphate, pH 7.4, 0.14 M NaCl) and pelleted three times by centrifugation (10,000 g, 20 min, 4 °C). The pellet was resuspended in PBS.

Synthesis and characterization of GNPs. One millilitre of 1% HAuCl₄ was added to 95 mL of deionized water, heated to boiling, and 4 mL of 1% sodium citrate was added on agitation (Frens 1973). The mixture was boiled for 25 min and then cooled and stored at 4–6 °C.

Preparations of colloidal gold particles or their conjugates were applied to 300-mesh grids (Pelco International, USA) coated with a support film of poly(vinyl formal) dissolved in chloroform. The images were obtained with a JEM CX-100 electron microscope (JEOL, Japan) operating at 80 kV. The digital images were analysed with the Image Tool program (University of Texas Health Science Centre at San Antonio, USA).

Synthesis of antibody-colloidal gold conjugates. The conjugates were synthesized as described in Safenkova et al. (Safenkova, Zherdev et al. 2010). To prepare antibody-GNP conjugates, the antibodies were dialyzed against a 1,000-fold volume of a 10-mM Tris-HCl, pH 8.5, at 4 °C for 2-3 h. Then, 0.2 M K₂CO₃ was added to the desired pH (in the range of 8.50), and the resulting solution was added to a solution of antibodies at a concentration of 20 µg/mL. The mixture was stirred at room temperature for 55 min, and BSA was added to the final concentration of 0.25%. GNPs with immobilized antibodies were separated by centrifugation at 20,000 g for 30 min. After the removal of the supernatant, the precipitate was resuspended in PBS containing 0.25% BSA, 0.25% Tween 20 and 1% saccharose. If the preparation were intended for long-term storage, NaN₃ was added to the final concentration of 0.02%.

Preparation of test strips. Membrane compounds and multi-membrane composites were prepared using approaches described by Byzova et al. (Byzova, Safenkova et al. 2009, Byzova, Safenkova et al. 2010). The GNP-antibody conjugate was deposited onto CNPC-12 µ membrane from a solution that had an optical density equal to 10 at $\lambda = 520$ nm. The conjugate load was 16 µL per cm of strip width. The test zones were formed by three preparations of IgG specific to *P. atrosepticum*, *D. dianthicola* and *C. michiganensis* subsp. *sepedonicus*, and the control zone was formed by goat anti-rabbit IgG. All loading solutions were in PBS and were applied to 1.5 µL per cm of strip width. After the assembly of membranes, the multi-membrane composite was cut into strips of 3.5 mm in width using an Index Cutter-1 (A-Point Technologies, USA) and hermetically packed into bags composed of laminated aluminium foil and containing silica gel as a desiccant by using an FR-900 continuous band sealer (Wenzhou Dingli Packing Machinery, China). Cutting and packing were carried out at 20–22 °C in a separate room with relative humidity of no more than 30%.

Preparation of potato material for testing. The leaf and tuber samples were triturated with a pestle in a porcelain mortar with PBS with 0.05% Triton X-100 (PBST). and 20-fold excess.

Lateral flow immunoassay. The assay was performed at room temperature. The test strip was vertically submerged in the tested sample for 1.5 min and then taken out and placed on a horizontal surface. The qualitative results were estimated visually 10 min after the beginning of the assay. The visual limit of detection of the assay was defined as the minimum concentration giving rise to the band at the test zone. Colour intensity was quantified by densitometry after completely air drying the strip using a Reflekom portable photometric detector (Okta-Medika, Russia) according to Byzova et al. (Byzova, Safenkova et al. 2010). The registered value of 0.2 arbitrary (arb.) units of colour intensity accorded with the threshold of reliable visual detection.

Results and discussion

Synthesis of GNP and antibody-GNP conjugates. GNPs were synthesized by standard Frens protocol for use as a label in the LFIA. Transmission electron microscopy showed that their average diameter of the GNPs was 20 ± 3 nm and that the form factor (the maximum to minimum axis ratio) was 1.12 ± 0.08 . A solution of GNPs is stable over a long period of time in the absence of any stabilizing agents. The absorption maximum of the GNP was observed at 520 nm. These data suggest that preparation of GNP is monodisperse and does not contain aggregates. (Safenkova, Zherdev et al. 2012).

The GNPs were conjugated with polyclonal antibodies against the target bacterium (anti-*C. michiganensis* subsp. *sepedonicus*, anti-*P. atrosepticum*, and anti-*D. dianthicola* antibodies). The absorption maximums of the all conjugates were observed at 524 nm. Since the immobilization of the antibody led to an approximately 10% decrease in GNP absorption, we assumed that the concentrations of the conjugates were equal to the concentrations of GNP estimated at OD₅₂₀ as the concentration of the corresponding conjugate (Safenkova, Zherdev et al. 2012).

Development of lateral flow immunoassay. LFIA was optimized by choosing concentrations of IgG and IgG-GNP conjugates that provided maximal colour intensity in both test and control zones and the lowest detection limit with no background staining of the membrane. Taking into consideration the previous results concerning LFIA for a bacterium with one test line (Safenkova, Zaitsev et al. 2014), antibodies specific for rabbit antibodies) were immobilized in the control zone from their concentration 1 mg/mL, and a deposition density of 0.15 $\mu\text{L}/\text{mm}$, antibodies specific to pathogens (2 mg/mL, at a deposition density of 0.15 $\mu\text{L}/\text{mm}$) were immobilized in the analytical zones from their concentration 2 mg/mL for each one, and a deposition density of 0.15 $\mu\text{L}/\text{mm}$. The OD₅₂₀ of the IgG-GNP conjugates mixture used for the deposition was 10.0.

Because the sandwich format of LFIA with the formation of [immobilized antibody - target bacterium - labelled antibody] complexes was used, increasing the concentration of bacteria in the sample leads to an increase of the test zone coloration. According to the digital recording data, the maximum colour intensity occurred 10 min after sample contact with the test strip. Therefore, a 10-min assay time was chosen. Figure 2 presents an example of the multiplex test strip after detection of three target pathogens and and saprophytic bacteriar. As can be seen, the coloration in the control zone is coloured for the all cases, and the coloration in the test zone was observed strictly in cases where the target bacterium was present in the sample.

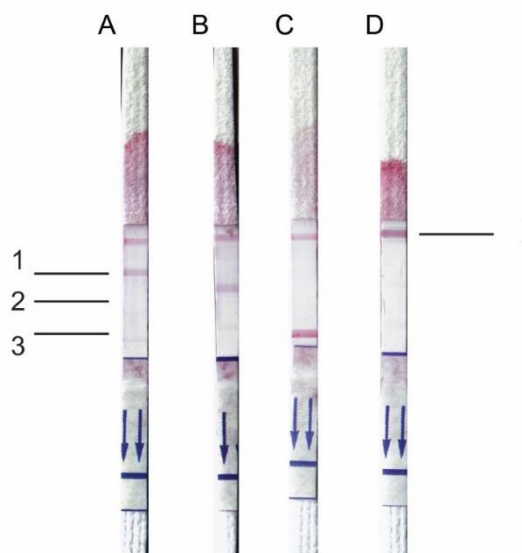


FIGURE 2. MULTIPLEX LFIA TEST STRIPS WITH COLORATION IN THE CONTROL ZONE (I) AND TEST ZONES AFTER ANALYSIS OF THE BUFFER CONTAINING *C. MICHIGANENSIS* SUBSP. *SEPEDONICUS* (A), *P. ATROSEPTICUM* (B), *D. DIANTHICOLA* (C) AND SAPROPHYTIC BACTERIA (D). THE CONCENTRATION OF EACH BACTERIUM WAS 1×10^7 CELLS/ML. 1-3 ACCORD TO THE POSITION OF TEST LINES FOR *C. MICHIGANENSIS* SUBSP. *SEPEDONICUS*, *P. ATROSEPTICUM* AND *D. DIANTHICOLA* , RESPECTIVELY.

Determining the detection limits of the multiplex LFIA. Serial dilutions of *C. michiganensis* subsp. *sepedonicus*, *P. atrosepticum* and *D. dianthicola* in PBST were tested using the multiplex LFIA and LFIA for detection of one bacterium. The tests were produced using the same antibodies and the same concentrations of immobilized reactants.

As shown in Fig. 3, the colour intensity of the test lines gradually increased with increasing target bacterium concentration in the sample (up to 4×10^7 cells/mL). In view of the threshold of reliable visual detection (0.2 arb. units of colour intensity), *C. michiganensis* subsp. *sepedonicus*, *P. atrosepticum* and *D. dianthicola* can be reliably detected by LFIA at concentrations of 6×10^4 , 5×10^4 and 1×10^4 cells/mL, respectively. The analyte revealing in buffer, tuber and leaf extracts was characterized. These experiments demonstrated the consecutive colour disappearance of the test zones as the target bacterium content decreased in the sample.

To select the location of the test zones in the final composition of the multiplex LFIA, we used the visual detection limit of the LFIA for detecting one bacterium. A specific antibody that detects the bacterium at lower concentrations is located closer to the beginning of the working membrane, i.e. antibodies immobilized in this zone interact with the sample sooner than in the subsequent zones.

Figure 4, B demonstrates the test strip after the simultaneous detection of *C. michiganensis* subsp. *sepedonicus*, *P. atrosepticum* and *D. dianthicola* bacteria.

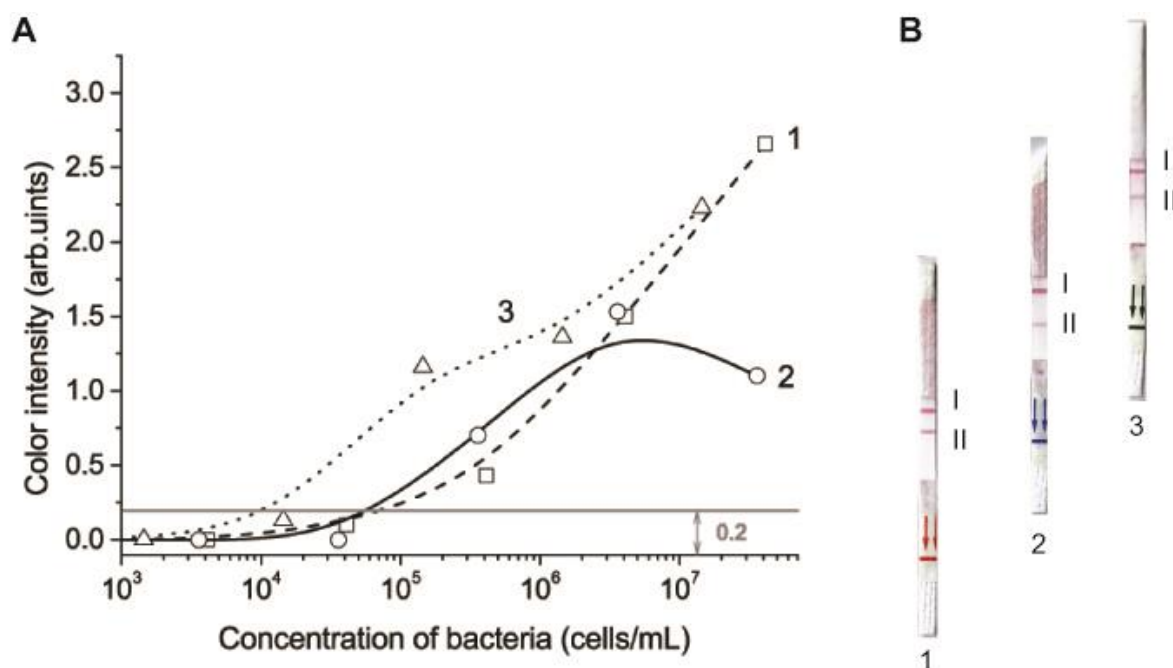


FIGURE 3. COLOUR INTENSITY IN THE TEST ZONES OF THE MONO-TEST STRIP FOR LFIA (ARB. UNITS) VERSUS THE BACTERIUM CONCENTRATION (CELLS/ML) (A). TEST STRIPS AFTER THE ASSAY WITH THE COLORATION IN THE CONTROL (I) AND TEST (II) ZONES AFTER ANALYSIS OF BUFFER CONTAINING THE TARGET BACTERIUM (B). CONCENTRATION OF EACH BACTERIUM WAS 1×10^7 CELLS/ML. TEST STRIPS 1-3 ACCORD TO THE DETECTION OF *C. MICHIGANENSIS* SUBSP. *SEPEDONICUS*, *P. ATROSEPTICUM* AND *D. DIANTHICOLA*, RESPECTIVELY

The curves in Fig. 4, A show the determination of *C. michiganensis* subsp. *sepedonicus*, *P. atrosepticum* and *D. dianthicola* by multiplex LFIA at different concentrations of bacteria. The limits of visual detection are 2×10^4 cells/mL for *D. dianthicola*, 7×10^4 cells/mL for *P. atrosepticum* and 3×10^5 cells/mL for *C. michiganensis* subsp. *sepedonicus*. The detection limit of multiplex LFIA is close in value to that obtained by LFIA for the detection of one bacterium.

The ranges of detection for bacteria by multiplex LFIA corresponded to the usual level of accumulation of the pathogen in infected tubers of the potato, which is greater than 10^6 cells/g from symptomatic tissues (Czajkowski, Grabe et al. 2009, Toth, van der Wolf et al. 2011, Czajkowski, Perombelon et al. 2015).

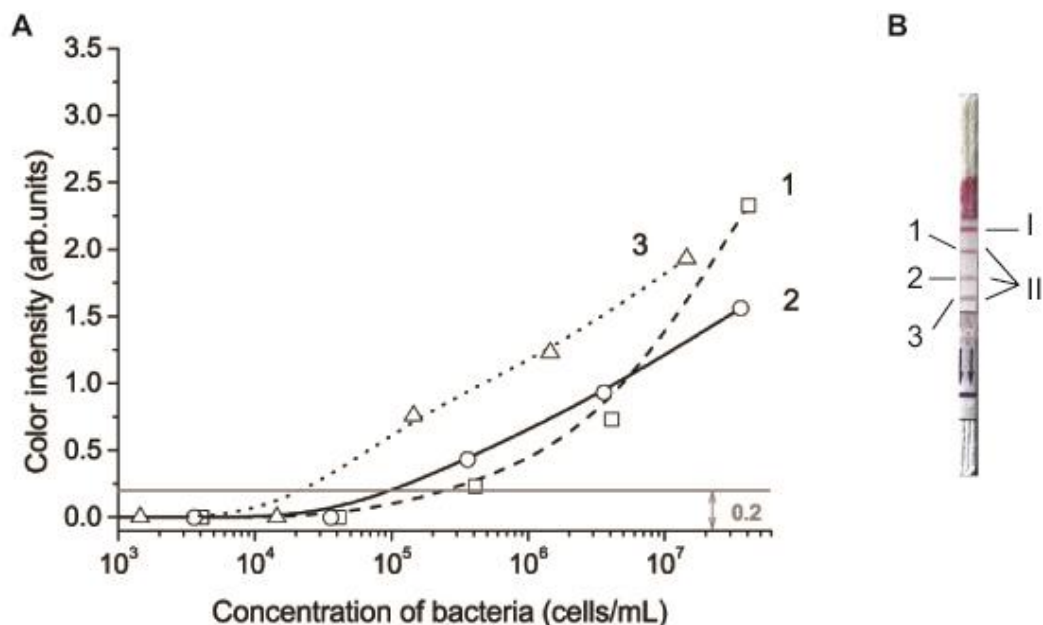


FIGURE 4. COLOUR INTENSITY IN THE TEST ZONES OF THE TEST STRIP FOR MULTIPLEX LFIA (ARB. UNITS) VERSUS THE BACTERIUM CONCENTRATION (CELLS/ML) (A). TEST STRIPS WITH THE COLORATION IN THE CONTROL (I) AND TEST (II) ZONES AFTER ANALYSIS OF BUFFER CONTAINING THE TARGET BACTERIUM (B). CONCENTRATION OF EACH BACTERIUM WAS 1×10^7 CELLS/ML. 1-3 ACCORD TO THE TEST LINE POSITIONS FOR *C. MICHIGANENSIS* SUBSP. *SEPEDONICUS*, *P. ATROSEPTICUM* AND *D. DIANTHICOLA* ON THE MULTIPLEX TEST STRIP, RESPECTIVELY

To examine the developed LFIA in the analysis of potato tissues, pure cultures of bacteria were added to extracts of healthy leaves and tubers. The detection limits for bacteria were close for the experiments in extracts and in the buffer.

Conclusions

The developed multiplex LFIA is a highly sensitive, specific and rapid technique for the detection of *C. michiganensis* subsp. *sepedonicus*, *P. atrosepticum* and *D. dianthicola* in potato tubers and leaves. The multiplex LFIA and LFIA for the individual detection of bacterium demonstrated similar assay times, specificity, detection limits and working ranges. However, the multiplex LFIA allows the simultaneous detecting three pathogens.

The developed immunoassay is a perspective tool for agricultural diagnostics. Its application is important at all stages of the production of potatoes because plants are often affected by several bacteria, making it difficult to identify the responsible species. The given immunoassay may be recommended for the rapid assessment of the presence of three bacteria in tubers and stems of potato with symptoms of disease. The assay can be performed with high efficacy and sensitivity by untrained persons during on-site inspections.

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FACTORS OF SOCIAL EXCLUSION

Abstract

The paper describes the factors of social exclusions as deviations from the norm in behaviour. It discusses the factors of deviation, delinquency, and neuropsychological and addictive deviations. It reveals certain peculiarities of preventive measures, rehabilitation of addictive behaviour; outlines the directions of formation of sober lifestyle among the young people.

Keywords

norm, exclusions, depression, sadism, suicide, addiction, sabriology, preventive measures, rehabilitation

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At present there are several opinions about the main factors of social exclusions. One should notice researches on modern genetics, social psychology and pedagogy, on neuropsychology, sabrientology, addiction, etc. We consider that for psychologists, educators, social workers it will be useful to get acquainted with the theory of social exclusions, which describes different deviations from the norm of human social behavior. At first, we define the norm as it is.

The norm is a system of human actions and activities that corresponds to the universal values, morals, rights and traditions of the people.

We consider the factors of social exclusions are the following:

- 1) defection of social and personal relationships;
- 2) failures in socialization of parents, educators and supervisors;
- 3) physical punishments;
- 4) a negative balance between encouragements and enforcement;
- 5) an imperative, authoritarian or, vice versa, a liberal style of communication, etc.

Recently in scientific literature a term a "problem" or "deviant" from the norm behaviour has appeared. It touches such aspects, as psychical health, rights, culture, morals, etc.

Deviant behaviour and activity need preventive, legal, moral, psychological-pedagogical work with learners, and if necessary correction of their behaviour and activity.

When an individual trespasses doing something insignificant for the society, his actions are called offences and result in administrative responsibility, and when they are serious and punished in criminal order they are already crimes.

Delinquent (derived from Latin delicti - criminal) behaviour requires assessment and active interjection from educators, psychologists, social workers, lawyers and public people, as delinquent behaviour does not become a crime. Resocialization of people after being at prison is still a great social problem. Often, being at a place of detention, an individual loses his family, accommodation, forgets social relationships. It is difficult to

him to find suitable work, because he is not eagerly employed. He has only two ways - to live at prison or to die out of prison. Almost two-thirds of previously convicted people trespass on purpose and come back to prison where they have a roof over their head and bearable food.

Victimology as a branch of the theory of social-pedagogical exclusions is of great importance in understanding factors of delinquent behaviour; it studies the problems of origin, rehabilitation and adaptation of victims of the social environment: children and teenagers who need patronage, orphans and invalids, tramps, the homeless and, finally, victims of different crimes.

At present science considers different deviations from the norm and factors of exclusions: medical and biological (illnesses, disability, acceleration, deceleration, organic cerebral, hormonal, genetic disorders); psychological as a result of damaging of a neuropsychological status of an individual:

- **hysterical neurosis** comes out in nibbling nails, pulling up hair in a circle or strip shape, in nervous vomiting, in complaints about the heart, laborious breathing, in coughing (without a cold). It is necessary to pay attention to such, as it may seem, insignificant displays of illness of children and to take relevant measures.

- **neurasthenia** comes out in sleeping and appetite disorders, hypermotivity, substandard performance, inclination to aggression and destructive actions, complaints about pain in head, hands, etc.;

- **depression** involves complaints about boredom, amotivational sadness; languor, restraint, slow laconic speech. Tearfulness, higher vulnerability, weak changes of attention. Such children can sit for a long time, glancing at a bare wall;

- **a syndrome of irresistible compulsions:**

- 1) **kleptomania** is interest in stealing of unnecessary objects. Sometimes young people have cases of stealing of small objects. Usually, it is rare; all crime cases are easily determined and mark human life. And kleptomania is a protracted process that is badly realized even in adulthood and a sober state;

- 2) **dromomania** is leavings home, desire to vagabondism. It is a trouble of a child, parents and teachers, it requires rapid actions and a complex analysis of the reasons;

- 3) **desire of destruction of different objects;**

- 4) **sadism** is desire to torture and murder animals, and sometimes other people;

- **reaction of hypercompensation** is when an individual aims to attain high results exactly in a that area, where he is the most unsuccessful: a shy person accomplishes desperate and thoughtless acts; an imbecile fights battles; a coward commits ruffian-like attacks;

- **pathological reaction of fascination-hobby** is desire to get easy, without intellectual tension information, necessity in a great number of casual contacts, loafing about, rambling on; passion to hoarding and gaming;

- **pathological sexual instincts** are masturbation, keen interest in sexual life, attempts to violence, homosexuality, interest in pornography, experiencing concerning sexual deficiency;

- **suicidal behaviour** is predisposition to suicide, that is expressed in ideas, intentions, utterances or threats. As a rule, suicide is an appeal for help that nobody hears.

It is necessary to mark that Russia occupies a leading place on childish and juvenile suicide. It is possible to determine three main reasons of suicide:

- negative heredity, when cases of suicide happened in a family. This is in 88 times more often, than in ordinary families;

- mental disorders. People with mental disorders suicide more often. As a rule, children and teenagers, committing an attempt to suicide, are healthy people that are in

extreme psychic tension. If someone notices such tension and get involved in time, then there will not be observations of suicidal behaviour again. (Nosonova, K.E., 2012);

- gaps in education of a child in his family, especially in the preschool age. It is known that a child under 3 years old must live in the atmosphere of love, in well-wishing relationships with adults, if it does not take place due to some reasons - different psychical deviations come. Such social exclusions occur at excessive connivance of desires of a child, when "everything is allowed" and at an authoritarian style of bringing-up, when a child experiences humiliations all the time, and his freedom is constantly limited.

Humiliation of an individual, dramatic relationships with significant others, or unrequited feeling play a crucial role in such behaviour. It is necessary to pay attention to the child's drawings - flowers and the sun, or crosses and coffins. What he likes to talk about - about something sad or joyful.

All of these factors of social exclusions at the first-time manifestations may be well corrected with pedagogical ways and methods. But repeated or numerous cases need help of a psychologist, and maybe of a psychiatrist who will examine the causes and mechanisms of manifestation of mental disorders, and will use the methods of prevention, treatment and providing individual assistance to each one. In any case, all this must be done politely, kindly and gently in order not to harm the individual.

Additionally, the factors of social exclusions involve smoking, alcoholism, drug addiction, toxic substances addiction. According to the international classification of the World Health Organization ICD-10 alcoholism, drug addiction and toxic substance addiction are united with a common term "psycho-active substances dependence" (PAS), which should be considered as a serious chronic brain disease, that destroys the mechanisms responsible for reproduction, that monitor and influence cognitive, emotional and social behaviour of the subject. "Narcotism is a social phenomenon, characterized with mass mental blindness of individuals, escaping from social activity in the illusory world as a result of use of drug substances" (Mayurov, A.N., Krivonogov, V.P., Grinchenko, N.A., Grinchenko, V.I., Karpov, A.M., 2009).

The theory and practice of preventive activity, both in Russia and abroad, confirm that drug addiction, alcoholism and toxic substance addiction are complex socio-cultural phenomena with a number of features:

- these are interrelated processes (interconnected vessels), which require coordinated comprehensive preventive measures; focusing on one phenomenon (for example on drug addiction) inevitably leads to a surge of problems on the other, for example alcoholism, smoking easily results in use of "weeds";

- diseases caused by drugs, alcohol, toxic substances are not of infectious character;
- usually, development, course and manifestations of the diseases associated with these phenomena are of a latent (hidden) nature, which in its turn is reflected in a pulsed (non-uniform) progress, which is difficult to prognosticate in a short and medium term;

- the majority of the causes leading to psycho-active substance addiction by a young individual are in the social, behavioural spheres of human life, so the dynamics of these processes is influenced by many objective and subjective factors of a political, economic, legal, cultural, psychological, spiritual, moral, biological and other nature.

We are concerned with the following facts: young people are not interested in a healthy lifestyle; they have low motivation to improve their body, moral and spiritual qualities. Many young men and women do not connect future success in family life, at work with the non-use of PAS. It should be emphasized that the effectiveness of pharmacological and psychological programs is low.

Currently, there is no governmental policy and programs for rehabilitation of drug addicts in the Russian Federation. Today 2-3% of diagnosed drug addicts are sent to rehabilitation. But after a short stay at a narcological dispensary, where withdrawal symptoms are charmed away, these people are not monitored. As practice shows, only

one of two hundred addicts shakes off drugs on his own. After scientifically based rehabilitation stages the annual probability of remission will increase up to the half of addicts. The second part of the patients does not give up drug use.

Experts in this area invoke to more active preventive work, which is more effective than measures taken after the problem occurred:

- clarification of Russian legislation, legal documents at the regional level concerning production, trafficking, sale and consumption of drugs, alcoholic beverages, tobacco, pharmaceuticals, household chemicals and other toxic substances, as well as necessity in strict following these legislative acts by all citizens;

- explanation of need to develop a system for diagnosis and detection of the under-age at early stages who have an experience in use of psychoactive substances and the efficiency of measures of early psycho-pedagogical influence and medical intervention;

- promotion of benefits of freedom from use of psycho-active substances, introduction of Russian and international experience of stimulation of young people who prefer sober lifestyle;

- protection of the citizens' rights, who do not use psycho-active substances, explanation of need to ban smoking and drinking of any type of alcoholic beverages in public places;

- explanation of impermissibility of smoking, drinking of alcoholic beverages by the under-age (including beer and low-alcohol cocktails), importance of an administrative and social control over observation of the legislation regarding the sale of tobacco products and alcoholic beverages to the under-age;

- explanation of the harmful effects of use of psycho-active substances for the health of future children among women of the reproductive age and future mothers. We should pay attention to the alternation of positive and negative examples of sobriety as focusing only on the negative consequences of use of psycho-active substances without positive alternatives does not contribute to a healthy lifestyle of young people;

- informing about the activities of municipal, state, public and other institutions and organizations which provide assistance to the population in a sober way of life;

- activities aimed at development of an administrative and social control of information flows to limit narcogenic information, to ban (to limit) advertising of psycho-active substances, and monitoring of social advertising (Shirshov V.D., Shirshov S.V., Nikolaeva M.A. 2012),

The specific areas of fighting for sober lifestyle include:

1. Activities for prevention of smoking:

- formation of motivation to stop tobacco smoking among the youth (to ensure smoking to become unfashionable). We consider smoking dangerous for young boys and especially girls. This passion leads not only to numerous diseases, but it is a short "bridge" to drug and toxic substance addictions. To eliminate this dangerous phenomenon, tough organizational measures are needed to prevent smoking in public places, we need punitive measures towards smoking by children and their parents and certain incentives to non-smokers;

- explanation of need to desist from smoking in educational and other social institutions (especially the facts of smoking by the teaching staff are detrimental to the anti-smoking activities), in transport, and etc.;

- introduction of penalties for smokers which are considered the most effective way of giving up tobacco smoking (50 rubles is a little sum, but it is an unpleasant moment), and an incentive system for non-smokers and ex-smokers;

2. Introduction of the anti-alcohol policy:

The fact of drinking in **any way** before the majority age is unacceptable, but even after it an individual needs the sober policy and the practice of "moderate drinking" to stop himself from excessive doses by force of will.

- formation of norms of civilized, moderate, controlled consumption of alcoholic beverages among the adults. People say: the first glass is as a picket, the second is as a falcon, and the following are as small birds. One should after the second one bite his lower lip, if it is not painful, the lip is soft - drink lemonade, go dancing and enjoy!;

There is need to develop the administrative and social control over the quality of alcoholic beverages and raw materials for its production; to prevent the sale of surrogate alcohol products; (Shirshov V.D., Shirshov S.V., Bagretsov D.N. 2011).

3. Prevention of misuse of toxic substances and medicinal products:

- explanation of need of home control for unavailability and following the instructions of use of medicines, household chemicals by the under-age under adult supervision;

- formation of public awareness in food consumption;

4. Strengthening of the anti-drug policy

- formation of the public opinion on absolute non-acceptance of drug use, intolerance to it;

- promotion of extremely negative, intolerant attitude to participants of the drug turnover;

- formation of a total population of responsibility for combating illicit drug trafficking, especially in places of public recreation and employment of minors and young people;

- formation of attitudes towards drug use not as a private matter of an individual, but as a problem affecting the interests of the whole society;

- active involvement of learners in the anti-drug activities on a voluntary basis [Shirshov, V.D., Shirshov, S.V. , Nikolaeva. M.A. ,2012).

For people who have experienced the elements of social exclusions it is necessary to create social lifts that will help them to avoid these exclusions and ensure positive rehabilitation in the society.

We consider that the main focus of this prevention work is organization of a sober and healthy lifestyle not only for the younger generations, but the whole population of Russia. Here we talk about cultural activities, sports and physical exercises. Such systematic impact distracts from unpleasant thoughts, emotions, inappropriate behavior; good physical well-being gives a person a sense of self-confidence and results in self-control (Shirshov V.D., 2011).

Thus, the activities of psychologists, educators, social workers should be aimed at eliminating of negative factors of social exclusions, at formation of a system of social assistance and development of a personality.

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TO THE QUESTION OF THE SAFEGUARDS REGIME IN THE PUBLIC SERVICE OF FOREIGN COUNTRIES AND DOMESTIC EDUCATION SYSTEM

Abstract

Relevance researched problem stems from the need to further improve the service and the educational legislation of the Russian Federation with regard to the legal regulation of the safeguards regime for public servants and educators. The purpose of the article is in the study of foreign and Russian legislation on guarantees of public servants and employees of the education system. A leading approach to the investigation of this problem is the analysis of official legislation of foreign States and the Russian Federation legislation on education. The results of this article allow you to further improve the service legislation of Russia in part of the safeguards regime for public servants and Russian legislation on education. Materials articles can be useful for government officials, educators, and scientists involved in performance and educational issues.

Keywords

public service, safeguards regime of the public servants
and employees of the education system

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The mode of office guarantees is in a varying degree applied in the legislation of all developed states. However its designation thus as "guarantees" is used not always. The main destination of this mode, besides stimulation (both material, and non-material) public servants is "counterbalance" to the mode of office restrictions and a ban. From that "the mode of guarantees" and "the mode of office restrictions and a ban" in many respects are how balanced also efficiency of the stimulating and prohibitive measures depends. In too time excessive "growth" of the mode of office guarantees in addition increases budget expenses on the maintenance of government.

Let's address to the office legislation of France (regarding the mode of office guarantees), as to one of examples of the romano-German legal system. The Law of the French republic of July 13, 1983 No. 83-634 "About the rights and duties of officials" (La loi de la république Française du 13 juillet 1983, n 83-634 "Sur les droits et obligations des fonctionnaires"), the establishing general statute of public servants and the serving territorial collectives. Chapter 2 of the specified Law is devoted to office guarantees to which, in particular belong:

- 1) right for freedom of expression of views (Art. 6);
- 2) the right of association in labor unions (Art. 8);

- 3) right for participation in strikes (Art. 10);
- 4) the right for protection of public collective to which employees are subordinated (Art. 11).

It is necessary to pay attention that this head does not contain regulations on the material guarantees provided by the legislation serving, nevertheless, they are provided, however are not designated actually as "the mode of guarantees". The specified feature (absence of the direct instruction that this or that measure belongs to the mode of office guarantees) is characteristic not only for the legislation of France, but also, for example, and to the legislation on public service of the USA.

About material guarantees specifies Art. 20 (Chapter 3 of "Career") of the law stated above which treat:

1) an office salary (in addition to an office salary the employee who received the disability on service which resulted in constant disability has the right to a temporary grant which unites with an official salary (Art. 65 of the Law of France of January 11, 1984 No. 84-16 "About the public public service"));

- 2) grant to the dwelling;
- 3) family surcharge to an office salary;
- 4) family grant;
- 5) special systems of pension and social security.

The law carries to non-material guarantees (to Art. 21, Art. 22, Art. 23):

1) the right for holiday providing (in particular, the right for annual vacation, sick leave, a maternity leave, a child care leave, holiday for professional retraining, holiday on trade-union preparation, etc.); To Holiday providing public servants other legal acts, in particular the Law of the French republic of January 11, 1984 are devoted to No. 84-16 "About the public public service" (La loi de la république Française du 11 janvier 1984, n° 84-16 "Sur l'état de la public service") (with posleduyushch. amendment and additional), the establishing statute of the public and territorial public servants. On holiday providing, in particular, treat guarantees:

a) the paid annual holiday (duration is defined by the decree of the State Council of the French republic) (p.1 Art. 34 of the Law "About the Public Public Service");

b) sick leave (up to one year inclusive within twelve months in a row; thus the full size of the monetary maintenance of the employee remains only within the first three months of holiday; within the next nine months a half of the monetary contents) (remains h. 2nd Art. 34 of the Law "About the Public Public Service"). Also it should be noted that the French legislation provided also more long terms of sick leave up to three years at a serious illness (for example, such diseases as tuberculosis, a cancer, poliomyelitis, etc.), thus the full size of the monetary maintenance of the employee within the first year, in the next two years is paid a half of the monetary contents (h. 3, h. 4th Art. 34 of the Law "About the Public Public Service");

b) a maternity leave (duration of this holiday is established by the legislation on social security of France);

c) holiday on a vocational education (h. 6th Art. 34 of the Law "About the Public Public Service");

d) holiday for trade-union study (lasting twelve working days in a year; h. 7th Art. 34 of the Law "About the Public Public Service");

e) holiday for employees, is younger than 25 years for participation in activity of public youth and sports associations (duration of six working days; h. 8th Art. 34 of the Law "About the Public Public Service").

Similar regulations on guarantees and types of holiday providing are established by the Law of France of January 26, 1984 No. 84-53 establishing statute provisions of local public service.

- 2) right for continuous preparation and retraining;

3) the right for providing the corresponding hygienic conditions and safety conditions when passing public service.

Let's address further to the office legislation of Switzerland, in particular to the Federal law of June 30, 1927. "About the status of public servants" (Bundesgesetz vom 30. Juni 1927 "Über den Status der öffentlichen Bediensteten").

Feature of the Swiss office legislation is rather considerable volume of social and material guarantees provided to public servants.

Treat the material guarantees provided by the Swiss legislation:

1) a guarantee on an initial official salary and its next increase (Art. 39, 40 of the Law "About the Status of Public Servants");

2) a guarantee payment of social benefits, in particular, treat that: a) a grant at the first marriage (Art. 43 of the Law "About the Status of Public Servants"); b) family grant (Art. 43 of the Law "About the Status of Public Servants"); c) birth grant (Art. 43a of the Law "About the Status of Public Servants"); d) grant to accommodation (Art. 37 of the Law "About the Status of Public Servants"; the specified grant depends on official capacity of the public servant, and also on a standard of living and the sizes of taxes);

3) guarantees of compensation of a certain type of expenses, including expenses on office trips, for irregular working hours, for work on Sundays and at night, for overtime work or extraordinary types of works, for substitution of the employee, higher on hierarchy, etc. (Art. 44 of the Law "About the Status of Public Servants");

4) guarantees on increase in the monetary contents and compensation of inflation (Art. 45 of the Law "About the Status of Public Servants");

5) guarantees on insurance on a case of an illness, accidents, disability, an old age and death (Art. 48 of the Law "About the Status of Public Servants");

Very interestingly legal regulation of a guarantee on granting the office dwelling to the Swiss public servants. According to Art. 17 of the Law "About the Status of Public Servants" the specified guarantee is designated as a duty, i.e. officials of public service are obliged to live in the office dwelling provided by body in which it carries out office activity. This sort of norm (about obligation of granting the office dwelling) very infrequently occur in the office legislation and law-enforcement practice of the foreign states. Therefore, the guarantee brought to the duty level even more increases social security of employees.

Also it is necessary to carry to material guarantees of the Swiss office legislation also the privileges provided to employees at journey on the transport belonging to the Swiss confederation or operated by it (Art. 19 of the Law "About the Status of Public Servants").

Besides, it is necessary to pay attention that the Swiss office legislation unlike considered above the French office legislation forbids public servants to declare and participate in strikes, and also to incite to participation in strikes of other public servants (Art. 23 of the Law "About the Status of Public Servants").

And rather deeply worked the office legislation of Austria is rather interesting (as, by the way, and the office legislation of Germany). Considering the mode of office guarantees, we will stop on the Law of Austria of June 27, 1979. "About legal bases of service of officials" (Bundesgesetz vom 27. Juni 1979 über das Dienstrecht der Beamten (Beamten-Dienstrechtsgesetz 1979 - BDG 1979)).

Let's stop at the beginning on non-material guarantees of the Austrian public servants:

1) guarantees of otpusky providing (§§64-65 the Law of Austria "About legal bases of service of officials"; the amount of holiday of the Austrian officials regardless of a position makes 200 hours in calendar year, thus the legislation provides also possibility of increase in duration of holiday, in particular, till 240 o'clock depending on an experience of office activity);

2) guarantees of provision of pensions (it agrees §13 "Retirement" of the Law of Austria "About legal bases of service of officials" the age limit of finding of the person in public service of Austria makes 65 years, thus extension of finding of the person in public service no more than for one calendar year, before achievement of 70 years by the employee of age is allowed);

3) guarantees of granting daily non-working output time not less than 11 h. (§48c. The law of Austria "About legal bases of service of officials"), thus non-working output time in a week has to make not less than 35 h. (with obligatory allocation of Sunday as universal day off) if the specified time does not manage to be used within the current working week, it has to be postponed for the next working week (§48d. The law of Austria "About legal bases of service of officials");

4) guarantees of medical care, with obligatory carrying out medical examination of public servants each three years (item 3 (§48e, §52 the Law of Austria "About legal bases of service of officials"), especially those employees who are involved in work at night;

5) guarantees of granting office housing if that is demanded by a condition of office activity (§55 the Law of Austria "About legal bases of service of officials"); it is necessary to notice that by the general rule the office legislation of Austria does not provide to public servants of free office housing, except for the above circumstance, thus also in the presence of office circumstances the public servant cannot change a residence;

Separate regulations on the mode of office guarantees also the legislation of Japan, in particular, contains the Law of October 21, 1947 No. 120 "About the state public officials" (する行為月 21 日には、1947 年には、№120 国家公務員).

It is necessary to pay attention that the office legislation of Japan still is one of the most closed. Separate eases in the modes of privacy and confidentiality of the office legislation, and also in departmental legal acts happened in Japan at the end of 1994, after adoption of law on an administrative procedure. Nevertheless, many legal acts regulating activity, in particular, of such type of office activity as police still remain closed, not to mention a regulation of activity of intelligence and special services of Japan.

The mode of office guarantees is set by chapter 6 "Official position, disciplinary punishments and guarantees" (in particular, the section 3 "Guarantees") the Law of October 21, 1947 No. 120 "About the state public officials". So, treat the guarantees provided to public servants of Japan (Art. 94 of the Law "About the State Public Officials"):

1) guarantees of compensation of the damage suffered in connection with fulfillment of duties of public service (an illness, wounds, mutilations, death of the public servant; in the latter case (death of the employee) compensations are paid to members of the family of the employee, and also the persons who were in his dependence);

2) guarantees of compensation of financial losses of the employee when his office activity is impossible owing to an illness or the wound received on public service;

3) guarantees of payment of provision of pensions (chapter 8, Art. 107 of the Law "About the State Public Officials");

4) guarantees for consideration of office disputes on the affairs infringing interests of the public servant (in particular, reduction of a salary, demotion, temporary discharge from execution of functions, application of other disciplinary punishments, dismissal, etc.; Art. 86-92(2) of the Law "About the State Public Officials");

5) guarantees on obtaining the monetary contents (Art. 62-65 of the Law "About the State Public Officials").

The Law which is also stated above mentions, but in details does not regulate such elements of the mode of office guarantees as training and professional development of public servants, providing appropriate hygienic conditions of service, the rest mode, medical and social security of employees (Art. 73). The specified elements are mostly in

competence of the Prime minister of Japan, and also heads of government bodies to whom the duty to develop and realize the corresponding plans for these elements of the mode of guarantees is assigned.

In general it should be noted that the office legislation of Japan is very avaricious and is not systematized regulates the mode of office guarantees which many provisions remain closed and to contain in departmental legal acts (it was already noted closeness of the Japanese office legislation above).

Let's consider further the office legislation on guarantees of Anglo-Saxon legal system, in particular, the office legislation of the USA. The office legislation of the USA is presented, in particular, in the Code of laws of the United States of America ("United States Code"), the Title 5 "Government bodies and employees" (Title 5 "Government organization and employees").

Treat office guarantees of the USA (it should be noted that complexity of the office legislation of the USA is rather weak, including in questions of office guarantees):

1) a guarantee of providing employees with effective education and training (however, with the reservation on need of receiving by the public servant of that education and training in the office or corporate purposes) (sec. of 2301 Art. 7 of the Code of laws of the United States of America);

2) guarantees of protection of employees, including from an office arbitrariness, personal protectionism, coercion of participation in activity of political parties or political activity, from prosecutions for lawful disclosure of information testifying to violation of the legislation of the USA on mistakes and violations in public administration, about waste and inefficient use of means of the state budget or budgets of states, about existence of essential and valid threat of the state or public security, etc. (sec. of 2301 Art. 8 of item A, 9 of item A, B of the Code of laws of the United States of America);

3) guarantees of receiving the minimum wage at primary appointment to the post of the corresponding rank (sec. 5333), and also on periodic increase in the size (level) in the monetary contents (sec. 5335 Codes of laws of the United States of America) and on additional increase in the size (level) in the monetary contents (sec. 5336 Codes of laws of the United States of America).

Concerning social guarantees, those are almost not presented in the office legislation of the USA since a basic basis of public service of the USA are the same market relations and "system of merits". Respectively, provision of housing, a medical support and service is a problem of the employee and a little than differs from that at other citizens of the USA who are not in public service (an exception the highest officials of public service who are provided with departmental office housing and the increased quality of medical services are).

Nevertheless, legislative provisions on guarantees of protection of public servants can be interesting and to the legislation of the Russian Federation on public service, including from an office arbitrariness and from lawful disclosure of office information on violations of the current legislation, threats to security, etc. It is obvious that now in the Russian Federation there are very considerable problems in the specified spheres, including with a freedom of speech of public servants.

Let's address further to consideration of the legislation on public service of the Asian states, in particular the People's Republic of China. A basis of the Chinese office legislation is the Law People's Republic of China "About public servants" 中华人民共和国关于公务员, come into force on January 1, 2006.

Also we will pay attention that the office legislation of the People's Republic of China directly does not support heads (sections) which are directly called by guarantees, nevertheless, office guarantees are established in other heads (sections).

In chapter 12 "A salary, the benefits, insurance of" the Law People's Republic of China "On public servants" to contain regulations on enough office guarantees (though formulated rather briefly and capaciously), we will stop on some of them:

1) guarantees timely and in full payments of a salary (Art. 74), and also a guarantee of indexation of a salary according to a level of development of the state economy (Art. 75);

2) guarantees of the state insurance of public servants, including the state pension insurance (concerning pension insurance of Art. 89 (chapter 14 "Retirement") of the Law People's Republic of China "About public servants" specifies that the public servant after retirement receives the pension cash security established by the state (which size is not concretized by the law) and uses other benefits, also the state provides to the former public servant to the pensioner necessary service and the help in his life and maintenance of health) medical insurance on a case or operational injuries, insurance on a case of loss of work (Art. 77);

3) guarantees on training, preparation and retraining of public servants according to a rank and on classification (Art. 60, chapter 10 "Training and preparation"); it is also necessary to note that training and training of public servants of the People's Republic of China is carried out in specialized state educational institutions;

4) guarantees on receiving the corresponding benefits (Art. 76) by public servants; however provisions of the specified article of the Law People's Republic of China "About public servants" do not concretize the list of the benefits and their types;

5) guarantees of the appeal of the personnel decisions affecting the public servant (Art. 90, chapter 15 "Complaints and charges"); according to the specified article the public servant can appeal against the personnel decision within 30 days from the date of its receiving in that body which passed the initial decision; also public servant within 15 days in the right to appeal and the repeated personnel decision in government body on public servants (thus the Law (Art. 94) especially defines that the public servant for presentation of complaints cannot be accused of distortion of the facts, slander, threat to other persons).

It should be noted that the office legislation of the People's Republic of China does not establish guarantees of increase of public servants in a position, official increase mostly depends on the educational level, quality and productivity of office activity (possessing so considerable human resources, the People's Republic of China really is able to afford over rigid selection of shots on public service, especially on senior positions, and also at a position of military service).

Let's consider further the office legislation of the states of the CIS in the part concerning guarantees.

In particular, the Law of the Republic of Kazakhstan of July 23, 1999 No. 453 "About public service".

Provisions of the mode of office guarantees to contain in chapter 5 "Providing public servants" of the Law stated above, in particular:

1) guarantees of compensation which has to provide sufficient material conditions for unconditional and exhaustive execution of official duties, and also its indexation (p.1 to Art. 21, h. 4th Art. 21 of the Law "About Public Service");

2) guarantees of holiday providing (the public servant of Kazakhstan according to p.1 Art. 22 and h. The 3rd Art. 22 of the Law "About Public Service" is granted the paid annual vacation lasting thirty calendar days with payment of a grant for improvement at a rate of two official salaries, and also holiday without preservation of a salary);

3) guarantees of social protection (Art. 24 of the Law "About Public Service") which treat: a) provision of housing (granting which procedure by the Law is not concretized); b) free granting the land plots for individual housing construction by the public servant needing improvement of living conditions; c) medical care in the relevant State Healthcare

Institutions; d) payment of the severance pay at a rate of four average monthly salaries in case of abolition (elimination) of government body or reduction of regular number;

4) guarantees of provision of pensions (regulations on provision of pensions the Law "About Public Service" are not concretized);

5) guarantees of the rights of public servants when attracting them to a disciplinary responsibility (Art. 29 of the Law "About Public Service") which treat: a) the right of acquaintance with all materials connected with involvement of the public servant to a disciplinary responsibility; b) the right personally to participate in procedure of office investigation; c) the right for the appeal of the actions and decisions made on the public servant.

It should be noted that besides the Law "About Public Service" in Kazakhstan also other regulations regulating separate aspects of passing of public service (and including the mode of office guarantees), in particular, the Provision on an order of passing of public service (utv are adopted. The decree of the President of the Republic of Kazakhstan of March 10, 2000 No. 357), Rules of carrying out an annual assessment of activity and certification of administrative public servants (utv. The decree of the President of the Republic of Kazakhstan of January 21, 2000 No. 327), Rules of imposing of disciplinary punishments on administrative public servants of the Republic of Kazakhstan (utv. The decree of the President of the Republic of Kazakhstan of December 31, 1999 No. 321), etc.

Regarding regulation of the mode of guarantees the office legislation of Republic of Belarus is submitted also rather interesting. The Law of Republic of Belarus of June 14, 2003 No. 204-3 "About public service in Republic of Belarus".

To guarantees, provisions of separate articles of chapter 7 ("Material and social security of public servants") of the above Law are devoted:

1) guarantees of material and social security (Art. 46 of the Law "About Public Service in Republic of Belarus") which treat:

a) the working conditions providing appropriate execution of official duties;

b) salary (Art. 48 of the Law "About Public Service in Republic of Belarus"; the salary of public servants of Belarus consists of an official salary, extra charges for a class, long-service bonuses, awards and other payments);

c) labor holiday (Art. 50 of the Law "About Public Service in Republic of Belarus"; the main labor holiday in public service of Belarus makes 28 calendar days; additional holidays vary depending on an experience of office activity: after five years of an experience - two calendar days, after ten years of an experience - four calendar days);

d) payment of day off and other lump sums (Art. 51 of the Law "About Public Service in Republic of Belarus"; the severance pay is paid to public servants at: early cancellation of the contract in connection with non-performance or inadequate performance of its conditions on fault of the employer - at a rate of three average monthly salaries; retirement - at a rate of three average monthly salaries);

e) medical care;

2) guarantees of provision of pensions, including for long service (Art. 53, Art. 54 of the Law "About Public Service in Republic of Belarus").

It is necessary to notice that the office legislation of Belarus provides only legal opportunity (but not a guarantee) granting the state housing stock to public servants of office premises.

Use in the office legislation of the Russian Federation of provisions, in particular, of the French office legislation would be very interesting (The law of France of January 11, 1984 No. 84-16 "About the public public service") about: 1) to family surcharge to an office salary; 2) family grant; the Swiss office legislation (The law of Switzerland "About the status of public servants") about: 1) to payment on grants at the first marriage; 2) family grant; 3) guarantees on inflation compensation.

Regarding guarantees of protection of public servants the provisions of the legislation of the USA which are accurately establishing the list of illegal acts concerning the public servant from the corresponding officials of government, in particular, to a protection guarantee from are rather well worked: 1) an office arbitrariness, 2) personal protectionism, 3) coercions of participation in activity of political parties or political activity, 4) from prosecutions for lawful disclosure of information testifying to violation of the legislation of the USA on mistakes and violations in public administration, about waste and inefficient use of means of the state budget or budgets of states, about existence of essential and valid threat of the state or public security, etc. (sec. of 2301 Art. 8 of item A, 9 of item A, B of the Code of laws of the United States of America). The list stated above is submitted very useful, certainly, with the corresponding adaptation to realities of the Russian office legislation and practice.

Besides, from the Russian office legislation it is necessary to withdraw the guarantee transport service of civil servants representing very essential item of expenditure, both the federal budget, and budgets of subjects of the Russian Federation.

Thus, once again we will note that the basic list of the mode of guarantees in public service of the Russian Federation in general are identical to that in the public (public) service of the states of Anglo-Saxon and romano-German legal systems.

Unlike the mode of the office guarantees applied in public service to public servants in education the category of "guarantees" contacts generally social guarantees for pedagogical workers. Social guarantees are the measures of support of a certain category of persons directed on maintenance of worthy level of their life, realization of the rights and freedoms.

Part 5 of Art. 47 of the Federal law of 29.12.2012 "About education in the Russian Federation" establishes to No. 273-FZ the following social guarantees for pedagogical workers:

1) the right for the annual main extended paid vacation which duration is defined by the Government of the Russian Federation.

Pedagogical workers are granted the annual main extended paid vacation. Its duration is established by the Resolution of the Government of the Russian Federation mentioned above of 08.08.2013 No. 678 which approved the Nomenclature of positions of pedagogical employees of the organizations which are carrying out educational activity, positions of heads of educational institutions.

In turn, the resolution of the Government of the Russian Federation of 14.05.2015 No. 466 "About the annual main extended paid vacations" defined categories of positions and duration of the annual paid vacation.

It is necessary to pay attention to features of providing holiday to the pedagogical worker working part-time.

If on a part-time job duration of the annual paid vacation of the worker is less, than holiday duration on a primary place of employment, the employer at the request of the worker grants it leave without preservation of a salary of the corresponding duration (Art. 286 of the Labor Code of the Russian Federation).

The order of realization of the right for the paid holiday at dismissal of the teacher is defined by the general rules provided by Art. 127 of the Labor Code of the Russian Federation. At dismissal monetary compensation for all unused holidays is paid to the worker. According to the written statement of the worker unused leaves can be granted to it with the subsequent dismissal (except for dismissal cases for guilty actions). Thus day of dismissal it is considered the last day of holiday. At dismissal in connection with the expiration of the employment contract holiday with the subsequent dismissal can be provided and when holiday time in whole or in part exceeds the limit of the term of this contract. In this case day of dismissal it is also considered the last day of holiday.

Except the main extended holidays teachers have the right for additional holidays. So, according to Art. 116 of the Labor Code of the Russian Federation they are provided to the teachers working in the region of the Far North and districts equated to them. Duration of additional holiday which is attached to the basic, according to Art. 321 of the Labor Code of the Russian Federation makes:

24 calendar days - for the teachers working at Far North;

16 calendar days - for teachers who work in the districts equated to the region of the Far North.

Leave is granted in summer vacation time. In exceptional cases holiday can be in whole or in part postponed for winter vacation time. Providing holiday during the extra vacation period possibly, for example, at acquisition by the worker of the permit from fund of social insurance to sanatorium treatment.

In spite of the fact that pedagogical employees of educational institutions have generally a rest in the summer, the head of educational institution has to approve the vacation schedule in two weeks prior to the beginning of calendar year - such requirement is fixed in the specified Art. 123 of the Labor Code of the Russian Federation. It is necessary to acquaint pedagogical workers under a list with the approved vacation schedules. If the teacher of any reasons cannot use holiday in the days determined by the schedule, he needs to appeal to administration of establishment to postpone holiday to other time.

2) the right for long holiday for up to one year at least every ten years continuous pedagogical work in the order established by the federal executive authority which is carrying out functions on development of a state policy and standard legal regulation in education.

The Provision on an order and conditions of providing long holiday to pedagogical workers (utv is developed for the educational organizations. The order of the Ministry of Education of Russia of 07.12.2000 No. 3570).

The pedagogical workers having an experience of continuous teaching work not less than 10 years have rights for long holiday. The right for such holiday can arise only after each next decade. Leave can be granted to the employee of educational institution at any time under a condition if it negatively is not reflected in the general activity of educational institution.

The order of providing long holiday to pedagogical employees of other educational institutions is defined by the decision of the founder of this institution and its charter.

However such questions as sequence and time of providing long holiday, duration, accession to annual vacation, possibility of payment of long holiday due to extrabudgetary funds, and other questions which are not provided in this Situation are defined by the charter of educational institution.

As well as during stay in the main annual vacation, during stay on long holiday for the pedagogical worker the work place, and also pedagogical loading if the number of hours by curricula and programs only during this time did not decrease remains or the number of educational groups did not decrease.

Are not allowed transfer of the pedagogical worker to other work and dismissal at the initiative of the employer during his stay on long holiday, except cases of a complete elimination of educational institution.

If during long holiday the worker has a temporary disability, in this case holiday lasts on number of the days of disability certified by the sick-list or is transferred in coordination with the employer to other term. However long holiday is not subject to extension and is not transferred if the pedagogical worker during holiday looked after the sick family member.

In the experience of continuous teaching work granting the right for long holiday operating time in the educational institutions having the state accreditation irrespective

of form of ownership is set off. Except actually worked time the experience joins also time, when the teacher:

actually did not work, but behind it the place of work (position) and a salary in whole or in part (including time of the paid compelled truancy remained at the wrong dismissal or transfer to other work and the subsequent restoration at work);

passed work practice at the paid teaching positions during training in educational institutions of an average and higher education, postgraduate study and doctoral studies;

actually did not work, but behind it the place of work (position) remained and he received benefit on the state social insurance, except for the time spent in partially paid child care leave before achievement of age of 1,5 years by it.

The experience is defined proceeding from employment records, and also on the basis of other properly processed documents. All questions of its calculation are considered by the employer in coordination with trade-union body.

3) the right for early purpose of an insurance old-age pension in the order established by the legislation of the Russian Federation.

Such pension quite often call pension "on a period of service" since the right for early purpose of labor pension of the retirement age which is earlier established by the legislation of the Russian Federation arises at the pedagogical workers having a certain pedagogical experience, namely according to the item of subitem 19 p.1 Art. 30 of the Federal law of 28.12.2013 No. 400-FZ "About insurance pensions" carrying out not less than 25 years pedagogical activity in establishments for children. Thus such pension is granted irrespective of age of the pedagogical worker. The main requirement - observance of requirements for an experience of pedagogical activity.

4) the right for granting to the pedagogical workers consisting on the account as the premises needing premises, out of turn under contracts of social hiring, the right for granting premises of specialized housing stock.

The legislator establishes the right of pedagogical workers for receiving housing under contracts of social hiring out of turn in case the pedagogical worker costs on the account as needing premises, or on receiving premises in specialized housing stock. The order of registration, granting premises under contracts of social hiring is established by the Housing code of the Russian Federation (see sections III and IV).

5) other labor law, measures of social support established by federal laws and acts of subjects of the Russian Federation.

The list of the labor law and social guarantees provided in h. The 5th Art. 47 of the Federal law "About formation of the Russian Federation", is open and can be added both at the federal level, and at the level of territorial subjects of the Russian Federation. Territorial subjects of the Russian Federation were granted the right independently to enter additional measures of social support to pedagogical workers.

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MODELING OF THE INNOVATION SYSTEM OF ENTERPRISES IN THE SECTOR OF PRODUCTION OF CONSTRUCTION MATERIALS

Abstract

The paper analyzes the problems of development of innovation policy taking into account real possibilities of the enterprise. The author concludes that innovations in infrastructure enterprises are of great importance. The state of resources of the enterprise depends on the choice of innovation strategy. The author proposes the quantitative and qualitative diagnostics of an enterprise, and selects methods of modeling of the innovation system.

Keywords

innovative system, innovative potential, innovative resources, controlling, innovation strategy

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Innovative companies in the industry manufacture of building materials is a collection of structural links and processes of transformation of scientific and theoretical innovations. It should be based on respect for the principles of intensive implementation stages of reproduction, distribution, exchange and consumption of innovative results. This activity in the framework of the established system should meet developed innovative policy taking into account real possibilities of the enterprise.

In the condition of a single enterprise dominates the course of searching for solutions to innovative problems on its own innovative potential and possible positive impulses from the external environment (regional resources, government support, preferential taxation, consulting, etc.). A great role is played not only their own, material and substantial innovation resources of the enterprise, but largely intellectual potential and mentality of the management and staff of the enterprise, as well as the ability to predict the course of innovative events company in stimulating the government policy and regulations.

Given the conditions of work of the enterprises in the market environment, become important innovations in the sphere of entrepreneurial activity and infrastructure of the enterprise. Therefore, firms often change the range of suppliers and stakeholders external service, choosing the one most reliable. This area of activity of the enterprise requires special innovative solutions. The challenge was to develop innovation, investment projects in the industrial sector and in entrepreneurship have been implemented so as not to disrupt the established rhythm of the company, and there was not any danger of a slide towards a possible crisis. Each time, when making decisions about the conduct process, product or business innovation needs to be explored an alternative: to do it completely on their own, to attract a team of innovators, or to abandon it.

Within the firm this approach should be conducted a comprehensive inventory of existing innovative potential of the enterprise. Subject to availability shall be enforced by the controlling system, providing the possibility of introducing management accounting (*Zhutaeva, 2005*). The social aspect of the action of the innovation system of the enterprise is developed, which contains the principle of balance "people - interests -

incentives".

In this case, it is assumed that all the efforts of the leadership of the enterprise, perspectives of its innovative development would be subject to General innovative installations of the Federal and regional level, as well as targets within the plan. In practice, however, strict adherence to target plants from above is not always possible due to local conditions such as disparity in regional development, failures in the actions of the local administrative machinery.

The transition to innovative economy requires industrial businesses to raise consumer properties and product quality, to continuously search for new opportunities for development and adaptation to the external environment. The adaptation should cover all activities of a strategic nature, which improve the relationship of the enterprise with its environment, and be aimed at achieving set strategic goals. Consequently, the management systems of industrial enterprises rises primary task is to form new organizational operating model. One of such organizational models is the creation of industrial parks (*Lavrova, 2015 a*).

The use of innovative methods and ways of organizing production and economic activity helps to increase the level of competitiveness of enterprises, enhances their access to a qualitatively new level. The introduction of organizational and managerial innovation is an important means of ensuring the sustainability of the competitive position of the enterprise, as it is because organizational and managerial innovations have individual character for every entity (*Lavrova, 2015 b*).

In the regions being sought in the forms and methods of innovative modernization of the enterprises, based on the pragmatic possibilities of the moment and decisions made based on a combination of systematic and situational approaches.

However, to date there is a lack of serious demand for innovation from the business community, which prefers to make profitable investments and aims to make an instant profit. Innovations are a long-term project. Consideration of the region as an integrated system that allows us to determine the direction of influence of these structures on its development and functioning.

In this case it is evident the interaction of region and business-structures operating in its territory. Mutual benefit will occur if individual business - small, medium and large business as elements of the regional system will operate, focusing on the goals of the system, given its involvement in the socio-economic problems of the region. For effective partnership working to provide winning conditions, both public and private sector, creating a minimum of bureaucratic obstacles.

Currently updated high priority regional economic system as the primary level of formation of uniform national system of innovation. It is at the regional level on the basis of existing informal networks of contacts and shared interests, bringing together various organizations and local authorities, as a rule, it is possible to achieve a substantially closer and more harmonious interaction between education, science and high-tech industry, the necessary pairing of educational, scientific and industrial capacities. This is a key condition of successful advancement of innovations in the innovation chain.

Smolensk region is located at the beginning of development of innovative activity, which enables the authorities, using the experience of other regions, to build their own model of development.

Table 1 shows the growth dynamics of innovative potential of the region for 8 years according to statistics in the Smolensk region.

TABLE 1. THE GROWTH DYNAMICS OF INNOVATIVE POTENTIAL OF THE SMOLENSK REGION

Year	2005	2006	2007	2008	2009	2010	2011	2012
Number of created advanced production technologies	2	2	5	6	2	2	1	1
The number of used advanced production technologies	1262	510	661	1000	1078	1076	1171	1302
Innovative activity of organizations (%)	5.0	8.3	8.1	6.0	7.9	5.5	6.6	6.7
Expenditures on technological innovations (mln.)	433.8	451.9	675.9	1058.3	1127.4	1338.8	1974.4	1464.5
The volume of innovative goods, works, services (mln.)	—	583.9	1503.1	2199.6	4417.5	2367.0	2400.2	3152.0

Analyzing data statistics to 2012, we can say that in the region the share of innovative activity of organizations increased slightly, up just 0.1%, but nevertheless increased used of advanced manufacturing technologies at 131, the volume of innovative goods, works, services on 751,8 million, with lower costs for technological innovations 509,9 million. Dynamics characterizes the development of innovative potential of the region.

At the center for innovative transformation of the company. The company serves as a complete industrial-economic system with specific system qualities, allowing studying its processes in multidimensional terms.

Practically, this means that the company, responding to the requirements of the whole system and being the bearer of intrinsic signs, can be at one and the same time characterized as either technical or technological, or economic, or as a business or as a social system.

Many authors include in the diagnostics of the enterprise quantitative and qualitative indicators of scientific and technical potential, characterizing the level of R & D development.

The state of these indicators depends on the choice of a particular innovative strategy which in this case can be defined as "a measure of willingness" to fulfill its ambitious goals in the field of innovative development of the enterprise.

They contribute to the effective formation of the cost of innovation and generally provide conditions for implementation of other elements of capacity, perform the role of their quantitative evaluation. It is obvious that the components of innovative capacity are not equivalent.

Each of the components of innovative capacity has an independent content:

- 1) Human resources component is a generator of innovative ideas;
- 2) The material-technical component acts as the physical basis of formation of innovative potential;
- 3) Organizational component is a set of management organs, units and officers performing their assigned functions, including a set of methods with which managerial impact;
- 4) Information - is the basis of the entire management process as efficient functioning of economic activity in the absence of information and relevant information technology is not possible;
- 5) Financial resources innovative capacity to perform the functions of ensuring the financial means, impact on the choice of subjects of innovative projects in accordance with the needs of functioning and development of the innovative sphere.

Thus, the analysis of capacity should include almost all spheres of enterprise

management, production, research, finance, marketing, etc. (Gusakov, 2002). All indices must be balanced.

When assessing the innovative potential it is advisable to include the evaluation of competitors of the enterprise. Studying the latter is particularly important in a market environment that is characteristic and for the production of building materials. For this purpose, it is expedient to apply the SWOT-analysis, benchmarking and other approaches. Benchmarking from different angles illustrates the position of the enterprise relative to its competitors and can be used to assess the innovative potential of the enterprise (Arenkov, 2001).

All of the above factors influence the development of innovative system at the enterprise level industry manufacture of building materials in the current economic environment.

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