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CONTENTS**CONDITIONS FOR DEVELOPMENT PROFESSIONAL COMPETENCE
OF PRESCHOOL TEACHERS TO INTERACT WITH PUPILS' FAMILIES**

Valentina Abashina

6-9

**PHILOSOPHICAL BASES FOR SOCIAL-PEDAGOGIC ACTIVITY
IN THE EDUCATIONAL SYSTEM**

Natalya Abramovskikh

9-13

**THE MASS CHARACTER OF KOREAN LANGUAGE ONOMATOPOEIA
IN COMPARISON WITH ENGLISH LANGUAGE. CLASSIFICATION "SAEBUN"**

Alexandra Ananyva, Ksenja Gherman

13-17

THE ISSUES OF MOTIVATION OF STAFF IN THE DIFFERENT COUNTRIES

Inna Babenko, Viktoria Zalogina, Yulia Samsonenko, Tatyana Gromova

18-21

STUDYING THE PRESCHOOL CHILDREN'S LEVEL OF FEAR

Valentina Dolgova

22-26

**STRATEGIC BASES OF INNOVATIVE DEVELOPMENT OF NORTH CAUCASUS REGION
IN MODERN ECONOMIC CONDITIONS**

Jennet Durdyeva, Maryam Borlakova

26-30

**INDEPENDENT WORK AND INDEPENDENCE OF STUDENTS
AT HIGHER EDUCATIONAL INSTITUTION**

Lyudmila Efanova

30-36

**FORMATION STAGES OF THE REASONED SPEECH AMONG CHILDREN
OF THE ADVANCED PRESCHOOL AGE DURING ACQUAINTANCE WITH THE NATURE**

Aksana Filippova

37-42

**LEGAL PROTECTION OF THE ECONOMIC INTERESTS OF RUSSIA IN THE ARCTIC REGION
IN THE EARLY TWENTY-FIRST CENTURY**

Tatyana Kapelko, Andrey Tumanov

42-46

FEATURES OF SOCIO-HUMANITARIAN KNOWLEDGE

Nikita Karavaev

47-49

**COMMUNICATIVE TRAINING OF FUTURE TEACHERS
OF THE PRESCHOOL EDUCATIONAL ORGANIZATIONS
AT HIGHER EDUCATION INSTITUTION**

Liya Lashkova

50-54

**DIRECTIONS TO ACHIEVE INNOVATIVE TYPE OF ECONOMIC DEVELOPMENT
OF THE RUSSIAN-BELARUSIAN BORDER AREA**

Elena Lavrova

55-58

**THE EFFICIENCY ANALYSIS OF BUSINESS SOLUTIONS IN CONDITIONS OF UNCERTAINTY
BY MEANS OF MODELING OF PRICE RISKS ASSESSMENT OF ETA
ON THE BASIS OF PROBABILISTIC MODELS AND HEDGING**

Olga Martyanova

59-71

PSYCHOLOGICAL PREPAREDNESS OF A TEACHER TO WORK WITH SPECIAL NEEDS CHILD

Olga Nekrasova

72-76

INTRODUCING INTERCULTURAL DIMENSIONS INTO A FOREIGN LANGUAGE COURSE

Kira Prigozhina

77-80

ORIGINALITY OF AUTHOR'S SUBJECTIVITY IN M. GORKY'S STORY "MISTAKE"

Olga Shum

81-87

**SOCIAL-ECOLOGICAL READINESS OF A TEACHER
AS PSYCHOLOGICAL-PEDAGOGIC CATEGORY**

Vera Tolmacheva

88-92

**POLITICAL COOPERATION WITHIN THE COUNCIL
AND THE BARENTS EURO-ARCTIC REGION (HISTORICAL AND LEGAL ASPECT)**

Andrey Tumanov, Tatyana Kapelko

93-96

**THE SOCIAL RELATIONS IN MEKHTULIN FEUDAL POSSESSION
IN XVIII - THE BEGINNING OF THE XIX CENTURY**

Ruslan Umakhanov

97-101

**ABOUT FORMATION OF KNOWLEDGE AND REPRESENTATIONS
OF THE ADVANCED PRESCHOOL AGE CHILDREN ABOUT THE NATIVE LAND
ON THE EXAMPLE OF CHUKOTKA**

Nadezhda Volobuyeva, Zhanna Morozova

102-111

CONDITIONS FOR DEVELOPMENT PROFESSIONAL COMPETENCE OF PRESCHOOL TEACHERS TO INTERACT WITH PUPILS' FAMILIES

Abstract

The paper deals with conditions for professional competence formation among preschool teachers to interact with pupils' families of pupils. The important role in the process plays methodological work with teachers that has to be carried out with use of methods of active training, design activity, etc.

Keywords

professional competence, preschool teacher, interaction with family,
methods of active training

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New tasks and the directions for development of Russian education define new requirements to personality and professional competence of a preschool teacher. Professional competence of preschool teacher is understood as the integrated professional and personal characteristic of a teacher based on motivational and valuable awareness of value of preschool childhood, including set of the interconnected professionally significant theoretical knowledge and practical abilities allowing teacher to carry out professional functions and professional self-improvement (Abashina, 2010).

According to the requirements of the Federal State Educational Standard of preschool education, preschool teacher has to possess the general and professional competences corresponding to main types of professional activity. Pedagogical workers of preschool educational organizations have to possess the main competences necessary for conditions of child's development, such as:

- ensuring emotional wellbeing;
- support of identity and initiative;
- establishment of interaction rules in different situations;
- creation of variable developing education;
- interaction with parents (lawful representatives) concerning education of the child

(Order of the Ministry ...).

Thus, one of such competences is readiness for interaction with parents (lawful representatives) concerning education, training and education of the child.

The methodological work with teachers aimed to increase their professional level, exchange of positive experience and introduction of innovations in practical activities are urged to play important role in the development of professional competence of preschool teachers.

In our opinion, development of professional competence to interact with children's families would be effective in case methodological work at the preschool educational organization is carried out with use of the methods of active training providing modeling of life situations, joint solution of problems.

The concept active methods of training unites various options of stimulation of informative processes, cogitative activity, includes approaches within which the trainee (teacher, parent) acts as the "subject" of educational activity and there is equal interaction of educational process participants.

Use of active methods of training is provided by modeling life situations, role-playing games, joint solution of problems. Domination of any participant of educational process or any idea is excluded, each participant can follow the individual route in the course of training. Basing on active methods of training work with adults has to be based on the general andragogical principles of training: lack of criticism among participants of training process; ensuring freedom of opinions; refusal of punishment and censure of the trained; respect of pluralism of living positions; priority of independent training, joint activity of the trained and the training; support on experience of the trained; individualization, systemacity, contextuality, sensibleness of training.

Active methods are one of the directions of training intensification, increase of its efficiency. These methods allow to teach teachers to work in a team, to carry out joint design and research activity, to defend the positions, to prove the opinion and to treat the unknown tolerantly, to accept responsibility for themselves and a team.

Application of active methods of training in educational process provides formation of ability to make a decision, solve a problem, develop communicative abilities and qualities, formulate messages and set tasks, listen and take different points of view and opinions of other people into account. All necessary conditions for formation of leader abilities and qualities, abilities to work in team, etc. are created.

Active methods of training correspond to aspiration of adults to participate in training, to introduce own experience and vital values in the discussed situations, to correlate the training situation with the purposes and tasks. As a rule, adults want to study if they see the need of training and opportunity to apply its results in the professional activity.

Considering regularities of active methods in training adults, it is necessary to correlate the selected content of work to educational needs of teachers. Educational requirement is understood as the desire to seize knowledge, abilities, skills and qualities, which the person needs to master for the solution of important professional and personal problems. The help in updating educational requirement, definition of the knowledge and skills necessary for teacher's successful professional activity is the major educational stage. Without clear understanding of the trainee's tasks it is impossible to apply active methods of training, construct subject-subjective relations.

Important motives of active inclusion of the teacher in educational activity, in collective creative projects, decisive incentives for realization of need for self-improvement can become:

- disclosure of additional practical opportunities as result of development of new knowledge, skills and abilities; competence increase whereas traditional approaches in training are concentrated on transfer a set of the knowledge, which is picked up regardless of its interests and requirements;

- orientation of education to the solution of actual practical problems, achievement of concrete results "here and now", development of new methods, technologies;

- help in mastering technologies of search of the acceptable result, ideas and versions of the decision in various situations instead of the message of "correct answers";

- need of the "omniscience" and domination of the training, who becomes an organizer, providing successful group communication, and the consultant, the assistant, his task is to organize educational process so that trained became accomplices and coauthors of training process.

Search of possible options of a solution promotes mastering ability of the analysis and assessment of a pedagogical situation, development of pedagogical thinking,

formation of ability to conduct technology of the analysis of concrete situations. The most interesting and valuable to teachers is the collective form of pedagogical situation solution. For this purpose the analysis of pedagogical situation is carried out in micro-groups, which members during discussion put forward the decision. And then there is a collective analysis of a situation - discussion between micro-groups, on the basis of which pedagogical conclusions are formulated.

A method of cases is often used in training system of future preschool teachers. Its essence is that teachers need to analyze a real pedagogical situation, which description, according to Yu.V. Atemaskina and L.G. Bogoslovets, both reflects any practical problem, and actualizes a certain complex of knowledge that needs to be acquired to solve this problem. Thus the problem has no unambiguous decisions (Atemaskina, Bogoslovets, 2011).

Self-education of teachers with use of the design activity forming installation on openness, decrease of conflictness and irritability are important components for effective realization of development of professional competence.

The carried-out analysis of psychology and pedagogical literature on a subject of research shows that in the professional growth of the teacher the important place is taken by self-development and self-education (V. I. Andreyev, Yu.K. Babansky, T.I. Ilyina, V. G. Maralov, L.M. Mitina, E.P. Milashevich, etc.).

As I.V. Kuznetsova and L.F. Shvydkaya noted, it is difficult to overestimate value of self-education for improvement professional competence of the teacher (Kuznetsova). Self-development of the teacher acts as the central link of successful development of preschool educational organization, system of preschool education in general and the teacher, his level of professional and technological competence since the teacher provides effective functioning and development of preschool educational organization.

In this situation special value should be given to the organizations of design activity of teachers, which acts as one of effective methods of developing training and self-education. Besides design activity is directed on development of teacher's research abilities, promotes development of creativity and logical thinking, uniting the knowledge gained by the teacher during methodological actions at preschool educational organization and at advanced training courses.

The purpose of design activity is creation of conditions for innovative activity in preschool educational organization, application of knowledge and skills acquired in professional activity.

As O. I. Davydova, A.A. Mayer, L.G. Bogoslavets noted, results of project management are the following:

- Self-knowledge and orientation to self-development values;
- high-quality change of relations in collective;
- aspiration to interact with parents of pupils with installation on openness;
- mutual aid, improvement of moral and psychological situation in collective, decrease of conflictness and irritability (Davydova, 2013; Mayer, 2007).

Therefore, administrative activities for development design culture in educational process promote unity of pedagogical collective, harmonization of relations with pupils and their parents. Project management qualitatively influences increase of professional and personal potential, skill level and professionalism of pedagogical shots.

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PHILOSOPHICAL BASES FOR SOCIAL-PEDAGOGIC ACTIVITY IN THE EDUCATIONAL SYSTEM

Abstract

The relevance of the considered problem is caused by value of social-pedagogic activity of a teacher accompanying children with special educational needs. The paper deals with consideration of philosophical approaches for identifying the essence of social-pedagogic activity in the educational system. The leading approach is the historical-logic analysis of philosophical views on the content of the category "activity", "social-pedagogic activity". The result of the paper is identification of methodological approaches to realization of social-pedagogic activity in education. The paper can be useful to teachers of higher educational pedagogic institutions, graduate students and undergraduates.

Keywords

activity, social-pedagogic activity, teacher, education

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Introduction. The area of professional activity of a teacher is rather wide and diverse. It includes a set of specific kinds of pedagogic activity, depending on object on which it is directed. The federal law "About Education in the Russian Federation" on 29.12.2012 No. 273-FZ defines education as "the uniform purposeful process of education and training, which is the socially significant benefit and is carried out in interests of a person, family, society and state. Also it is a set of the acquired knowledge, abilities, skills, valuable installations, experience of activity and competences of a certain volume and complexity for intellectual, spiritual and moral, creative, physical and (or) professional development of a person, satisfaction of his educational requirements and interests" (*The federal law ...*, 2013). Thus, identification of methodological approaches

to realization pedagogical activity in modern education is an actual problem for vocational training of future teachers.

Methodological base. Consideration of activity as the relations between its subject and object with transformation of the last due to activity of the subject and for satisfaction of its requirements is characteristic for the philosophical understanding of activity reflected in G. Hegel, I. Kant, K. Marx's works. Sociological approach to the analysis of category "activity" is presented in M. Weber, E. Durkheim, G. Zimmel, K. Marx, M. Scheler, F. Engels's concepts and works of domestic researchers such, as G.M. Andreyeva, A.A. Bogdanov, R. S. Nemov, B.D. Parygin, A.V. Petrovsky, K.K. Platonov.

Results. One of teacher's professional activity types is the social-pedagogic activity directed on support of various categories of children with special educational needs. Methodological basis of its realization in philosophical understanding is realization of individual approach to the category of children. The importance of social-pedagogic activity grows in modern society in connection with the crisis of confidence of younger generation in the state institutes noted by scientists; violation of mechanisms of socialization and growth of the asocial phenomena in the youth environment (drug addiction, alcoholism, offenses, etc.); decrease of educational potential of a family and educational institutions as main institutes of personal socialization. Therefore, the circle of problems that a teacher should solve is extremely various. In this connection, the special attention in the course of vocational training of future expert needs to be paid to formation of the conscious relation of future teacher not only to mastering technologies of training and education of children, but methods and techniques of pedagogical escort of children with special educational needs.

Discussion. Modern professional standards make great demands to pedagogical staff training. Besides theoretical preparation and profound knowledge of a subject, future teachers have to possess a wide set of practical skills and competences, including technologies of child's pedagogical escort. The Professional standard of a teacher on October 18, 2013 designates the concrete requirements to realization pedagogical activity in preschool, primary general, main general and secondary general education (*Professional standard...*). In the content of labor function, the developing activity is designated as a need of development and application of psychology-pedagogical technologies by a teacher (including inclusive), necessary for address work with various pupils: exceptional children, socially vulnerable children, children who have difficult life situations, children-migrants, orphan children, children with special educational needs (autists, children with syndrome of deficiency of attention and hyperactivity, etc.), children with limited opportunities of health, children with deviations or dependence.

At the same time, the analysis of features of pedagogical education development shows that preparation for social-pedagogic activity is at formation stage in the Russian system of professional education of teachers. Therefore, it is necessary to consider philosophical approaches to define social-pedagogic activity and allocate methodological bases of its realization by a teacher and optimization the training system.

So, K. Marx noted that "the main lack of previous materialism is that subject, reality, sensuality are undertaken only in the form of object or in the form of contemplation, but not as human, sensual activity, practice, not subjective" (*Marx, Engels, 1987*).

From positions of modern philosophy, activity reveals the essence of a person. Depending on needs, activity is traditionally subdivided on material (connected primary needs); political (connected with change of the public relations); spiritual (in the field of science, art, religion). Activity in society appears as a system, which elements are people, their requirements and interests, object and motives of activity, aims, means and form of its existence (*Grishchanov, 1998*).

The modern sociology of labor develops K. Marx's tradition and assumes "work in general" as a starting point of the categorical analysis. The sociological encyclopedic dictionary defines the category "activity" as "a specific form of person's relation to the world around and himself, expressed in a peculiar change and transformation of the world and human consciousness" (Osipov, 1998).

Thus, philosophical and sociological approaches show that definition of the concept "activity" can be presented within the specific relation of a person to the world around, as its expedient activity. Thus transformations of both object and subject occurs as a result of active interaction between them.

As social-pedagogic activities for the intrinsic tasks are close to social work, the analysis of philosophical bases of social work as practices of assistance to the person, who appeared in a difficult life situation, is necessary.

The sociocultural processes in Europe and America caused by fast development of scientific technologies and expansion of industrial production were the main reasons for emergence of such professional activity. In turn, it caused processes of urbanization, population shift, growth of population with the low level of income that led to increase of crime rate, homelessness among children and teenagers, immoral behavior and other socially adverse effects.

These processes caused the need of professional activity of experts capable to give social help to the people, who got into difficult situations. So, scientific-theoretical justification of process of their preparation was respectively necessary. In line with applied philanthropy, in 1898 M. Richmond initiated the creation of the first national school, which tasks included training specialists of the corresponding profile. The author laid the scientific foundation of social work methods on the basis of an individual approach to a client. An approach to social work as to the public institute urged to solve specific social problems of the person starts locating in scientific literature.

The functional concept, which gained distribution in philosophical and sociological researches, had a great influence on scientific judgment of problems of social help. The analysis of the organization of society, questions of self-regulation and maintenance of balance of systems were the topical issues of the direction. Thus social work was considered as a part of wider social system with tasks and functions which were directed on maintenance of requirement of life support of a client as a bio-psycho-social being.

Ideas about person and society, their complete harmonious development, which were based on materialistic direction of philosophy had the great value in person's social protection. G. V. Plekhanov and M. A. Kropotkin noted the dependence of improvement of people's life on the social systems surrounding them. Therefore, the improvement is necessary for protection of person's resilience.

There is an idea about use of personal and social resources to exit difficult life situation in the philosophical directions of the beginning of the XX century. These philosophical-psychological doctrines generated the psychologically focused models of social work. In particular, existentialism (M. Heidegger, E. Gusserl, S. Kierkegaard) raised a question of personal freedom as the identity. According to this direction, free person is a person, who does not act as the thing, which is formed under the influence of natural or social need, and forms himself by each action and act, bores responsibility for every deed that he have made, but does not acquit himself by the circumstances.

This theory has impact on technique of the social-pedagogic help of personality. Thus the expert needs to correlate the client's problems to his last experience proceeding from which, the essence of a problem and technique of its decision is defined.

The humanization of social help to a person was promoted by development of humanistic direction in philosophy and psychology. Its basic principles was studying of a person in his integrity, uniqueness, continuity of development, freedom of will. This direction promoted the appeal of social-pedagogic activity to assistance to personality on

the basis of self-knowledge and value. Allocation of a person as the supreme value of society defined problems of social-pedagogic activity on the basis of freedom, humanity, observance of rights of personality.

At the beginning of the XX century, P. Natorp defined social pedagogics as a science addressed to problems of social-pedagogic activity. The main objective was considered the research of integration problems of society educational forces to increase cultural level of people. The subject was social education of a person throughout all his life; the object of social pedagogics was a person without the age (*Natorp, 2006*). Other point of view was stated by T. Nol, G. Boymer, who considered help to children in a difficult life situation (orphan, neglected, with socially negative behavior) the main direction of social-pedagogic activity (*Piskunov, 1971*). It should be noted that this contradiction finds reflection in researches of modern sciences.

The problem of understanding of a person draws attention of many researchers nowadays. This problem has special value for professional social-pedagogic activity as its both subject and object is a person. In our opinion, the anthropological paradigm, which is presented in domestic humanitarian psychology of development, is of special interest in understanding a person.

According to this paradigm, person is considered, first, as a conscious being, capable for reflection; second, as an active being, capable to conscious transformation. According to S.L. Rubenstein, consciousness and activity are the fundamental characteristics of human existence defining his humanity (*Rubenstein, 1973*).

There are new works on sociology, social-philosophical anthropology, social psychology, which allow to overcome simplified sociological vision of a person. Special value has the image of structure of a human community as a system of communications and relations. Therefore, consciousness is initially considered in space of communications and human relations, in human communities and in the individual form - as reflection of the place in joint activity.

Conclusion. Thus, we connect the process of expert training for professional activity with purposeful creation of conditions for development of a student as the subject of the activity (*Abramovskikh, 2016*). At the same time, not only development of the subject, but also development of the activity occurs during immersion in activity. Development of future teacher is connected with transition from one level to another: from organization of preparation to diagnostics and design by teacher himself. Thus the content of social-pedagogic activity of a teacher assumes perception of a child as a person, as subject of own activity. The statements is important in research specifics of social-pedagogic activity and design of effective system of training of a teacher.

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THE MASS CHARACTER OF KOREAN LANGUAGE ONOMATOPOEIA IN COMPARISON WITH ENGLISH LANGUAGE. CLASSIFICATION "SAEBUN"

Abstract

The following paper examines the problem of onomatopoeia as a phenomenon, which happens to be one of the most brilliant and spectacular manifestations of lexical use that represents the sound of beings or objects. The approach under consideration lies in the fact that onomatopoeia as a linguistic phenomenon renders imitations of a variety of sounds that surround us on the one hand, - and on the other, the immense and irreplaceable Korean language onomatopoeic lexis does not express any sounds itself, however, a great number of such words exist, forcing linguists to think about a concept of individual classification of this category.

Keywords

onomatopoeia, Korean language, English language, Saebun

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The relevance of the given paper lies in the distinct absence of such phenomenon as onomatopoeia in Korean language on the one hand and the necessity to refer a large and commonly used group of onomatopoeic words to a certain class or phonetic category.

Under modern conditions of dynamically changing language environment, sound imitating words in Korean language appear as an exclusive factor in determining the culture and the features of the language.

Insufficiency of information, investigations and research on this topic is a great gap in relation to both; the study of the Korean language in general and understanding of the Korean culture by foreign students.

On the one hand, in many languages, onomatopoeia does not occupy and play an important role in everyday life. It is mostly used in the literary works. On the other hand, in the Korean culture, the mentality of the Korean people and the everyday use of the Korean language, word imitating words bear in themselves an unquestionable significance (Filimonova, 1999).

At first we are going to take into consideration the comparison of onomatopoeia in Korean and English languages to reveal the differences and similarities between two phenomena:

TABLE №1

English	Korean	Meaning
Ah-choo/atchoo	에치/에취[echi/echewyui]	The sound of sneezing.
Hm	음/흠 [ym/hym]	Interjection used in many ways, one of which is to indicate that one is thinking, feeling, introspecting.
Beep	뽕뽕 [pan pan]	A short, high-pitched sound emitted by electronic equipment or a vehicle horn.
Bowwow	강강 [khan khan]	The sound emitted by a wolf.
Ding	따르릉 [taryryn]	The sound that a phone makes when it rings.
Gulp	헉 [hog]	An act of gulping food or drink.
Shhh	쉿 [shyuit]	The sound when you ask someone to be quieter.
ZzZzz	드르릉/쿨쿨 [tyryron/kul kul]	The sound you make when you sleep.
Choo	쭉 [chog]	The sound of kiss.
Yum-yum	냠냠 [nyam nyam]	The sound you make when something is delicious.
Tap-tap	두근두근 [tugyn tugyn]	The sound of heartbeat.
Sob sob	엉엉 [onon]	The sound you make when you are whining.
Drip-drop	주룩주룩/주르륵 [churyg churyg/churyryg]	Imitation of the sound of falling drops.
Pah	카아악 뿔 [khaaag thue]	The sound of spitting.
Ding-dong	딩동 [tington]	The sound of a doorbell.

The conclusion to which we came after a comparative analysis confirmed our hypothesis. Even though in the Korean and English languages exist sound-imitating words which sound alike, however, the majority of such words have their own unique structure. Simultaneously our main intention was to demonstrate the Korean language onomatopoeias that have their equivalent in English language.

In addition, what is absolutely worth noting is the extremely interesting work by Park G.A. «Graphic words in the Korean language» (Park, 1962) in which the author carried out the morphological and semantic analysis of onomatopoeia in the Korean language.

TABLE №2

쿵쿵쿵 [khunghuan khunghuan]	The sound of running.
아장아장 [achan]	The sound of a child walk.
쌩쌩/쑈 [sen sen/suik]	The sound of something that flies past you.
어슬렁 어슬렁 [osyron osyron]	The sound of a slow walk.
침범침범 [chompon chompon]	Squelch by feet on water.

꾸벅꾸벅 [Kubok kubok]	The sound when you fall asleep sitting.
뒤뚱뒤뚱 [tuitun tuitun]	Walking like a duck (or all similar).
응애응애 [yŋe yŋe]	Crying baby.
실룩실룩 [shirok shirok]	Moving one's bottom.
빙글빙글 [pingyl pingyl]	When you twist or dizzy.
떼구르르 [teguryry]	When something rolls.
주루룩 [chururyk]	When dripping water or tears.
오도독 [ototok]	When you bite something.
훌쩍훌쩍 [hulchok hulchok]	The sound of crying.
후루룩 후루룩 [hururyk hururyk]	The sound when you eat noodles.
아삭아삭 [asak asak]	The sound when you eat fresh fruits and vegetables.
짝짝짝 [chak chak chak]	The sound of applause.
빽빽빽 [panchak panchak]	The sound of shining.
깅 [kik]	When a car brakes sharply.
씽 [shin]	When a camera is approaching something (the sound of the zoom).
보들보들 [podyl podyl]	Something soft and cuddly, such as the texture of a towel.
뒤뚱뒤뚱 [tuitun tuitun]	Walking or moving about in a way that looks either comical, about-to-fall-down, or unbalanced (like a penguin).
따끈따끈 [taryn ratyn]	Something very warm (in a positive way), such as fresh hot bread, hot tea/soup, hot springs, warmly heated room/floor.
모락모락 [morak morak]	Smoke rising.
훌쩍 [hulchok]	Some sort of big and smooth action.
뚜벅뚜벅 [tobok tobok]	Footsteps (more like men's shoes).
또각또각 [togak togak]	Footsteps of a woman's high heels.
저벅저벅 [chobok chobok]	Footsteps.
터벅터벅 [thobok thobok]	Tired footsteps ('trudging' or 'plodding along').
쓱쓱쓱 [syksyk saksak]	When you wash.
번개 번쩍 / 우르릉 [ponge ponchok / uryryn]	Lightning strike.
덩 [ton]	Hit simultaneously from two sides.
따 [ta]	Hit to the right side.
궁 [kon]	Hit to the left side.
방긋방긋 [pangyt pangyt]	To smile gently.
주엄주엄 [choup chuop]	One after another.

From the given table (table №2) it can be noted that the listed examples of sound imitating words in the Korean language either have no counterpart in English, or make imitation of non-existing sounds.

Therefore, we have decided that these imitative sounds need their own distinct categories. The overall name of classification is "Saebun" the combination of Korean word "new" (새롭다) and "classification" (분류).

Category №1. «Idiosyncratic». Special feature of this category is the absence of the equivalent in languages compared. As a possible reason of the nonappearance of counterpart may appear either a culture feature, or other factors (history, geography, etc.):

TABLE №3

쿵쿵쿵 [khunghuan khunghuan]	The sound of running.
아장아장 [achan]	The sound of a child walk.
쌩쌩/쑈 [sen sen/suik]	The sound of something that flies past you.
침범침범 [chompon chompon]	Squelch by feet on water.
응애응애 [ynye ynye]	Crying baby.
떼구르르 [teguryry]	When something rolls.
주루룩 [chururyk]	When dripping water or tears.
훌쩍훌쩍 [hulchok hulchok]	The sound of crying.
후루룩 후루룩 [hururyk hururyk]	The sound when you eat noodles.
아삭아삭 [asak asak]	The sound of applause.
끼 [kik]	When a car brakes sharply.
쌩 [shin]	When a camera is approaching something (the sound of the zoom).
쓱쓱쓱 [syksyk saksak]	When you wash.
번개 번쩍/우르릉 [ponge ponchok/ uryryn]	Lightning strike.
덩 [ton]	Hit simultaneously from two sides.
따 [ta]	Hit to the right side.
궁 [kon]	Hit to the left side.
펼럭펼럭 [phollock phollock]	Flapping of cloth.
쿵쿵 [khuen khuen]	Smelling.
우물우물 [eumul eumul]	Mumbling.

Category №2 «Reticent» This category includes cases of onomatopoeia that mimic the non-existent sounds. This kind of category is necessary to demonstrate some specific cases. When considering the Korean language, for example, when a person is drowsy and falling asleep (꾸벅꾸벅), in fact, no specific sound is produced. One of the characteristics of this category is an abundance of similar onomatopoetic manifestations in the Korean language:

TABLE №4

꾸벅꾸벅 [Kubok kubok]	The sound when you fall asleep sitting.
뒤뚱뒤뚱 [tuitun tuitun]	Walking like a duck (or all similar).
실룩실룩 [shirok shirok]	Moving one's bottom.
실룩실룩 [shirok shirok]	When you twist or dizzy.
빽빽빽빽 [panchak panchak]	The sound of shining.
보들보들 [podyl podyl]	Something soft and cuddly, such as the texture of a towel.
뒤뚱뒤뚱 [tuitun tuitun]	Walking or moving about in a way that looks either comical, about-to-fall-down, or unbalanced (like a penguin).
따끈따끈 [taryn ratyn]	Something very warm (in a positive way), such as fresh hot bread, hot tea/soup, hot springs, warmly heated room/floor.
모락모락 [morak morak]	Smoke rising.
훌쩍 [hulchok]	Some sort of big and smooth action.
방긋방긋 [pangyt pangyt]	To smile gently.
주업주업 [choup chuop]	One after another.
메롱 [mae rong]	The sound of sticking your tongue out.
뽀글 [ppo guel]	Severely curly hair
사르륵 [ssa reureug]	Sound of soft and light action (such as melting)

Conclusion

We have a great interest in contribution to research not only the Korean language, but other languages in which onomatopoeia takes place.

In the Korean language we noticed a tendency of using imitative words having a meaning segment but no sound expressiveness. Having held a thorough investigation, we found no proof of the existence of this separate category of onomatopoeia in the Korean language. Consequently, we have developed the variations of characteristics by which such onomatopoeic lexis can be referred to an entirely different category.

As a result of our research characteristics of the Korean onomatopoeic lexis in comparison to English were examined; its mass character was revealed and we suggested completely new categories of onomatopoeia distinction, which can be applied to Korean as well as to other foreign languages.

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THE ISSUES OF MOTIVATION OF STAFF IN THE DIFFERENT COUNTRIES

Abstract

The paper describes the main features of labor motivation. In modern time very often the companies and a number of many enterprises ask a question of stimulation of personnel, of their interest, and also effective participation in production. The main task any of the organizations to achieve the maximum success in the market and to overcome not the weak competition. All this depends on work of personnel, and also his stimulation.

Keywords

school of human relations, lifelong hiring, human resource management, production efficiency, material, nonmaterial motivation

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The efficiency of the management of the enterprise in modern conditions is largely determined by the state of the system of motivation and stimulation of personnel. The problem of improving the system of motivation was studied in numerous scientific papers. They identified and the principles and classification of labor motivation, the issues of reforming and improving organization forms and methods of material and moral incentives in our country and abroad. The most significant advances in the field of motivation and stimulation of personnel achieved in the United States and Japan. Consider the features of formation of system of motivation in these countries.

The American school of "human relations" was in 1924, its founder, believes Professor E. Mayo, who together with his group for many years has studied the psychological factors that have a major impact on the efficiency of work of subordinates and workers. "A good Manager...", said Mayo, "should not only think about the technique of production, but also to be a "guardian" of their subordinates, to think about them." (Allin, 2014).

In the 70ies of XX century in the American system emerged the concept of "human resource management" instead of "personnel management" (Bakirova, 2013). The emergence of this concept was due to the increase of the role of labour in production, as decisive factors of competitiveness were considered to be secured by qualified workers and the level of their motivation.

In the United States were formed a number of programmes trauamatised effect in the U.S., the main ones are:

- 1) programs aimed at attracting workers to production management (participative management);
- 2) professional development programs of the workforce;
- 3) methods of moral and material incentives;
- 4) programs designed to reconstruct the labour process (extension of the set of responsibilities, production staff rotation, etc.).

The main motivating factor in the American system of motivation is considered to be incentives, and the greatest attention is paid to flexible systems of remuneration, such as Commission plans, special individual reward program profit sharing.

In Japan, unlike the American system of motivation is prevalent psychological stimulation. In Japan there are many regulations governing the actions of a Manager in relation to subordinates, for example, the master should be the first to greet the workers, necessarily interested in the health of the spouse and children certainly is required to determine a person's mood. Working with a bad, depressive mood is not allowed to work, he can pay for this day, to give a ticket to the theater. Believe that the losses will be much greater if he his bad mood spoil the mood of other workers.

In turn, the master has no right to dress differently than a work, acquire a different set of furniture than workers. Three complaints about the rudeness of the master production enough for his dismissal. The Japanese believe that by creating good mood of the team, you can improve performance by 15,20 %, and according to some sources , even by 35 %.

Japanese managers first invest in staff, and further in technology and technical equipment.

In Japan it is considered unacceptable to change the company. For this reason, there is one of the main systems life hiring.

Lifelong recruitment is one of the elements of the Japanese labour organization, which is used by many firms, too costly to lose minutes that can bring profit. Do not allow the waste of time and the employees themselves.

Lifetime employment helps to increase the efficiency of production, not only because of increasing the productivity, but also due to the fact that workers who are secure in lifetime employment, not oppose the introduction of new technologies into production.

In the presence of unemployment in the country is the guarantee of lifetime employment presents a huge blessing, for which of course, it is legitimate to expect high performance. For this reason, 35 % of large Japanese companies retain life employment, and 51 % adheres to it partially.

A sense of nobility to the companies test their employees and for the opportunity to get benefits of loans for the construction of housing, use of health services for an incomplete cost where firms pay part of the cost accounts of clinics and hospitals.

Summing up, we note again the fact that the motivation in personnel management is understood as the process of enhancing the motivation of staff (internal motivation) and incentives (extrinsic motivation) for the prompting to work more efficiently. The purpose of motivation is the formation of a complex of conditions that motivate a person to implement actions aimed at achieving goals with maximum effect. The process of motivation can be simplistically divided into the following stages: identification of needs, formation and development of motives, manage to change people's behavior necessary to achieve the goals, the adjustment of the motivational process depending on the degree of achievement. The theoretical foundations were laid of motivation, content and procedural theories of motivation. The main trends of development of systems of personnel motivation of economic entities in modern conditions are: the focus on strategic approaches, interest in the inner motives of labour activity, the implementation of a hike

to the motivational process, the active development of economic and socio,psychological methods of stimulation.

As all already know, there is a material and non,material motivation.

The material motivation is for the company of the most expensive. Employees can be stimulated only with money in the form of a salary, awards, payments. But it won't rescue a situation in general. Will appear from behind it big expend in the salary fund, it will increase up to the fabulous sizes. A number of scientists have conducted research that material stimulation works only within three months, then such methods become less effective.

Payments which are made for performance of objectives the most widespread type of motivation. To them payments can belong to a salary, most often are awards. But some companies, the enterprises, firms enter additional payments to a salary for maintenance of a healthy lifestyle, namely refusal of smoking, alcohol, visit of the gym now, and also not missed any working day within a year on an etiology. Unfortunately, not all master the enterprises and support such method of stimulation.

Special individual remunerations it is a special type of payments which is paid in the form of an award for possession of the additional skills necessary for the company (*Bakirova, 2013*).

Regarding non,material motivation, it has a big range of ideas and opportunities for any head and his encouragement for his subordinates. By means of non,material stimulation of the company can easily save on material encouragement to the worker.

The main in system of non,material motivation of personnel is an attention and care of employees. The care and gratitude has only conditional character. But in order that employees have attached it special significance, heads need to create such policy in the company that their workers became an integral part of production, to equal them with chiefs only formally to reach the desirable.

Huge number of the enterprises realize system of non,material motivation which promotes economy of payments, and also growth of productivity and efficiency of work. The list of these "economic" actions for achievement of the purpose was revealed by firms which managed to achieve desirable results. They can be considered in more detail:

1. The motivating conferences at which working inform on their progress, praise them, notify on innovations, they are part of the company.

2. Congratulation on significant dates. It is meant as everything that will come to mind to the administration, it can be the end of a trial period, date of employment for work, increase in a position, well and, of course, birthdays, anniversaries, birthdays of children, relatives. Here workers can creatively prove: to draw the poster, to congratulate personally, it is possible even to give an award.

3. Advanced training courses. The most important and necessary point of material stimulation. The employer how his subordinates have coped with a task, can send someone for training, on seminars, at conference as encouragement.

4. Possibility of feedback. Each employee has to feel that he is important for the company that many therefore have entered system of the statement reckon with his opinion. It can be connected with questions of the organization of work up to carrying out rest and various actions. For especially interesting ideas and offers it is possible to encourage workers financially or purely symbolically.

5. Informing on achievements and estimates of the caused a stir workers. Many enterprises issue newspapers where in detail write about changes, about achievements, about innovations. The example of such enterprise can serve Kursk JSC Aviaavtomatika of V. V. Tarasov". This enterprise Aviaavtomatika issues the corporate newspaper ". py" where are lit equipment , economic indicators of work, social youth policy, and also personal achievements of employees of society (rewarding with the State awards, participation in public life of area), also the newspaper is a possibility of the top officials

(the CEO, the general designer and the deputy) to address labor collective: congratulation on significant dates and Public holidays.

6. Competitions and competitions. Experience of the companies and enterprises shows that it is worth holding once the competition "The Best Seller of Month", "The Most Attentive Employee" as the personnel begin to compete among themselves to hold the position wished them.

7. Discounts for services or goods of the company. Such type of motivation is capable to accustom the workers to the choice of production of the enterprise moreover and at reduced price.

8. Incentive and corporate actions. To create command spirit, it is enough to organize a visit of cinema, on a skating rink, in theater, but popularity takes carrying out active recreation recently. So JSC Aviaavtomatika of V. V. Tarasov" increases the traditions which have developed at the enterprise. Already 2 years in a row the administration of society will organize for workers and members of their families a winter corporate holiday. This year it has taken place on February 13, 2016 and has received only positive reviews of workers. During the holiday ski competitions (cross, country skiing), a competition for the best lunch, the competition "Snow Figures" were held, for children of employees driving on horses has been organized. Thus the personnel pleasantly and have spent time with pleasure, have eliminated the collected fatigue, have rallied.

Thus, interest of workers in work of the organization and its successful economic activity a camp above when the big list of material and non, material motivation is offered. It leads to reduction of turnover of staff, these methods provide the additional income for personnel, form social policy of the enterprise, to create command spirit, to rally collective, and at the same time to compete, achieve desirable results, both for the enterprise, and for workers.

Motivation and stimulation it is necessary always, it is only necessary to formulate correctly and accurately methods and their use.

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STUDYING THE PRESCHOOL CHILDREN'S LEVEL OF FEAR

Abstract

The paper deals with methods of psycho-pedagogical correction of child's fears; aims of research organization of the methods, their association in a general model; purposeful use of fairy tales in the psychological, psycho-correctional and therapeutic work. The analysis of the results confirms that the vast majority of preschoolers' fears are suggested ones. It confirms the need for comprehensive work on psychological and special correction of preschoolers' fears together with teachers and parents.

Keywords

fear, psycho-pedagogical correction, method, aim, model, program, employment

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Such psychologists as E. Fromm, E. Berne, B. Bettelheim, C.G. Jung and others investigated the fairy tale as the reflection of deep person's mentality. Many Russian psychologists, teachers and speech therapists actively developed the fairy tale method (*Aspanova, Tikhonova, 2014; Akhunova, 2015; Dambayeva, Damdinov, Dugarova, 2014; Dolgova, Solodyankina, 2016; Epanchintseva, 2014; Fedorova, Gorokhova, 2015; Gavrilitsa, 2014; Gorevaya, 2015; Ibakhadzhiyeva, 2015; Ivanova, Ivanova, 2015; Krivulya, 2014; Lukyanenko, Isaakyan, 2015; Matychenko, 2014*). The first International Institute of Complex Tale Therapy is based in St. Petersburg. It represents the scientific-practical and research center, which develops the methodology of complex work with fairy tale. The method of complex tale therapy allows to provide operational, long-term and deep psychological assistance without age restrictions.

Tale is expediently understood as the certain history containing impossible or improbable events or phenomena (from reader's / listener's point of view), which couldn't be rationally explained by means of science or everyday common sense.

Application of tale therapy is actual at preschool age, because it is directly connected with game - primary activity of preschool age. A child can cope with various psychological problems, learn to communicate with other children, express thoughts and feelings by means of fantastic journey.

Psychological correction is a set of psychological receptions for correction shortcomings of psychology or behavior of mentally healthy person. In our research, psychological correction is psychological help to overcome child's fear.

Fear is the affective (emotionally pointed) reflection of concrete threat for life or wellbeing in person's consciousness. Fear has different types: for example, it can be situational or personal, real or imagined, sharp or chronic, neurotic or free.

Fears have various reasons. Strong emotional shock can cause fear. Attack of a dog, divorce of parents, loss of close relatives, etc. can be such shock for a preschool child.

Experts opened many ways of correction of children's fears. Below we view the ways and features of a tale therapy method for correction fears of preschool children.

We begin the research of psycho-correctional processes and mental states with modeling. One of the fundamental stages of modeling a structural-functional model is goal-setting.

We realize goal-setting of the research by construction of so-called "Tree of aims" (Dolgova, Solodyankina, 2016).

The general purpose is to prove, develop and check the efficiency of the program of psycho-pedagogical correction of preschool children's fears.

1. To determine theoretical prerequisites to solve the problem of psycho-pedagogical correction of preschool children's fears by a tale therapy method.

1.1. To study a condition of overcoming preschool children's fears in the theory of psychology.

1.1.1. To study a condition of overcoming preschool children's fears in the theory of psychology in psycho-pedagogical literature.

1.1.2. To study features of preschool children's fears.

1.2. To carry out the analysis of opportunities for overcoming of preschool children's fears by a tale therapy method.

1.2.1. To study features of a tale therapy method.

1.2.2. To study features of psycho-pedagogical correction of preschool children's fears by means of a tale therapy method.

1.3. To develop a model of correction of preschool children's fears by a tale therapy method.

1.3.1. To formulate a general research objective, to construct a tree of aims.

1.3.2. To construct a model of correction of preschool children's fears by a tale therapy method.

2. To organize and conduct a skilled pilot study of preschool children's fears.

2.1. To develop stages of a skilled pilot study, to give the characteristic of research activity at each stage.

2.1.1. To define base of a skilled pilot study, to create selection of the research and to give the characteristic.

2.1.2. To define research methods and techniques.

2.1.3. To carry out primary diagnostics of preschool children's fears.

2.1.4. To carry out the analysis of results of a skilled pilot study.

3. To carry out the correctional developing work with preschool children.

3.1. To realize the program of psycho-pedagogical correction of preschool children's fears by means of a tale therapy method.

3.2. To study efficiency of the correctional developing work.

3.3. To develop recommendations for correction preschool children's fears by means of a tale therapy method.

The model of psycho-pedagogical correction of preschool children's fears by means of a tale therapy method is suggested to contain five interconnected blocks.

1. Target block: purpose and tasks of the program of psycho-pedagogical correction of preschool children's fears by means of a tale therapy method.

2. Theoretical block: contents, structure and organization of psycho-pedagogical correction.

3. Diagnostic block: application of techniques on identification of preschool children's fears; formation of experimental group.

4. Correctional-developing block: organization and carrying out classes for psycho-pedagogical correction of preschool children's fears by means of a tale therapy method.

5. Analytical block: analysis of the research results.

Each correctional-developing tale therapy lesson has structure:

The first stage - the ritual of "entrance" to the fairy tale. It is necessary to create a spirit for work, to enter the fairy tale.

The second stage - repetition. Children memorize what they have done at a previous lesson and what conclusions they have made for themselves.

The third stage - expansion. A leader tells or shows children the new fairy tale. He asks, whether they want to learn, try, help any hero of a fairy tale.

The fourth stage - fixing. The leader holds the games allowing children to gain new experience.

The fifth stage - integration. Together with children, the leader discusses and analyzes, in what life situations they can use the experience they have had.

The sixth stage - summarization. The leader sums up the lesson's results. He accurately pronounces sequence of the lesson's events, marks out certain children for their merits, emphasizes the importance of the gained experience.

The seventh stage - ritual of "exit" from a fairy tale. Ritual of "entrance repeats" at this stage with additions. A leader tells children: "We take with ourselves all important that was with us, everything what we have learned". Children give hands in a circle as though they take something from a circle, and lay hands to a breast.

The structure of the program of psycho-pedagogical correction of preschool children's fears contains introduction, the main and the final parts.

The prolog of our program is the lesson, which purpose is acquaintance of participants with the forthcoming work.

The main part of the program includes 18 lessons directed on elimination, or decrease of the most widespread preschool children's fears; full or partial removal of physiological manifestations of fear (muscular tension, tremor, catalepsy) by means of various fairy tale techniques and exercises on removal emotional and muscular pressure, exercises on development of tactile feelings and establishments of positive emotional spirit.

The final part of the program includes the lesson, which purpose is establishment of feedback, analysis of information, summing up.

The criterion of program efficiency is elimination or decrease of the most widespread fears of preschool children

We studied the efficiency by fear level diagnostics to detect distinctions "before" and "after" the experiment. We used A.I. Zakharov and M. A. Panfilova's "Fears in lodges" technique, M. Z. Dukarevich's "A nonexistent animal" technique and T.D. Zinkevich-Yevstigneyeva's "The magic country of feelings" technique. The research selection was 20 people at the forming stage of the experiment.

The majority of children (16 people, 80%) had the high level of fears before psycho-pedagogical correction. Some children had all 29 fears presented in A.I. Zakharov and M. A. Panfilova's technique "Fears in lodges". Many children placed the fears in area of head and heart in "the map of the magic country", described by T.D. Zinkevich-Yevstigneyeva in the technique "The magic country of feelings".

There were shadings, expanded and shaded eyeballs was observed in drawings by the M. Z. Dukarevich's "A nonexistent animal" technique. After the correctional program, 55% (11) children decreased the general level of fears to average level. These children showed in drawings the smaller number of shadings; they placed fears in hands and feet in "The map of the magic country".

A.I. Zakharov and M. A. Panfilova's "Fears in lodges" technique showed large number of fears; nevertheless, positive dynamics is noticeable. The high level of fear had 19 children (95%) before the experiment; the average level had the one child (5%). After the program, 15 children (75%) had the high level of fear, 5 children (25%) moved to the average level and one child (5%) had almost no fears.

The comparative analysis of the post-dough results allowed to find statistically reliable differences in all techniques: M. Z. Dukarevich's "A nonexistent animal"

($p \leq 0,0008$ ***); T.D. Zinkevich-Yevstigneyeva's "The magic country of feelings" ($p \leq 0,0005$ ***); A.I. Zakharov and M. A. Panfilova's "Fears in lodges" ($p \leq 0,0001$ ***).

It should be noted that the analysis of fears types of when comparing before-dough and post-dough results have no significant distinctions. The statistical significant distinctions are expressed only in indicators "When you stay alone" ($p \leq 0.0209$ *) and "Attacks" ($p \leq 0.04208$ *). In other indicators, insignificant shifts towards decrease level of fears are defined, however they did not reach the level of statistically significant result. It can be explained by the fact that the group of preschool children had rather high level of fears of each type given in the technique. It means that these fears possess sufficient stability and could not be easily corrected. Correction of such amount of fears demands time. Nevertheless, the level of fears went down that speaks about the efficiency of psychological correctional activity.

Thus, purposeful use of a tale therapy method in the course of the program of psycho-pedagogical correction of preschool children's fears is effective, the prevailing level of fears decreased. Children still have fears, but already in smaller quantity. Psycho-pedagogical correction and prevention of children's fears, has to be carried out consistently and systematically. It is necessary to develop and maintain children's self-confidence, raise self-assessment, create and support favorable psychological climate, promote physical and intellectual activity.

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STRATEGIC BASES OF INNOVATIVE DEVELOPMENT OF NORTH CAUCASUS REGION IN MODERN ECONOMIC CONDITIONS

Abstract

The paper concentrates upon the vector of innovative development of Caucasus Mineralnye Vody region, North Caucasus federal district; the problems of social and economic development of the region in the crisis conditions.

Keywords

regional economy, innovations, innovative development, medical cluster,
economic crisis, oil, strategy of development

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Economy, innovations and modern management - are the categories which are intended to level the crisis phenomena in the socio - economic and geopolitical development of modern society. Economic conditions of contemporary management predispose to the searching of new, innovative, original ways of development of the country as a whole as well as of its different regions. New economic reality, which is faced by the regional economic systems in the conditions of economic crisis, initiates the realization of essentially new approaches to management, finances, and innovative technologies in the unstable external environment. Relevant modern universal algorithm of problem solution should be based on the creative enterprising style of crises management to correspond to the new quality of the external environment.

Macroeconomic disproportions and fluctuations of economic indicators do not show the absence of balance, but rather reflect the level of stability of economic system in the conditions of qualitative changes of socio-economic parameters of its functioning. The crises of economic system is generated by its discrepancy to the changed socio-economic reality, and also by the unevenness of development of the constituent elements and relations between them, and is manifested by disability of the system to normal self-reproduction, unless the root elements, correlations, and the very basic principle are altered. The mere usage of the classical anti-crisis measures of management, aiming at the resistance to the crisis phenomena in the regional socio-economic system is ineffective, as far as the restored economic stability of the region development can't guarantee that the socio-economic system wouldn't appear on the verge of bankruptcy, default, collapse etc. again. This problem requires innovative reforming with consideration to the advanced economic, scientific, technical, and enterprising experience, to territorial specifics of the region; it requires consolidation of efforts of authorities, business society and financial institutions. Therefore, the research of the problems of innovative reforming of the strategy of regional economic development in the conditions of crisis management becomes a real challenge for the present and perspective regional development. The development of the innovative sector of economy of the country and its regions is predetermined by the Strategy of innovative development of the Russian Federation for the period till 2020 (further on - Strategy), that of NCFD - by the Strategy of socio-economic development of North Caucasus federal district till 2025. These strategies are meant to meet challenges and dangers facing Russia in the sphere of innovative development, to define targets, priorities and instruments of the state innovative policy, and the policy of the socio-economic development in general.

The solutions of the problems of post-crisis restoration and of acceleration of transition to the innovative way of development should be found in the conditions of permanently increasing scales of external and internal challenges, facing Russia, which requires even greater intensification of efforts, directed to the solution of the problems accumulated in Russian economy and innovative system.

The key points of external challenges in the sphere of innovative development are the following:

-acceleration of technology development of world economy. Not only the leading countries in the sphere of innovations become real competitors to Russia, but also many other developing countries - the states participants of the Commonwealth of Independent States. Technological revolution in resource-saving and alternative power engineering highly increases uncertainty in the development of Russia, as far as the basic specialization of this country at the external markets is the export of traditional energy carriers. The development of alternative power engineering, the appearing of economically effective technologies of hydrocarbon extraction from nonconventional sources, including slates and oil-bearing sand, may bring to the decrease in the demands and prices for the key products of the Russian resources export, and to the reduction of the financial resources income to the Russian economy, which is relevant for the process of modernization and, therefore, may cause the decrease of the influence of the Russian Federation in the international politics.

The head of Sberbank German Gref has declared on the recently passed Gaydarovskiy forum that the consumption of hydrocarbonic raw materials goes in two main directions: 18% is consumed by power industry and 56% - by transport. For example, China, as one of the largest consumers of oil raw materials, is going to start by the beginning of 2017

230 gigawatts of solar and bio (wind) - energetic,

330 gigawatts of hydro - energetic,

Which is 560 gigawatts, altogether, of the established power capacities of renewable energy, which is, for comparison, 2,5 times more than the whole established power in the

RF. That means that China will consume 45% less of conventional resources (oil, carbon, gas). The oil century will end not with the end of oil. Colonization was substituted by the technique enslaving. Now it's the same, nothing has changed. We were losing the competition; we are in the camp of countries downshifters. This happens mainly due to the fact that the USA, Japan, states - members of European Community, as well as China, India, Brasilia, view the investments to the technological development as the key anti - crisis measure. Those states which had managed to adapt themselves in time to such innovative turbulence, and had invested, within the frames of anti - crisis undertakings, to the development of medicine, biotechnology, nonconventional and renewable power, atomic industry and information technology - became the winners. The enforcement of the worldwide competition mainly for the highly qualified workers and investments, attracting to the projects new knowledge, technologies and competencies, i.e. for the factors, relevant to the competitiveness of the innovative systems. In the conditions of low effectiveness of innovative systems in Russia, this leads to the outflow of competitive personnel, technologies, ideas and capital from this country. This in perspective means high demand for personnel of low qualification and for highly qualified personnel. While personnel with average qualification will have difficulties in getting hired: they wouldn't like to do the jobs of low qualification, and wouldn't be able to do the jobs of high qualification. And that is a great problem;

- climate changes, aging of the population, the problems of health caring systems, and also the problems in the sphere of ensuring food security in the global scale
- these are the challenges facing not only this country, but the whole mankind.

The above mentioned challenges dictate the need of the advanced development of some specific directions of scientific and technological researches, of elevating the innovative potential of Russia and its regions.

The balanced development of innovative system is conditioned by the enhancement of effectiveness of activity implementation of such institutions as technology development special economic zones, science cities, technology parks, and also by widening the support of innovative clusters, within the frames of co-financing of regional innovative small business supporting programs from the federal budget.

Strategy provides creation of territorial industrial clusters, realizing the competitive capacity of territories, and also formation of a certain amount of highly technological clusters in the Russian Federation.

The implementation of the cluster policy promotes the growth of the competitiveness of business due to effective interactions of the cluster's participants ,their geographically closed arrangement, expansion of the access to innovations, technologies, know-hows, specialized services and highly qualified personnel, decrease in transactional expenses and implementation of joint cooperation projects.

Formation and developing of clusters is an effective mechanism of attraction of direct foreign investments and integration of the Russian clusters into the world market of high- technology products. It will allow to raise the level of national technological base significantly and also to increase the speed of economic growth due to developing of the international competitiveness of enterprises ,a cluster consists of, buying and implementation of ultimate technologies, the latest equipment and access to modern methods of management.

At the regional level Strategy has started with the creation of the medical cluster project on the territory of the region of Caucasus Mineralnye Vody. The project is designed to shortage control of highly qualified medical specialists in the region and satisfaction of needs to create own platform to afford high-technology medical care in North Caucasus federal district. The realization of the project within the format of "A Medical Scientific and Educational Research Cluster" will allow to implement innovative scientific methods and techniques of development and to combine academic medical researches with

effective medical practice. Within the project it is planned to allocate 7 directions of investments, the part of which will be financed only for money of private investors.

The innovative medical cluster shall meet the main requirements at one time:

- to become the international center of development of medicine and medical tourism noticeable among other international clusters.

- to guarantee the development of resorts Caucasus Mineralnye Vody through developing of preventive medicine, medical rehabilitation taking into account the fact that the region of Caucasus Mineralnye Vody has the highest potential of such development (unique natural medical factors and the considerable sanatorium-resort base created by two centuries of resort developing in Russia;

- to solve the problems of development of medicine in North Caucasus federal district which lags far behind the average Russian level;

- to make substantial contribution to the solution of tasks of import substitution of medical goods and service;

- to correspond to the priorities of developing of health care in the Russian Federation.

While working on the concept of the innovative medical cluster the choice of the main specializations of the cluster will be performed, the anchor objects and their technical, financial, economic characteristics and approaches to their implementation will be determined, including partner-private partnership mechanisms, offers on necessary legislative initiatives will be developed, other issues of the project implementation will be resolved.

The medical cluster of North Caucasus federal district will include high-technology clinic, State Medical University, science and technology park, production of pharmaceutical chemicals, medical equipment, products of medical appointment. Within the creation of the medical cluster, the reconstruction of the sanatorium-resort base of Caucasus Mineralnye Vody resort is planned. The project investment cost of the medical cluster is 40 billion roubles. The project implementation is planned for 2017-2022.

The competitive advantages of the region are the result of the accumulated experience, organizational skills and the development of the technological system capable to create the innovative value in use. Achievement of such benefits is a long process, however dynamism and turbulence of the development make the reached benefits irrelevant sooner or later. Therefore, preserving stability of the development depends on flexibility of the system of anti-recessionary development to reforming of the available internal and external factors, creation of competences in the period ahead.

Thus, implementation of the innovative methods of social and economic development of the region, creation of innovative technological clusters mark a problem of innovative reforming of economy, its transition from the crisis management to anti-recessionary development.

Innovative reforming of economy in the conditions of anti-recessionary development shall take account of already created economic relations, reflecting the past and the present in the course of economic functioning, taking into account the actual level of resource potential, the detailed differentiated analysis of internal and external strategic relations of social and economic systems to make sustainable development of the region possible in the conditions of the crisis.

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INDEPENDENT WORK AND INDEPENDENCE OF STUDENTS AT HIGHER EDUCATIONAL INSTITUTION

Abstract

The paper is devoted to independent work of students at higher educational institution. Various approaches to concept of independent work are analyzed. The author considers independent work as educational activity, which is possible and necessary to be operated. Definition of independent work is formulated. Stages of management of independent work and levels of independence are defined.

Keywords

independent work, independence, activity, assimilation, reception,
transfer, method, management

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Many scientific papers and dissertation researches are devoted to a problem of essence of independent work. However, it still has no unambiguous definition.

The analysis of psychological-pedagogic and methodological literature shows that independent work represents itself:

- kind of activity;
- form of educational process;
- training method;
- mean of organization of educational activity;
- subsystem of training system;
- set of abilities;
- readiness for studying a subject.

Despite a set of approaches to concept "independent work", they are consistent, but supplement each other. Independent work is both a kind of activity, and one of forms for organization the educational process. It can be considered as a method of training and as mean of organization the educational activity. There is no doubt that independent work

in higher educational institution is a subsystem of training system in general. If to consider independent work as activity, it, naturally, includes a set of the certain abilities allowing to carry out it.

It testifies that independent work of students represents extremely difficult phenomenon both on functions and tasks, and on the structure. Therefore, it is not simple to develop its exhaustive definition.

In methodical literature more attention is paid to the organizational party of independent work, much less attention is paid to the procedural party.

In our opinion, independent work is, first, the activity undergoing certain high-quality changes in the course of the development (*Efanova, 2016*).

To clear up this question we dwell upon consideration of such concepts as "assimilation", "transfer", "reception", "independence", which, obviously, form this definition.

In our opinion, the concept "assimilation" is inherent to any independent work. Without assimilation it becomes unrealizable or turns into the independent work, which is carried out by method "tests and mistakes", i.e spontaneous, uncontrollable, unprepared.

According to scientists, process of assimilation assumes mastering the actions representing a set of methods. Finally, process of assimilation is reduced to interiorization of actions.

special receptions which use in trainees' activity provides their interiorization are necessary To carry out transition from external actions to the internal ones.

Except assimilation, independent work includes such important concept as the "transfer" assuming use of the acquired skills, and methods of activity in new conditions.

In psychology, it is accepted that the similarity factor is the cornerstone of transfer.

There is an opinion that to carry out transfer of the mastered skills and operations on new tasks correctly and successfully means to do it "quickly and with minimum of mistakes to master new kinds of activity. The wider the range of objects is, to which the person can correctly apply the mastered operations, the wider the range of tasks is, which he is able to solve on the basis of the available skills" (*Petrovsky, 1986*).

To formulate definition of independent work, it is necessary to consider the concept "independence"¹, which is closely connected with independent work. Nevertheless, these concepts are not completely identical. Independent work, obviously, should be considered as a process. Independence - as a sign of this process.

Let us notice that independence cannot be created without the operated independent work. And if related to independent work we can use definitions operated / uncontrollable independent work, in relation to concept independence these definitions are inapplicable. If independence is not created, the student does not own necessary actions and receptions, and their mastering should be formed in the course of the operated independent work.

In methodical literature, independent work is differentiated on classroom and out-of-class. Such division is not essentially important. Obviously, the essence of this problem consists in the way it is performed. For solution, the question of presence/absence of the teacher when performing independent work is insignificant. Independent work is possible to considered only such activity, which corresponds to certain signs.

Summarizing all aforesaid, it is possible to formulate the following definition of independent work.

¹ According to the dictionary of Russian by S. I. Ojegov "independence – independent, resolute, possessing own initiative, made by own forces, without foreign influences, without foreign help" (Ojegov S. I. (1990) Dictionary of Russian, p.694).

I n d e p e n d e n t w o r k o f t r a i n e d is such educational activity, in which directly not prompted transfer of educational actions and receptions on new object in the changing situations is embodied. Independent work includes the minimum feature set of independence, which absence does not grant the right to speak about its existence (Efanova, 1990).

This definition can be applicable, obviously, to any kind of activity.

Independent work of student is defined not only by general characteristic of his activity, but also various levels of independence in educational process - from the operated work to the full creative one. It allows to consider independence as the multilevel, dynamic phenomenon. Such understanding is one of the most important prerequisites of development of independence during educational process. Independence assumes mastering knowledge, skills as components of the content of education, and mastering methods of rational educational work on independent acquisition of knowledge, their assimilation, reorganization and processing.

Achievement of the highest level of independence is possible in process of management of independent work. For example, the invention trainees of new receptions, to whom they were not taught. Their emergence in an arsenal of students is heuristic, but not casual. They could appear only based on the receptions acquired earlier and available now. Therefore, their emergence is natural.

Top-level independence is the combination of earlier acquired receptions and actions in a new way. These cases fall under the definition of independent work, as it does not single out the one, who introduced this reception in audience. There it is only told "acquired", i.e. student can acquire something that he "invented himself".

It is represented that the offered definition rather accurately differentiates the minimum requirements to the characteristic of independence, as if it stipulates its minimum level.

To increase efficiency of educational process on any subject, it is possible to consider only such management of independent work, at which gradual decrease of teacher's help is provided and gradual increase of students' independence. That is the modification of the subject - objective relations in subject - subjective ones.

Management process assumes interaction of the teacher and students, where teacher's actions cause activity of students and vice versa. The result of management is self-government when the group of certain abilities of independent work is created, and they trainees are able to carry out necessary activity independently.

It is known that independent work is the activity dragged out in time, in the course of which independence is formed. It is expedient to track the procedural party of formation of independence representing transition from rigid management to flexible, from management to self-government, i.e. its dynamics.

Proceeding from the analysis of special literature and personal pedagogical experience, it is advisable to allocate the following stages of students independent work. In our opinion, they completely cover the interconnected and interdependent activity of teacher and students conducting from not management to management and self-government, reflecting dialectics of this process.

The I stage - uncontrollable independent work of students on the method "tests and mistakes" (casual independence);

The II stage - rigid management (by teacher) trainees' activity(imaginary independence);

The III stage - rigid management with inclusion of flexible management elements (fragmentary independence);

The IV stage - flexible management (relative independence);

The V stage - uncontrollable (by teacher) independent work of students / self-government (full independence).

Let us stop on the characteristic and the analysis of each stage. From positions of personal-activity approach, we characterize both activity of teacher and activity of students, considering that fact that not only actions of the teacher cause activity of students, but also actions of students have impact on actions of teacher, who builds the activity taking into account information arriving from students.

It is obvious that it is interaction, mutually management. Otherwise this process simply could not take place according to the concept of personal-activity approach.

At an initial stage of management (I stage) teacher, obviously knowing that students are not ready to independent performance of a certain activity, suggests them to perform tasks. Thus, it deliberately has no impact on actions of students, carrying out function of the observer, competent judge.

It is quite natural that in such situation students are compelled to act spontaneously by a method of "tests and mistakes" somehow to perform a task. Thus, independence would have casual character here.

The teacher receives a complete idea of trainees' independence level and makes the program of the subsequent management.

It is important that actions and behavior of the teacher were so tactful and delicate as far as it is possible. The teacher has to adjust students for the forthcoming collaboration conducting them from inability to ability, from ignorance to knowledge, from dependence to independence. During this period, the foundation of the subject-subjective relations is laid. Further, they are developed and improved in the follow-up joint activity.

The following stage, which we called "rigid management of trainees' activity" (II stage), is predetermining for all management process. It is put as base of management and the subsequent self-government.

The stage of rigid management is preceded by two extremely important and basic moments, without which existence of management process cannot take place. They can be correlated to the following links.

I link. Formation of all-approximate basis of actions in a complex with development of a motivational basis of the forthcoming activity in trainees' consciousness. Theoretical actions are illustrated by concrete examples.

The admissibility of such approach to management process is quite proved psychologically because the short message of theoretical data provides high scientific character of educational process and conscious follow-up activity to students.

II link. Acquaintance with the main scheme of intellectual actions and its primary working off.

Strict, consecutive performance of the set actions leads to desirable result / purpose. Students are offered to write down the scheme of actions in a special notebook. Subsequently students bring other data on intellectual actions in the chosen kind of activity in this notebook.

For fuller understanding and updating of the scheme of actions, teacher comments on process, focusing attention of students on the most essential moments. Students under the leadership of the teacher staticize the specified actions. To memorize the scheme of intellectual actions, teacher asks questions (why? what for? how?, etc.). A number of special character tasks that is analytical tasks for an explanation of expediency of certain actions is performed.

It is desirable to show the concrete examples to answers and explanations. Then the analysis of activity is carried out and defects come to light.

At this stage of work, tasks can be very different, but all of them have to be directed on assimilation of the scheme of intellectual actions, on formation of abilities of independent work.

The stage of rigid management is rather prolonged. It is obvious that automation of actions happens only when performing rather large number of the same tasks. The teacher

has to keep students in the mode of rigid management until is convinced that the algorithm of actions is generally understood and acquired.

Methods of poll/control from the teacher in the subsequent training are acquired by students and become means of self-checking. Student can check himself and his actions by means of these receptions.

III stage. Rigid management of trainees' activity with inclusion of flexible management elements on the basis of target figures, support and other tips. Degree of tip can be various - from more general to concrete. The explicit / implicit of tip depends on reaction of trainees to the task, their specific features, their general level of competence and background knowledge.

It is quite natural that during this period of work, tasks are still performed by students in the rigid mode, i.e. teacher sets system of actions strictly on algorithm. However, if he is confident in correctness of students' actions and adequacy of the receptions used by them, he removes excessive support and gives to student the chance to carry out separate actions independently.

It is represented pertinent to remind that management is valuable because it can lead to self-government. If throughout educational process the teacher operates rigidly, students would get used to such mode of continuous, persistent and "convenient" management, the need for independent actions would disappear and independence would not be formed.

The transition period from rigid management to the flexible one is very important stage in management process. It is very peculiar, individual, and dynamic. The character of the performed tasks causes management of trainees' activity.

If the task is multicomponent and consists of a large number of actions and operations, it would demand from students' certain efforts, high cognitive activity, use of a set of receptions. In that case, the period of rigid management and transition period from rigid to the flexible have to be rather prolonged that students seized all actions and methods of performance. Management of students' activity and teacher's control would be extremely necessary and pertinent, because they would accelerate automation of actions and receptions.

If the task is low-component and it does not cause difficulties in its realization, teacher "weakens" the operating and controlling function and gives students opportunity to work independently.

In this regard, we speak about fragmentary independence, i.e. teacher can stop tip of actions, receptions in any place, if he is convinced that students are ready to perform a task independently at rather high level and do not need more tips.

At a stage of fragmentary independence selective tips of actions can be given. It is not excluded that different tasks would present various difficulty for certain trainees. Therefore, the individual approach to the identity of each trainee is necessary. At the discretion of the teacher one students can be transferred to the mode of independent performance of separate tasks, others - perform tasks in the mode of rigid management.

It is very important not to let out students from a framework of rigid management in a transition period, because abilities of independent work are still not created. As practice shows, students often overestimate the mastering degree of series of receptions and actions. That's why they perform tasks with mistakes and defects. Such danger when strengthening an element of independence is actual. The important and basic conclusion is that joint reviewing of the result received by students during performance of a task is of great importance in respect of mistakes prevention. The student has to realize that shortcomings of the result directly follow from not execution a number of intermediate actions.

The following stage of management is flexible management of trainees' activity (IV stage). Teacher, having convinced that students seized the main actions and receptions,

transfers them to the mode of flexible management, which is characterized by bigger freedom in performance of actions and use of receptions. However, this stage still does not weaken teacher's management, who still remains the leader in cooperation (students have already reached a certain level of competence). Therefore, independence at this stage is called relative.

During this period methods of management change. Rigid management fades into the background. However, trainees' activity still breaks up to actions, which are operated by teacher by means of methods of flexible management. They can be the most different, but always unostentatious, nondeterministic, implicit whenever possible, pertinent (remark, leading question, personal interest of teacher, heuristic conversation, etc.).

At a stage of flexible management, the teacher is not able to afford to give a task in the most general view. Students would not be ready to perform this task yet, to overcome cognitive difficulties, i.e. mistakes would appear.

During flexible management, it is possible not to dismember activity on actions any more, and to use other reception - modeling of task performance based on a sample. In this case, students receive the tip in the direction of the general course of thought. They work independently, relying thus on the background knowledge. Here cooperation is possible in the modes "student - student", "student - students", "students - teacher". High cognitive activity of students is supposed. During task performance skill of transfer of known actions and operations at the solution of other problems of the same type is formed.

Proceeding from our understanding of independence, skill of actions transfer is one of its major signs. Independence is characterized by aspiration of trainees to organize the activity, apply the available knowledge, skills in new conditions, work initiatives and achieve performance of objectives.

Gradually function of teacher is reduced to control and supervision. It is not necessary to underestimate value of control even at this stage, as if consciousness and independence of students did not reach high level yet, process can be ineffectual.

Freedom and independence of students during flexible management is expressed in the way the students, having seized various actions and receptions, have opportunity to execute the same task in different ways, but the result is the one.

Let us remind that it is impossible in the conditions of rigid management, where all actions of students were identical and were carried out strictly according to the instruction in the same sequence. The teacher purposefully put students in such frameworks, when it was impossible to leave from a task, without having executed a set of strictly planned actions and operations, which they had to seize in the course of the set activity.

When students seized necessary and sufficient set of actions and receptions, use the minimum quantity of tips, perform tasks rather freely, at fast speed, at the low level of tension, carry out transfer of the acquired ways of tasks performance for new material, teacher transfers them to the mode of full independence, self-government (V stage).

At this stage of management, student uses the methods answering his psychological, personal features and style of educational activity. Certainly, it is the highest degree of independence, which the student got after the described stages of management. The help of the teacher is completely absent.

Independent work is a process, and independence is the result of this process or a site of process, so it is possible to reflect model of interaction of teacher and students in management process in the following table.

**TABLE 1. MODEL OF INTERACTION BETWEEN TEACHER AND STUDENTS
IN EDUCATIONAL PROCESS**

Stages of management	Independence level	Activity of teacher	Activity of students
V stage Uncontrollable independent work (self-government)	Full independence	The teacher gives a task in the most general form	Students act freely and independently
IV stage Flexible management	Relative independence	The teacher uses methods of flexible management	Students act undetermined
III stage Rigid management with inclusion of elements of flexible management	Fragmentary independence	The teacher uses methods of rigid and flexible management	Students act, combining the independent and prompted actions
II stage Rigid management	Imaginary independence	The teacher uses methods of rigid management	Students act determined, in a rigid framework of a task
I stage Uncontrollable independent work	Casual independence	The teacher determines the level of competence of students and existence of prerequisites for development of abilities of independent work	Students act with method of "tests and mistakes"

This model visually represents the interconnected and interdependent nature of activity of teacher and students, sequence and gradualness of formation of students' independence, which is characterized by intermediate levels. The model shows development of management process in dynamics and reflects its dialectic character (the movement up on a spiral).

It is necessary to notice that height of spiral turns can be unequal at various stages. It is caused by degree of formation of necessary actions and methods for their realization, characteristic for this or that stage of management. Their absence cannot promote the movement up (to the following stage / round).

The model reflects the beginning of management process from a certain reference point, passing through some obligatory stages of management, achievement of desirable result / purpose of management (self-government). However, it is not an independence limit in general. Height of a spiral depends on requirements of the Program. Out of university training, height of a spiral (independence) is unlimited and depends on needs of the expert.

The student, his psychological features, requirements, motives, professional interests are in the center of training according to the approach. The trainee takes an active creative position in educational process. By means of the created independence and group of the acquired abilities of independent work, it solves specific professional objectives, which he would face in the future practical activities.

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FORMATION STAGES OF THE REASONED SPEECH AMONG CHILDREN OF THE ADVANCED PRESCHOOL AGE DURING ACQUAINTANCE WITH THE NATURE

Abstract

The paper deals with experience of organization of educational process in conditions of the preschool educational organization for formation bases of the reasoned speech among preschool children. The author reveals stages, forms and methods of formation of reasoned abilities among children of the advanced preschool age in the course of acquaintance with the nature.

Keywords

reasoned speech, reasoned statements, reasoned abilities, educational process, children of advanced preschool age

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The preschool period of the childhood is the time, when the basic abilities to cognition, communication and activity are put in a child. It is well-known that for many types of children's activity (communicative, informative-research, game, etc.) the word is not only the carrier of sense, a certain value, but also the tool, way for achievement objectives. During communication with adults and contemporaries preschool children transfers the aspirations, desires and requirements, try to inform sense of the statement, often for the purpose of the proof and belief. Productivity of communication in this case depends on formation of ability to explain, argue, prove, defend the opinion, consider opinion and interests of the interlocutors in the course of communication, etc. These abilities are the indicator of rather high level of speech and intellectual development of children, which formation demands creation of special conditions, search of effective forms, methods and technologies in the system of preschool education.

Training of children of the advanced preschool age to reasoning, and in particular arguments, is necessary to build on naturalistic material as logical communications are obviously presented in the nature and available to preschool child understanding. Watching the nature, its phenomena, children start understanding the cause-effect relationships, some regularities existing in the nature, learn to think and argue.

The organization of educational process for formation of the reasoned speech among children of the advanced preschool age during acquaintance with the nature has to be carried out, in our opinion, according to three stages.

The first stage (estimated and motivational) assumes formation of understanding of the importance of the reasoned speech in the course of communication with adults and contemporaries, the need to state the thoughts consequently, argue the point of view.

The second stage (substantial) is directed on formation ideas of structure of the reasoned text, language means of communication of its semantic parts.

The third stage (operational) is training of preschoolers to complete coherent reasoned statements during acquaintance with the nature, their active use in daily speech practice.

We enabled the realization of these stages of work in different forms of educational activity: directly educational, joint activity of teacher and children in the regime moments and independent activity of preschool children.

At the first stage, the attention was focused on formation of positive installation on constructive communication, understanding of the importance of the reasoned speech in the course of communication with adults and contemporaries. The solution of this task was carried out during conversations, dialogues, modeling of speech situations, solving and playing problem situations, verbal and didactic games, discussion of proverbs and sayings.

The essential role played the conversations-dialogues offered O. M. Eltsova (*Eltsova, 2009*). The topics were the following: "How to behave during a conversation", "Secrets of oral speech", "The eternal quarrel because of one word yes", "Tone of the statement", "Hundred thousand "why" live in the world", "Teasers", "An apology and answering it", "Be able to object tactfully...", "Agreement - disagreement - partial consent with opinion of the interlocutor", "Dispute is not a quarrel, be afraid of false enthusiasm!".

During dialogue, we tried to teach preschool children to express own point of view politely, to be guided in different communicative situations, to define communicative intention of the interlocutor, to enter cultural dialogue, using verbal and nonverbal means of communication. Thus, children mastered the phrases expressing a consent or disagreement in a polite form: "You are right. I agree with you...", "You are not absolutely right. Apples can be both green, and red", "I am not absolutely sure that you are right". We discussed the dispute situations arising between children, ways not to bring dispute to quarrel and fight. Together with children we defined rules of dispute: "not argue without the reason", "offensive statements are not admissible in dispute", "respect others opinion", "be quiet and polite". Further, we modelled speech situations, in which the teacher said the phrase (for example, "Nobody loves fall because of a rain and cold", "A dog never makes friends with a cat"), and children expressed the consent or disagreement in a polite form.

The keen interest and emotional response caused verbal games. For example, in the game "Playful Dispute", children were suggested to pick up playful proofs to initial words of poetic texts, to suggest (improbable or exigent). In the game "Army of Vegetables and Fruits", Signor Pomidor (adult) admitted to his army only those children (cabbage, cucumber, carrot, apple, orange, lemon, peach, garlic, garden radish, potatoes, turnip), who will manage to tell about himself (convincingly, interestingly, brightly) and define the value for human. Having listened everyone, Signor Pomidor decided who would come to his army, reasoning the choice.

In the game "Argument", we formed ability to make assumptions and prove own point of view. One of the playing was suggested to choose any picture from a set of subject s. Without showing the image, the child asked a question to participants: "What is it similar with?". Everyone playing offered the answer and had to protect the assumptions. The attention was paid to correctness of children's statements, ability to object and agree. For example, the picture with the image of the book was offered to children. One child told that the subject represented on the picture is similar to a cucumber; the second - to a book; the third assumed similarity with the moon, etc. The following argument acted as the proof: "Like a cucumber has a lot of kernels, a book has a lot of pages"; "It is possible to open both a door and a book"; "The moon lights a way at night, and a book - a way to knowledge", etc.

Except verbal games, we held didactic games with competition elements. In the game "Guess, Prove" children were separated on two teams. Children have to guess the

time presented on a set of pictures and reason the answer. We paid attention of children on how they can correct children who made mistakes. Approximate questions, which children in this game answered, were the following: "When the Earth is covered by snow? When migratory birds depart? What time is the warmest? When do berries ripen? When do bullfinches fly to us? When do birds fly from the South? When do we reap vegetables and fruits?".

Further, we offered children to discuss proverbs and sayings: "The kind word is pleasant even to a cat", "A hedgehog has one force - prickles", "One bee does not carry a lot of honey", "Cowardly hare scares a stump as a wolf". During discussion of these proverbs children's reflections and reasonings were stimulated. Having listened to answers, we explained sense of a proverb. Discussion ended by leading children to a conclusion with the statement of own point of view. Only reasonable answers of preschool children were accepted.

At the second stage, we set the object to form idea about structure, speech means of communication of semantic parts of the reasoned statement. At this stage, in our opinion, it is important to create conditions for development research activity by means of the nature.

It is well-known that any monologic statement is characterized by a number of the general signs, to which we paid attention at the organization of training. First, it is integrity (compliance of the text contents to the main thought); structural registration (beginning, middle, end); connectivity (logical communications between offers and parts of monologue); volume of the statement and its smoothness. Advanced preschool age children already have primary ideas about appointment and structure of such types of monologues, as description and narration. In this regard, we decided to open feature of reasoning as speech type, its difference from other types of monologue and to allocate the argument as a kind of a reasoning.

At the beginning of educational activity, we acquainted preschool children with distinctive signs of the argument, first, with its structure: thesis, proof (arguments), conclusion. The modeling method offered in L.G. Shadrina (*Shadrina, Sudakova, 2011*) helped to understand structure of the argument. We used substantial and structural types of models of the argument. Substantial type prompted about what it is necessary to speak, proving the put-forward thesis; the structural one reminded of reasoning registration. Proving the thesis "a penguin - a bird", substantial model had symbols of arguments - pictures, represented a feather (the body is covered with feathers), a beak (there is a beak), two feet (birds has two feet), etc. We used various options of structural model of the argument. Models were presented differently: in the form of a tree, where a trunk is a thought which is proved; branches are arguments in favor of this thought; krone in the form of the semicircle surrounding branches is a conclusion. We also used a lodge, where "base" is the thesis, "walls" are arguments, "roof" is a conclusion, and a pyramid, where "skeleton" is the thesis, "rings" are arguments, "the top part" is a conclusion. We learned to put forward as much arguments as possible, explaining that the tree cannot have few branches, as it is good to provide as much proofs as possible in reasoning and argument.

In the course of the solution of a problem situation "Guest", teacher declared that the unexpected guest - a turtle - visited the group room. To let her stay, children need to adduce as much arguments as possible. Leaning on the structural model "Tree", children offered different arguments proving the need. Preschool children reasoned as follows: "we will look after her", "she will live in a nature corner", "when it will be boring, we will play with it". However, the indifferent attitude towards the guest was observed too: "it is not necessary to us", "I love cats more", "it slowly creeps". The tutor answered children's arguments with counterarguments, showing an example of objection "I do not agree with you. Do you know what speed has a turtle on the land and water? Who is quicker, turtle or snail?"

When training children we used receptions: admission of parts of the text, mix of parts. Continuing acquaintance with structural features of argument, the teacher paid attention to various ways of communication between parts of the text, formed ability to connect structural parts by the words "because", "as", "therefore", "means", "therefore", "if-that", to use words "first", "secondly", "thirdly".

Effective tasks were addition of an explanation by missing arguments. Tutor allocated reasoning "skeleton", and children "filled it" with the necessary arguments, words: "there came the winter, because... First... secondly... thirdly... That is why...".

We conducted training for reasoned statements by analogy with training for reasoned speech, beginning with visual support and gradually passing to tasks on a verbal basis. The following tasks with visual support were offered: folding of cutted pictures and explanation of the actions; forming series of subject pictures in a certain sequence depending on a plot, time of day; explanation of illogical situations in games like "Tales in pictures", "An excess subject", "Similar -not similar"; identification of the cause-effect relations between objects (for example, the melted snowman in a sunny weather); classifications of pictures by species and types; guessing riddles with visual support, etc. In the course of educational activity, we used the reason model, the plan reflecting its structure, model, help of ways of communication of phrases and semantic parts.

The representations received on speech lessons were fixed in different types of activity on various material: literary, mathematical, but more - naturalists.

At the third stage, children accepted a position of "argumentator", which owns ability to build the coherent reasoned statements, actively use them in daily speech practice.

The special attention was paid to drawing up the reasoned statements in the course of discussion ecological fairy tales, in experimental and design activity of preschool children.

We created problem situations during the reading and discussion of ecological fairy tales and stories. The problem situation put in the fairy tale directs children's thoughts on active searches of answer, understanding communications, dependences, relations existing in the nature, independent conclusions. First, we suggested children to listen and discuss the author's ecological fairy tales written by N. A. Ryzhova (Ryzhova, 2012). Reading and perception of the ecological fairy tale was followed by discussion the questions demanding an explanation of position. For example, having read the fairy tale "Whose house is better?", we offered children to answer the following questions: "Who is right: a mole, a starling or a bluebell? Why do you think so? Why a bluebell or a starling cannot live underground like a mole? How you think what for did the bee fly on a visit to a bluebell? Who "feeds" a bluebell? What is the fairy tale about?".

During discussion we tried not to give ready answers, paid children's attention on the fact that each person has the right to state the point of view and it is necessary to treat opinion of other person with respect. Thus, we paid attention to the contents and structure of children's answers, special words in a sentence. After reading ecological fairy tales, children were offered to make own small stories or fairy tales together with parents, draw illustrations or nature protection signs.

Provoking children to drawing up own reasoning, we offered to make story with drawings on the subject: "What does life of reservoirs break?", "An animal who hides", "A dandelion at different times years", "What do predators hide for?".

Using the competitive moment by drawing up nature protection signs, we divided children into two teams. The first group made prohibition signs, the second - allowing. Having discussed signs with the character of the fairy tale (for example, the Little Red Riding Hood) who could object to this or that sign, we suggested children to prove need of observance of these rules. We used competition elements in game activity. For example, in game "Winter: pros-cons" boys answered a question "That pros does the winter

have?", and girls - "That cons does the winter have?". That team, which gave more reasoned answers, won.

Gradually complexity of tasks increased. When carrying out experimental activity we achieved ability not simply to suggest, prove the opinion, but to build the complete reasoned statements. For this purpose, we offered preschool children participation in a meeting of "Academic council", discussing which, young scientists have to find air in the room using experiment and to prove its existence. Here are the examples of children's statements: "We took a cellophane sack, twisted it and saw that it is inflated. It becomes as big as a ball. It proves that there is air in a sack and we breathe"; "We took a sponge and lowered it in water. We noticed that water has bubbles. These are air droplets. Therefore we decided that sponge has air". Not all children's answers conformed to requirements, but children understood the main thing - it is important to observe structure in the argument, it is necessary to explain consistently and logically.

The effective method of formation bases of the reasoned speech is design activity. Within two weeks children together with parents were engaged in research work on a problem "Do you know your cat well?". After reading the Lithuanian fairy tale "Why does the cat washes itself after food?" (revised by Z. Zadunayskaya), we considered a number of questions for children to answer together with a family by means of experiences, supervision and experiments.

Protection of projects was carried out at the next meeting of "Academic council" during which variable subjects of children's researches were considered: "Why does a cat have moustache?", "When does a cat wash itself?", "How often does a cat wash? Why", "Why does a cat need claws?", "The is cat's menu", "Cat's claws". Within our research, it is important to solve the following problems: to develop ability to establish cause-effect relationships; to create the situations allowing each child to show initiative, independence; to state thoughts consecutively, accurately formulating, to express own opinion, to conclude.

Representing the results of the research work, children told and beat the experiment made at home, described supervision and feelings. For example, in the Cat's Menu project, Sofya T. told about the research: "I asked myself a question "How does a cats find the favorite food?". For this purpose, my mother and I placed food in identical bags. In one bag they put macaroni, in another - crude potato, in the third - a sausage, and in the fourth - meat. We called Murzik and looked, how it will see sausage. It quickly found a bag with it. He looked for food using moustache and nose. I drew a conclusion: cats use moustache and nose.". Timofey A. in the project "Why does cat often wash?" noted the following: "My cat's name is Philemon. I looked narrowly at it and noticed that it washes a paw. It always washes after it woke up or ate. Licks himself from head to toes. Why do they need it? My mother and I read in the encyclopedia that cats pinch the smell. If mice guess a smell of a cat, they would not fall into clutches. It means the cat remains hungry".

To help children with drawing up the story, we used the following receptions: drawing up the story according to the plan in the form of questions, instructions, model of the answer drawn together with children.

For example, the plan consisted of the main issues:

- What question interested you?
- What experiment have you made? With whom?
- What have you made?
- What have you seen (heard), learned?
- What conclusion have you drawn?

The children's stories were followed by reading poems about favorite pet, guessing jokes-riddles, displaying drawings on a plot subject, searching the answer to problematic

issues: "Why are cats afraid of water?", "Why does a cat see in the dark?", "How to make friends with a cat?".

Informative-research activity was organized during short-term day projects on the subject "Awfully interested in everything unknown". Each thematic week of month was devoted to search the answer to a problematic issue: "Why does a dandelion need parachutes?" ("Wild flowers"); "Why do leaves fall? Why there are a lot of pools in the fall?" ("Fall. Changes in the nature"); "Tops - root: what appears from a seed earlier?", "Where does water hid in vegetables and fruit?" "Vegetables"); "What helps birds to fly?", "Who are the wintering birds?" ("Wintering birds").

We have convinced that formation of the reasoned speech has to be carried out gradually, consistently in the conditions of systematic training during children's kinds of activity. An indisputable source to develop children's speech is the phenomena and objects of the nature, interaction with which promotes development of children's inquisitiveness, emergence of informative questions, own judgments and logical conclusions.

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LEGAL PROTECTION OF THE ECONOMIC INTERESTS OF RUSSIA IN THE ARCTIC REGION IN THE EARLY TWENTY-FIRST CENTURY

Abstract

The paper is devoted to issues related to the implementation of legal protection of Russia's economic interests in the Arctic region in the early twenty-first century.

Keywords

Arctic zone of Russia, Russian-Norwegian relations, international law,
Concept of Sustainable Development of the Russian Federation

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Since the beginning of the XXI century, many countries, especially the United States, concerned about the fact that Russia has vast northern territories and also claims the vast possessions in the Arctic basin. To achieve this goal in 2001 was filed to the UN Commission on the Limits of the Continental Shelf. This application ("Justification of the outer limits of the continental shelf of Russia in the Arctic outside the 200-mile zone"), prepared in the framework of the Federal Program "World Ocean", implies an increase in area of the continental shelf in the 1.2 million sq. km, as proof of the origin of a large part of mainland bottom. However, the application of the country by the UN Commission was rejected with the motivation that first Russia must agree with its neighbors in the Arctic: Denmark, Norway, Canada and the US, as the UN Commission does not have the raw materials of other Arctic states for the validation of the Russian proposal. Such a conclusion, the Commission has adopted the United Nations after the protest US and Russia were invited to wait until 2010 so that the rest of the Arctic states had the opportunity to get out and explore the geological data on the Arctic for at least ten years.

This turn of events was not accidental. It is only in the Russian Arctic zone centered about a quarter of the world's oil and gas reserves. Therefore, the US interest in this subject is clear, as well as Canada, Denmark, offering to review sectoral division of the Arctic territories. Moreover, now even countries that do not have access to the Arctic Ocean, seeking internationalization of its waters by analogy with the other three oceans. Against this background, the forecasts of experts of the American Council of the United Nations University of the Arctic in the XXI century will be one of the "hot spots" where to turn "oil" conflicts do not seem unrealistic (remember that only twenty years ago no one could have imagined the scale of the events that have unfolded in the Persian Gulf, the main driving force of which is undoubtedly the struggle for oil and control oil production. In this connection, in order to avoid a repetition of the fateful historical errors, Russia has no right to the abandonment of these problems without attention and omission of valuable time. Our the country needs to promptly, consistently and persistently to solve questions. In fairness, it should be noted that the relevant work is already under way. New scientific rationale and evidence in repeated application, which was submitted to the UN Commission in March 2007, was an update of geological and geomorphological explore the Arctic seabed beyond the 200-mile continental shelf, obtained in 2004-2006. GUNiO together with VNIIOkeangeologia on the scientific research vessel "Akademik Fedorov".

The Russian Arctic shelf area of more than 6 million sq. km has huge resources of gas, gas condensate and oil. According to the Ministry of Natural Resources, the potential of the Arctic shelf in the Russian sector of about 100 billion tons of equivalent fuel. Such wealth can ensure sustainable development of Russia for many centuries (*Bezrukov, Tumanov, 2012*).

The needs of the economy and the depletion of natural resources in developed areas objectively determine the increase in their production in the Arctic zone of Russia. For example, explored the Arctic gas reserves of industrial categories make up 80 percent nationwide. According to estimates of the RF Ministry of Natural Resources in the Arctic for 90 percent of total recoverable hydrocarbon resources of the continental shelf of the Russian Federation, including 70 percent - in the Barents and Kara Seas. It is predicted the presence of hydrocarbons in the deep part of the Arctic Ocean in the amount of 15 - 20 billion tons of equivalent fuel.

To identify and forecast reserves of many minerals continental shelf is now a unique national reserve of Russia. Recoverable hydrocarbon reserves amount to more than 100 billion tons of oil equivalent. In the western sector of the Russian Arctic shelf is open giant Petroleum Province, which concentrated 70% of the initial recoverable resources. The new centers of oil and gas can be created on the basis of three major areas of concentrated oil and gas - Central Barents, South Kara and Pechora oil and gas condensate. Extensively in the region and prospects for new discoveries. There have discovered 22 fields, including

such unique as the Shtokman gas condensate, Prirazlomnoe, Leningrad, Ice, Rusanovskoe gas and others. In general, the proven reserves of hydrocarbons share of the western part of the Arctic shelf is more than 75% of the stocks of all the Russian shelf (8.2 billion tons of oil equivalent).

Because of its geographical position, these waters are not used for international navigation, are to a large Russian transport value. The very development of these seas require age-old efforts of the Russian people. Socio-economic development is impossible without a reliable functioning of the Arctic marine transportation system that ensures delivery of the goods to the Arctic and the Arctic enterprises export products to other regions.

According to the UN Convention on the Law of the Sea in 1982 the continental shelf of the Russian Federation includes the seabed and subsoil of the submarine areas outside the territorial sea of the Russian Federation throughout the natural prolongation of its land territory to the outer edge of the continental margin. The natural resources of the continental shelf of the Russian Federation ranked as the mineral and other non-living resources of the seabed and subsoil together with living organisms belonging to the "sedentary species", that is, organisms that at a time when possible their craft, are immobile on the seabed or under, or are unable to move except in constant physical contact with the seabed or the subsoil. List of species of living organisms, which are the living resources of the continental shelf established by a specially authorized federal fisheries agency. Mineral and living resources of the continental shelf are the responsibility of the Russian Federation; the activities of exploration, development (fisheries) of such resources and their protection is the responsibility of the Government of the Russian Federation.

Russia, exercising sovereign rights and jurisdiction on the continental shelf, does not prevent the implementation of navigation and other rights and freedoms of other states recognized in accordance with generally recognized principles and norms of maritime law.

The legal framework for the protection of Russia's interests in the Arctic are determined by domestic regulatory and legal acts. In the first place it should be noted the Russian Constitution. In accordance with its terms, Russia has sovereign rights and exercises jurisdiction on its continental shelf (Art. 67, item 2) by determining its status and protection (Art. 71, "n"). On the basis of the Russian Constitution and international law developed federal laws and other regulations governing relations of natural resources on the continental shelf of the Russian Federation. Federal Law "On the continental shelf of the Russian Federation" defines the status of the continental shelf of the Russian Federation, sovereign rights and jurisdiction of the Russian Federation on its continental shelf and their implementation in accordance with the Constitution, generally recognized principles and norms of international law and international treaties of the Russian Federation. Questions relating to the continental shelf of the Russian Federation and the activities it is not stipulated by this Federal Law shall be regulated by other federal laws and regulations applicable to the continental shelf of the Russian Federation, for example, the RF Law "On Mineral Wealth", the Federal Law "On Sharing Agreements product ", "Regulation on subsoil licensing procedure ". January 22, 1997 the State Duma of the Federal Assembly of the Russian Federation adopted the Federal Law "On ratification of the UN Convention on Maritime law and the Agreement on the implementation of Part XI of the UN Convention on the Law of the Sea", by which Russia is a subject of international law with the development of mineral and living the resources of its continental shelf and exclusive economic zone. In accordance with the Law "On the continental shelf of the Russian Federation" Russia carries on the continental shelf:

- Sovereign rights for the purpose of exploring the continental shelf and the exploitation of its mineral and biological resources;

- The exclusive right to authorize and regulate drilling on the continental shelf for all purposes;
- The exclusive right to construct and to authorize and regulate the construction, operation and use of artificial islands, installations and structures;
- Jurisdiction over: marine scientific research; protection and preservation of the marine environment in connection with the exploration and development of mineral resources, fishery biological resources, waste disposal and other materials; laying and maintenance of submarine cables and pipelines (v. 5, p. 1-4).

Federal Law "On the exclusive economic zone of the Russian Federation" defines the status of the exclusive economic zone of the Russian Federation, sovereign rights and jurisdiction of Russia in its exclusive economic zone and their implementation in accordance with the Constitution, generally recognized principles and norms of international law and international treaties of Russia. Matters relating to the exclusive economic zone of the Russian Federation and its activities not covered by this Federal Law shall be regulated by other federal laws applicable to the exclusive economic zone of the Russian Federation and the activities in it.

Under current law, the bottom of the mineral resources of the continental shelf and exclusive economic zone, are federal property and, accordingly, specific decisions on the use of mineral resources taken by the federal government and governance (*Bezrukov, Tumanov, 2012*).

12-mile coastal zone, as the territorial sea or territorial waters, has the status of subsoil use are no different from the adjacent land, It operates so-called rule of "two keys", and decisions are made jointly by the federal subsoil use authorities and the subject of the federation, whose territory is adjacent to this area of the sea. The law "On Subsoil" is broadly consistent with the general provisions of the Mineral Development and develops them, and the disposal of the continental shelf is entirely the responsibility of only the public authorities of the Russian Federation.

Federal programs and plans for the exploration and exploitation of mineral resources are compiled with the participation of executive bodies of subjects of the Russian Federation, if these programs and plans call for the use of coastal infrastructure of the subjects of the Russian Federation (Art. 6, para. 3 of the Law "On the continental shelf of the Russian Federation").

As mentioned above, the Western Arctic shelf of Russia - it is a national treasure and the largest reserve for future growth in the fuel and energy complex of the country. Therefore, according to experts of the Russian Federation Ministry of Natural Resources, one of the major tasks of Russia is to increase the volumes of geological exploration work at the expense of all sources of funding to build hydrocarbon resource base in the region. Along with the aforementioned laws in the legislative and legal regulation of natural resources on the continental shelf of the Russian Federation, the following Presidential Decrees:

- On urgent measures for the development of major new gas fields on the Yamal Peninsula, in the Barents Sea and offshore Sakhalin Island;
- Measures to accelerate work on the development of oil and gas fields of the continental shelf of the Russian Federation.

In order to implement the main provisions of the law "On the continental shelf of the Russian Federation" and Decree of the RF Government of 23.04.96 № 674-p MNR Russia will soon have been prepared and agreed with a number of interested ministries and departments draft resolutions of the Russian Government on the adoption of the following provisions:

- On the order of the regional geological study, exploration and development of mineral resources of the continental shelf;

- On the procedure of drilling on the continental shelf of the Russian Federation for any purpose;
- On the order of the laying of submarine cables and pipelines on the continental shelf of the Russian Federation.

These provisions for a number of years to find its realization. Among the unresolved legal issues regulating subsoil use of the territorial sea, internal waters and the continental shelf of the Russian Federation at the time included:

- Definition of relations and different forms of ownership of natural resources, as these questions are not fully regulated by the existing laws "On Mineral Wealth", "On the living resources", the Water Code;
- Determination of the amount and payment for use of water bodies order and conditions of its collection;
- Determination of the procedure of subsoil use inland sea and inland waters, as these the waters under the Constitution of the Russian Federation is not included in the territories of the Russian Federation, and the field under their bottoms often extend into the waters of the continental shelf. In subsequent years, these issues were resolved, but problems remain.

Principles of State Policy of the Russian Federation in the Arctic clearly stated and defined in the document, approved at the Government meeting. According to this document the selection of the Arctic as an independent object of public policy due to specific national interests of Russia in this region and its characteristics. Specific national interests of Russia in the Arctic embrace, first of all, sectors of the economy, the environment, defense, science and geopolitics. Russia's interests in the Arctic defined in other regulations and programs. It is primarily:

- Concept of the Russian Federation transition to sustainable development;
- Concept of state support for economic and social development of the northern regions.

Currently, the Russian government approved the order on the continental shelf. The Rules provide for the conduct of marine scientific research in the internal maritime waters, territorial sea, the exclusive economic zone and continental shelf of the Russian Federation (*Boltushkin, Tumanov, 2012*).

Russia's policy in respect of the Svalbard archipelago in the currently defined policy concept of the Russian Federation on the Norwegian Svalbard archipelago.

As can be seen from the above, a specific legal framework in Russia to address issues related to the Arctic, there is, but it requires improvement. Procrastination in its creation and perfection can cause irreparable damage to the further economic and geopolitical development of our country for quite a long historical period.

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FEATURES OF SOCIO-HUMANITARIAN KNOWLEDGE

Abstract

In the paper the author describes the main features of the socio-humanitarian knowledge such as the features of the object of field research and the subject of cognition, the features of the means and methods of research, and also the pluralism of concepts and the relativism of theoretical results.

Keywords

man, society, socio-humanitarian knowledge

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Introduction. The initial human presence in the phenomena, which are the parts of the field of study of the social sciences, humanities and philosophy, becomes the factor that determines the characteristics of the socio-humanitarian knowledge. These phenomena can be a person and results of his activity (*Karavaev, 2014*) (the objects of the humanities), and a society with the variety of its social institutions (the objects of the social sciences). These phenomena in their structure and way of functioning are more complex than the objects of nature. This fact ultimately determines the features of the socio-humanitarian sciences in comparison with other sciences.

The features of socio-humanitarian knowledge. In our point of view, the following four characteristics show the features of the socio-humanitarian knowledge:

1. *The specific feature of the object field.* The main difference between the socio-humanitarian knowledge and other fields of scientific knowledge is the object of study. The object field of the socio-humanitarian studies is the unity of objective (social laws, institutions, etc) and subjective (consciousness, desires, purposes, etc.) bases. It is the presence of subjective reality, which is the inseparable part of the socio-humanitarian sciences, shows their key difference from all other sciences. The sciences about the nature study the natural objects and processes that are under the laws of nature. The mathematical sciences operate the idealized objects not existing in the real world. The technical sciences design the means of an activity, i.e. deal with the artificial objects created for specific tasks. The properties and functioning of these objects are more predictable than the objects of the socio-humanitarian studies, because “language, values, communication, symbols, public formation, cultural meanings, the whole range of human life are associated with its soulful conscious existence” (*Modern philosophical problems ... , 2006*). The existence of human consciousness, the subjective, inner world, which cannot be studied directly, is the reason of the fact that the human existence, its activities, the values of the society, the functioning of the social institutions are less predictable, and therefore are more difficult phenomena. They do not just exist. They certainly have the act of the free will. The free will allows a person not only to respond to the realities of the environment, but to act, meaningfully build and perform his activity,

and, in the end, to determine the way of the functioning of the society as a whole. The human consciousness is a key factor that shows the difficulty of the study of the object field of the socio-humanitarian knowledge.

2. *The specific feature of the subject of cognition.* The second feature of the socio-humanitarian knowledge is that “the subject is presented twice here: as the subject of cognition (individual, the scientific community or society) and as a part of the object of cognition, because a person, who is endowed with reason and will, acts in the society (Ushakov, 2005). The subject of cognition always emanates from his worldview and beliefs, intellectual abilities and capabilities, personal preferences and public interests which were formed in a specific socio-cultural environment. This is the reason that the value relation of the subject of cognition to the studying phenomena affects the results of the socio-humanitarian knowledge. This is generally unusual for natural and other sciences. The subject in the socio-humanitarian knowledge not only studies objects, but mostly evaluates them. His aim is “to get a knowledge that helps not only to explain any social structures and relationships but also to justify, strengthen and change them” (Zav’yalova, 2007).

3. *The specific features of means and methods of research.* The impossibility or the limited use of certain methods and means of scientific research is the most important thing here. In the socio-humanitarian knowledge it is impossible to accumulate the empirical material in the process of the manipulation of the studied objects, as it is possible in the natural sciences where experimental methods are used. It is impossible to research the subjective and public objects and processes in laboratory conditions, i.e. outside the environment in which they exist. Accordingly the ability of scientists to manipulate them is limited. Firstly, there are the physical limits: it is impossible to apply the methods used in the natural sciences to the socio-cultural processes, because they have already happened and cannot be repeated (for example, the historical events), or its repeating with a research purpose requires the inappropriately great efforts and material investments (for example, the research of migration processes). Secondly, there are the ethical limits: it is unacceptable that the object of study cause any physical or moral harm. So, under the socio-humanitarian knowledge a scientist has to do with “the reality of a special kind - with the sphere of objectivization of the content of human consciousness, with the area of meanings and values, requiring the special methodological techniques, which are not necessary in the natural sciences” (Mikeshina, 2009).

4. *The pluralism of concepts.* This feature comes from the previous features of the socio-humanitarian sciences. So, the impossibility of direct observing and studying of human consciousness and the limits of experimental verification are the reasons of the fact that the empirical basis in the humanities is less verifiable than in the natural sciences. And this in turn makes it difficult to form the only correct solution of a problem. “In the natural sciences the empirical verification often puts the end to disputes; in the socio-humanitarian sciences discussions can last for decades and centuries (Gubanov, 2010). It all becomes the main reason of the existence of a large number of scientific schools in the socio-humanitarian knowledge, each of which designs and defends their own hypotheses and theories.

5. *The relativism of concepts.* In the socio-humanitarian sciences the problem of the interpretation of the concepts, when they are interpreted in different ways, is more acute. As examples, it is possible to mention the concepts of knowledge, mentality, value, personality, education, information and many others. The contextual way of their defining becomes the reason of the diversity of their interpretations. “The features of introduction of a new concept in the humanities often are what it cannot have a strict definition, its meaning forms gradually, during developing the conception, evolving the reasoning, i.e. we use that what called “the contextual defining” (Mikeshina, 2005). Accordingly, the meaning of a word depends on how a person reads it, under what context he researches

the phenomenon, and what methodological approaches are used and what purposes are realized. As the results of the language games, all the interpretations of a concept are appropriate if they have not the logical contradiction under a research. Therefore, the different interpretations of concepts should not become the reason of the confrontation of different scientific schools. Generally the any opposition in the interpretations of the same term, in our opinion, is not very productive, and therefore is not appropriate. The different interpretations of concepts are useful so far as they help to solve problems. The difference in interpretations of a concept in the different scientific approaches should not be a scientific problem (as it happened, for example, with the concept of information). But it is wrong to think that the meaning of this or that concept is self-evident and does not require any detailing. This approach is usual for everyday cognition, in which the non-critical extension of meanings and some uncertainty of the used concepts are customary. This approach opposes the scientific and philosophical strategies based on the principle of the specification of used concepts and the most clear conceptual meanings of them. The main thing in this situation is to remember that in the modern science there are many different scientific schools, each of which under the same object field “forms its own definitions” (Novikov, 2007). In this situation, a scientist, at least under his researches and scientific works, has to achieve the most possible precision in the defining of the meanings of the used concepts.

Conclusion. Thus, in this paper, there were considered the key features of the socio-humanitarian knowledge, such as the specific feature of the object field, the specific feature of the subject of cognition, the specific features of means and methods of research, the pluralism of concepts and the relativism of concepts.

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COMMUNICATIVE TRAINING OF FUTURE TEACHERS OF THE PRESCHOOL EDUCATIONAL ORGANIZATIONS AT HIGHER EDUCATION INSTITUTION

Abstract

The relevance of the studied problem is caused by the developed social-economic situation in Russia, which influences revaluation of teacher's role in society, change of his professional status, prestige of the profession among others. The success of a teacher in profession is in many respects connected with abilities in the field of communication (statement and solution of communicative tasks, possession of effective communication methods). The purpose of the paper is justification of students' training for effective communication on studies on various disciplines of the higher educational institution program during practical training and organization of educational actions. The leading approaches to the problem are system, integrative, activity, competence-based and problem-communicative approaches. The author presents the created and realized pedagogical system of students' communicative training, conceptual justification and technological support of the system. The materials of the paper can be useful to optimization of communicative training of future preschool teachers at higher education institution.

Keywords

effective communication, pedagogical communication,
communicative competence, preschool teacher

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Statement of a problem.

Development of abilities to full dialogue with other people and creative cooperation with them act as one of the most important tasks of higher educational institutions. If it is possible to allocate spheres of professional activity with the increased communicative responsibility, first, it is necessary to single out education. Now humanities universities, paying much attention to development students' abilities within preparation for various written examinations, devote unfairly less time for oral speech of future experts.

At the same time, communication with students shows that they would like the higher educational institution to solve problems of development of abilities to communicate within studies and educational actions. The analysis of the scientific researches and practice shows that students of higher educational institutions experience serious difficulties in questions of pedagogical communication. It is difficult to speak fluently before audience, do messages on keywords or the basic abstract, draw independent conclusions. Students noted difficulties in such questions as ability to listen to other person, reason the point of view, reckon with opinion of fellow students.

One of the reasons of such situation is that teacher's speech takes the majority of time on practical training. It is connected with both objective and subjective reasons. The objective reasons are insufficient number of academic hours for a discipline, difficulties of certain topics. The subjective reasons are connected with communicative behavior of a teacher, his ability to distribute academic hours.

It is known that the system of pedagogical education meets social expectations when provides the "advancing" training of specialists (*Shishkina, 2008*). In this regard, the intensification of communicative training in a higher educational institution is one of the important ways, which would help teacher and students to feel satisfaction and success on occupations, promote formation of communicative competence of future teachers.

Methodological Framework

The theoretical and methodological bases of the concept of communicative training of future preschool teachers define the complex of the strategic directions of the research and the set of the corresponding methodological approaches. The tendency of synthesis of already known theoretical-methodological approaches, which separate elements are looked through the whole history of knowledge of human thought, was outlined in the theory and practice of professional education and can be determined in the line of the studied problem (*Yakovlev, Yakovleva, 2006*).

Considering the designated tendency, we consider that the theoretical-methodological bases of the concept can be presented in the form of expedient integration at the philosophical level of a hermeneutic approach and at the general scientific level of a system approach. The theoretical-methodological strategy revealing the directions of theoretical research and fixing its general plan is defined by integrative and activity approaches. The competence-based and problem-communicative approaches making concrete-scientific methodology are chosen as the practice focused tactics of the research.

Revealing pedagogical conditions of effective realization of the training, we were guided by requirements imposed by modern society to professionally mobile and competitive teacher and to a tendency in content change of education at pedagogical higher educational institution. As a result, the complex of conditions of substantial and procedural-technological character was defined:

- filling by adequate communicative contents of certain sections of traditional training courses, introduction of the integrated special course of communicative orientation in educational process;
- inclusion of communicative training of a problem context in the content;
- updating of students' subject experience in the sphere of pedagogical communication (*Aukhadeeva, 2008*).

Such understanding of training process of future teachers for effective communication allowed to structure target, methodological, general-theoretical, professional and subject orientation of the pedagogical system; to organize educational process taking into account target orientation on formation of communicative competence as the integrative quality of personality providing the graduate by successful realization of pedagogical communication in educational institutions.

Organization of communicative training of students was directed on the following issues:

- ensure thematic and chronological coordination of courses of the same communicative orientation;
- allocation the crosscutting directions of teaching-educational process providing formation and development of communicative competence of future preschool teacher;
- optimum choice and expedient combination of forms, means and methods of formation students' communicative competences demanded within the teacher's profессиogramma;

- stage-by-stage formation and development of communicative competences in the course of training effective communication at higher educational institution;
- conditions for creative application of communicative knowledge and abilities in the course of educational and pedagogical activity.

Complete communicative training of future preschool teachers can be presented by the following stages:

1st year (entry into the communicative environment of higher educational institution):

- adaptation of first-year students to communicative process in pedagogical higher educational institution;
- vocational guidance, formation of sense motives of professional communicative activity and valuable relation to communication;
- formation the knowledge system of effective communication, abilities of effective speaking and hearing;
- inclusion in communication in the course of out-of-class work of student's group (faculty, higher educational institution).

2nd year (study communicative tactics and strategy of a teacher):

- acquaintance with professiogramma of a preschool teacher and communicative competence entering it;
- formation motivational and valuable relation to pedagogical communication during studies and extracurricular activities;
- formation knowledge of pedagogical communication taking into account psychophysiological features of children of early and preschool age;
- studying communicative behavior of a teacher and children during fact-finding practice in a kindergarten.

3rd year (realize effective pedagogical communication):

- formation abilities to build effective communication with children, teachers and parents in the course of educational practice in a preschool organization;
- research of communicative behavior of a teacher and preschool children during the stating experiment within a term paper on pre-school pedagogy or children's psychology;

3) creation effective communication during participation in educational actions of a course, faculty.

4th year (form communicative competence):

- ensuring effect in communication in the course of management and organization of extracurricular activities of faculty and between faculties;
- development of communicative competence by means of students' research activity (write scientific papers, perform reports at scientific and practical conferences of various level, protect final qualification work);
- entrance into professional activity and conscious independent participation in communicative process of kindergarten.

Such pedagogical system constructed by position-level principle as the form of existence and broadcast of social experience from generation to generation, creates flexible and effective process of communicative training on a natural basis. At the same time, it allows to pass quickly and organically from educational aspects to the practical solution of communicative problems of professional activity.

Integrative-problem and communicative approaches had special value in development of the system of communicative training. One of fixed assets of communicative training of future teachers is introduction of the integrated special courses and open classrooms ("A basis of pedagogical communication", "Formation of communicative competence of a future teacher", "School of communication"), including scientific materials from linguistics, theory of communication, pedagogics, psychology, private techniques.

The activity component of the system is directed on application of communicative knowledge in new pedagogical situations that promote formation of abilities to design effectively a straight line and feedback, thus unconventionally, creatively solving problems of pedagogical communication.

Direct emotional inclusiveness in a communicative situation, collectivism in search of effective tactics and strategy of interaction, mastering new communicative knowledge in activity, development of improvisational abilities to react quickly on changing circumstances promote development of communicative competence.

The pedagogical sense of the system consisted in approximation of educational environment to professional conditions of communicative and pedagogical activity, to maximum filling of educational process by communicative problems of heuristic type and implementation of integration of communicative knowledge.

Results.

It should be noted that in the course of skilled-search work the experimental groups showed the steady tendency to acceleration of communicative competence formation. It was expressed in economy of academic hours when forming more profound communicative knowledge; in costs decrease of each student for feedback achievement in communication; in increase of activity and independence of future teachers for solution of communicative tasks; in reduction of volume of the help from teachers of higher educational institution.

Thus, verification confirmed the validity of provisions of the presented concept as results of its substantial and semantic filling and practical realization confirmed communicative competence of future preschool teachers.

Discussion.

Communicative training is the main and integral part of educational process in higher educational pedagogical institution. Various aspects of development of communicativeness are considered in social and philosophical literature (F. Shleyermakher, W. Dilthey, M. Heidegger, H. Lipps, H.G. Gadamer, P. Ricœur, Karl-Otto Apel, J. Habermas, et. al.), from psycholinguistic positions (G. M. Andreeva, A.A. Bodalev, M. A. Vasilik, L.S. Vygotsky, B.N. Golovin, O. M. Kazartseva, A.A. Leontyev, B. F. Lomov, B. D. Parygin, et. al.), from pedagogical positions (V. S. Grekhnev, I.A. Zimnyaya, V.A. Kan-Kalik, E.V. Korotayeva, M. L. Kusova, A.A. Leontyev, A.A. Murashov, E.Yu. Nikitina, et. al.). However, only the small part of the researches on the problem is devoted to students - future preschool teachers, and the concepts "effective communication", "communicative competence" remain debatable.

Conclusion.

The Federal State Educational Standard focuses the tutor on the child's identity, basic change of communicative nature with a child. However, coming to kindergarten after graduating higher educational pedagogical institution, teachers often are unprepared to realize effective pedagogical communication. This fact was the inducing factor to scientific and applied development, creation and realization of pedagogical system of communicative training of students, to conceptual justification and technological support of the system.

The sources for creation the pedagogical concept of training were the social order realized in normative documents and objective requirements of society and the individual; the international and domestic pedagogical experience, traditions of its development in the field of the problem; the changing functionality of the modern expert in the field of preschool education and requirement to professional and pedagogical preparation; the theoretical concepts fixing modern level of development of the higher education; the practical experience of training in higher educational pedagogical institutions including technologies and methods.

Radical transformations of curricula are not obligatory for motivated and effective introduction of communicative perspective in the process of vocational education. Use of the opportunities put in the plans at the qualified realization by their relevant groups of teachers of higher educational institutions is rather expedient. Such confidence is based on that factor that qualification characteristic of a graduate from higher educational pedagogical institution with “Preschool education” profile has initially expressed communicative focus.

Recommendations.

Theoretical and applied provisions of the paper can form scientific-methodical basis for improvement and modernization of the existing programs of the highest professional pedagogical education, development of methodical recommendations for teachers of higher educational institutions to optimize communicative preparation and develop communicative competence of students, improve technologies of communicative potential of preschool education specialists.

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DIRECTIONS TO ACHIEVE INNOVATIVE TYPE OF ECONOMIC DEVELOPMENT OF THE RUSSIAN-BELARUSIAN BORDER AREA

Abstract

In this paper, the author identifies the problems of uneven socio-economic development of border regions of the Russian Federation and the Republic of Belarus such as growing disparities in economic processes between the regions, the loss of cooperative ties. The author proposes to increase the innovative and investment potential of the real sector of the economy of the neighboring regions, to develop the institutions of investment and infrastructure, forming cross-border clusters; efficiently use natural resources and labor potential; improve transport system.

Keywords

socio-economic development, borderland, provinciality,
innovative potential, investment potential, cluster

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The study of problems and trends of development of the border areas is highly relevant both theoretical and practical importance. The territory adjacent to the borders, always were in sphere of attention of countries. Russian Federation from this point of view is a unique country because it has the longest border in the world. Thus, the border of Russia there are highly differentiated due to modern political and economic processes.

Relations between Russia and Belarus within the Union state, the set of agreements aimed at forming the common economic space, minimize the restrictive function of the state border.

In the process of interaction and mutual influence of cross-border areas is formed integral cross-border structure. Thus, the similarity of the transport-geographical position of the regions of the Russian-Belarusian border area, the history of their formation and the dynamics of socio-economic development allow us to consider Russian-Belarusian borderland as a social-territorial complex or cross-border region.

The total length of the Russian-Belarusian border is 959 kilometers (about 5 percent of the land borders of the Russian Federation and 1/3 border of the Republic of Belarus). The total area of the Russian-Belarusian border area is 247.4 thousand square km, including: 137.9 thousand square kilometers in Russia and 109.5 thousand square km within the Republic of Belarus.

The cross-border region of Russia and Belarus include Bryansk region, Smolensk region, Pskov region of the Russian Federation and the Vitebsk region, Gomel region, Mogilev region of the Republic of Belarus. This cross-border region could potentially realize the most important for Russia and for Belarus functions such as: ensuring national security (in the economic, environmental and health context); function transit (logistics transit cargo and passenger flows), the compensation function (the use of differences in

industry structure, levels of development, natural resources, labor potential of border territories).

Particular scientific and practical importance for Russia is the issue of sustainable socio-economic cross-border development. However, currently in the border territories of the Russian Federation a whole complex of interrelated and intractable problems. Therefore, in the regions of the Russian-Belarusian border area there is a declining trend in socio-economic development. Thus, potentially favorable economic and geographical position in the context of borderline does not contribute to its increase.

The value of gross regional product of the Russian neighboring regions (Bryansk region, Smolensk region, Pskov region) for the period from 2010 to 2014 increased by 38.5 percent, Belarusian contiguous regions (Vitebsk region, Gomel region, Mogilev region) - 26.5 percent (*Karaskiy, Kovalev, 2012*).

Significant differences between regions of the Russian-Belarusian border area lies in the volume of industrial production. Thus, the share of neighboring regions of Belarus in the total volume of industrial production of the Russian-Belarusian border in 2010 was 72.9 percent in 2013 to 71.8 percent. The largest volume of industrial production in 2013 was in Gomel and Vitebsk regions. In 2014 in comparison with 2013 year the volume of industrial production adjacent areas of the Russian-Belarusian border area decreased to 90.4 percent, with larger decline occurred in the neighboring regions of Russia (table 1).

TABLE 1. DYNAMICS OF THE VOLUME OF INDUSTRIAL PRODUCTION OF THE RUSSIAN-BELARUSIAN BORDER AREA IN 2010-2014, BLN. USA (*SHADRAKOV, 2015*)

The region	2010	2011	2012	2013	2014	The growth rate of 2014 to 2013, Percent	The growth rate of 2014 to 2010, Percent
Russian Federation	946.2	1192.2	1229	1301	1130.4	86.9	119.5
The Republic Of Belarus	56.1	75.2	73.9	68.2	65.4	95.9	116.6
Russian-Belarusian borderland	37	47.9	47.6	44.3	40.1	90.4	108.3
Neighboring regions of Russia	10.0	11.8	12.1	12.5	10.3	82.7	103.3
Bryansk region	2.9	3.6	4.0	4.1	3.5	85.5	120.9
Smolensk region	5.3	5.7	5.7	6.0	5.0	82.5	93.4
Pskov region	1.9	2.5	2.4	2.4	1.9	78.2	98.8
Neighboring regions of Belarus	27	36.1	35.6	31.8	29.7	93.5	110.1
Vitebsk region	9.8	13.1	13.4	10.8	10.3	95.1	104.8
Gomel region	11.8	16.4	15.2	14.2	13.7	96.4	116.0
Mogilev region	5.3	6.6	7.0	6.8	5.8	84.8	108.8

Growing disparities in economic processes between the regions of the Russian-Belarusian border area is due to the regionalization of the economy and loss of cooperation relations and liberalization of foreign economic activity and globalization. In addition, one of the peculiarities of economic and geographical position of the regions of the Russian-Belarusian border area are important frontier and provinciality position. Provinciality effect on socio-economic (the nature of population settlement, level of income, etc.) and political (dependence on administrative decisions of the center, conservative political

opinion and electoral behavior, etc.) processes in the region. In addition, it is the peripheral nature affect the majority of indicators of socio-economic development.

According to the concept proposed by J. Friedman, uneven economic development and the process of spatial polarization inevitably creates imbalances between the center and the periphery (*Shadrakov, 2015*). In this case, the driving force for sustainable development and reproduction, according to J. Friedman is constant qualitative transformation of the center through the generation, introduction and diffusion of innovations.

However, at present, we are witnessing the deindustrialization of the Russian-Belarusian border area. Thus, increase of competitiveness of economy of the Russian-Belarusian border area is possible only through orientation to the innovative type of economic growth. It depends on the decision of problems of development of innovative and investment potential of the real sector on the basis of attraction of investments into updating of scientific and technical and material base of production in accordance with modern requirements.

Innovative and investment potential of the real sector of the economy represents a category of special content, including innovative resources, the mechanism of their use in organizational and economic system, and the activity of innovation and investment processes in economy of the Russian-Belarusian border area.

Factors impeding innovation in the real sector of the economy are lack of financial support from the state; high cost of innovation; lack of innovation potential of industrial enterprises, including the lack of funds and trained personnel (*Lavrova, 2015*).

Innovative capacity is the ability and willingness of the enterprise to implement the innovation process effectively. Ability is the presence and balance of resources necessary for innovative activities, i.e. the structure of innovative potential. Readiness is the level of development of innovative potential, i.e. the adequacy of available resources to implement the innovation. Innovation potential of the enterprise includes a set of independent categories that interact and give a synergistic effect. Therefore, we should create effective investment and production system, which will allow:

- The high competitiveness of innovative products on domestic and foreign markets;
- The high refresh rates of innovation products and technologies;
- The high technological level of production;
- Optimal use of resources;
- Environmental and economic security.

Reproduction processes of capital directly affect investment attractiveness of the enterprise, industry, region and the country as a whole. Capitalization of innovative and investment potential of the real sector is a key factor contributing to more sustainable development of the economy of the border area.

The innovative potential of the region is a category of special content, including innovative resources, the mechanism of their use in organizational and economic system, and the activity of innovation processes in the economy of neighboring regions.

Orientation to the innovative type of economic growth necessary to enhance innovation activity through the integration of research and innovation system with the sectorial and regional research and innovation subsystems. Especially should pay attention to system of preparation and retraining of personnel for innovative activities, the preservation and development of available scientific personnel potential.

Thus, the transition to innovative type of economic development requires structural economic modernization the Russian-Belarusian border area, the integrated development of industries and territories, entering of amendments into the legislation in the sphere of innovative and investment activity.

Overall, in socio-economic development of the Russian-Belarusian border area we can highlight the following long-term objectives:

- 1) Efficient use of natural resources and labor potential;
- 2) structural transformation of the economies of neighboring regions in accordance with the target set the transition to innovative type of development in the context of development of cross-border cooperation;
- 3) Improvement of the transport system to ensure efficient movement of goods and people (the creation of a modern multifunctional logistics centers introduction of modern technologies of management of logistics processes is a very attractive investment areas);
- 4) Reduction of environmental contamination to prevent cross transference of harmful emissions;
- 5) The formation and development of institutions of investment and infrastructure taking into account the possibilities of forming cross-border clusters. In the cluster approach, we can divide the industry chain between participants within a cluster and we can focus on a particular activity, which results in the increase of efficiency of their activity.

Elements of investment infrastructure in the border regions already exist but scattered efforts of various investment structures must be subordinate to common aims. Therefore, an important activity of the regional authorities is to support and facilitate the establishment of sites for the implementation of investment projects.

For decision making about socio-economic feasibility of use of the territory necessary to analyze strategic resources based on comprehensive estimation of relative value of a territory and functional perspectives (Lavrova, (1) 2015).

The effect of the implementation of perspective directions of development of Russian-Belarusian border area signed in the totality of effects of cooperation, namely: the concentration of resources in the development of manufacturing and technological systems; use of the competitive advantages of the border area. In addition, enhance the competitiveness of adjacent regions; expansion and export support; system management of integrated transportation, information, innovation and socio-cultural space, the creation of an integrated cross-border structure.

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THE EFFICIENCY ANALYSIS OF BUSINESS SOLUTIONS IN CONDITIONS OF UNCERTAINTY BY MEANS OF MODELING OF PRICE RISKS ASSESSMENT OF ETA ON THE BASIS OF PROBABILISTIC MODELS AND HEDGING

Abstract

The paper is devoted to development of price risks assessment tools of ETA using hedging and probabilistic models for efficiency increase of business solutions of the organizations participating in international trade.

Keywords

efficiency, external trade activity, hedging, future contract, exchange asset, Markov process, final probabilities, Kolmogorov system of differential equations, marked graph of system state

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The President of Russia addressed his message to the Federal Assembly on December 03, 2015 (*Message of the President to Federal Assembly of 03.12.2015*), where he stated strengthening of economic positions as one of strategic reference points for business contrary to complication of a situation around our country. The state is ready to support all types of organizations showing high efficiency to win the world markets.

The difficult geopolitical situation, falling of staple prices, weakening of ruble exchange rate demands organizations to develop own techniques of efficiency assessment, including external trade, because of high risk and uncertainty. The risk arises when the person making the decision (here and below - PMD), knows that the situation can have some possible outcomes as his experience allows to predict degree of probability for each further possible event. Uncertainty takes place in case if PMD has lack of experience or statistical data, has no basis for formation forecasts concerning result of business solution.

We consider that one of the ways for efficiency increase of ETA of organization is hedging, which purpose is achievement of optimum structure of risk. The economic uncertainty of the present situation connected with changes of world economy, positions of the countries in global division of labor formation of new trade blocks gives the chance to organizations participating in external economic activity (here and below - EEA) to solve current problems using tendencies of global development and to enter the future markets as highly liquid trade mechanisms.

The goods, which are the objects of exchange trade, have to possess such properties as uniformity and interchangeability, have accurate standard characteristics (*Forexaw.com*). Premium class beer meets the requirements of exchange goods therefore there is high probability that it would become trade subject at exchange, having allowed the organization, which is carrying out export-import transactions to work at an organized platform and to have the guarantor of the external trade transactions. The resolution of the government of the Russian Federation of November 1, 2008 N 803 "About the approval of Rules of granting the state guarantees of the Russian Federation in external currency

for rendering the state support of export of an industrial output (goods, works, services)” (in an edition of 02.12.2015) emphasizes the importance of the reliable guarantor for the external trade activities organizations.

The organizations, which are carrying out the ETA(here and below - ETA), are the subject for such factors, as change of exchange rates, goods prices, raw materials, established external suppliers. Therefore financial risks can be classified the following way (Figure 1).

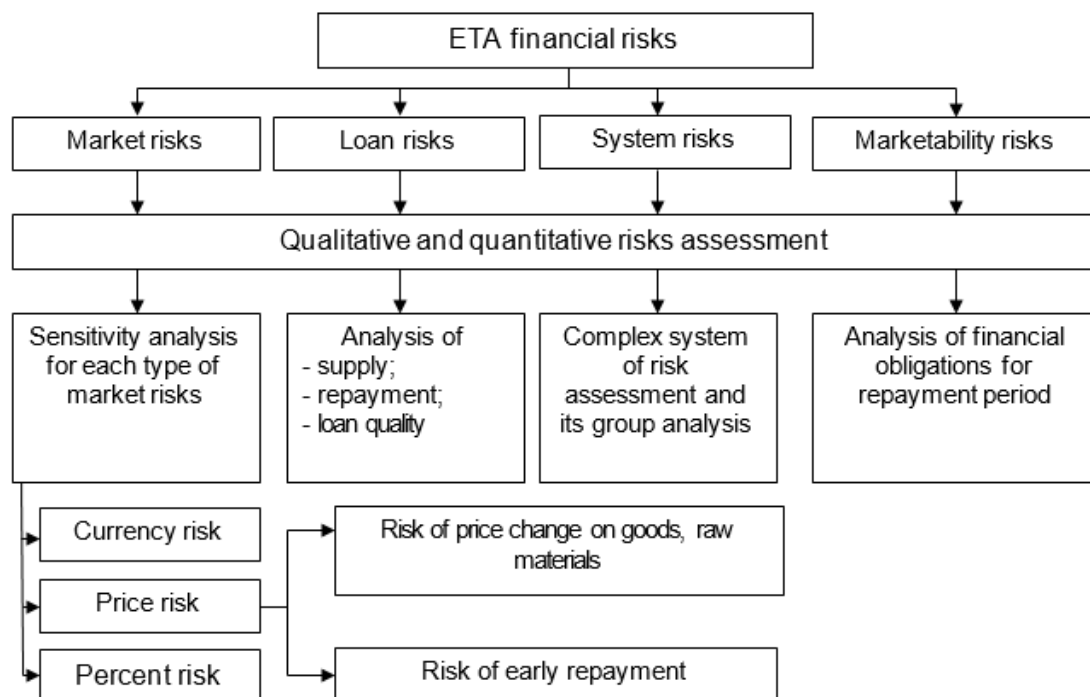


FIGURE 1. CLASSIFICATION OF ETA FINANCIAL RISKS

The most significant for the ETA organizations are market risks connected with uncertainty of future dynamics of the prices in the markets, leading to change of future cash flows cost. However, business owners do not consider hedging not because this service is rather young, but because of misunderstanding of consequences of arising risks, on the one hand, and validity of hedging cost, on the other hand. Absence of desire to show losses from financial instruments use by economic subjects is explained by the tax authorities attitude towards them.

In our opinion, an important factor at making decision on hedging risks accompanying ETA is the assessment of losses, which the organization can receive at refusal hedging. The optimum structure of risk has to establish a compromise between hedging cost and benefits.

Operations with financial instruments supplement financial strategy of organization. Data from Table 1 confirm it and present information on number of the organizations using hedging for reduction of potential losses. The analysis of data shows that organizations having annual turnover more than 2,5 billion US dollars apply hedging in eight transactions from ten (*Hedging*).

Thus, the organizations can recommend to use future contracts for optimization of risks from instability of goods prices, raw materials, which are planned to put or ship under the external trade contracts in the future.

TABLE 1. HEDGING IN NON-FINANCIAL ORGANIZATIONS

Indicator	Measure unit	Revenue, billion US dollars						Total
		<0,25	0,25-0,5	0,5-1,0	1,0-2,5	2,5-5,0	> 5,0	%
Germany								
Total number	%	9,5	8,7	19,8	19,1	14,3	28,6	100
- apply	%	50,0	54,5	84,0	87,5	94,4	75,0	74,2
- do not apply	%	50,0	45,5	16,0	12,5	5,6	25,0	25,8
The USA								
Total number	%	19,3	16,2	22,9	14,2	12,2	15,2	100
- apply	%	18,4	43,8	64,4	57,1	72,9	90,0	57,8
- do not apply	%	81,6	56,2	35,6	42,9	27,1	10,0	42,2

Besides parameters of contract parties define liquidity of exchange goods and the existing threats of execution failure, i.e. risks.

Hedging represents set of the tools allowing the participant to protect the asset from price fluctuations, which can reduce its cost. The seller of exchange goods tries to be protected from prices decrease, and the buyer - from their increase (Hedging). Protecting the organization from daily fluctuations of the market, hedging allows the economic subject to increase efficiency of the external trade strategy.

The following types of price risks are inherent for the external trade operations:

- sale and purchase of goods, raw materials, materials under the external trade contracts;

- possession of financial instruments or obligations of their delivery;

- possession of external currency or obligations on its purchases;

- financial obligations, which cost is connected with market indexes.

In our opinion, the risks taking place at implementation of the ETA not always should be leveled by means of hedging.

Methods of risk decrease are not favorable to ETA organizations for the following reasons:

- stocks of inventory items cannot be sold or bought quickly at adverse dynamics of prices;

- sale of stocks of goods, materials, raw materials does not exempt the organization from transfer of a rent to the owner of warehouses, which is the highest now;

- it is difficult to cancel the obligations acquired by the organization at the conclusion of the forward contract at the fixed price at market condition change;

- it is difficult to estimate and analyze credit risks, which attract the forward contracts signed by principals.

Therefore the method of ETA risks decrease has to meet the following requirements:

- easy in use;

- not expensive;

- not to break elasticity of organizational management;

- not to substitute price risk for credit risk.

These criteria are answered by hedging, which is a highly marketable tool providing a flexible way of risk decrease, arising during external trade operations.

Future contracts can be two types - commodity and financial. Premium class beer is commodity futures because it has expression in a natural form, for example, grain, oil-bearing crops, different types of metals and consist of the actual delivery of goods. At pricing of the future contract, we estimate basis, which represents a difference between the spot price of exchange asset and the price of the future contract. The price of exchange asset acts as the spot price by its immediate delivery (*Degtyareva, 2015*).

Therefore, it is important for organization to define basis for the asset reflecting communication of the future price and level of the spot price of the market, at which it functions (*Degtyareva, 2015*).

The final price of an exchange asset is target price, i.e. the buyer is ready to pay it, plus or minus basis change. The hedging problem is the authentic forecast of value of basis at the concrete size of the target price, which definition is carried out by means of *the CVP analysis*.

As pricing practice impacts on formation of the exchange market on concrete goods, the technique of risks optimization has to contain procedure of the profitability analysis. Together with hedging, it would allow to estimate influence of expenses changes, prices of realization, quantity and range of exchange goods of future profit of the business solution.

Let us consider the situation connected with decision-making based on *the CVP analysis*. The organization makes four types of beer, which is delivered under export contracts. According to the draft budget for 2016 (the extract is presented in table 2), constant production expenses are qualified as the general constant expenses relating on the made production and absorbed at the rate defined on the basis of number of machine-hours. Whereas constant administrative expenses are not interfaced to any concrete product and carried on production at the rate of absorption of overhead costs defined on the basis of quantity of the made production. The business owner asks to calculate the total amount of profit, which would give the offered draft budget and to estimate the following offer: to unite dark and light beer of a premium class in a set and to sell it as a gift set that would lower total variable expenses to 169 US dollars for a set. Thus, separately these types of beer would not be sold. The commercial department plans to sell each of 1170 gift sets for 169 US dollars.

TABLE 2. AN EXTRACT FROM THE DRAFT BUDGET FOR 2016

Parameter	Measure unit	Light beer	Dark beer	Nonalcoholic beer	Beer of cold intoxication
Demand	quarrystone.	1 300,00	390,00	585,00	325,00
Realization price	US dollars/bottle	117,00	78,00	91,00	117,00
Variable expenses	US dollars/bottle	71,50	26,00	65,00	104,00
Constant expenses including					
production	US dollars/bottle	32,50	19,50	19,50	32,50
administrative	US dollars/bottle	6,50	6,50	6,50	6,50

The financial department made calculations, which results are presented in table 3.

TABLE 3. TOTAL AMOUNT OF PROFIT ON THE BUDGET PROJECT FOR 2016

Parameter	Measure unit	Light beer	Dark beer	Nonalcoholic beer	Beer of cold intoxication	Parameter
Revenue	US dollar	152 100,00	30 420,00	53 235,00	38 025,00	273 780,00
Variable expenses	US dollar	92 950,00	10 140,00	38 025,00	33 800,00	174 915,00
Marginal profit	US dollar	59 150,00	20 280,00	15 210,00	4 225,00	98 865,00
Constant expenses including						
production	US dollar	42 250,00	7 605,00	11 407,50	10 562,50	71 825,00
administrative	US dollar	8 450,00	2 535,00	3 802,50	2 112,50	16 900,00
Profit	US dollar					10 140,00
Cumulative rate of return	%					36,11
Revenue in profitability point	US dollar					245 700,00

The assessment results of the business owner carried out by financial department are presented in table 4.

TABLE 4. TOTAL AMOUNT OF PROFIT UNDER THE ALTERNATIVE BUDGET FOR 2016

Parameter	Measure unit	Gift set	Nonalcoholic beer	Beer of cold intoxication	Total
Revenue	US dollar	197 730,00	53 235,00	38 025,00	288 990,00
Variable expenses	US dollar	111 033,00	38 025,00	33 800,00	182 858,00
Marginal profit	US dollar	86 697,00	15 210,00	4 225,00	106 132,00
Constant expenses including					
the production	US dollar	49 855,00	11 407,50	10 562,50	71 825,00
the administrative	US dollar	10 985,00	3 802,50	2 112,50	16 900,00
Profit	US dollar				17 407,00
Cumulative rate of return	%				36,73
Revenue in a profitability point	US dollar				241 591,96

Sale of light and dark beer as a gift set would promote growth of sale, having the small size of variable costs of unit that is the positive moment for the organization. Change in assortment line is followed by change of profit, which growth would make \$7267 that is true for over 1170 sets.

The cumulative rate of return would slightly change towards increase for 0,62% that would lead to falling of sales proceeds in a profitability point to \$241591.96 from \$245700.00. As a result, the price of sale of a gift set can be reduced to \$162.79. The analysis of sensitivity of the alternative budget to the price of sale of a gift set is low and makes 3,67%.

Thus, business owner make decision on change of assortment line of goods and prices, as upon purchase of light and dark beer in the form of gift sets the economy of buyers would make \$26 concerning purchase of these goods separately. Is this economy essential to 780 buyers, who gave the preference to purchase of light beer, to start buying dark beer?

There is a probability that some buyers would refuse this purchase. Therefore not to lose these buyers, it is necessary for the organization to develop price policy on the medium-term prospect providing such discounts for dark beer, which would pay attention of adherents of light beer.

The operational analysis allows the organization to determine goods price, taking into account its volume necessary to delivery by export contracts. It is one of income

sources, when the economic subject would defray expenses taking into account specifics of the ETAt that gives the chance to estimate price risks and to increase efficiency.

However, uncertainty of the market dictates need of protection against price risk, which can provide hedging consisting in use of the future market for decrease in price risk in the off-exchange market. The future bargain concluded when hedging acts as a temporary replacement for the transaction, which would be made in the future in the off-exchange market. Thus, the future position is an opposite assessment net-positions in the off-exchange market and is directed on reduction of its risk that is possible in case of equality of position in the off-exchange and cash markets by quantity of goods and identity of terms. Hedging is possible only in the presence of communication between the prices of the future and off-exchange market. Their correlation is more, the efficiency of hedging is higher (Hedging).

The method based on measurement of VAR-parameter is widely used for risk assessment nowadays. It reflects such size of losses, which would not be exceeded by losses at the set probability for a certain period of time. For definition of VAR, function of distribution of financial portfolio profitability owned by organization has to be set for the analyzed time interval. The method of parameters determination of function of distribution - historical, analytical, method of simulation or combination of these methods - remains behind the organization, taking into account merits and demerits (Hedging). The concrete model is used for VAR assessment, so there would be a model risk at calculations. Therefore, it is necessary to test the applied analysis model for receiving adequate results.

Let us consider a situation on optimization of risk when hedging. The organization, which is carrying out the ETA in conditions of economic uncertainty, faced risk of price change for premium class beer. The organization have been exporting this sort of beer for a year. The financial department chose VAR assessment technique for risk assessment. The future contract is the instrument of hedging. The organization carries out the transactions through the future broker, which services makes 15 euros for a contract. The temporary cost of money is not considered. Let us develop a hedging model for this organization for January, 2016. The planned indicators are presented in table 5.

We would define value assessment of risk (VAR) for the financial portfolio consisting of one export contract, which was not hedged by the organization at the set level of reliability (Hedging):

$$VAR = 1,96 \times q \times P \times \sigma, \quad (1)$$

where q - premium class beer volume subjected to market risk,

P - cash price of one liter of premium class beer,

σ - beer price volatility, taken for 25% that corresponds to time interval in one month for which VAR pays off.

TABLE 5. THE PLANNED INDICATORS FOR 2016

Indicator	Measure Unit	Total
Export volume in a year	one million l / year	3,80
Proceeds from export in a year	one million euros/year	34,2
Variable expenses	one million euros/year	3,76
Constant expenses	one million euros/year	26,33
Goods price volatility	%	25
Number of the working days	dn.	247

On 11.01.2016 for a financial portfolio, not hedged by the economic subject, at the current price in the cash market in 13.7 Euros/l. and the level of reliability of 95%, the cost assessment of risk would make:

$$VAR_{95} = 1,96 \times 15384,62 \times 13,7 \times 0,25 = 103276,95 \text{ euro.}$$

It means, within a month with probability of 95% the price of exporter's financial portfolio would not change more than for 103276.95 Euros. Realization volume in 15384.62 l./dn. is exposed to high value of risk in a month. Therefore, it is necessary to be protected from cost risk.

Using tools of the CVP analysis, we would calculate the marginal income, as follows

$$34,2 - 3,76 = 30,44 \text{ million euros.}$$

Then the profitability point would be equal in value terms to:

$$34,2 \times \left(\frac{26,33}{30,44} \right) = 29,58 \text{ million euros.}$$

The price for one liter of premium class beer, which would allow the organization to come to profitability level, would make

$$29,58/3,8 = 7,78 \text{ euro/l.}$$

In case the organization takes the price of 7,78 euros/l as a basis, it is possible to protect from price risk all volume of exported premium class beer. However, if the price at the exchange is higher, it is expedient to organization to be insured for the sum equivalent to the daily volume of realization in value terms that would make 119692,31 euros. Having accepted as the target price the current price of beer in the cash market of 11.01.2016, equal to 13,7 euros/l., and operating with that the price of the future contract signed for one month makes 14,35 euros/l., the organization counted expedient to hedge only 8341 l. The results of calculations for one liter of beer are presented in table 6.

The financial result from hedging of 10.02.2016 at repayment of the obligation under the future contract by means of its repayment is equal to

$$\left(\frac{119692,31}{14,35} \right) \times (-0,38) + \left(\left(\frac{3800000}{247} \right) - \left(\frac{119692,31}{14,35} \right) \right) \times (12,56 - 13,7) = -11199,36 \text{ euro.}$$

At refusal of the organization of hedging, the financial result of its activity would be the following

$$\left(\frac{3800000}{247} \times 12,56 \right) - \left(\frac{3800000}{247} \times 13,7 \right) = -17538,46 \text{ euro.}$$

Thus, hedging allowed the organization to reduce loss by 1,6 times or by 36% concerning realization of volume of beer at the target price. However if organization needs big degree of security from price fluctuations, then variation margin needs to be hedged by any of known methods, which are carrying out the ETA that considerably would increase efficiency of hedging.

TABLE 6. HEDGING RESULTS ON THE BASIS OF FUTURE CONTRACT OF ONE LITER OF PREMIUM CLASS BEER

Date of the economic fact	Off-exchange market		Future market		Basis
	operation	target price euro/l.	operation	future price euro/l.	
11.01.2016	Transactions are not presented	13,7	Sale of the future contract	14,35	(0,65)
10.02.2016	Beer sale	12,56	Closing of position through purchase of the future contract	13,59	(1,03)
	Final price	13,32	Profit	0,76	
			Net - result	(0,38)	

We consider that hedging of variation margin, i.e. daily profit or loss under open future contracts, is expedient to carry out by method of positions of incomplete hedging,

which mentions secondary positions opposite to initial futures. If primary futures are open for purchase, secondary - for sale. In ideal, the profit on secondary or "tail" positions has to cover loss on initial positions.

The quantity of secondary positions is defined by the following ratio (Hedging)

$$n = -N \times RVM \times \frac{d}{360}, \quad (2)$$

where n - number of futures for secondary positions or for "tail";

N - number of future contracts in initial position;

RVM - credit rate;

d - period of contract validity.

If the organization exports 8341 l. of premium class beer per day, at sale of future contracts in amount 83 on 100 l. and at a rate of the credit of 23%, the quantity of secondary positions would make on a formula (2)

$$n = -83 \times 0,23 \times \frac{29}{360} = -1,537 \approx 2 \text{ positions.}$$

In our opinion, the method of incomplete hedging is very convenient for price risks protection as it can be used by any participant of the future market irrespective to type of the contract and their number. Inconvenience for the person making the decision can cause the necessity of continuous revision of the contracts carried to secondary positions for the purpose of efficiency increase of risk assessment.

The hedging results of variation margin are presented in table 7.

Generalization of the results allows to draw a conclusion that when market prices fall, hedging of a variation margin gives a loss of 152 euros.

The hedging financial of day volume of export beer realization is loss concerning sale of these goods at the target price of 11.01.2016,

$$8140,93 \times (-0,38) + \left(\frac{3800000}{247} - 8140,53 \right) \times (12,56 - 13,7) - 152 = -11503,36 \text{ euro.}$$

The financial result from hedging 10.02.2016 would make

$$(8140,93 \times 13,32) + \left(\frac{3800000}{247} - 8140,93 \right) \times 12,56 - 152 = 199265,88 \text{ euro.}$$

TABLE 7. HEDGING RESULTS OF VARIATION MARGIN 11.01.2016

Date of the economic fact	Off-exchange market		Future market		Basis operation
	operation	target price	operation	future price	
		euro/l.		euro/l.	
11.01.2016	Bargains were not negotiated	13,7	Purchase of two future contracts	14,35	(0,65)
10.02.2016	Bargains were not negotiated	12,56	Closing of position through sale of two future contracts	13,59	(1,03)
			Financial result:		
			loss: $(0,76) \times 2 \times 100 = (152)$ euros		

Thus, income gained from 10.02.2016hedging exceeded the sum determined for daily insurance in money equivalent for 79573,57 euros. The financial result is higher than profit (which the organization could get without hedging) on 6035,11 euros.

Along with financial result from hedging, the economic subject received information on future cash flows used for justification of actions directed on efficiency increase of

ETA of the organization and costs optimization of financing export-import transactions. Together with *the CVP analysis*, hedging would protect the organization and yield desirable result only when the principle of rationality is carried out, i.e. benefits from future contracts have to be more than expenses.

On the established practice, a person, specializing on management of financial portfolios, wants to receive the data on risks only in the form of concrete figures reflecting losses. In our opinion, it is disputable as the risk is connected with uncertainty, which can be considered when forecasting only by means of probabilistic model. For receiving concrete results at risk analysis, it is expedient to use Markov processes (*Labsker, 2014*).

Let us consider a situation for risks assessment at the external trade market by means of probabilistic modeling. Financial department of the ETA organization, carrying out the analysis of the world market of premium class, revealed the following tendency: export contracts, in which high prices are specified, replace contracts with low prices. The can be few changes of export prices, so it is possible to neglected them. The conditional probabilities reflecting the corresponding condition of the export market of premium class beer are specified in matrix of transitional probabilities Re :

$$P_e = \begin{pmatrix} 0,2 & 0,3 & 0,5 \\ 0,4 & 0,6 & 0,2 \\ 0,1 & 0,1 & 0,8 \end{pmatrix}. \quad (3)$$

Having received this information, the business owner asks financial department to estimate condition of export market of premium class beer in the short term.

The financial department needs to find the final probabilities characterizing uniform Markov process. Final probabilities are probabilities of system conditions in the final stationary mode, at which probabilities of system conditions do not depend neither on time, nor on their initial distribution (*Labsker, 2014*).

The financial department chose the market, on which the organization carries out export supply of beer in the corresponding segment, as S system. The marked state graph of S system is presented in figure 2.

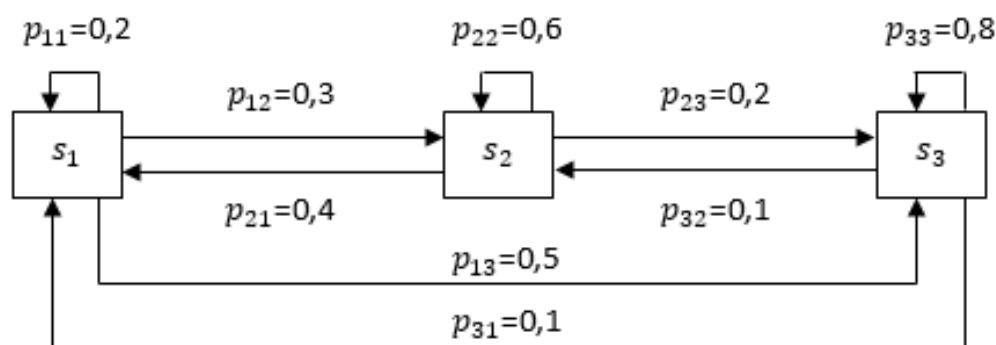


FIGURE 2. THE MARKED GRAPH OF THE EXPORT MARKET STATE

The system can be in one of three states, proceeding from primary data:

- s_1 - decrease of prices;
- s_2 - prices are invariable;
- s_3 - increase of prices,

The process is qualified as discrete. Thus, time points t_1, t_2, t_3 between states are so small that the system S does not change the state that allows treating the analyzed process as process with discrete time.

The forthcoming condition of S system, into which it would pass, depends only on a present state, but does not depend on last state. Therefore, the process is Markov process.

Labsker (Labsker, 2014) proved that if uniform Markov process with final number of states is regular, there are final probabilities p_1, \dots, p_n . All elements of matrix Re are positive, the S system is regular and therefore there are limit p_1, p_2, p_3 probabilities of s_1, s_2, s_3 conditions.

Work (*Labsker, 2014*) proved that if there are final probabilities, (p_1, \dots, p_n) final vector can be found by the following equation

$$(p_1, \dots, p_n) = (p_1, \dots, p_n)P, \quad (4)$$

where P -matrix of transitional probabilities.

Then $n = 3$ from the equation (4) and using the matrix (3)

$$(p_1, p_2, p_3) = (p_1, p_2, p_3) \times \begin{pmatrix} 0,2 & 0,3 & 0,5 \\ 0,4 & 0,6 & 0,2 \\ 0,1 & 0,1 & 0,8 \end{pmatrix}. \quad (5)$$

Having multiplied vector line on matrix in the right part of equality, expression (5) would be the following

$$(p_1, p_2, p_3) = (0,2p_1 + 0,4p_2 + 0,1p_3; \quad 0,3p_1 + 0,6p_2 + 0,1p_3; \quad 0,5p_1 + 0,2p_2 + 0,8p_3).$$

From where

$$\begin{cases} p_1 = 0,2p_1 + 0,4p_2 + 0,1p_3; \\ p_2 = 0,3p_1 + 0,6p_2 + 0,1p_3; \\ p_3 = 0,5p_1 + 0,2p_2 + 0,8p_3, \end{cases}$$

or

$$\begin{cases} 0,8p_1 - 0,4p_2 - 0,1p_3 = 0; \\ -0,3p_1 + 0,4p_2 - 0,1p_3 = 0; \\ -0,5p_1 - 0,2p_2 + 0,2p_3 = 0. \end{cases}$$

Having carried out transformation, we would receive

$$\begin{cases} 0,8p_1 - 0,4p_2 - 0,1p_3 = 0; \\ \quad \quad \quad 0,52p_2 - 0,22p_3 = 0; \\ p_1 = -0,4p_2 + 0,4p_3. \end{cases}$$

From where

$$\begin{cases} 0,8p_1 - 0,4p_2 - 0,1p_3 = 0; \\ p_2 = 0,42p_3; \\ p_1 = 0,57p_3. \end{cases} \quad (6)$$

The common solution of the equation (5) depending on any p_3 parameter is the vector $(0,57p_3; 0,42p_3; p_3)$. Having replaced in (6) the first equation with normalizing condition, we would receive the system

$$\begin{cases} p_1 + p_2 + p_3 = 1; \\ p_2 = 0,42p_3; \\ p_1 = 0,57p_3, \end{cases}$$

We would find the final vector of probabilities of S system

$$(p_1, p_2, p_3) = (0,29; 0,21; 0,5).$$

Thus, the forecast of the beer export market for a short-term outlook shows that the price on premium class segment would grow more likely ($p_3 = 0,5 > p_1, p_2$). Thus, they do not depend on an initial condition of the market.

However, if the business owner demands to provide the detailed forecast, its modeling can be carried out with use of Markov processes. Let information received by financial department at research of the premium class beer export market showed that market price of one liter of beer of the analyzed segment can be in range from 9 euros up to 23 euros. The business owner asks to estimate expediency of the conclusion of contracts on export beer supply at the price of 9 euros for liter.

The financial department considers premium class beer in the volume of one liter as S system and estimates its states, which are characterized by the market price of beer, which is in the following limits:

- s_1 - from 9 to 11 euros;
- s_2 - from 11 to 16 euros;
- s_3 - from 16 to 19 euros;
- s_4 - from 19 to 23 euros.

Market price of one liter of beer of this segment significantly depends only on its current price at present time. The change in price of goods in the market can result from casual influences of the market in any casual time point. Transitions of S system from a state to another are carried out with density of probabilities not changing in time, which values are specified in the matrix (7)

$$\rho = \begin{pmatrix} 0 & 3 & 1 & 2 \\ 4 & 0 & 4 & 1 \\ 5 & 0 & 0 & 5 \\ 7 & 1 & 1 & 0 \end{pmatrix}. \quad (7)$$

Proceeding from primary data, discrete uniform Markov process with continuous time takes place in S system. It means the streams of events causing transition of S system from one state to another are simple. The marked state graph is given in figure 3.

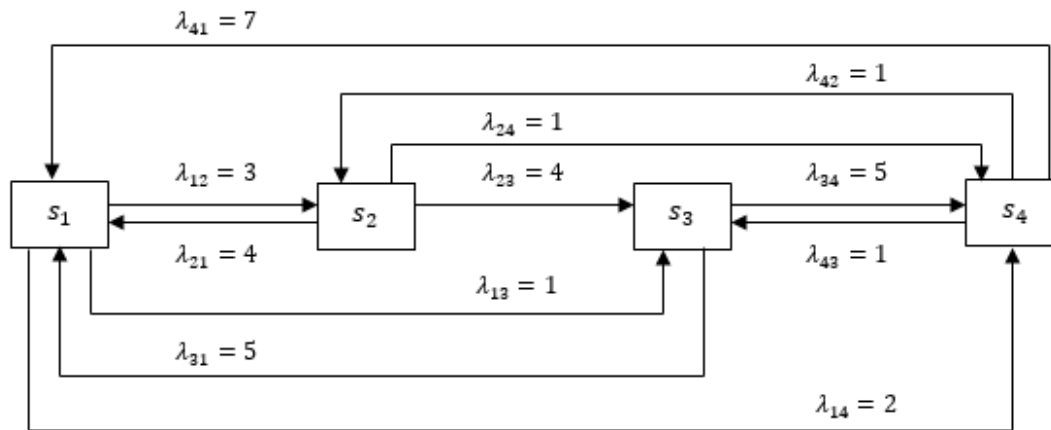


FIGURE 3. STATE GRAPH OF THE STUDIED SYSTEM

The analysis of the graph shows that for final number of steps from any state the S system can pass into any other state, i.e. it is ergodic. Work (Labsker, 2014) proved that if number of S system conditions is terminal, the S system is ergodic and all streams of events causing transition of S system from one state in another are simple, there are final probabilities of states (p_i), defined as

$$p_i = \lim_{t \rightarrow +\infty} p_i(t), \quad i = 1, \dots, n \quad (8)$$

where $p_i(t)$ is probability of conditions of S system in t time point.

To define final probabilities, it is expedient to use the system of the differential equations of Kolmogorov

$$\frac{dp_i(t)}{dt} = -(\sum_{j=1}^n \lambda_{ij})p_i(t) + \sum_{j=1}^n \lambda_{ij}p_j(t), \quad i = 1, \dots, n; \quad t \geq 0. \quad (9)$$

If in the equation (9) to pass to a limit at $t \rightarrow +\infty$, it would be transformed to system of the uniform algebraic linear equations concerning n unknown $p_i, i = 1, \dots, n$, of the following type (Martyanova, 2015)

$$-(\sum_{j=1}^n \lambda_{ij})p_i + \sum_{j=1}^n \lambda_{ij}p_j = 0, \quad i = 1, \dots, n \quad (10)$$

as the probability of a continuous random variable $p_i(t)$ at $t \rightarrow +\infty$ aspires to p_i constant, and the derivative of a constant is equal to zero.

Based on the above, we would create system of the equations

$$\begin{cases} -6p_1 + 4p_2 + 5p_3 = 0; \\ 3p_1 - 9p_2 + p_4 = 0; \\ p_1 + 4p_2 - 10p_3 + p_4 = 0; \\ 2p_1 + p_2 + 5p_3 - 9p_4 = 0. \end{cases} \quad (11)$$

Having carried out transformations of the equations system (11), we would receive

$$\begin{cases} -6p_1 + 4p_2 + 5p_3 = 0; \\ p_4 = -3p_1 + 9p_2; \\ p_1 = -4p_2 + 10p_3 - p_4; \\ p_2 = -2p_1 - 5p_3 + 9p_4 \end{cases}$$

or

$$\begin{cases} -6p_1 + 4p_2 + 5p_3 = 0; \\ p_4 = 1,45p_3; \\ p_1 = 3,38p_3; \\ p_2 = 1,29p_3. \end{cases}$$

Therefore, the common solution of the system (11) depending on any $p_3 \in [0,1]$ parameter is the vector.

$$(p_1 = 3,38p_3; \quad p_2 = 1,29p_3; \quad p_3; \quad p_4 = 1,45p_3).$$

Having replaced the first equation with normalizing condition, we would receive the system allowing to find the solution which meets the demanded conditions:

$$\begin{cases} p_1 + p_2 + p_3 + p_4 = 0; \\ p_4 = 1,45p_3; \\ p_1 = 3,38p_3; \\ p_2 = 1,29p_3. \end{cases}$$

From where

$$\begin{cases} p_1 = 0,47; \\ p_2 = 0,18; \\ p_3 = 0,14; \\ p_4 = 0,20. \end{cases}$$

Thus, the forecast of financial department at the market price of premium class beer in is as follows: after sufficient time most likely the price on one liter of premium class beer would be ranging from 9 euros to 11 euros; it does not strongly exceed the profitability point calculated on the basis of *the CVP analysis*. Therefore, the organization can have export contracts for delivery of premium class beer with the price 9 euros, being exposed to minimum risk level of.

Systematization of the results of the carried-out analysis allows to draw the following conclusions:

1. Implementation of external trade activities is interfaced to operational and financial risks that causes the necessity to search optimum structure of the risk establishing a compromise between the hedging cost and benefits that promotes efficiency increase of ETA.

2. Increase of ETA efficiency at the organization and optimization of expenses on financing can be reached when using hedging in total with probabilistic modeling. It would allow not only to improve reliability and quality of forecasts of future cash flows and to be protected from price fluctuations, but also to reveal sources of short-term financing of business solutions in the sphere of international trade.

3. Hedging would allow the organization not to reconstruct policy of formation of stocks in the conditions of economic instability, to keep elasticity in planning, reasonably to raise borrowed funds for financing of export-import transactions.

4. The risks connected with hedging are estimated on the basis of probabilistic models, in which the uncertainty accompanying ETA in values of the probabilities characterizing information on risk of a financial portfolio in the form of the size of real monetary losses is considered. It promotes stability of external trade activities of the economic subject, minimizes the fluctuations of profit caused by the change in price for goods.

5. Application of Markov processes for ETA risks assessment would allow to avoid the model risk accompanying VAR parameter assessment, determined by the model chosen for its calculation. The assessment of price risks by means of *the CVP analysis* allows the organization to estimate ETA efficiency.

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PSYCHOLOGICAL PREPAREDNESS OF A TEACHER TO WORK WITH SPECIAL NEEDS CHILD

Abstract

This paper is dedicated to psychological readiness problem of future teachers' in general schools for implementation of inclusive education. The paper describes the professional difficulties of mass school teacher connected with psychological barrier presence, incapability to communicate with special need child, and also of their emotional acceptance. The issue of professional education system change and necessity to develop the program complex to form psychological readiness of future teachers for working with special needs children are raised in the paper.

Keywords

inclusion, inclusion education, children with health limited capabilities, special needs children, teacher readiness, and psychological readiness

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At the modern stage of modernization the Russian Federation education, under influence of liberal-democratic reforms, the society reconceived their views on health limited capabilities children. The society to give up from children division to complete majority and incomplete minority, it becomes more and more clear that psychophysical deflections of a child do not deny the motivation and possibility of his education, capability to feel, to be concerned, to obtain social experience. In connection with that the new form of education is getting wide-spread occurrence: inclusion. In the course of such educational process the children with health limited capabilities can achieve more effective progress in social and psychological development (*Nazarova, 2010*).

Introduction of inclusive education favorably influence not only on personality development of a child with health deviation, but also on their normally developed classmates. The formation of acceptance position, empathy to special needs children, striving to lend them support, which are generated at interrelationships of a child with special development and their normally developed age mates within the single educational space decrease the risk of aggression intolerance occurrence in behavior of the latter ones.

Thus, inclusive (included) education can be understood as the process of mutual bringing up and education of individuals with health limited capabilities and normally developed age mates. The main target of inclusive education is the creation of barrierless educational environment, the development distant education providing the availability of high quality education for individuals with health limited capabilities which is defined in the Concept of Russian Federation Educational System Development till 2020 (*Koncepcii razvitiya ...*).

The inclusive education is intensively entered the practice of modern educational organization, put many complex issues and new targets in front of it. The foreign practice of inclusion in education has enriched experience and legislative consolidation, while

Russian experience is at its beginning of shaping and developing. In accordance with ideal canons, inclusive (included) education is the process of preschool and general education, which considers education availability for any child providing the access to education of special needs children (*Cherkasova, 2012*).

The inclusive education system development - the long term strategy requiring great patience, consistency, continuity, gradualism and combined approach for its implementation. But our society is not ready for this, as both regulatory and informative aspects of special education of children are not completely worked; their rights in respect of getting the census education are not defined. These problems are reflected in the studies of I.V. Vachkov, I.Y. Komarkova, N.N. Malafeev, G.N. Penin, N.D. Shmatko and others (*Cherkasova, 2012*).

In connection with it the implementation of inclusive education at present moment faces the great amount of difficulties and troubles. One of the main problems of inclusive education is the lack of teachers of new formation who are ready and have sufficient knowledge and skills to work with children with disabilities, willing to change themselves together with the child and for the sake of the child, and not only for "special" but for very ordinary, making the emphasis on possibilities rather than on children incapability.

At present day many teachers treat positively to inclusive education implementation but however are not ready for working with children with disabilities, they have a main barrier - a fear of unknown. This is also confirmed by analyses of questionnaire results held among teachers. 56 teachers of Surgut educational institution took participation.

As the result of questionnaire it was revealed that the most of respondents that is 47 % of teachers haven't communicated with children of special educational needs. It was determined that practically all the teachers treat positively to special needs children, 75% of them are interested in questions of education and bringing up of children with health limited capabilities. 70 % of teachers of educational institutions answered positively on the question regarding the relation to inclusion education, they pointed the necessity of education HLC children in one and the same class room with normally developing age mates. But 30% of respondents are against the inclusive education. They consider that the presence of special needs children is the evidently negative factor which can influence on the study achievements of ordinary students. Analyzing opinions of teachers about the influence of mutual education of special needs children with age mates on child interrelationships, it was revealed that most of teachers consider that the improvement of relationships is possible. Getting the knowledge in the same class with special child the age mate would change treatment towards special children, he would obtain the experience to give a hand to them, and they would learn how to take care of special children, to understand and to respect them. However 89% of teachers are not ready to work with special needs children. They note that they are not prepared psychologically for such work, afraid of incapability to cope with such responsibility; they do not know how to behave themselves with such children.

Thus the results of the survey results confirm that teachers have a positive attitude to the introduction of inclusive education, but at the same time suffer considerable difficulties in the organization and implementation, they are not psychologically prepared to work with children with disabilities. Therefore, the propaedeutic theoretical and practical training of the teacher is necessary, oriented to inclusive education matters.

In this regard, the demand to change the system of teachers' professional training for the inclusive education implementation in University is raised. The readiness for professional activities is formed just during the process of future teacher's preparation in high school. This is confirmed by many scientific workers (O.S. Anisimov, A.A.Derkach, E.A. Klimov, N.V. Kuzmina, A.K. Markov, L.M. Mitin, V.A. Slastenin and others). They point out that it is exactly the formation of future teachers' readiness during the learning process in high schools which is the step in professional development and is of great

importance of how quickly and successfully the person reaches his "acme" (top) in a professional activity, and how high this vertex would be.

The leading component of future teacher readiness for professional work with special educational needs children should be the psychological readiness.

Psychological readiness is the result of professional training, the individual quality and it also acts as a success regulator in professional work. It is the level of teacher's knowledge and professionalism that enables taking optimal decisions in specific pedagogical situations and ensures the "fear" absence in future teacher to conduct free dialogue with children with disabilities, the willingness to take the position of senior fellow, to hold open communication with a child.

The psychological readiness of teachers represents a complex synthesis of closely related structural components, which include:

- Emotional acceptance of children with different types of disturbances in development (acceptance-rejection);
- Motivational readiness to include children with various types of disturbances in activities of class (inclusion - insulation);
- Personal satisfaction in teaching activities .

One of the basic components influencing the efficiency of teacher work is an emotional acceptance of a special child. Emotional acceptance has a professional "barrier" that is the teacher psychologically does not accept the child in whose training success he is not sure. He does not know how to evaluate his individual achievements, which way to check his knowledge.

To make the process of emotional acceptance of special needs children by a teacher successful, the empathy for the special student should be raised in future teacher.

Empathy is expressed in the ability to rise above themselves and above the situation, to look at ourselves from side, to evaluate own activities and behavior when working with children with disabilities. The ability to empathize improves not only the adequate perception of "other", but also leads to the establishment of effective and positive relationships with students. The development of empathy is an emotional response from the student, and positive relationships are set between him and a teacher.

In order to be psychologically ready at its maximum to implement the inclusive education the future teacher shall master the skills of empathic listening, the aim of which is to create the feeling inside of student that his emotions and experiences are received, understood and interesting to the teacher. It is the pedagogical influence from which the child emotional saturation depends on, how interesting and exciting his life would be in school for him (*Kljueva, 2000*).

Also a basic component of psychological readiness for inclusive education implementation is teacher's motivational sphere which stipulates a focused conscious nature of her or his actions and determines potential possibilities of the individual.

The motivational component is so called "core guiding formation" because out of motive and meaning not a single activity is possible, even learned at the utmost knowledge and ultimately formed skills are not realizable (*Rean, Baranov, 1997*). It is in the motivational sphere where the most significant characteristics of psychological readiness for inclusive practice are reflected and demonstrated, which are characterized by student-teacher orientation, and are revealed in the understanding and acceptance of oneself and others as a unique entity, as well as in motivational and evaluative attitude towards the learning process, in which the subject-subject relations are being implemented (*Nekrasova, Tolmacheva, 2015*).

Based on the approaches to psychological readiness of teachers for implementation of inclusive education by M.A. Alekseeva, S.V. Alekhine, E.L. Agafonova, O.M. Kuleba, G.A. Yastrebova and others we can also identify the following components of psychological readiness for the introduction of inclusive education:

- **Cognitive component** - the teachers' knowledge of psychological-pedagogical features of children with disabilities, knowledge of methods, techniques, technologies, means of training and education of children with special educational needs;

- **Emotional component** includes acceptance and positive attitude of teachers towards children with disabilities, expression of empathy feelings, pedagogical optimism;

- **Behavioral and activity component** consists in the possession and ability to apply the means, methods, techniques, technology of training, education, development of children with disabilities.

Therefore, the preparation of future teachers, retraining and advanced training on inclusive education should take into account these components and involve not only cognitive, but also emotional and activity components for creating psychological readiness of teachers to introduction of inclusive education (Nekrasova, 2015).

Besides, the psychological readiness for professional activity of the future teachers can be understood as a dynamic phenomenon of personal readiness to self-realization through the self-awareness process.

Forming during the learning process in the university, the readiness to professional activity of future teacher undergoes positive qualitative and quantitative changes, it can be increased and is reflected in the progressive dynamics of the transition from one level to another, is determined by internal balance between its components and provides a productive solution of educational and professional tasks of different complexity and content (from the reproductive to the heuristic). The transition from one level of readiness to professional work of future teachers to the other is associated with the stages of training in high school.

In this regard, it is necessary to organize the inclusion of future teachers in real activity of practicing structures within educational process. Psychological readiness helps future teachers to reach professional activity consciously, to understand and to choose the most preferred areas of work, contributes to effective activity in chosen directions and in further successful professional and personal self-realization.

Summarizing the above stated we can say that the training of future teacher in the conditions of higher education for inclusive education implementation is a complex process coming from qualitatively new view of educational situation. This process is characterized by the tendency of transition from the educational and disciplinary to personal paradigm of pedagogical activity focused on the development of personal functions of students themselves being subjects of the educational process and their self-determination regarding the meaning, values of educational content and activities.

Thus, the process of future teachers preparing to implementation of inclusive education is based on the formation of teacher's psychological readiness to work with children with disabilities and can be built on the basis of programs inclusion in the curriculum plan, contributing the increase of teachers interest for inclusive practice, formation of skills of independent knowledge acquisition and application of them in work organization with children with disabilities, as well as formation of positive attitude, empathy towards children with disabilities, relief the psychological stress and formation of positive motivation to work with children with special educational needs.

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INTRODUCING INTERCULTURAL DIMENSIONS INTO A FOREIGN LANGUAGE COURSE

Abstract

The paper deals with methods and approaches of introducing intercultural dimensions into a language training course. As far as any foreign language course is rather straightforward and aimed at satisfying clearly defined and exact needs of students, educational purpose is presumed to be quite transparent, with clearly structured course program. Special attention is to be paid first of all to raising cultural awareness of students. Following this, structuring and comparing culture concept frames, which will further determine the choice and flexibility of behavioural strategies.

Keywords

culture concept frame, intercultural dimensions, intercultural competence

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Introduction

If given a thorough analysis, the history of language teaching reveals evidence of links between language instruction and culture teaching. These links have been transformed and modified since the early Latin and Greek language learning period into the main aim of foreign language teaching today - to develop learners' ability to "communicate with each other across linguistic and cultural boundaries" (*Common European Framework of Reference for Languages, 2001*). Teaching communication without introducing cultural dimensions might therefore only be enough for "survival and routine transactions" (*Common European Framework of Reference for Languages, 2001*). Meanwhile, successful communication presupposes a certain level of cultural awareness, as well as willingness to accept, understand, and tolerate cultural diversities we encounter. We may conclude that the main aim of foreign language teaching today is to develop students' ability to communicate effectively and appropriately in different situations, while introducing cultural dimensions into the language course is aimed at facilitating intercultural communication and understanding, making the process more efficient and successful.

Moving on to defining components of intercultural dimensions in teaching processes and ways of introducing the dimensions in a language course, it appears necessary to give a brief overview of culture as a phenomenon and a term. Culture is seen by many scientists as a very broad concept embracing all aspects of human life. Reference (*Tylor, 1929*) gives what is now considered a classic definition of culture: "Culture ... is that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society". Regarding language teaching and learning, culture begins when you realize you have language problems, and these problems are related to who you are (*Agar, 1994*). This definition clearly states the necessity of integrating intercultural dimensions in the language learning processes. Knowledge of language as a communication tool alone does not help to avoid communication problems caused by cultural bias and misunderstanding.

Intercultural Dimensions - what exactly we teach

Culture is dynamic and there are many interesting identities and experiences that influence an individual's culture. Each culture consists of implicit and explicit components. Explicit layer includes man-made material objects, rituals and etiquette, art, symbols, practices and habits, behaviour. Implicit layer has norms, values and preferences, beliefs, assumptions. Culture can be studied from two different perspectives: by people who live in this culture ("insider perspective") or by those who encounter it through language learning ("outsider perspective") (*Byram, 1995*). Intercultural communication is influenced mainly by implicit culture layer though perceived from "outsider perspective". Culture is generally learned by perception. Interaction between cultures presupposes thorough comparison and analysis of implicit components from both "insider" and "outsider perspectives" so that the participants can perceive with tolerance, fully understand and accurately interpret the meaning conveyed verbally and non-verbally across cultures. This means that it is implicit components that need to be among the dimensions introduced into the learning processes.

To interact effectively and efficiently in the intercultural environment it is essential to be aware of all the cultural factors that affect the communicative process. Among these factors are also the three primary cultural dimensions - languages, physical factor, and psychological factor (*Borden, 1991*). These three dimensions of culture are interdependent. The language dimension is used as a verbal/nonverbal code/mode to convey the idea (or meaning) that is influenced by cultural peculiarities, shaped and transformed psychologically. The psychological dimension relates to our knowledge, beliefs, and mental activities, and can therefore be categorized to implicit cultural layer. Language and psychological dimensions are reflected in a person's behaviour within a certain environment - physical dimension.

Reference (*Glen, 1981*), who introduced cognitive approach to studying culture, states that different cultures structure knowledge differently. These differences determine aspects of behaviour and communication. Thus, we may define another intercultural dimension - knowledge. Intercultural dimensions if considered in combination contribute to the development of intercultural competence in students within language learning processes. Culture cannot be taught, it can be perceived. For this reason, it is essential for any language course first of all to raise cultural awareness, enrich culture knowledge, and make attitudes to cultures and assumptions about culture peculiarities more flexible. It appears therefore that intercultural competence includes structurally: cultural awareness; values, beliefs and attitudes (implicit culture layer); knowledge, skills (*Byram, 1995*).

People possess certain implicit layer components of their own culture which they are normally aware of. Socializing within their culture environment contributes to gaining knowledge that shapes, modifies and transforms psychological dimensions of culture. Intercultural communication presupposes analysis and comparison of dimensions of all the cultures involved. Socializing within one culture and communicating between cultures influence cultural awareness making it more flexible on condition that intercultural dimensions are perceived, compared and analyzed before and during interaction processes (*Romanova, Prigozhina, 2015*). Based on the skills of accurate perception, comparison and analysis of cultures people choose appropriate language style and structures as well as behavioural strategies in a particular communication situation.

In terms of business environment the mentioned above intercultural dimensions are slightly transformed though evolve from implicit culture components. Reference (*Hofstede, 1994*) introduces cultural dimensions in relation to context by which he means "information that surrounds and follows the event..." He distinguishes high context and low context cultures as well as monochrome and polychrome cultures (regarding time).

A term “reactive” cultures was added to the model by Richard Lewis. Cultural values lay foundation to another model of intercultural dimensions in business developed by reference (*Gesteland, 2002*). According to this model cultures can be compared and analyzed using the following dimensions - individualism vs. collectivism, power distance, uncertainty avoidance, masculinity vs. femininity.

Working the analysis and comparison of cultural dimensions students develop essential perceptive and cognitive skills that will facilitate their real life intercultural communication, help to make accurate judgments regarding culture profile, and choose appropriate behavioural and communicative strategies.

In the course of interaction we deal with a person of a certain culture background in a particular communication environment rather than with cultural dimensions as such. It is therefore essential to develop in students a skill of perception, comparison and analysis of how cultural dimensions are reflected in personality during the conversation. In other words, within a language course we need to teach students on how to work out culture profile of our partner in intercultural communication we deal with in communication.

Partner culture profiles analysis in our presentation is based on the findings of Richard Gesteland who identified forty behavioural models at negotiations based on cultural values of various countries he studied (*Gesteland, 2002*).

Intercultural dimensions -how we teach

Intercultural dimensions introduced in a language course as well as skills of their accurate perception, cognition, analysis, and appropriate use in a certain communication environment are integrated within the course into intercultural competence. Intercultural competence represents an ability to interact successfully in intercultural context.

As far as intercultural competence is closely connected with communication, its structure may be based on the structure of any communication process that includes perception, cognition, and interaction stages. Fig. 1 represents the structure of intercultural competence that we develop in a language course introducing intercultural dimensions.

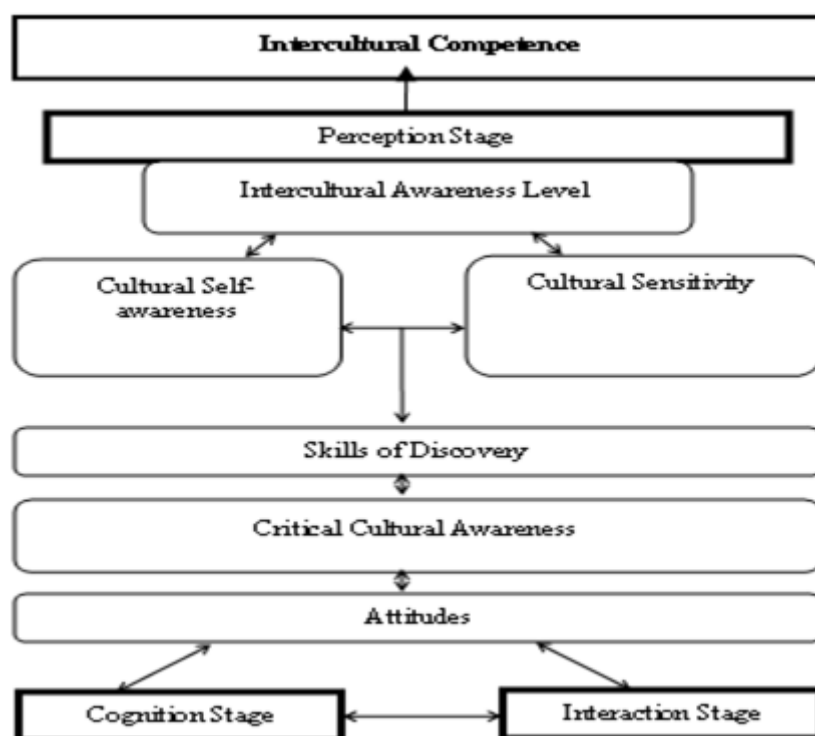


FIGURE 1. INTERCULTURAL COMPETENCE STRUCTURE

When intercultural dimensions are introduced in a language course we do not teach them to students. Instead, we make students aware of culture differences; raise cultural awareness developing their perceptive skills. This is followed by cognition processes of comparison and analysis of the presented intercultural dimensions. As a result, we develop in students a substantial level of intercultural competence that is enough for accurate perception and analysis of intercultural dimensions; enough for further appropriate use of this knowledge with the skills of interaction.

There are two basic approaches to learning about culture: the cognitive and the experiential. It is important to combine the two approaches within the course. Some studies suggest that it is useful to begin with an experiential exercise, to make concrete the emotional experience of a culture (Romanova, Prigozhina, 2015). In a language course however, when students had mostly encountered the situations of misunderstanding and culture shock, it is more reasonable to begin with perception and cognition.

First stage of the course appears to be the perception stage when students get familiar with cultural diversity through short video presentations, questionnaires, visuals. They find out how much they are aware of cultural diversity and what is yet to be learned. At this stage it is important to present the information on intercultural dimensions in comparison, giving room for cognitive processes and skills development. At the interaction stage we emerge in communication situations with cultural dilemma, including intercultural dimensions examples in their practical 'real-life' implementation. At this stage we would give preference to the types of situations when one team representing its home organization is confronted with other teams from subsidiaries or (prospective) joint-venture partners rather than where an individual finds herself or himself solo in another culture. In other words, a language course introducing intercultural dimensions may prove to be more successful if it uses 'recognize, understand, and adjust approach' to culture study in role-plays, simulations, and training type activities. Such complex approaches of introducing intercultural dimensions in a language course help to develop skills of perception, cognition and interaction.

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ORIGINALITY OF AUTHOR'S SUBJECTIVITY IN M. GORKY'S STORY "MISTAKE"

Abstract

The paper deals with the literary interpretation of M. Gorky's story "Mistake" (1895). New reading is based on the research of the main subject motive - the transformed archetypic formula "a teacher turning the pupil to his belief". Central characters "teacher" Kravtsov and "pupil" Yaroslavtsev are considered through a prism of the author's attitude towards them expressed by means of artistic touch of the nomination and comparison. It is established that this early work included thematic aspects and images conceptually significant in the context of Gorky's further creativity. The option of treatment of the story title is offered.

Keywords

subject formula, author's relation, images characters, artistic touch, nomination, comparison, motive

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Statement of a problem

Maxim Gorky's Story "Mistake" (1895) did not have happy destiny. Critics - writer's contemporaries - hurried to define work in a row of stories about mentally ill people (along with A. P. Chekhov's story "Chamber No. 6" (1892) and V. M. Garshin's "Red bloom" (1883)) and were perplexed, why it had been written (*Skabichevsky, 1895*). In literary criticism of the latest time, it is possible to designate two points to story's interpretation. The first connected heroes of the story with Nietzscheanism (*Mikhaylovsky, 1997; Klues*); another stated that the Gorky's story narrates about representatives of the progressive intellectuals ready to take a way of revolutionary fight (*Volkov, 1950; Zakharova, 1959*).

Distancing of readings of the Gorky's story pays attention: from not deserving attention of a joke about two mad persons to history about active converters of life. Divergences in an assessment of the main characters are considerable. Sometimes they were valued as the positive heroes - intellectuals seeking to connect the life with life of the people. Sometimes they were accused in immoralism

Purpose of the paper.

It is represented actual to address to this low-studied story to reveal specifics of an embodiment in the story of author's art idea and, perhaps, to resolve the available contradictions. Especially as the story was pleasant to the writer himself (*Gorky*) and, obviously, was important for him as he joined it in all collected works.

1. Subject basis of work

The story "Mistake" is not rich with events. Two main characters met when one of them (Mark Kravtsov) went crazy and another (Kirill Yaroslavtsev) was on the verge of insanity. The madman acts as "a teacher" and develops an idea of an outcome to "the promised country", rescue of the people oppressed by life in the "box", which is specially created for this purpose. His "pupil", having finally gone crazy, liked this idea. He tries

to inform it to people, who came to take "teacher" away in a madhouse. As a result, they both appeared in a madhouse. There is also small epilog, in which Kravtsov and Yaroslavtsev are represented staying in a madhouse, - a comical result of an event. The "pupil", pathetic to negligibility, ran "with small steps", "having bent, jumping up" to the "teacher" and asked him "to speak in shy whisper" Then he sat down at his feet and listened to the same thoughts said by the "teacher" with the same intonations (*Gorky, 1949-1955*).

Actually, subject basis of the story is the archetypic formula "a teacher turning the pupil into his belief": beginning - appearance of the "pupil" in the house of the "teacher"; the culmination - his "address", outcome - fateful attempt of the "pupil" to explain the idea of the "teacher" to people. However, the sense, which enclosed Gorky in this formula, deserves, in our opinion, the closest attention.

Let us consider the central characters of story more detailed, using as starting criterion the author's attitude towards the "pupil" and the "teacher", but not contents of Kravtsov's speeches as in was the previous researches.

2. An image of the "pupil" Yaroslavtsev in aspect of the author's relation

At the beginning of the story Gorky represented Yaroslavtsev as the person not capable for business, tormented by the heavy thoughts generating in his soul "a rust of melancholy and stupid indifference to everything" (t. 1, page 447), and captured by fear before own thoughts. We have not learnt about Yaroslavtsev anything, except the detailed description of "thoughts" and the related experiences. There is no information about his portrait, age, family. We can only guess his profession - whether it's teaching or statistics. We see cogitative and verbal torments of Kirill Ivanovich as if "from within" the author's eyes. It allows to assume some internal likeness concerning Gorky to the hero, hidden, however, behind an external neutrality.

Let us pay attention to changes in the hero's name during narration.

In initial scenes of the story, Gorky alternates "Yaroslavtsev" and "Kirill Ivanovich". When the hero appears in Kravtsov's house for the first time, there is a name "Kirill". Then closer to the final, especially often the writer calls the hero simply by the name, it actually forces out more official and "adult" names. Let us note that it did not happen with other main hero. In the author's speech he always remains Kravtsov, only once in an epilog he named him Mark, but as if on behalf of Yaroslavtsev, one more time the author added to a name a surname and then - at the end when it is reported about destiny of both heroes, - a name and a middle name.

In this case, the nomination is an artistic device, by means of which the writer shows how, forcing out mind of the adult, takes his place in Yaroslavtsev's identity childishness.

Other tool for creating an image of "child" is comparison. In a culmination scene when Kirill cries with "inexpressible" grief, having buried in Kravtsov's feet, Gorky specified "sobbing, as *the child*" (hereinafter italics by Olga Shum) (t. 1, page 464). (t. 1, page 467) Yaroslavtsev smiles "a pale smile *of the sick child*". After that, the final madness occurs and look there is only a darkness before his internal, in which he endeavors to make out the future and possible rescue from "the power of horror".

Spending the hero from initial insanity to full madness, Gorky at the same time showed parallel process of transformation of "the rural teacher out of work" Kirill Ivanovich, the person with muddy feelings and thoughts, to the frank and enthusiastic, though sick, child. In this state the hero looks on the «teacher» Kravtsov with "eyes of love and delight" (t. 1, page 466), on the people who came in the morning "with a clear smile", on one of the colleagues "with silent delight" (t. 1, page 468). The next change in Kirill's feelings comes only when he starts understanding the purpose of their arrival to Kravtsov's house. Gorky gave consecutive change of emotions: surprise, then mistrust and fear, then with hope Kirill delivers the ardent speech about a mistake and cries, having understood futility of the words. At this moment he is similar to the upset child when he

brushes away from cheeks of "teardrop", standing "with the killed person" (t. 1, page 470), and further behaves shy, obediently, as a small boy.

The author's spirit concerning touching, childly open Kirill is noticeably positive, but he is called, in our opinion, not by the identity of the hero. But by that elation, which Yaroslavtsev feels for a short time. Not incidentally he sees "the road filled with the people proceeding from life captivity" in this state, and moreover becomes capable to enlightenment: "through their eyes Kirill saw their souls in melancholy and in a tatter, - torn, worn-out souls of suffering people". He sees himself going ahead near Kravtsov - "the great person", "whom everyone obeyed and looked with hope" (t. 1, page 467). In the description of the imagined scenes there are no shadows of irony, they are created in the spirit of a bible picture of the Outcome, and at the head of going, it is possible to present Moisey or the hero similar to Gorky's Danko. Peering into souls, Kirill in his imagination becomes the real apostle for a moment and though the horror of madness does not leave it, in these scenes he is not similar to that pathetic, lost subject who runs tripping for Kravtsov in the story epilog. What is the reason of such essential change in the final?

Kirill's sincere flight and frank children's enthusiasm does not remain, when for a while set in his consciousness "the small, ennobling soul deception" faced "low truth" of reality. Gorky uses Pushkin aphorisms in the story "Reader" (1898). The story stated in a semi-publicistic form many thoughts, important for Gorky and more figuratively expressed the story "Mistake" (*Klues, Khanov*). Let's afford one more quote from the story "Reader" opening events with Kirill Yaroslavtsev: "The reality which we once so hotly wanted to reconstruct, broke and crumpled us ... What to do? Let's try, perhaps; fiction and imagination will help the person to rise for a while over the earth and again to notice his place on it" (t. 2, page 198).

By power of imagination which impulse was "an idea of general rescue" stated by the «teacher», Kirill "rose for a while over the earth", having found "the place" near it - "savior" of people. But "reality" wins against "pupil" when its representatives come in the morning to Kravtsov's house. Gorky gives the change happening to Kirill, describing his eyes. The smile left them before the speech delivered in protection of the «teacher» as soon as he started guessing that people believe he is a madman. After a failure of the protective word in Kirill's eyes there was "the sea of melancholy", then with "concentration, motionless to horror, in eyes" (t. shone. 1, page 470) he looks somewhere in a corner, at last, the writer directly calls his eyes "dead" (t. 1, page 471).

Elation, which was endured by the hero, appeared the shortest and was replaced by a full sincere stupor.

The author does not leave more opportunity "to rise over the earth" to "pupil", but he hints to the reader that Kirill's rush can be picked up. Among attendees, there is Lyakhov, "the tall person with a sad and pale face" (t. 1, page 468). His reaction differs from reaction of the others. He was not surprised and was not frightened as others, and "stood and looked at all, smiling strange and biting a lip" (t. 1, page 470). It is possible to assume that the "sad" person and a "strange" smile testify: the thoughts sounded by "pupil" are familiar to Lyakhov. It is quite possibly, he will be the next in this "epidemic" of a sincere distemper. After all at the beginning of the story the Yaroslavtsev's room hostess, having learned that he goes to went crazy friend, speaks: "My God! One adjusted fire recently, another went crazy ... your friends are ...! ah-ah!" (t. 1, page 453). We believe, it was important to writer to exaggerate quantity of sincerely mournful people, to expose their presence at society not an incident, but socially determined regularity: some kind of outcome of quite good people, but weak from "life" in madness.

How does the author attitude to this option of "outcome", and in particular to sincere death of Yaroslavtsev? Judging by an epilog in the story "Mistake", he attitudes without sympathy. In "Reader" the assessment of such human destiny is directly stated: "Someone blindly look for something that, inspiring mind, would restore belief of people in itself.

Often go not to that party, ... The one who are mistaken in ways to truth, - will be lost! Let it be, it is not necessary to disturb them, you should not feel sorry for them - there are a lot of people!" (t. 2, page 198) Of course, these words belong to the character, but not to the author, but here in the cycle "On the Union of Councils" (1928-1929) Gorky give an assessment to destiny of truth hunters who were lost, wore out, "were sprayed on the ways": "It is not a pity - useless people" (t. 17, page 173). Denied Christian compassion the words express the world outlook of the author, which became a result of processing of many ideological and philosophical doctrines. The thought of the importance of aspiration to soul awakening is one of central: "The aspiration is important, it is important to find desire of soul of god, and if in life there are souls captured by aspiration to god he will be with them and will recover them because it is an infinite commitment to excellence ..." (t. 2, page 199). In words about search of God the writer has no sacral sense, behind them there is representation about believing with religious zeal in the idea capable "to lift the person over the earth", to awaken him to universal work of infinite improvement. And here it is essentially important to speak about an ideological way about ideas preachers.

3. Author's assessment of an image of the «teacher» Kravtsov

Subject of "life teachers" ("leaders", "preachers", "the explaining masters") is crosscutting in Gorky creativity. It is in the story "Reader", collection "Untimely Thoughts" (1917-1918), sketches about V. G. Korolenko (1922), L. N. Tolstoy (1923), V. I. Lenin (1924), the story "My Universities" (1923), the novel "Klim Samgin's Life" (1927-1936), etc. In our opinion, one of the first works devoted to this idea was a story "Mistake". The image of the «teacher» removed in it opens a number of many characters, differing in one common feature - lack of doubts in the right to state the ideas apprehended by them as the only truth.

The researches devoted to the story "Mistake" meant that the hero, to whom the writer entrusted the ideas exciting him, cannot be the author's antagonist. However, the analysis of the text connected with Kravtsov without his "correct" and beautiful speeches, shows: Gorky treats the «teacher» without sympathy throughout all story and he is mostly discharged of him. Kirill Yaroslavtsev's thoughts and fears were described in details with phantasmagoric pictures arising in imagination of the hero. Gorky does not show Kravtsov's worries and comprehends, what images excite his imagination; the «teacher» is presented only in external perception - mainly in Yaroslavtsev's, to which estimates the two very ordinary characteristics from colleagues are added. They do not give sympathy for the «teacher».

The first that the author presents to us in Yaroslavtsev's perception, is a portrait of Kravtsov, the strange image of the "dry", "angular", "nervous" person with "always shuddering moustaches and the burning, roving glance" (t. 1, page 451). E. Klyus saw similarity to "a known portrait of Nietzsche" in the description of Kravtsov's appearance: "The penetrating eyes, dense eyebrows, short hair and dark moustaches can be hardly considered as only casual similarity" (*Klues*). However, it seems to us that it is impossible to exclude casual coincidence. After all with the same share of probability it is possible to see in Kravtsov's portrait ("black" moustaches, the form and density, by the way, are not described, "dense eyebrows", the "burning" look of "black almond-shaped eyes", "hard, obstinate hair") lines of his Caucasian prototype Goly Chitadze. It is thought, it is not important, whether someone's concrete shape was reflected in Kravtsov's portrait. In our opinion, in the story "Mistake" Gorky needed to create the generalized grotesque image, which united easy horror and almost caricature.

The most remarkable in Kravtsov's portrait is eyebrows, their behavior on a face of the character, describing which Gorky does not feel sorry for expressional adverbs and verbal forms. Eyebrows "terribly moved", "suddenly jumping off ... and absolutely closing hollows of eyes". This mimicry is very expressive, but the author adds wilder grimace: "It sometimes held one eyebrow in conversation - left, pressing it a long finger of the left

hand; it did not prevent other eyebrow to reach hair, and then all the speaker's face warped and accepted painfully sharp expression of intense desire to get to inaccessible to others, deeply somewhere, and to comprehend something incomprehensible to anybody. Eyes threw sparks at this time, and there was the whole sea of not melancholy, but painful delight" (t. 1, page 451).

As it seems to us, in a combination of the dense black eyebrows, which are intensively moving on the warped face to the burning look of the eyes throwing sparks, there is something of Mephistopheles, at least, in that its option which was embodied by provincial opera singers. Kravtsov's reaction to Yaroslavtsev's capitulation reminds a celebration of the hunter of human souls: "Aha! I won one more! <...> It is good ... A victory ... from the first step!." (t. 1, page 464). The comparison made by Yaroslavtsev before he finally goes crazy can be added to the portrait and speech characteristic. Looking at the next ugly and terrible grimace of Kravtsov, Kirill Ivanovich asks a question "To whom he is similar?", and right there answers himself: "To a devil whom one Sacred caught in the washstand and sealed it the sign of the cross there!" (t. 1, page 459)

"Devil" lines in Kravtsov's image are lowered, deprived of mystical background and any serious pathos. Besides, Gorky does not focus on them, "having hidden" behind obvious madness. Nevertheless these "unevident" lines in the text of the story exist and it is necessary to understand why they were necessary for the author.

In our opinion, the purpose of all Gorky hints on "devil character" of the «teacher» consists in aspiration to expose it as the lying prophet. Devil is God's monkey, and the grimacing devil - lying prophet is the parody to the prophet. The «teacher» tells the correct speeches about rescue of people, but behind them, except Mephistopheles desire to catch one more soul, there is no "live, valid belief" (t. 14, page 281), it is far from God and in Christian sense, and in Gorky understanding.

The important hint on the status of the lying prophet is concluded in other comparison of Yaroslavtsev, which he "awards" Kravtsov. It arises before Kirill finally plunged into a gloom of madness and became "pupil". Listening to Kravtsov, Yaroslavtsev cannot catch "some important thought" in his ringing "solemn words". Kravtsov's voice rending the air disturbs Kirill, causes disappointment: "What does he want? Freak! What is it - get out from life?" (t. 1, page 461) - and he remembers the picture representing the person with a pipe in hands, who "stood on the bank of the river and played on the pipe, and rats and mice ran from all directions". "In this person there was something general with Mark Kravtsov. Ridiculously!" - the explanation is given in not actually - direct speech (t is given. 1, page 462).

So, besides comparison with the devil sealed in a washstand, Kravtsov causes in Kirill association with the rat catcher. And used in the comment to the described picture not actually - direct speech, in our opinion, is urged to strengthen a subtext in general image merge of voices of the hero and author (for example, more obvious comparison with a devil in a washstand is given by the direct speech). The bookworm Gorky knew that the medieval legend consists of two parts. In the second part, musician, to whom the magistrate refused to pay for the rendered service, comes back to revenge and by the magical melody to take away city children in the unknown direction. That is why, as it seems to us, it was important to writer to show Yaroslavtsev's transformation in "the sick child". Kravtsov applying for a role of "the teacher of life" in practice plays a role of the rat catcher, who deceived the child by the beautiful speeches. Being in a condition of the growing dim consciousness, Kirill is capable to feel intuitively deception, and having become "the sick child" since a certain moment he hears only "a pipe of the rat catcher" and wants to hear it repeatedly: "Speak ... speak!" (t. 1, page 464); "Speak, the teacher!" (t. 1, page 471).

Indirect confirmation of our assumption are the Gorky words from the letter of 1899 to S. P. Dorovatsky: ""The person with a pipe", - I have the sad story" (t. 28, page 81).

This work was not found, but it is possible to assume that it is told about option or edition of the story "Mistake", and, perhaps, Gorky had a new version of a subject about ideological "teachers"-barkers. Besides, a subject of the children going to the truth will receive continuation in the latest Gorky creativity. In 1906 in the letter to E. P. Peshkova, explaining a plan of the story "Mother" (1907), the writer will express, probably, long ago ripening in is mute thought: "... Her heroine, the widow and the revolutionary worker's mother <...> speaks:" - *In the world there are children ... there are children to the new sun, there are children to new life ... <...>* Subsequently, when it will be judged for its activity, she will tell the speech - in which will depict all world process as *procession of children to the truth*". This image is connected with a question of a role of ideological leaders: "It is difficult for me to explain you this big thought in the letter, it is too difficult, *it nominates another*, too very deep, *about - a difference, fatal for people, between the reformer and the revolutionary*, to a difference *which to us is not noticeable and - terribly frightens us*" (t. 28, page 434-435). The image of "reformer" - from gallery of portraits of "life teachers", between it ("the revolutionary for a while") and the original "eternal" revolutionary Gorky will explain a difference in the collection "Untimely Thoughts", having emphasized in the first rational coldness concerning revolutionary ideas and dogmatism (Gorky).

Conclusion.

In the story "Mistake" Gorky, transforming motive of apostleship, sought to expose "reformer" Kravtsov. "The teacher of life" "was never able to give this strictly logical arguments in favor of this or that views, acts, desires and always got off with short aphorisms in *dogmatic tone*, and for addiction to such aphorisms was considered as the person *living first of all for the loud word*" (t. 1, page 451). The similar kind of the prophesying ambitious man met in the Russian literature before Gorky. In works of the second half of the 19th century the motive of apostleship was connected with image of the hero nihilist: the apostle Pavel Gordanov, the hero of the novel by N. A. Leskov "At daggers points"; the elect and prophet Ardalyon Poloyarov in Vs. Krestovsky "The bloody padded stool"; "the young prophet" is callec Mark Volokhov in the novel I. A. Goncharov "Break"; visitors of a society "New people" see the hero of the novel of I. S. Turgenev "Smoke" Gubarev as the mentor and head, etc. (Starygina, 1998). But Gorky develops a problem of "apostleship" in own way, bringing up a question of in vain spent potential of the "pupil" who believed the ambitious man.

Movable by need for "flock", the lying prophet Kravtsov scatters words and says "metal the ringing phrases" (t. 1, page 452), without reflecting on the responsibility before the stated ideas and before potential followers at all. When at the crisis moment before it, there is eager Yaroslavtsev's soul, this "devil from a washstand" and "rat catcher" catches it with Mephistopheles greed. Having inspired by the fine ideas propagandized by Kravtsov, "pupil" endures short elation, from which a trace does not remain at collision with real life. After that Yaroslavtsev's soul grows stiff forever. In a story epilog, Gorky lets it know: "On Kravtsov's recovery there are hopes, on recovery of his pupil - is not present" (t. 1, page 471). The madness of heroes is one more artistic touch allowing the author to show accelerated process of devastation of soul, which the normal person could tighten for years, and, secondly, isolate heroes, having placed them in the plane of true moral substance.

In research literature, polysemanticity of the name of the story "Mistake" is noted: the mistake that sent one madman to be on duty at a bed of another; a mistake that "the Kravtsov correct words ... are considered mad"; mistake that life is arranged so that "says such words only mad" (Zakharova, 1959). We want to put the other sense in the forefront: Yaroslavtsev makes the mistake when he trusts to the lying prophet Kravtsov. As a result, all sublime "apprenticeship" of Yaroslavtsev turns into the farce, as gold from a devil - into crocks.

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SOCIAL-ECOLOGICAL READINESS OF A TEACHER AS PSYCHOLOGICAL-PEDAGOGIC CATEGORY

Abstract

The paper deals with the main approaches to design a system of formation of social-ecological readiness of a future teacher of preschool educational organization to work with a family on improvement of preschool children health. The special attention is paid to consideration concepts "system", "model", "modeling". The bases for creation the concept of social-ecological readiness formation of future teacher at preschool educational organization are reflected. The main attention is paid to consideration of all-pedagogical and specific regularities of conceptual development and functioning of the system. Consideration of the general and specific principles of formation of social-ecological readiness is significant: professional orientation of educational process at higher educational institution, humane and personal orientation of vocational training, nature conformity, conformity to culture, integrity, humanization of social-ecological preparation, scientific character, predictability, continuity, systematicity, regionalization, variability of social-ecological preparation. The main approaches, which are the cornerstone of the concept, are considered from positions of systematicity, pedagogical activity, process and component of professional-pedagogical preparation.

Keywords

concept, system, model, social-ecological readiness, stages, conditions

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The social-economic conditions promptly changing now, orientation to modernization and achievement of objectives, conformable to present requirements, affected educational policy and Russian educational system. For rather short period, a number of steps were undertaken. They changed both structure of educational system of the Russian Federation (preschool education becomes the first step of educational system), and its standard maintenance (Federal State Educational Standards for each step of education appeared). All these changes affected training of future teachers at each step of education.

However, despite rather dynamic process of modernization in the Russian educational system and the purposes designated before the higher educational institutions, the problem of training a teacher capable to resolve issues of health-saving techniques and improvement of children's health in the conditions of the educational organization are invariable. If to analyze the normative documents defining educational activity on each step of education, it is possible to note the following aspects. The law No. 273-FZ of December 29 2012 "About education in the Russian Federation" notes humanistic nature of education, priority of life and health of the person as the key principles of education (Art. 3, point 1) (*The law 273-FZ ...*).

Analyzing Federal State Educational Standard of Higher Education in the direction of preparation 44.03.01 pedagogical education of December 4, 2015 N 1426, it is possible to note that as one of the key directions of pedagogical activity of future teacher (level a bachelor degree) ensuring protection of life and the health which are trained during educational process notes "...". (*FGOS in the direction of preparation 44.03.01 ...*).

The text of the Professional standard of the teacher approved by the order of the Ministry of Labour and Social Protection of the Russian Federation of October "18", 2013 No. 544n within educational and the developing activity also includes the requirement to the teacher capable to form at trained culture of a healthy and safe way of life (*"Professional standard of the teacher"*).

Within our dissertation research we made an attempt to design the pedagogical concept of formation social-ecological readiness of future teacher of preschool educational organization (PEO) to work with a family for children's health improvement.

The bases of the concept on formation social-ecological readiness of future preschool teacher to work with a family are:

- the social order of society in the highly qualified specialists realizing the importance of the health saving environment of educational institutions and children, ready to improvement;
- foreign and domestic pedagogical experience in formation of social-ecological readiness of future teacher to work with a family on health improvement, tendencies of its development;
- the changing requirements to teacher's competence, in particular to the level of formation of social-ecological readiness of a teacher, recognition of system of teacher's abilities to interact with a child's family in aspect of health improvement.

Within the studied topic we marked out specific regularities of formation of social-ecological readiness of future teachers to work with a family on improvement of preschool children:

- the teacher of the future has to be competent in questions of purposeful and effective development of the successful, healthy child by means of the developing environment in kindergarten, in a family and micro-society;
- scientific ensuring process of formation of social-ecological availability for service with a family on health improvement and personal-age development is caused by staging of their psycho-physiological development, national features, and the educational environment applied by methods of training, education and development of the child;
- the relations of the person and the nature constructed on the principles of a co-evolution cause relationship of future teacher with other person, colleagues, with the child and his family;
- integration and differentiation of process of formation of social-ecological readiness of future teacher to work with a family for health improvement is an indispensable condition for formation of their general professional and pedagogical preparation;
- the diversity and systemacity of organization of process of teacher's social-ecological readiness on the federal curriculum and provides ecology and valeology of key basic and variable courses, including open classrooms, with obligatory active practical improvement;
- culture of love to the nature, the responsible attitude towards it and the health is a basis of formation of social-ecological readiness of future teacher;
- ecology and valeology acts as the leading fundamental idea and special world outlook factor of process of formation of social-ecological readiness of the teacher to work with a family on children's health improvement.

Besides, we defined the specific principles of formation of social-ecological readiness of preschool teachers: principle of humanization of social-ecological preparation,

principle of scientific character, principle of forecasting, principle of continuity, principle of systematicity, principle of regionalization and principle of variability of social-ecological preparation.

Such pedagogical phenomenon as formation of social-ecological readiness of future teacher of preschool educational organization can be considered from positions of systematicity, pedagogical activity, procedurality and component of professional-pedagogical preparation (*Suvorova, 2005*).

Before defining intrinsic lines of systematicity social-ecological readiness of future teacher of preschool educational organization, it should be noted that the treatment of the term "system" is very many-sided. The analysis of books showed that system is understood as a set of certain components, which interaction promotes emergence of new characteristics and qualities, not inherent in separately taken components. It is possible to say that the system cannot be considered separately from such concepts as structure, organization, communications, relations, elements, management.

If to consider formation of social-ecological readiness of future teacher of preschool educational organization as a system (artificial system), its logical basis would be a system approach.

We share Z.I.Tyumaseva's position. She says that when studying the difficult phenomena, system approach cannot entirely replace special methods of research as it is not deductive in essence, realizing heuristic function, which appointment is in search of orientation of concrete researches (*Tyumaseva, Bogdanov, 2003*).

It is necessary to tell that the idea of systematicity being traditional to us received the embodiment in the XX century and got into all spheres of life of society. At the same time, addressing to an educational system, it is possible to speak only about put systemological bases (Z.I.Tyumaseva). The aspiration to creation of artificial systems in education gave an impetus to development of such area of knowledge, as pedagogical engineering.

As Z.I.Tyumaseva notes in the researches, allocation of pedagogical engineering as area of knowledge represents not just some loan of the term. This is much deeper phenomenon assuming application of methodological approaches of the engineering sphere in the field of pedagogics. Artificial educational systems have to submit and develop according to objective laws of epistemology of pedagogical systems and technologization of process of pedagogical systems reforming (*Tyumaseva, Starikov, 2004*).

Z.I.Tyumaseva notes that the subject domain of pedagogical engineering can be characterized by orientation to studying and change of artificial systems; installation on application of complex methods, development tools, designing, providing and service of pedagogical systems, and their internal differentiation according to type.

Considering formation of social-ecological readiness of future teacher of preschool educational organization as pedagogical activity, first, we lean on such compound components as the purpose, process, means, result.

The purpose of formation of social-ecological readiness is the certain professional standard of future teacher, which reveals in available motivated desire to realize social-ecological education basing on the intrinsic variety of types, forms, and work types with a family. It is defined by its structure, typological characteristics and features for the purpose of restoration, expansions of adaptation opportunities of preschool children, increase of its resistance to influence of various factors of environment.

The motive is aspiration of future teacher to hold purposeful work on formation favorable situation for successful, healthy child in the conditions of preschool educational organization and a family.

Actions for formation of the studied quality were allocated the actions promoting realization of social-ecological education in preschool educational organization based on

an intrinsic variety of views, forms, and work types with family, the actions focused on formation of the successful, healthy child in the conditions of preschool educational organization and a family.

The result of activity is achievement of a certain level of professional readiness of future teacher to fulfill the pedagogical duty, which is shown in aspiration to realize social-ecological education in preschool educational organization on the basis of the intrinsic variety of types, forms and work types with family. The variety is defined by its structure, typological characteristics and features for restoration, expansions of adaptation opportunities of preschool children, increase of their resistance to influence of various factors of environment.

Originally, it should be noted that in a generalized view the process can be defined as some change of states, phenomena in development something. It is necessary to distinguish stages and consecutive states from structural components of any process.

Speaking about process of formation of social-ecological readiness of future teacher of preschool educational organization for work with a family, we allocated the following interconnected stages:

- I. The motivational-valuable stage
- II. The substantial-operational stage
- III. The estimated-adjustment stage

The purpose of the motivational-valuable stage is formation of motives to hold versatile work with child's family, aspiration to realize the contents and principles of social-ecological education, to carry out purposeful activities for development successful, healthy child in the conditions of preschool educational organization and a family. Realization of this stage would promote formation of need-motivational component of social-ecological readiness of teacher.

Within the second stage, the key attention is paid to formation cognitive-approximate and the practice-activity components of future teachers' social-ecological readiness. The key directions of knowledge are interconditionality and interdependence of state of environment and health of the person; processes of health-saving and improvement from positions of social ecology and ecological valueology; specific educational features and improving opportunities of child's family; features of ecological valueological education in a family; innovative pedagogical technologies and techniques of improvement of child at both preschool educational organization, and home; nonconventional methods of health improvement.

The estimated-adjustment stage assumes carrying out monitoring activity of teacher to determine level of formation of social-ecological readiness of future teacher of preschool educational organization to work with a family for preschool children health improvement.

Within this stage, criteria, indicators and levels of formation of social-ecological readiness of future teachers have to be determined, the adequate assessment is given to the received result, and ways of correction of formation process are planned, ways of efficiency increase are defined.

The problem of vocational training of future teachers is rather studied from a position of psychology and pedagogics. I.F. Isaev, N. V. Kuzmina, A.K. Markova, A.I. Mishchenko, E.N. Shiyanova, A.I. Scherbakova and others made the most significant work.

The analysis of scientific literature showed that one of key requirements to the level of future teacher training is the clearness of his social and professional position. According to V.A. Slastenin, teacher's position is the system of relations to the world and pedagogical reality (*Slastenin, et. al., 1997*).

I.F. Isaev, L.S. Kolmogorova, N. B. Krylova, V.A. Slastenin and others emphasize the modern reality can be characterized by existence of deep contradiction between expectations of society from the teacher and the real-life level of readiness for

professional activity of the university graduate. As authors note, certain banality, set stamping of future teachers training exist that conflicts to orientation necessary today to individualization, creative orientation of teacher's identity (*Slastenin, et. al., 1997*).

There are various components in the structure of professional-pedagogical preparation as a system. The greatest interest represents the ecological component of professional-pedagogical preparation presented by us in two spheres: social-ecological and valeological. Realization of this component assumes formation of the main groups of social-ecological and valeological competences.

Thus, we consider formation of social-ecological readiness of future teacher as the component of professional-pedagogical preparation determining its practice-focused character, which provides formation of functional education of future teacher.

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POLITICAL COOPERATION WITHIN THE COUNCIL AND THE BARENTS EURO-ARCTIC REGION (HISTORICAL AND LEGAL ASPECT)

Abstract

The paper analyzes the geopolitical cooperation of European states in the Council and the Barents Euro-Arctic Region.

Keywords

Arctic zone of Russia, Russian-Norwegian relations, international law,
Concept of Sustainable Development of the Russian Federation,
Council and the Barents Euro-Arctic region

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In this study, can not ignore the often unfairly forgets initiatives and joint activities are actively conducted in dosanktsionny period through the work of the Council and the Barents Euro-Arctic region. It was founded in 1993 at the meeting of Prime Ministers of the Barents Region in the Norwegian town of Kirkenes for the development of regional cooperation in northern Europe. It consists of 7 members: Denmark, Finland, Iceland, Norway, Russia, Sweden, the European Commission. Alternately every two years in the Council chaired by Finland, Norway, Russia and Sweden. In 2005-2007, the Finnish Presidency in the Council, succeeded Norway, presided over the Council in 2003-2005. In 2007-2009, the Council Presidency Russia.

The composition of the Regional Council of the Barents Region (BRC), established at the same time, when it was created BEAC includes 13 regions. In Russia it is of Karelia, Murmansk and Arkhangelsk Oblast, Komi Republic and Nenets Autonomous District, in Finland it is the province of Kainuu, Lapland and Oulu, in Norway - Finnmark, Nordland and Troms, Sweden - Norrbotten and Västerbotten.

According to draft Regulation, the main tasks of the Council include the promotion of economic cooperation, environmental protection, scientific and technological cooperation, and development of infrastructure, and in the Barents Euro-Arctic region. This meant that the Council would not duplicate or substitute the already ongoing on a bilateral or multilateral basis between the work of Member States, but it will contribute to the development of regional cooperation.

Chairman CBEP usually chooses several priority areas of work. For example, in Norway in 2003-2005. These were economic cooperation, education and training, legal and law enforcement, emergency services and responding to emergencies, health. So for 2004-2006. It has been identified 4 areas: economic and trade cooperation, sustainable living environment, human resources, indigenous peoples. At the end of the XX - XXI centuries. Russian-Norwegian cooperation is an important driving force of the Barents cooperation. This is understandable, due to a number of objective and subjective factors. For example, by virtue of geography, the two countries have a special responsibility for

the state of affairs in the Barents Region. No coincidence that many regional cooperation projects are bilateral in nature, or is initiated by Russia and Norway. The concept of the Barents cooperation has been formulated in the Kirkenes Declaration II by October 1993. It defines the main directions of cooperation in the field of economy, transport and communications, cultural ties and contacts between people, scientific and technological cooperation, the environment (*Bayzhumanov, Tumanov, 2012*).

Before the sanctions period, the practical component of the Barents cooperation is dynamically developing relations between countries, regions and people. For obvious reasons, for us one of the first places in the Barents cooperation is standing and solving social and economic problems. With regard to the northern regions of Russia these problems are acute and specificity.

In his time with Norwegian and other partners, mutual understanding was reached regarding the focus on the most promising 4-5 and develop projects that in the near future to obtain specific feedback and to show the efficiency of the cooperation. Russian Foreign Ministry and the Ministry of Economy together with the administrations of the regions concerned are considering the adoption of the federal target program of Russia's participation in the Barents cooperation. Another option - the inclusion of a number of projects BEAC as a subprogram in the already developed, such as "Oceans" (*Kupriyanova, Tumanov, 2010*).

Perhaps the most fruitful area of cooperation in the region is the interaction in the field of environmental protection and improve the quality of the environment, the five main points of which are fixed in the Declaration of the leaders of environmental agencies BEAC adopted in Rovaniemi (Finland) in December 1995. At the 10 th Session of the BEAC, held in November 2005 in Harstad (Northern Norway), which was attended by the foreign ministers of member countries of the BEAC, it was approved by the Joint Communique, which reflects the main results of the BEAC and the main task for the future. At the session, the chairmanship of the BEAC for the next biennium has moved from Norway to Finland. Within the framework of the 10th session of the Council held a conversation between Minister of Foreign Affairs of the Russian Federation Sergey Lavrov and Minister of Foreign Affairs of the Kingdom of Norway J. Gahr Stoere. The sides outlined steps to strengthen cooperation on Svalbard and around it, including the improvement of the mechanism of joint control over fisheries. The Ministers reaffirmed their readiness to continue negotiations on the delimitation of the economic zone and continental shelf in the Barents Sea, as well as the preparation of the agreement on simplification of visa procedures for mutual travel of citizens of both countries. The ministers signed a plan of cooperation between the Russian Foreign Ministry and the Foreign Ministry of Norway for 2006-2007 (*Bayzhumanov, Tumanov, 2012*).

One area of cooperation is the joint work of our countries in the framework of the Arctic Council (AC)

Before the Council are pressing issues: environmental activities, problems of small northern peoples and sustainable development of the Arctic zone. It was established in 1996 in Ottawa (Canada), which includes Denmark, Iceland, Canada, Norway, the US, Finland, Sweden and Russia, and is essentially a high-level intergovernmental forum.

One of the milestones of the joint activity was the period of 2004-2006., When the Arctic Council was chaired by Russia. I must admit that despite the objective and subjective difficulties, challenges and obstacles over the years of its existence, the organization has managed to achieve the development, adoption and start of the set of complex programs on sustainable socio-economic development of the northern territories. The creation of the Arctic Council essentially completed the formation of a network of regional cooperation of international organizations, the scope of which covers the northern and north-western regions of Russia, most of them bordering foreign countries. The activities of the Council and has already proven the Barents / Euro-Arctic Region and

the Baltic Sea States is objectively in the interests of the development of cooperation in political, economic, environmental and other areas in the Russian Federation-wide and for individual subjects of the federation. This promising regional framework in which all parties, including Russia and Norway, develop common approaches, solve interrelated problems and at the same time demonstrate their openness to invite all interested States to the implementation of specific cooperation projects, thus making a contribution to the creation of stable and neighborly environment in the Arctic region (*Bezrukov, Tumanov, 2012*).

Already in its first ten-year milestone Arctic Council came up with a solid luggage realized and planned projects to be optimistic about the prospects of further cooperation. Russia and Norway see the future of the Council not only on how to strengthen the already tested spheres of cooperation, of course, there will be new promising areas of joint activities aimed at meeting the specific needs of Northerners.

Another direction of development of bilateral relations is the cooperation in the framework of the International Polar Year.

Russia has been and remains a great polar power, for centuries a leading research and economic development of the northern polar region. Also important the fact that the marine scientific research of the Russian Federation has always adhered to strictly comply with the norms and principles stipulated by international legal acts and resolutions. An important factor in the organization of marine scientific research is to conduct expeditions with interested international organizations. In light of the above provisions, in the analysis of marine scientific research, of particular interest is the organization of the work program of the International Polar Year (IPY).

As the national research program for the IPY in 2007-2008. will be performed jointly by the Russian-Norwegian research in many fields of science. In addition to marine research in the Barents and Norwegian Seas large volume of joint work will be performed on Svalbard, on the bases of the Norwegian Polar Institute and the University of Svalbard (UNIS) in Longyear and Ny-Alesund, and at the bases of the Kola Scientific Center of the Russian Academy of Sciences, Ministry of Natural Resources, Roshydromet in Barentsburg (Spitsbergen). By its nature, the International Polar Year - a form of collaboration, bringing together for a certain period of time international and national programs and projects in the Arctic and Antarctic during the research.

Contact the program with existing federal and regional programs is determined by the provisions of the Concept of the International Polar Year, approved by decision of the Scientific Council for the study of the Arctic and Antarctic on April 23, 2003 and the Order of the Government of the Russian Federation. Planning work is carried out in the interests of Roshydromet, Russian Academy of Sciences, Ministry of Foreign Affairs, Ministry of Economic Development, Ministry of Natural Resources, Ministry of Education of the Russian Federation, the Russian Defense Ministry, the Transport Ministry, Agriculture Ministry and other departments, non-governmental organizations (Polar Foundation, the Association of Indigenous Minorities of the North, Siberia and Far East of the Russian Federation, and others.), based on the goals and objectives of the federal and departmental programs.

The International Council of Scientific Unions (ICSU) and the World Meteorological Organization (WMO) on the basis of the proposal of the Russian Federation agreed on a holding in 2007-2008. International Polar Year, 50 years after the International Geophysical Year. RF one of the organizers and took an active part in the First and Second International Polar Years 1882/83 and 1932/33 (*Boltushkin, Tumanov, 2012*).

Basic research of the first two PGM focused on meteorological observations, measurements of soil temperature and sea water, the study of the geomagnetic field and auroral observations. It brings together scientists from many countries have conducted numerous expeditions in the Arctic and in the Antarctic. Held in 1957/58. International Geophysical Year (IGY) was the development of the ideas of polar's, when studies were,

in essence, a planetary character. The scientific program of Russia's participation in the International Polar Year (2007-2008 years) is developed on the basis of the decision of the Organizing Committee for the participation of the Russian Federation in preparing and participating in IPY (OK IPY 2007/08), formed by the Federal Government. Practical basis for solving problems IPY 2007/08 are coordinated observations in the Arctic and Antarctic, using existing monitoring systems by means of special experiments on ships, stations and bases, with self-contained means of observations and means of space probes. Modern scientific basis for the participation of the Russian Federation in IPY 2007/08 are federal programs, which are carried out within the framework of the Arctic and Antarctic research. Among them is the federal program "World Ocean" federal target program "Ecology and Natural Resources of Russia," State program "Research and development on priority directions of science and technology" (Konovalova, Tumanov, 2012).

Summing up, it may be noted that the terms of the construction of the bilateral good-neighborly relations between Russia, Norway and other countries in the Arctic region can and must develop not only a geostrategic level, but the scale and benefit mutually beneficial scientific cooperation and other crafts. This goal can contribute to strengthening ties within the framework of the Barents region, greater revival of close cultural and economic relations between the countries, which in turn should serve to approach foreign policy to the needs of people.

However, unfortunately, in the current political climate today, further cooperation in the framework we have considered all organizations and projects over time, becoming more and more problematic, which however does not beg the results already achieved and does not preclude the renewal and expansion of mutually fruitful cooperation.

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THE SOCIAL RELATIONS IN MEKHTULIN FEUDAL POSSESSION IN XVIII - THE BEGINNING OF THE XIX CENTURY

Abstract

Based on sources and literature the paper analyzes development of the social relations in one of influential feudal possession of the Northern Dagestan in XVIII - the beginning of the XIX century. The author reveals the provision of various estates making themselves social structure of the khanate, their gradation and relationship among themselves.

Keywords

khanate, chanka, uzden, chagara, qadi

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The Mekhtulin khanate was formed in the middle of the XVII century as a result of the disintegration of the existing Kazikumukh shamkhalate uniting Laks, Kumyks, part of Dargins (Akusha-Dargo), a number of the Avarian villages, etc. It settled down in good natural-geographical and climatic conditions. It was in transitional part from mountain to foothill part of the Northern Dagestan. This territory is the present Levashin and Buinaksk areas of the Republic of Dagestan. The Mekhtulin khanate, which was located on a joint of lands of Avars, Kumyks and Dargins, served as some kind of link between the Avarian khanate and Tarkov shamkhalate. Together they entered the Temir-Khan-Shurinsky district of the Dagestan area in 1867.

The khanate name appeared from a name of the founder Mekhti (or Kara Mekhti - Black Mekhti) coming from Kumukh. After disintegration of the Kazikumukh shamkhalate, he left Kumukh and located first in Aimaki, then gradually subordinated to himself Okhli and Dorgeli, extended the power on Dzhnegutay, which became his residence. Finally, Mekhtulin khans obeyed about 20 Avarian and Kumyk settlements, who recognized their power. Such settlements, as Big Dzhengutay (the residence of khans), Small Dzhengutay, Durangi, Apshi, Akhkent, Oglou, Kuletsma, Chogli, Durgeli (Dorgeli), Kaká-Shura, Paraul, Urma entered the khanate ("Mekhtulin khans").

According to data of X.-M.O. of Hashayev, the Dargwa settlements Naskent and Levashi also were a part of the khanate (Hashayev, 1961). Levashi was considered as a part of the village Akusha (Voronov, 1869). And if to speak about entering these villages and Kadar village (Kozubsky, 1895) the khanate, it is necessary to speak about rather big percent of Dargins among residents of this khanate. There are data on entry the settlements Gergebil into the khanate (Shcherbachev).

It is possible to believe that Laks lived in the khanate, too. As Kara-Mekhti, probably, took away some part of Laks (relatives and supporters) from Kazikumukha.

Nevertheless the majority of the khanate population was Avars and Kumyks. Despite motley ethnic structure of the khanate, its population lived quite peacefully. There were neither written, nor oral data on any interethnic conflicts in this khanate during the studied period.

The power of Mekhtulin khans was full in the khanate. Khans had the board, judged and punish up to the death penalty, did not pay taxes neither to Tarkov shamkhal, nor to other governors of Dagestan and did not submit them (*Hashayev, 1961*). The destiny of criminals depended on the khan - he could both pardon and execute them. The penalties collected from criminals went to advantage of the khan (*Gadzhiyev, 1965*). Until 1818, there were 4350 yards and 15932 inhabitants in the khanate. 2792 yards from 4350 left tax and duty to the khan family, 3 Beck families (title of nobility) and 33 chanka (chanka was the son of the khan or Beck from mismatch). The tax population was considered uzden (uzden is personally free peasant), except about ten farms of chagars (dependent peasants). The tax population left personal duties, which consisted in cultivation of khan, Beck and chanka fields.

The property condition of khans allowed them to feel like the lords among the population. None in the khanate could argue with their power passing generally in a straight line from the father to the son. All Beck and chanka-Beck (no matter how rich and strong they considered themselves) were obliged to be to the khan on his first call, and if necessary to expose a certain number of armed men in his order.

Questions of war and peace, external relations, command of national militia in case of a crisis situation were under authority of the khan. He could consult Becks, the highest ecclesiastics, but the last word remained for the khan, which positions were quite strong before arrival of the Russian troops to Dagestan at the end of XVIII - the beginning of the XIX century. Mekhtulin khans relied on real forces. At the end of the XVIII century the khan had to 21000 subservient people, not less than 5000 armed men were among them (*Butkov, 1798*). According to A.P.Shcherbachev, the number of men in the khanate hesitated between 5000 and 8000 people (*Shcherbachev*). The same author wrote about the income of the khan, his economic situation. The khan got "one worker a day from each family for bread harvest" (*Shcherbachev*). The khan and his family were considered as the inviolable.

All this promoted growth of authority of the Mekhtulin khan among feudal possessors of Dagestan. Mekhtulin khans had broad marriage relations with Avarian, Kazikumukh and Tarkov governors.

In questions of management, Mekhtulin khans adhered to norms of common law and sharia installations. They had the right of life and death over the citizens. Mekhtulin khans did not interfere with affairs of management, relying that Beck would solve these questions with the help Qadis.

Becks were in a number of villages. They provided regular taxes in own and khans treasury, tributes and taxes from the population of the khanate.

The provision of Beck in the Mekhtulin khanate was well reflected in "The collection of adats of the Tarkov shamkhalate and the Mekhtulin khanate" published in 1965 by Kh. - M. Hashayev (*Hashayev, 1965*). This "collection" was written in the 40-60th years of the XIX century (*Hashayev, 1965*). Emergence of the collection of norms of a common law for the Tarkov shamkhalate and the Mekhtulin khanate, probably, happened in year after transfer of part of villages of the Mekhtulin khanate by A. P. Yermolov to management of Tarkov shamkhal Mekhti for his devotion to Russia in 1818 (*Hashayev, 1961*).

The specified collection rather clearly and accurately protected property and other interests of Beck estate and even their nationals. One of the articles (§ 63) of "the collection of adats" says: "For murder of the peasant belonging to another person, the guilty person is obliged to reconcile with the landowner (i.e. Beck) of the killed peasant, to pay him the highest price, to reconcile with relatives of the killed peasant and to invite them to himself for an entertainment with due respect ..." (*Hashayev, 1965*). Continuation of this article tells that " ... solving the case without court was not accepted, as it was practiced for murder of independent person" (*Hashayev, 1965*). In general this article protected, first, all Beck's interests, but not relatives of the killed, as the payment should be given to Beck for his blood, and relatives of the dead were only supposed to be treated

without any repayment.

"For murder of honourable uzden from a mighty (tukhum) sort, committed by uhlan-biy (Beck estate), the guilty "was expelled" by relatives of the killed from the settlement under a name of the deadly enemy for 3 months. And if he would be killed within these 3 month, his blood is considered gratuitous". After this term the murderer-Beck on custom had to to meet relatives of the killed with mediation of Qadi and other honorable persons, "to reconcile with them, to visit family of the killed and to present them either kutan or pasture mountain or something else, then he should constantly give them help and protection" (*Hashayev, 1965*). In other words, the Beck-murderer could guarantee his safe life in three months, whereas murder of uzden by uzden attracted long negotiations, hostility, long term vendetta, etc.

For murder of "freed or uzden, belonging to an insignificant tukhum (sort)" guilty Beck was exposed only to exile from the settlement for 3 months as a blood feud. After that term he could return to the village, achieve peace with relatives of the killed, gifted them "a horse, weapon and money for dress of widow and children" (*Hashayev, 1965*).

If the representative of Beck estate was murdered by uzden, he, if managed to avoid murders, forever left the society as a blood feud. Only, if successors of the killed forgave the murderer, he could return to the village (*Hashayev, 1965*).

Though the main population of the Mekhtulin khanate consisted from uzdens, the special adats, protecting their interests in "the collection ..." were not recorded. It deals with becks and chankas and protection of their interests. Becks were responsible for crimes of the subject. One of the articles of the quoted "collection" says: "For free slave murder relatives of the landowner are obliged to pay a penalty fee to successors of the killed (i.e. blood cost). The landowner of the murderer leaves the settlement as a blood feud ...". "The peasant, the murderer" was not exposed "to any punishments neither from successors of the killed, nor from society. He quietly lives in the house of the landowner (Beck)" (*Hashayev, 1965*). "As the peasant makes property of the landowner, the last has to be responsible for all his illegal acts" (*Hashayev, 1965*).

Externally this article protected the peasant - subject Beck, even if he would commit murder. But the danger was that Beck could instigate subject to commit necessary murder, promising protection to the murderer with the consequences following from this, and then and to refuse it, etc.

"The collection of adats ..." protected interests of Beck estate. It is noticeable in other articles, too.

The provision of other estates of Mekhtulin society was reflected in the articles of "The collection". In particular, it is about slaves and chagaras.

About slaves (kulas) it told that "all collectings on contentious cases on crimes of kuls (slaves) fall on responsibility of their landowners" (i.e. Beck) (*Hashayev, 1965*). Further slaves (kuls) were not allowed in witnesses, as "male, full age, free origin..." persons could testify (*Hashayev, 1965*).

The article about measures of prevention female kidnapping by slaves (uvoz) is interesting. It says that "In case when the slave of one owner kidnapped the slave of another and none of owners do not agree to purchase or sale a slave, the owner of the taken-away slave is obliged to give to the owner of the taken-away slave 10 rubles, if she is the maiden, 5 rubles if she has been married" (*Hashayev, 1965*).

The position of slaves was deprived of civil rights that they even were not responsible for obvious crimes - their owners were responsible for their offenses.

The provision of chagars was also heavy. Owners could sell them as well as slaves (kuls). There was the special custom of their sale. It was called to "chagar-sat" and was connected with three indispensable conditions: 1) that a person who has bought peasant in case of desire to sell him/her let the former owner know about that; 2) he could not sell him/her to other society and 3) at the price "higher than he bought" (*Hashayev, 1965*).

At desire of the first seller to get the sold peasant back, he bought them at the price he sold earlier. The new owner had no right to raise the price (*Hashayev, 1965*). Probably, "chagar-sat" worked only in the Kumyk villages of the khanate as chagars lived there. In the Avarian villages of the khanate they were not recorded. The analysis of norms of a common law of Mekhtulins shows rather authoritative provision of Muslim clergy, who always was the center of the occurring events. It was not identical on the economic situation. Its wellbeing depended in many respects on the size of the settlement served by each of them, which inhabitants were obliged to pay a certain amount of grain, etc in a mosque or directly to qadi or mullahs.

More authoritative were qadis, who along with religious practices, executed judicial functions, relying on norms of Sharia. "The collection..." told that "analysis of affairs on Sharia is made by qadi, on adats - by the old men chosen from society" and "noone permitted personal satisfaction of the rights" (*Hashayev, 1965*).

Qadi played an important role in reconciliation of the being at enmity tukhum and blood feuds. Thus qadi admonished and explained importance of forgiveness of this act. At a consent of both parties, qadi or imam stood between reconciled, prayed - the first sura of the Koran, etc. After that, the entertainment in favor of victims was arranged and everything came to the end with a parting word of qadi, imam, etc. (*Hashayev, 1965*).

The qadi's words were considered as the authoritative. He could not be contradicted. For violation of deanery in a mosque or in other place during commission of a public prayer, the guilty at discretion of qadi was exposed to temporary arrest, penalty on his guards maintenance or he was punished corporally (*Hashayev, 1965*). For plunder from a mosque qadi could sentence the guilty to a penalty in 4 cows: two in favor of society, two in favor of local authorities (*Hashayev, 1965*).

People did not argue with mullahs, who were practically in all mosques, observed villagers to follow religious practices, execution of Mohammedan prayers, condition of cemeteries, etc. They disposed of wakf lands and property, quite often distributed the grain coming to a mosque to the poor people. In other words, the clergy played the important role in lives of rural societies. Therefore, it had a great influence on the village. Feudal estates and the peasantry also reckoned with it.

Nevertheless, the "national census of the Mekhtulin khanate" made most likely somewhere in the 50-60th years of the XIX century did not reflect depth of social gradation of society in the Mekhtulin villages. In any case, in the census, which captured residents of 11 Mekhtulin villages, the following categories of the population were recorded: Nizhny (Big) Dzhengutay had the khan Rashidkhan, one "worker" and 4 kazakh; Small Dzhengutay had 1 chanka, 1 qadi and 2 kuls (married); the village Durgeli had 2 chankas, 5 "workers"; Kaká-Shura had only 1 "worker"; the village Kuletsma had 4 "workers"; the village Oglou had 3 workers and 1 servant; Apshi had 2 workers (*Calculation on "National census of the Mekhtulin khanate"*). Probably, copyists did not pay attention on what they wrote down, they were interested in number of people.

The social inequality was the characteristic phenomenon for all feudal land of Dagestan, including Mekhtulin khanate. In life it was expressed in each above-standing layer of society tried to break through on higher step, but not to fall below. Especially it was shown at the conclusion of marriages. Khans tried to marry the successors on daughters of Avarian, Kazikumukh, Kaitag and Tarkov governors. Such marriages were considered as equal. Children from such marriages since the birth got the right of succession to the throne, that was very important in XVIII - the beginning of the XIX. The Beck estate also tried to marry daughters on Beck sons and the sons on daughters of parents equal with them on eminence.

Chanka-Becks also tried to have benefit marriages. From the birth they were deprived of the hereditary possessory rights if any of a dynasty of ruling Beck remained alive. Neither Beck, nor Chanka-Beck did not belong to labor estates. Chanka-Becki tried

to find a couple from Beck childbirth, at least from a sort of notable uzdens. Uzdens were all equal. Only in certain Kumyk villages ak-uzden ("white" uzden) and penalty-uzden ("black" uzden) were allocated. In the Avarian villages all uzden were considered equal.

In villages where Avars, Kumyks and other Dagestan people lived, marriages of interethnic character were frequent. Thus the tendency that families were equivalent by a social status: uzden tried to find couple among uzdens or other nationalities. The principle of preference of equal marriages worked.

In general, there were close comprehensive connections, there were no conflicts on an ethnic basis between the Avars and Kumyks making the main population of the Mekhtulin khanate during the studied period. There were no special misunderstanding with the representatives of other people (Laks, Dargins) of Dagestan living in the khanate. In any case, data about such conflicts did not remain neither in national memory, nor in sources.

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ABOUT FORMATION OF KNOWLEDGE AND REPRESENTATIONS OF THE ADVANCED PRESCHOOL AGE CHILDREN ABOUT THE NATIVE LAND ON THE EXAMPLE OF CHUKOTKA

Abstract

The paper deals with the experience of formation of knowledge and ideas of children of the advanced preschool age about the native land on the example of Chukotka: its nature, features of life, professions, cultures, stories. It promotes expansion of an outlook, development of cognitive interests of children and formation practical and intellectual abilities as bases of ecological education. Process of familiarizing preschool children with study of local lore is rather difficult, demands the thought-over selection of the content of knowledge, design of pedagogical process on the basis of the personal focused interaction, integration of means, methods and different types of children activity, especially in severe conditions of Chukotka.

Keywords

preschool education, study of local lore, Chukotka, native land,
knowledge and ideas of children about native land, ecological education

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Study of local lore is one of the most powerful tools of education preschool age children. It cultivates conscious love to the native land as part of the great Homeland, connects education with life, helps to form moral concepts and feelings on the basis of the edge. In all variety of its forms and methods it has huge educational impact on formation of the identity of the child of preschool age (*Volobuyeva, 2011*).

Use of local history material in ecological education of preschool children is a special condition for understanding originality of the native land.

Ecological education is process of formation of realized and correct attitude towards the nature, with which children have direct contact. Such relation includes intellectual, emotional and effective components. Their combination makes a moral position of the child, which is shown in different forms of his independent behavior (*Nikolaeva, 2004*). A theoretical basis of a technique of ecological education is basic provisions of the general and pre-school pedagogy about regularities and development tools of preschool children. The main objectives for the organization of ecological education would be defined (*Serebryakova, 2006*).

Study of local lore in preschool education is one of sources for enrichment children knowledge of the native land and formation of spiritual and moral qualities. It is important pedagogical mean, which promotes involvement of preschool children and parents in art creativity, expands possibilities of dissemination of knowledge about art of the native land, about features of its last and modern life, opens communications of the hometown with the Homeland (*Vlasova, 2005*).

The richest material is presented in works of progressive western and domestic researchers for creation work system on acquaintance of children with the native land and its nature. They indicated the need of acquaintance with the nature as soon as possible (J.A. Komensky, J.H. Pestalozzi, J.J. Russo, F. Froebel and others). The Russian educators paid huge attention to formation of love to the native land (V. F. Odoevsky, L.N. Tolstoy, K.D. Ushinsky, E.N. Vodovozova, E.I. Tikheeva, V. S. Sukhomlinsky, R. I. Zhukovskaya, N. F. Vinogradova and others) considering that the appeal to native heritage cultivates respect, pride to the earth.

Now works of S. N. Nikolaeva; N. A. Ryzhova; V. I. Ashikov, S. G. Ashikova; N. N. Veresova; N. N. Kondratyeva; S. Kozlova; T. Popova; O. A. Solomennikova; T.A. Serebryakova and many others have an important value for development of the theory and technique of ecological education of preschool children.

Familiarizing of children with fundamentals of local lore shows that this work is one of the most important parts of preschool education. Only having acquainted children with features of the native land, it is possible to awaken interest in the child's heart, it is possible to show life of the country, to cultivate love for the country and to the native land - Chukotka.

The northeast region of Russia as the object of educational work at preschool organizations has the features available for children of the advanced preschool age.

Chukotka is severe, distant lands. Only adults can form love to the edge, understanding its severe nature, respect and development of traditions of the nationalities living on this territory.

Chukotka has unique natural features, and ability to blossoming in severe polar conditions. For example, summer is very short and severe here, but in the conditions of permafrost there is a real miracle when the nature revive. There are polar lights. All this unique beauty conquers a person (*Guide Chukotka, 2003*).

The Chukotka Autonomous Area (CAA) is located in the extreme northeast of Russia. It occupies all Chukotka Peninsula, part of the continent and a number of islands. It is washed by East Siberian and Chukchi Seas of the Arctic Ocean and the Bering Sea of the Pacific Ocean. The main rivers are Anadyr and its inflows, Omolon, Velikaya, Amguema, Big and Small Anyui (*Guide Chukotka, 2003*).

The most part of the territory is located beyond the Arctic Circle. Therefore climate here is severe, subarctic, marine on the coasts, continental in internal areas. Duration of winter is 9 (10) months. The permafrost is widespread everywhere.

The district is in several natural zones. Here it is possible to allocate: Arctic zone, typical and southern hypoarctic tundra, forest-tundra and zone of larch taiga.

The seas are rich with bioresources, including sea animal (walrus, seal and whales). The polar bear and snow ram are included in the Red List of the Russian Federation, sea mammals dug, gorbach, fin whale, sei whale, gray and blue whales, small rorqual and 24 species of birds.

There is no region in the Arctic with such ethnic variety, as on Chukotka. From *North indigenous ethnic groups* are Chukchi, Koryaks, Itelmens, Yukaghirs, Eskimos, Evenks, Chuvans and others (*Fairy tales and myths ...*).

Since the most ancient times the various plant and animal life of Chukotka was a basis of existence of *indigenous people*. *Traditional branches* of managing are reindeer breeding, fishery, sea and fur crafts. Sea hunting has enormous value for the seaside Chukchi. The most valuable are the sea coasts and river valleys occupying insignificant part of the region.

Life in cold consists of severe everyday life. Hunters, nomads, anglers had to know the majority of crafts, to be peculiar encyclopaedists and handicraftsmen. Only they own equipment of life, without which it is impossible to survive in extremely cold conditions. Worldwide graceful and convenient fur clothes of peoples of the North are known. Easy

and elastic, they perfectly keep heat. Polar explorers and climbers adopted their traditional breed. Even names: "*kukhlyanka*", "*anorak*", "*park*" (a warm jacket), "*high fur boots*", "*comedians*", "*torbasa*" (warm boots) enter national languages from the speech of northern nationalities. The dwelling for the people of Chukotka were big hemispherical tent – a *yaranga*, and fur tent (*Fairy tales and myths ...*).

Art of the North peoples is closely connected with their traditional types of work and ancient legends. Works of the *Chukchi masters - bone carvers and engravers*, specialists in products from fur of deer, seal and walrus became famous far behind the borders of the district.

The most important direction of agriculture on Chukotka is reindeer breeding. Ceremonies and traditions of reindeer breeders are connected with deer. The deer gave to northern nationalities everything for life: from a thong to the dwelling. An integral part of dwelling in severe conditions remains *riding dog breeding and deer teams* (*Fairy tales and myths ...*).

Main types of transport for distant movement are sea and air. Roads are only at the cities and settlements adjoining to them. There are unpaved roads on Chukotka *winter roads*, on which the movement is possible only in the winter on the rolled snow by all-terrain vehicles, snowmobiles, trucks of the increased passability, etc (*Fairy tales and myths ... ; Nature and resources of Chukotka, 2003; Zheleznov-Chukotsky, et. al., 2003*).

In the territory of Chukotka Autonomous Area there are considerable reserves of minerals: oil, natural gas, coal, ore and placer gold, tin, tungsten, mercury, etc.

There is a unique lake Elgygytgyn, which study allow to understand what was a climate on the earth a millennium ago. A considerable source of the electric power in the region is the Bilibino NPP. Coal mining is carried out for own needs of the region. The small fish processing enterprises, the enterprises for production of construction materials work (*Nature and resources of Chukotka, 2003; Zheleznov-Chukotsky, et. al., 2003*).

Without approach of children to the nature and its wide use in educational work of the preschool organizations it is impossible to solve problems of versatile development of the identity of the child. The most difficult question for teachers still is a selection of the content of local history knowledge and representations, which children have to get. The material corresponding according to the contents will allow to create idea of the native land (*Volobuyeva, 2011*).

The ecologic-local history direction in the conditions of the northeast region of the country in system of preschool education is presented in A.N. Frolova's works (*Frolova, 2003; Frolova, 2003*); N. G. Volobuyeva (*Volobuyeva, 2012*); N. G. Volobuyeva with coauthors (*Volobuyeva, Tertitskaya, 2008; Volobuyeva, et. al., 1996; Volobuyeva, Kashko, 1993*); L.S. Davydova with coauthors (*Severyachok: regional program of education ..., 2009; (The anthology to the regional Severyachok program, 2003; Severyachok. Summer, 2009)* and others.

Process of familiarizing of preschool children with local lore is rather difficult, demands the thought-over selection of the content of knowledge, integration of means, methods and different types of activity of children, especially in severe conditions of Chukotka.

Use of local history aspect in ecological education is the important factor opening features of the nature, life, culture, history of local edge; promoting expansion of an outlook, development of cognitive interests of children; forming practical and intellectual abilities.

To help children of the advanced preschool age to get acquainted with the native land, nature, features of life, professions and sights of the city in the conditions of Chukotka is *the purpose of the work*.

Solution of theoretical tasks defined relevance of the put problem, object, subject, purpose, tasks and hypothesis of research. We decided to stop on theoretical aspects of

ecologic-local history education, state, essence and content of the ecological education of preschool children (EEPC) at the present stage and a place of study of local lore in system of preschool education and in comprehensive programs on the basis of the analysis of works of researchers. We viewed the formations of knowledge and ideas of children of the advanced preschool age of the native land covered psychology and pedagogical basics; conditions and means of the organization of ecologic-local history work in the preschool organizations, marked out characteristics of the native land - Chukotka.

Scientific-theoretical justification of a problem allowed to define the purposes and problems of pedagogical experiment and to lead it step by step at the kindergarten "Alyonushka" (Bilibino, Chukotka Autonomous Area). The foundation of works was laid in 2012/2013 academic year. Educational process at the preschool organization is carried out according to the program of development and education of children in kindergarten "Childhood" (Loginova, *et.al.*, 2004) and the regional program "Severyachok" (*Severyachok: regional program of education ...*, 2009).

Children of the advanced preschool age of experimental and control groups participated in experiment. The tutors were Zh.V. Morozova and L.I. Brinenko.

Selection of diagnostic techniques is made for identification knowledge and ideas of the native land and its features (Serebryakova, 2006). The questionnaire in 4 directions was made: "Plants", "Animal", "Professions", "Hometown and its sights" (10 questions each) taking into account program requirements and features of the native land and its nature.

The experiment had natural character that did not break the habitual course of activity of children and pedagogical process.

The analysis of results of research revealed rather low average level of knowledge and representations of children (in 4 directions) about the native land, its nature and features: 45% in experimental group and 46% in the control.

The data allowed to designate the purpose and problems of the forming experiment. To develop and experimentally check technology of ecologic-local history education of children of the senior preschool children (experimental group) on occupations and in everyday life with preparation of evident and didactic, illustrative and methodical material at their acquaintance with the native land on the example of Chukotka.

A difference in levels of formation of ecologic-local history knowledge at certain preschool children of experimental group and age features of children of the advanced preschool age were considered during the forming stage (tutor Zh. V. Morozova).

At the first stage of the forming experiment methodical literature was selected and studied. During preparation and development of a complex of actions we were guided by the Childhood programs "Childhood" (Loginova, *et.al.*, 2004); "Severyachok" (*Severyachok: regional program of education ...*, 2009); L.S. Davydova's works with coauthors: The anthology to the regional "Severyachok" program (*The anthology to the regional Severyachok program*, 2003); "Severyachok. Summer" (*Severyachok. Summer*, 2009), etc.; A.N. Frolova ((Frolova, 2003; Frolova, 2003); N. G. Volobuyeva (Volobuyeva, 2012); N. G. Volobuyeva with coauthors (Volobuyeva, Tertitskaya, 2008; Volobuyeva, *et. al.*, 1996; Volobuyeva, Kashko, 1993); Serebryakova T.A. (Serebryakova, 2006), etc.; Mazurenko T. M., Moskalyuk T.A. Paints of northern summer; Stories about plants (Mazurenko, Moskalyuk, 1997), including modern programs of ecological education and education of preschool children.

At the second stage the considerable attention was paid to purposeful selection of methodical and evident-illustrative material, according to scope of researches, including:

- *technical means*: slides about Chukotka, Bilibino; video movies: "Infinite Russia - Chukotka" (landscapes and architecture, curious facts and entertaining stories about Chukotka); "Five thousand years as one day" - the documentary about the northeast region

of the country; "Chukotka-Bilibino"; "Ensemble of a song and dance of peoples of the North "CHUKOTKA";

- *fiction of poets and writers of the North: V. Goldovskaya Branch of stlanik (Goldovskaya, 1976), O. Gussakovskaya Evening of the first snow (Gussakovskaya, 1969); A. Kymytval How to construct a yaranga (Kymytval, 1987), This holiday cheerful - Kilvey (Kymytval, 1980), K. Lyubitskaya Meeting. Stories and tales of northern animals (Lyubitskaya, 1978), S. M. Olefir We live in the north (Olefir, 2005), I. A. Panichev Taiga stories for small kolymys (Panichev, 1991), Yu.S. Rytkeu Silence as a gift: Stories (Rytkeu, 1986), How a polar circle was investigated (Rytkeu, 1978), etc.*

- small forms of folklore - proverbs and sayings of peoples of the North, etc.;
- photographic materials about flora and fauna of Chukotka;
- herbariums of plants of the native land;
- reproductions of artists of Chukotka: A. Yakovlev "Kakomey. From travel of the artist across Chukotka", N. Rudnitskaya "Legends on Chukotka", V. Linovitsky "On Chukotka", "The Chukchi motive", etc.;
- posters with the image of symbols of the Chukotka Autonomous Area (CAA), Bilibino;
- maps of the district, area, city;
- models of art of the North peoples from fur and bone; etc.

By drawing up a complex of actions, results on each task of the stating experiment were considered. The special attention was paid to development of that knowledge at acquaintance with the native land on the example of Chukotka, in which basis preschool children experienced difficulty.

Development of a complex of psychology and pedagogical materials on acquaintance of children with the native land includes the direct educational activity (DEA) in its various forms.

According to objectives and according to the developed plan the following events of DEA for pupils were held (we give the reduced option below) taking into account and the chosen directions and natural environment.

In June: "The lightest month of year" (Severyachok: regional program of education ..., 2009).

Purposes:

- to note that June has the longest days and short nights (white); - to notice the changes happening in lifeless and wildlife, including, small frosts; buds on trees appear and bushes, there are first flowers, insects, birds loudly sing; - to promote acquisition of tourist knowledge and abilities, development of endurance, self-organization, feeling of a collectivism; - to bring up the careful, emotional and positive attitude to the events in the nature; - to deepen naturalistic knowledge, to develop search and research activity in studying vegetable, fauna and soils (meadow, bogs, tundra and coniferous forests).

Supervision in the nature "Walk and observe".

Walk -campaign "To secrets of the nature".

Program contents: study of a structure of a tree (trunk, bark, krone, branches, leaf, root); - examine structure of a ground cover of a coniferous forest (friable, vegetable from gray and red till black color); - search of summer miracles in the wood: primroses; - birds (wagtail, warbler, porridge); collecting natural material, photography.

Target walk "Travel to Sopka".

Program contents: story of the tutor "What is Sopka?"; reading poems; search of conditions for life of birds and animals on hill and its slopes, existence of the different creeping low shrubs, mosses, lichens (in the tundra). Collecting natural material, photography.

Outdoor games: "Burbots", "Olyapkin catch", "Bear and humpback salmon", "Ankalyyk", "Lovishka Kymykay".

In July. "What in the nature occurs when the generous summer comes?" (Severyachok: regional program of education ..., 2009).

Purposes: - to develop ability to watch the natural phenomena in reality and to draw certain conclusions (in different weather, different time of day); - to provide conditions for manifestation of positive emotions, moral qualities of children in the course of communication with the nature; - to continue acquaintance to objects of inanimate nature, to develop interest in stones, ability to examine them, to call properties (firm, smooth, sharp, river, etc.); - to fix ideas of the northern rivers, features of coast and a slope of mountains;

Supervision in the nature "Walk and observe"

Walk - campaign "Ecological expedition to the river".

Program contents: supervision of life on a reservoir, round it and in it (sounds, smells of birds, animals, fishes, etc.), the maintenance of coastal breed (galechnik), features of coast, inundated vegetation of the rivers, etc., existence of life under stones, sand, crushed stone; searches of gifts of the river ashore; collecting natural material, photography.

Target walk "Travel to a forest glade"

Program contents: - the story of the tutor "How do we rest?"; - searches of signs of stay of people on vacation; - discussion of a problem: What is the communication between the person and the fire in the wood?; - collecting natural materials, photography, sketches;

Outdoor games: "Beating of deer", "Throw chaat", "Pulling of a rope", "Polar bears", "Seagulls and a storm".

In August. "End of summer at the world's end" (Severyachok: regional program of education ..., 2009).

Purposes: - to use natural environment for formation love and careful attitude to all live - to plants (chamomile, tansy, yarrow, ivan-tea), birds (woodpecker, wagtail, kedrovka, etc.); - to explain and pay attention of children to a level structure of forest communities and young subgrowth of tree species; - to consolidate knowledge of children of features of the last month of northern summer (yellow leaves on some trees and bushes, there are a lot of berries and mushrooms, there are first frosts at night); - to acquaint children with nature protection signs.

Supervision in the nature "Walk and observe"

Walk - campaign "only mountains could be better than mountains".

Program contents: - there is poor vegetation (thickets of undersized bushes, berry low shrubs) and the dense on northern hills, shchebnisty soil; - from above hills the city, people look differently; - supervision over life of animals and insects at the end of summer; - collecting natural material, sketch, photography;

Target walk "Travel by mushroom paths": examining, comparison and description of mushrooms;

Outdoor games: "Friends - foes", "Catching of deer", "A wolf and a deer", "Wild deer hunters", "Bear", "Fishing of fish".

In September. "Fall - such kind time".

Purposes: - to fix ecologically competent examples of behavior in the nature; - to develop sense of beauty, ability to appreciate beauty and richness of the native nature at children; to notice its figurativeness sung in literary works of authors of the northeast and a charm; - to learn to establish connection of fast withering of plants in the north with a condition of the autumn nature; - to cause desire to express the feelings and experiences in speech, graphic, game activity.

Directly educational activity for the direction "Fall - such kind time"

Walks and supervision on the territory of preschool educational organization.

Program contents: examining and comparison of deciduous and coniferous trees (form, color of leaves, krone, etc.);

Excursions to the forest-tundra

Program contents: specification of names of the plants going to winter evergreen (cowberry, a Labrador tea, a cedar stlanik, etc.);

Acquaintance with fiction: S. Olefir "Cowberry", "Autumn" (Olefir, 2005);

Didactic games: "A grass at the house"; Crossword puzzle of "Snow White"; "Finger-type travel on the autumn wood".

Conversation "And it is elegant in the autumn wood, and it is rich, and nevertheless it is a little sad ...";

Carrying out complex occupation on a subject: "Nature has miracles everywhere".

Directly educational activity for the direction "*Hometown and its sights*"

"My city" (travel according to photos and illustrations, presentation);

Acquaintance with fiction: S. Olefir "Cowberry", "Autumn" (Olefir, 2005);

acquaintance with fiction: O. Gussakovskaya "Yashka - "traitor"; "Sun's children" (Gussakovskaya, 1969); K. Lyubitskaya "Partridge" (Lyubitskaya, 1978);

didactic games: "The alphabet of behavior in the nature"; "Mothers and children";

the story about people, in honor of whom city streets are called (Kurchatov Street, Berzin, Mandrikov, Aleskerov);

conversation about the coat of arms of Chukotka, Bilibino. Listening of the anthem;

excursion to Yu. A. Bilibin's monument, to the composition from metal devoted to birthday of the city of Bilibino on the square in front of the movie theater building;

production of a panel from the natural material "Coat of Arms of Bilibino".

In October. "And tomorrow the winter will come":

Purposes: - to fix representation of children that in the nature everything is interdependent: fallen leaves covered roots of trees, filled up holes of rodents; insects were gone, the rivers froze, lakes - departed birds; snow cover was established, birds and animals changed the shape; - to teach children to define characteristic features, behavior, a habitat, a way of movement of some, the most typical, the wintering, migratory birds of Far North; - to fix interest in maintaining a calendar of the nature, weather calendar.

Directly educational activities for the direction

"And tomorrow to us the winter will come"

Comparison of weather in Moscow and Bilibino (TV, radio information);

Excursion to an observation deck on a hill "Orbit" - from it opens a beautiful view of the city;

Acquaintance with fiction: S. Olefir "To live and survive", "Olyapkina memory" (Olefir, 2005); I. Panichev "The northern sluggard" (Panichev, 1991); Yu. Rytkheu "Orbit" (Rytkheu, 1978);

Didactic games: "Who sleeps where?", "Good - bad".

Carrying out complex occupation on a subject: "*Birds to the South depart*".

*Directly educational activities for the direction "*Professions of Chukotka*":*

Examining photos, illustrations, instruments of labor of people of various professions.

Conversation with children about professions of their parents;

Acquaintance with fiction: P. Nefedov "Geologist", A. Dietrich "The fairy tale about a piece of coal", "In a fairyland" (Dietrich, Yurmin, 1995);

Didactic games: "Where? How? Why?", "We are geologists".

In November. "The art connected with life"

Purposes: - to continue acquaintance of children to art of the people of the Northeast, based on ancient traditions, updated modern life, having great art value; - to

form esthetic perception of works of art of masters of Chukotka; - to teach the corresponding equipment of an engraving (outline drawing, zigzag, stroke).

Directly educational activities for the direction "*The art connected with life*":

Examining and comparison of the illustrations to northern fairy tales executed in different equipment (graphics, engraving);

Excursion to the city museum (the story of the guide);

Acquaintance with fiction: Yu. Rytkeu "Fairy tale" (Rytkeu, 1978); Eskimo fairy tales "The Gone Song", "Person and Giant"; Chukchi fairy tale "Who Is More Cunning";

Didactic games: "Yes - no?", "About what tells a landscape?"

Carrying out complex occupation on a subject: "New life of ancient legends of Chukotka".

Directly educational activities for the direction "*Chukchi, Evens, Eskimos, Yakuts*":

Examining of clothes, household items of the people of Far North;

Excursion to the museum of local lore to an ethnographic exposition;

Acquaintance with fiction: V. Keulkut "It is lie" (*The anthology to the regional Severyachok program*, 2003); Yakut fairy tale "Taya Will Be Brought by the Sun" (obr. G. Snegireva); Chukchi fairy tale "How Did Different Peoples Appear" (revised by G. Snegireva), A. Kymytval "How to construct a yaranga" (Kymytval, 1987).

Graphic activity. Manual skills. Subject: "Beads (bracelet)".

In December. "Country of permafrost"

Purposes: - to specify idea of children of protective properties of constant snow (covers the earth and plants from hard frosts, snow cover is a moisture source for plants in the spring); - to learn to classify animals of Far North by various signs, to compare, find the general and distinctive (the adaptation to habitat, advantage to the nature and the person); - to consolidate concept about "deep winter": short day length, hard frosts, snowstorm to develop ability independently to argue, give the characteristic to rainfall, to establish logical connection.

Directly educational activities for the direction "*Country of permafrost*":

Supervision over the evergreen bush "stlanik" and soil;

Acquaintance with fiction: S. Olefir "December", "Rainbow" (Olefir, 2005); K. Lyubitskaya "Who lives in the tundra?" (Lyubitskaya, 1978); V. Goldovskaya "The ballad about stlanik" (Goldovskaya, 1976);

Didactic games: "Trees in the winter"; "Who are you?";

Molding. Subject: "The animal North";

Drawing. Subject: "A winter landscape".

Directly educational activities for the direction "*People of the North*":

Excursion in library.

Program contents: story of the library worker about famous people of the city Bilibino (Yu. A. Bilibin, G. S. Glazyrin);

Acquaintance with fiction: Yu. Rytkeu "Spring snowstorm" (Rytkeu, 1986); S. Olefir "In the country of the dancing graylings", "Malyshok" (Olefir, 1988);

Didactic games: "The flower birth", "How to construct a yaranga";

Carrying out complex occupation on a subject: "Her life - the poem and the song. A. Kymytval".

In work - use of small forms of folklore, fairy tales, stories of the North peoples, carrying out direct educational activities *for graphic activity, manual skills, modeling, etc.*

Efficiency of the work is confirmed with results of a control stage of experiment. The average level of the acquired knowledge and representations of children of experimental group considerably grew (by 40%) and reached on average (in 4 directions) 85% (at max.

100% and min. 35% values). Pupils began to be guided perfectly in questions, in which they experienced considerable difficulties earlier.

Thus, familiarizing of the senior preschool children with fundamentals of local lore shows that enrichments of their knowledge and representations at acquaintance with features of the native land most effectively passes at creation of conditions and purposeful pedagogical work with use of a complex of the prepared psychology and pedagogical actions for acquaintance with the native land Chukotka. It promotes increase of knowledge and ideas of the senior preschool children of features of the native land, its nature, life, sights, and formation of the positive and emotional relation to the small homeland as bases of ecological education.

Results of researches are approved and presented on a scientific-practical conference SVGU "Actual Environmental Problems at the Present Stage"; are heard and discussed at methodical association of teachers of preschool institutions of the Bilibino municipal area CAO in 2014.

Except the presented and carried out work on acquaintance of the senior preschool children with the native land and its features on the example of Chukotka, according to plans of work of the Kindergarten "Alenushka" in Bilibino, annually offers various thematic actions to carrying out.

For example: On June 20, 2014 pupils and teachers of the Kindergarten "Alenushka" held the event Hebdenek New year. Representatives of fauna of the tundra came to a holiday to children: Deer, Bear and Wolf. They together with children participated in games, competitions "Who Will Collect (Mushrooms, Berries) More", "What is the berry?", "Whose tail is quicker?", competing in speed and dexterity. Children read verses, guessed riddles about gifts of the tundra, its inhabitants. A.M. Kutynkeva was invited to a holiday - representative of association of indigenous ethnic groups of the North. She thanked pupils and organizers for interesting and fascinating action and handed to participants of a holiday mementoes.

In 2015 thematic actions in the nomination "Days of Ecology" were continued: *in February* teachers gave a priority to formation ideas about objects of world around, the planet Earth, features of its nature and nature of the native severe land Chukotka of love and careful attitude to it, to the health, development of inquisitiveness and informative motivation.

In May "Days of ecology" were held in "A winter garden", where children can communicate with the nature though snow still lies behind windows. In the course of joint activity teachers consolidate knowledge of children of ways of care of houseplants, necessary conditions for their growth, ways of reproduction, acquaint with the changes happening in the nature at different times of year. Watching small fishes in an aquarium, children learn to compare different types of fishes - on features of a structure and behavior, consolidate knowledge of ways of care of small fishes, conditions of their contents. Communication with the nature, careful attitude to it.

On April 8, 2015 the Kindergarten staff joined congratulations of Bilibino residents to geologists; together with children they made flower composition and assigned it to Yu.A. Bilibin's monument;

On April 15, 2015 within celebration of the World day of birds, children prepared feeding troughs and hanged out them on a site of kindergarten.

The materials of the research are applied in work of Kindergarten "Alyonushka" (Bilibino Chukotka Autonomous Area) in the course of ecological and local history education of children.

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