

ISSN 2311-8806

Modern European Researches

Issue 3
2016



Salzburg, Austria

Modern European Researches Journal is the peer review journal, which reflects the most outgoing scientific investigations in such fields of knowledge, as pedagogy, education and training, comprehensive study of human, psychology, social problems of medicine and ecology; philosophy, sociology, political science, jurisprudence, economics; language and literature study, study of art, study of culture.

EDITORIAL BOARD

Olga Bermant-Polyakova, PhD, Israel
Tatyana Fedotova, PhD, Professor, Ukraine
Alla Gabidullina, PhD, Professor, Ukraine
Pavel Gorev, PhD, Associate Professor, Russia
Mariya Greb, PhD, Associate Professor, Ukraine
Inna Kalita, PhD, Czech Republic
Natalya Korableva, PhD, Associate Professor, Ukraine
Nikolay Kotryahov, PhD, Professor, Russia
Kanat Lakbaev, PhD, Associate Professor, Kazakhstan
Galina Nekrasova, PhD, Professor, Russia
Aleksander Nosov, PhD, Professor, Russia
Gennadiy Senkevich, PhD, Associate Professor, Ukraine
Samvel Sukiasyan, PhD, Professor, Armenia
Eugene Vechtomov, PhD, Professor, Russia
Elena Visotskaya, PhD, Professor, Ukraine

EDITORIAL ADDRESS

SEEBURGSTRASSE 7,
5201 SEEKIRCHEN AM WALLERSEE,
SALZBURG, AUSTRIA
PUBLISHER@DOAJ.NET

ISSN2311-8806

Authors are responsible for accuracy of the information, contained in the articles.

Editorial opinion can differ from opinion of authors.

If reprinted, the reference to the journal is required.

© All Rights Reserved

Printed in Austria, 2016



CONTENTS**METHODOLOGICAL BASES OF INCLUSIVE EDUCATION
AS A SOCIO-PEDAGOGICAL PHENOMENON**

Lidiya Antonova

7-11

TIME AND PEOPLE: PHILOSOPHICAL ASPECT OF A CHIEF'S IDENTITY OF THE HEAD

Ekaterina Antoshkina

12-15

FEATURES OF HIGHER EDUCATION IN THE USSR

Anastasia Araslanova

15-22

PORTFOLIO OF A STUDENT OF HIGHER EDUCATIONAL INSTITUTION

Vera Araslanova

22-26

ARE ORGANIZATIONS RATIONAL?

Demokrit Aslanidi, Eduard Petrosyan, Inna Ivanova

26-30

**THE MEDICO-SOCIAL CHARACTERISTIC OF GIRLS WITH VARIOUS CLINICAL FORMS
OF PREMENSTRUAL SYNDROME**

Svetlana Belik, Zita Avetisyan, Igor Podgorny, Tatyana Zhukova, Yuliya Mozhinskaya

31-35

**THE MAIN ASPECTS OF INTERACTION GOVERNMENT AND BUSINESS
IN SHAPING THE SOCIO-ECONOMIC SPACE OF A REGION**

Larisa Belousova, Inna Babenko

35-39

**ON THE QUESTION TO OVERCOME MENTAL AND SOCIAL DEPRIVATION
OF PRESCHOOL AGED CHILDREN WITH DISABILITIES
IN THE INCLUSIVE EDUCATION OF EDUCATIONAL INSTITUTIONS**

Irina Berdysheva

40-43

**FEATURES OF MAGISTRACY PROGRAM
"PSYCHOLOGY OF EDUCATIONAL ENVIRONMENT MANAGEMENT"
IN THE CONDITIONS OF HIGHER EDUCATIONAL INSTITUTIONS NETWORK INTERACTION**

Valentina Dolgova

44-49

**DUAL INTERACTION OF SOCIAL PARTNERS
IN CREATIVE TRAINING OF THE MODERN WORKER**

Eduard Gayneev

50-54

TOPICAL ISSUES OF PROOF IN CRIMINAL LEGAL PROCEEDINGS

Vadim Gerasenkov

54-58

**TECHNOLOGICAL FEATURES OF GARDENING AND THEIR INFLUENCE
ON THE ORGANIZATION OF MANAGEMENT ACCOUNTING**

Victor Govdya, Yulia Bunina, Konstantin Velichko

58-64

**CULTURAL MEMORY AND PERSONALITY OF THE ARTIST
IN THE DEVELOPMENT OF CONTEMPORARY ART
OF AUTONOMOUS REGION OF INNER MONGOLIA OF CHINESE PEOPLE'S REPUBLIC:
ANALYSIS OF CONTEMPORARY CHINESE ARTIST LU JINYAN'S WORKS**

Feng Zong ren

64-69

MANAGING COMPETITIVENESS IN XXI CENTURY: EFFECTIVE BUSINESS INSTRUMENTS

Inna Ivanova, Olga Lyakh, Angelina Kosova

70-75

HUMAN ACTIVITY AND ITS STRUCTURE

Nikita Karavaev

76-78

METHODS TO IMPROVE THE INPUT IMAGES IN FINGERPRINTING

Natalia Kozan, Yulia Kotsyubynska

79-83

COMPETENCE-ORIENTED ASSIGNMENTS**IN THE TEACHING CONTENT OF ENGLISH LESSONS AT THE UNIVERSITY**

Ludmila Maslova

83-88

MANAGERIAL LEADER: PERSONAL QUALITIES AND EFFICIENCY

Darya Muntyanu, Anastasia Myzenko

88-90

PLANNING PARAMETERS OF REGIONAL LOGISTICS INFRASTRUCTURE

Alexander Nosov

91-96

**DRAWING METHOD "FROM A SPOT" IN PEDAGOGICAL ACTIVITY
AS A MEAN FOR SPECIAL PREPARATION ON DRAWING AND PAINTING**

Natalya Ofitserova

96-100

**THE ORGANIZATION OF STUDENTS INDEPENDENT WORK
TO STUDY THE TOPIC "HOLOCAUST" IN THE RUSSIAN EDUCATIONAL ORGANIZATIONS**

Yulia Pershina

100-103

**RELEVANT ASPECTS OF COST MANAGEMENT IN INDUSTRIAL ENTERPRISES
IN MODERN CONDITIONS OF MARKET ECONOMY**

Evgeniya Samohvalova, Ellina Melkumova, Inna Ivanova

103-107

**ABOUT USING MODERN TECHNOLOGIES AIDED MONITORING OF GLYCEMIC CONTROL
IN THE TYPE I DIABETES IN UKRAINE**

Ivan Smirnov, Elena Visotskaya, Irina Novikova, Andrei Porvan, Yevgeniy Masalitin
108-112

THE STAGES OF DEVELOPMENT OF THE INSURANCE POSTER IN RUSSIA

Oksana Suslyakova
113-117

**THE RUSSIAN SYSTEM OF PUBLIC ADMINISTRATION BY COMPENSATION
OF THE DAMAGE, CAUSED TO WATER BIORESOURCES ARCTIC ZONE**

Alexey Tortsev, Igor Studenov
118-125

**MOTIVATIONAL BASES OF PROJECT ACTIVITY
IN THE PROCESS OF LEARNING FOREIGN LANGUAGES**

Lidiya Tseeva, Bella Panesh, Rimma Simbuletova
125-130

**LEADERSHIP AS A KEY CONDITION
FOR THE EFFECTIVENESS OF ENTERPRISE MANAGEMENT**

Irina Vezigina, Ekaterina Padieva, Inna Ivanova
130-134

**THE GENERATOR OF CONTROL (CALCULATION-GRAPHIC) MATHEMATICAL WORKS
OF FIRST-YEAR UNIVERSITY STUDENTS**

Sergey Yudin
135-139

A KEY CONCEPT OF ENCULTURATION PROCESS FOR “GENERATION Y” IN CYBERSPACE

Svetlana Zubareva
140-143

METHODOLOGICAL BASES OF INCLUSIVE EDUCATION AS A SOCIO-PEDAGOGICAL PHENOMENON

Abstract

In this article the nature of the notion “inclusive education” on the basis of studying different authors’ points of view is disclosed, the valuable significance of the co-education of children with normal and impaired development is defined and the different approaches to the interpretation of the notion “inclusive education” are highlighted.

Keywords

inclusive education, people with disabilities, integration, human rights, methodological approaches, conceptual framework

AUTHOR

Lidiya Antonova

Master student

Cherepovets State University

Cherepovets, Russia

antonova2005@bk.ru

In this article we aim to disclose the nature of the notion “inclusive education” on the basis of studying different authors’ points of view, to define the valuable significance of the co-education of children with normal and impaired development and to highlight the different approaches to the interpretation of the notion “inclusive education”.

Nowadays the problem of accessibility of education for a number of social groups that have unfavorable “starting” conditions is much discussed. Children with disabilities and children with special needs are primarily included into these groups.

Such domestic and foreign researchers as O.I. Akimova, R.P. Dimenshtein, E.A. Ekzhanova, R.N. Zhavaronkov, A.I. Zhivitskaya, E.N. Kutepov, I.V. Larikova, I.I. Loshakova, W. Barsch, S. Carrington, J. Corbett, G. Itterstad, A. Moran, R. Robinson and others note the existence of the problem of social exclusion and separation of children with disabilities.

For example, D.V. Zaitsev states that the tradition of children’s segregation based on psycho-physical development level is a powerful factor in the further deepening of differentiation and inequality. This tradition contradicts to the values of a civilized society and violates human rights (*Zaytsev, 2004*). The author notes that any rigid educational system “pushes” some children because of the unpreparedness to meet their individual needs. In this case, the processes of exclusion and segregation (separation) are progressing.

E.I. Holostova and N.D. Dementieva point that “... every person has a certain deviation from the average norm in the theoretic-methodological sense, and it is the fact that makes any person have a unique personality... Each individual has certain special needs to which society must adapt its external environment ... Our social life is organized in the way of an ongoing process of compromises in the organization of functioning between a personality and the society, an individual, a group and the society. It means that respect for the individual rights provides the recognition of the rights of communities at the same time” (*Kholostova, Dementieva, 2008*).

The programs for the social integration of children with disabilities, their equal access to educational services in kindergartens and secondary schools on a par with their peers are currently defined by law.

N.N. Malofeev emphasizes the need to introduce children with developmental disabilities into our community which, according to scientists, is the main objective and natural stage throughout the whole system of special (correctional) help (*Malofeyev, 2000*). He explains that such approach to unusual children education is necessary and is dictated by the social order, as our society and the state have reached a certain level of economic, cultural and legal development. According to the author, “this stage is associated with the re-interpretation of their attitude to persons with disabilities by the society and the state, not only with the recognition of their rights equality, but also the awareness of society of its responsibility to ensure these people equal opportunities in different areas of life, including education” [ibid, p.67].

We believe that inclusive education must be considered from the standpoint of modern methodology because inclusive education in general and the term “inclusion” itself have appeared in the world and domestic professional community relatively recently.

The inclusive educational processes are considered by Russian researchers in theoretical way either as a simple transferring of the most successfully proved foreign models of inclusive education or as interpretation of inclusion from the points of view of Soviet psychology and defectology methodology. Consequently, it is quite difficult to detach clear theoretical and methodological guidelines.

Here we present the existing approaches to the theoretical and methodological research and development of inclusive education in Russian and foreign literature.

Considering inclusive processes in terms of the methodology, foreign scientists rely on the following approaches:

1. socio-pedagogical approach;
2. personalistics approach:
 - a. based on humanistic psychology and
 - b. social theory of autopoiesis;
3. interactive approach (represented by the ideas of existentialism, pragmatism, postmodernism, phenomenology);
4. humane and cultural approach.

Russian scientists consider inclusive education conceptual framework from the following methodological position:

1. polifundamental approach;
2. cultural approach;
3. synergetic approach.

Thus, foreign scientists interpreting inclusive processes rely on the multifunctional nature of the study. Socio-pedagogical approach (K. Mollenhauer, T. Thomas, E. Hoffmann et al.) is a comprehension of child’s nature, of his/her sensual life experience through socially determined spatio-temporal language environment which, according to the authors, is the inclusive educational environment that is the most ideal one for the development of a child with disability (*Nazarova, 2011*).

Some foreign theorists of educational integration stand by personalistics approach that combines several directions. One of them is the direction of humanistic psychology (G. Allport, G. Murray, Murphy, C. Rogers, A. Maslow and others). The second is the direction of the social theory of autopoiesis (U. Maturana, F. Varela), the essence of which is the need to provide each child with an individual educational route focused on an active communicative interaction with the social environment and providing opportunities of pragmatist-communicative check of the acquired knowledge and skills adequacy [ibid].

N.M. Nazarova believes that it is an interactive approach based on philosophical ideas of existentialism, pragmatism, postmodernism, phenomenology that is a theoretical and methodological basis of inclusive education in foreign pedagogics [ibid].

In domestic research of the inclusion the author offers to use polyfundamental approach that "...in the present conditions would allow to understand the specifics of inclusive education as the complete system and from different methodological positions and, perhaps, to find a way to solve the problems that hinder and distort the process of implementation of inclusive education in Russia" [ibid, p.7].

However, the interpretation and understanding of the nature and development of inclusive education by Russian scientists are different. For example, Russian scientists, N.T. Popov, A.V. Suvorov, A.Y. Shemanov et al., along with some foreign researchers, Sh. Benjamin, J. Collins, J. Corbet, K. Hall, M. Nind, adheres to the cultural approach (*Shemanov, 2012; Suvorov, 2011; Shemanov, Popova, 2011; Corbet, 1999; Neuville, 2013*). Thus, A.V. Suvorov notices that any education including education of children with disabilities should be included first of into the culture (*Suvorov, 2011*). "And for the successful solution of this problem the best condition is when the teacher and the pupil are together ... as for ... the culture in the educational process is not absorbed and is not assigned, but re-created. As a result of the educational process, ideally in the form of a continuing self-education for life, each person establishes his or her own individual variant of culture, and thus every person is not an object of assimilation / appropriation, that is not "pushing" a person into the culture, but any man is a co-author of humanity" [ibid, p.29].

The need to take into account the "specific cultural needs" of children with disabilities in the process of education is also emphasized in the writings of A.Y. Shemanov and N.T. Popova. The authors note that "... emphasis on human abilities (sometimes unique) rather than on its defect" should be done in relation to people with disabilities (*Shemanov, Popova, 2011*).

In foreign studies, the question about the complexities of the education of children with disabilities in secondary schools in the absence of an inclusive culture is raised (*Broderick, Mehta-Parekh, D. Kim Reid*).

In our opinion, this understanding of inclusive education is based on the humanitarian-cultural approach where education is seen through the concept of culture, and the basic components of the environment of cultural conformity are filled with human sense.

I.E. Averin, T.P. Dmitrieva, N.Y. Semago, M.M. Semago, M.L. Semenovich adhere to synergetic approach in understanding the essence of inclusive education (*Semago, 2011; Semago, 2010*). These authors point out the need to introduce into the conceptual framework of inclusion system analysis the following categories: triad, synchronicity (sintonia) of structural changes, fractality (self-similarity) of prototype systems. They believe that in the methodology of inclusive education modeling it is possible to use effectively such synergistic concepts as "control parameters", "order parameters", "bifurcation point", etc." (*Semago, 2011*).

Thus, the correlation of theoretical and methodological bases of Russian national inclusion with the global educational integration is the first step to the inclusive education understanding in Russia, the transition to systemic changes at the institutional level. However, the changes in the professional mindset of people are the most difficult points in these changes.

Analyzing the interpretation of the notion "inclusive education" that exist in the scientific literature, we note that not all scientists understand the essence of this notion in the same way. Consideration of the various definitions of inclusive education allows to identify the main directions of domestic and foreign researchers:

- inclusive (“including”) education is a social and pedagogical phenomenon, focused on the education system changing in general and the formation of an inclusive society (M.M. Gordon, L.N. Davydov, E.V. Danilova, V.K. Zaretsky, E.V. Kovalev, M.A. Kolokoltseva, V.I. Lopatina, M.M. Semago N.Y. Semago, M.S. Staroverova, D.E. Sheveleva et al.) and

- integrated (inclusive) education is a natural process of development of the special education system and its convergence with general education, (L.S. Volkova, A.A. Dmitriev, E.A. Ekzhanova, D.V. Zaitsev, N.N. Malofeev, N.M. Nazarova, M.I. Nikitina, B.P. Puzanov, L.P. Ufimtseva, N.D. Shmatko, etc.).

The fundamental characteristics of inclusive education as a social and pedagogical phenomenon on the basis of scientific literature analysis devoted to this subject are the following:

- inclusive education is a historical process of transition from exclusion, segregation (separation) and integration (connection) to the inclusion which lead to the development of an inclusive society;

- inclusive education is a social phenomenon that includes the following components: philosophical foundations, values and principles of inclusion, success indicators (foreign researchers interpret them as a “skeleton” of inclusion that is a solid foundation), the implementation in local conditions and cultural environment (in foreign sources they are denoted as the “flesh” of inclusion), the constant participation and critical assessment of who, how, when and what and where should be involved (foreign interpretation - the “blood” of inclusion) (*Prochukhayeva, 2009; Ratner, Yusupov, 2006; Shved, 2007*);

- inclusion is an adjustment to the needs of the child with disabilities taking into account the individual characteristics of each child;

- inclusion is the procuring of the development of all inclusive educational process stakeholders (both children with disabilities and their normally developing peers);

- inclusion is an ideology that excludes any discrimination against children, thereby ensuring equal treatment of all people, but creating special conditions for their specific needs (*Gyunval, 2006*).

The presented analysis of the concept “inclusive education” and its main characteristics, such as socio-pedagogical phenomenon leads us to the following conclusions:

1. Methodological justification for inclusive education is not defined clearly in the pedagogical science. Each of the existing methodological approaches allows to consider inclusive education as a systemic and developing phenomenon.

2. Inclusive education is considered in two ways: as a pedagogical phenomenon, and as a social one.

- a. From a pedagogical point of view, inclusive education implies such organization of the educational process, in which all children regardless of their mental, physical and other features of the development are included in the mainstream education system that is they are taught together with healthy peers. In this case, accounting special educational needs of children with disabilities and providing specific pedagogical support and correctional assistance are the obligatory conditions.

- b. From the social policy point of view, inclusive education requires the formation of the special culture of society's attitude towards people with disabilities, creating conditions for socialization and maximum self-realization of persons with disabilities.

3. All researchers note the need to train competent teachers who are able to solve professional tasks in the field of teaching and provision of correctional help to children with disabilities having valuable attitude towards inclusion and able to reflectively assess teaching activities taking into account the negative and the positive experience of inclusive practice.

REFERENCES

1. Broderick, A., Mehta-Parekh, H. & D. Kim Reid "Differentiating Instruction for Disabled Students in Inclusive Classrooms". *Theory Into Practice*, 44:3, 194-202. Available at: http://dx.doi.org/10.1207/s15430421tip4403_3 (date of the address: 10.02.2016).
2. Corbet, J. (1999) "Inclusive education and school culture". *International Journal of Inclusive Education*. 1999. Vol. 3, No. 1. P. 53-61. Available at: <http://www.tandfonline.com/doi/abs/10.1080/136031199285183> (date of the address: 17.08.2015).
3. Gyunval, P.Ch. (2006) "From 'School for many' to 'School for all'". *Defectology*. No. 2. Pp. 73-79.
4. Kholostova, E.I. & Dementieva, N.F. (2008) *Social rehabilitation*. 6th prod. - Moscow: Dashkov and K, 860 p.
5. Malofeyev, N.N. (2000) "The integrated training in Russia: tasks, problems and prospects". *Special child: researches and experience of the help*. Moscow, 2000. Issue 3: Problems of integration and socialization. Pp. 65-73.
6. Nazarova, N.M. (2011) "To a problem of development of theoretical and methodological bases of educational integration". *Psychological science and education*. No. 3. Pp. 5-11.
7. Neuville, Th.J. (2013) "40 yeas towards school inclusion in the US: lessons learned and the promise of the future". Collected papers of II International scientific-practical conference. Moscow. Buki Vedi. Pp. 673-679.
8. Prochukhayeva, M. (Comp.) (2009) "Inclusive kindergarten". *The collection of articles*. Moscow. 228 p.
9. Ratner, F.L. & Yusupov, A.Yu. (2006) *The integrated training of children with limited opportunities in the company of healthy children*. Moscow. VLADOS. 175 p.
10. Semago, N.Ya. (2010) "Inclusive education as new educational philosophy and practice". *Autism and violations of development*. No. 4. Pp. 1-9.
11. Semago N.Ya., et. al. (2011) "Inclusive education as the first stage of a way to the including society". *Psychological science and education*. No. 1. Pp. 51-58.
12. Shemanov, A.Yu. & Popova, N.T. (2011) "Inclusive education in cultural prospect". *Psychological science and education*. No. 1. Pp. 74-82.
13. Shemanov, A.Yu. (Ed.) (2012) *Inclusion of children with limited opportunities of health in programs of additional education: methodical recommendations*. Moscow. Moscow the Center of formation No. 491 of "Maryino", Institute of problems of the integrated (inclusive) formation of MGPPU, 210 p.
14. Shved, M.V. (Comp.) (2007) *The integrated training of children with features of psychophysical development: an anthology*. Vitebsk: Publishing house of UO "VGU of P. M. Masherov", 157 p.
15. Suvorov, A.V. (2011) "Inclusive education and personal inklyuziya". *Psychological science and education*. No. 3. Pp. 27-31.
16. Zaytsev, D.V. (2004) "The integrated education of children with limited opportunities". *Sociological researches*. No. 7. Pp. 127-131.

TIME AND PEOPLE: PHILOSOPHICAL ASPECT OF A CHIEF'S IDENTITY OF THE HEAD

Abstract

Each person carries out the mission, realizes unique sense of the life, being guided by various values of our time. It helps him to think about life sense that in itself is normal manifestation of personal growth, reflecting the communication of a person and time.

Keywords

time, person, management, personality, head, civilization, systemacity, degree of structure

AUTHOR

Ekaterina Antoshkina

PhD, Associate Professor

The Humanities Department

Bryansk Institute of Management and Business

Bryansk, Russia

realkat@rambler.ru

One of leading experts helping us to understand the changes happening at a boundary of XIX and XX centuries is the American engineer Frederik V. Taylor (1856-1915). He was not the first, who suggested to analyse labor time, but he developed the method, which hugely impacted the industrial world. Taylor considered that always or nearly always it is possible to increase production efficiency, if to consider time spent for work performance by each certain worker and then to reduce "dead time" (i.e. not only breaks and pauses, but also unnecessary gestures). His method apprehended with admiration and hatred, known as a teylorizm, allowed to divide process of production into a large number of separate elements. Thus, he laid the foundation of consecutive line production, at which each certain worker makes limited quantity of mechanical, repeating movements. Teylorizm is an answer of industrial civilization to the system of measures: it standardizes, splits up process of production and relieves of need of its judgment and subjectivity.

Precipitancy and anonymity inherent to production and communications in the second half of the XIX century were perceived as something new. But all were delighted with it. Knut Hamsun, who in the 1880th years lived and worked in the USA, first was pleasantly struck with high technical progress of the country. So, he sent home the lyrical description of the huge Brooklyn Bridge and the amusing story about the elevator (which it describes as "the mechanism similar to a well crane"). But when in 1889 Hamsun wrote the essay about spiritual life of modern America, his perception changed. Now he laughed at noncritical admiration, which Americans showed to everything new, at their neglect traditions and optimistic aspiration to keep up to date. "And Americans are sure that all this indefatigability, energy and unceasing messing around is a line, which Freedom introduced in the American national character".

Hamsun described the North America habitants as the people burdened by affairs. This expression, which is still occurring in Scandinavia thanks to Ludwig Holberg's play about the person, who was so occupied that he had never finished anything up to the end, can be the characteristic of our time. Without having time for pauses and stops, a person loses necessary dispassionateness from the actions and general idea about a situation in general. He sinks in details and loses prospect (*Eriksen, 2003*).

Industrial revolution and new requirements of commodity production efficiency promoted by development of information technologies were the acceleration reasons in the XIX century. In the XXI century information technologies became the catalyst, supplier of goods and driving force of economy. Something that exhausts the modern person in a strong vice of time is the well forgotten old - Hamsun and other authors witty noticed more than 100 years ago. But also there is the qualitatively new. Speed is very modern, but the present exists for some centuries. The principles formulated in this chapter and further in all book are quite general and matter only in the context of a modern civilization. Examples say that the main aspect of this phase of the present - the period after the cold war - is information, unique in itself.

When in the early nineties, work at home was entered, employers were anxious that they can lose control over employees, i.e. what they would do "working at home". (roll on a sofa, watch soap operas or drink beer on a terrace) In the second half of the 1990th, it became clear that it is necessary to worry in other occasion. The new flexible hours of work lead to that distinction between work and free time is gradually erased. As one of speed laws says that fast time meeting with slow one always wins. It is not necessary to have the developed imagination to understand: at collision of work and free time in the same place, work would win. Thus, the person can remain at work constantly, if he wants or if it is necessary. More and more people are never absolutely free. Even during illness they have to respond e-mails at least (*Eriksen, 2003*).

The central problem of the management in many branches is to hold the personnel. There will be many alternative places for good workers in the new changing economy. Indefatigability is the Siamese twin of flexibility.

At last, many enterprises erase the side between short-term and long-term planning. All planning becomes short-term because nobody knows how the world (market, clients, students, target groups) would look in five years (*Yakovlev, 1980*).

Professionally prepared heads (managers) differ from each other on management efficiency. Poll of outstanding managers of Europe, the USA and Japan showed that they allocate the following factors providing success in administrative activity:

- 1) desire and interest of a person to be engaged in manager activity;
- 2) ability to work with people (communicate, interact, convince, influence);
- 3) flexibility, non-standard, originality of thinking;
- 4) optimum combination of risk and responsible features in character;
- 5) ability to expect future succession of events, consequences of decisions, intuition;
- 6) high professional competence and special administrative preparation.

The first five of six major factors are closely connected with psychological qualities of personality.

The qualities contraindicated to the manager, are hypersensibility, high unbalance, uneasiness.

The reasonable personal purposes and accurate personal values of the manager can be allocated as the extremely important for success in business career and private life. In the book "The Person in Search of Sense", V. Frankl allocated three groups of positive meanings of values:

- 1) creativity values;
- 2) experience values;
- 3) relation values.

1) Values of creativity are realized through person's work. He expresses the abilities and specific features, brings a certain personal sense in the work. The understanding of work sense makes the person creative and more productive.

2) Values of experience are shown in sensitivity of the person to various phenomena of world around - people, the nature (plants, animal). Psychologists understand empathy as emotional responsiveness, sensitivity, attention to other people, their problems, ups

and downs; aspiration to give help and support. Development of empathy means development of humanistic values of the personality, personal growth. Full self-realization of the personality is impossible without it. The empathy connects the person to the world of people and helps him not to feel lonely.

3) Values of relation are connected with reaction of the person to restriction of his opportunities, when he appears in the power of circumstances, which cannot change. A measure of solvency of the person is how treats the destiny, burdens of life, failures, mistakes, what position in relation to them is taken. V. Frankl notes that thanks to existence of the valuable relations, human existence cannot be senseless. The critical judgment of own mistakes without severe criticism is strong psychological incentive of finding self-confidence. Everyone has the right for a mistake ("making mistakes we study"), but consequences of mistakes have to be analysed as valuable experience of the past, a lesson, which was presented by life. Excessively critical attitude towards itself disturbs creativity, self-expression and generates fear of failure in the future (*Mescheryakov, Zinchenko, 2012*).

Each person carries out the mission, realizes unique sense of life, being guided by various values. It helps him to think of sense in life that is normal manifestation of personal growth.

It is possible to judge the head's efficiency by certain criteria. The main criterion is the end result of work of the whole collective, which connected effort of both the head, and performers. From the economic point of view, such criterion is profit of the enterprise (organization). However the profit is not the only criterion to assess head's efficiency. Along with it, there are other criteria, which can be divided on psychological and non-psychological and have close interrelation.

Psychological criteria of managerial effectiveness are the following:

- psychological climate of collective;
- satisfaction with membership in collective;
- motivation of collective members;
- self-assessment of collective;
- authority of the head.

Non-psychological criteria of managerial effectiveness are the following:

- productivity, quality of production;
- profitability;
- innovations;
- decrease in costs;
- profitability;
- reduction of turnover of staff.

To induce people to work well, honestly, vigorously for the organization, the head has to:

- 1) reduce the level of dissatisfaction of subordinates, using motivation regulators;
- 2) to increase satisfaction level, having strengthened the main motivators, stimulating subordinates energy.

Head's personal characteristics are connected with his mind, subjective qualities, given, acquired and developed abilities.

Since past, it is belived that head is much smarter than his subordinates and his efficiency depends on his intellect. However, the researches, conducted by american industrial psychologist E. Ghiselli in 60es, impugned this idea. He concluded that managemental efficiency and intellect has no direct connction. The most outgoing results in managemant has the people with medium intellectual abilities (*Barabanszikova, 2014*).

The famous prove of this conclusion is the research results of Japaneese firms of T.Kono. The researches showed that the best students, getting a job in Japaneese corporations, don't become top-managers there. Kono explains it by the fact that such

students don't have abilities to get on well with people, initiate and hold collective actions. Such abilities are the main for carrer in Japan.

REFERENCES

1. Barabanszikova V.V. (2014) *Modality of figurative sphere as the factor of optimization of the functional state of the professionals in the process of psychological self-control*. PhD thesis. Moscow. 160 p.
2. Bulatova T.A., Chernykh E.I. (2010) "Social anxiety in the context of psychological protection". *Bulletin of Tomsk State Pedagogical University*. No. 2. Pp. 107-112.
3. Eriksen Ch.D. (2003) *Tyranny of the moment. Time in the information age*. Moscow. "All The World" Publishing House. 208 p.
4. Hasanov I.A. (2001) *Time: nature, uniformity measurement*. Moscow. Progress-Tradition, 304 p.
5. Ivanova T.G. (2010) "Interhemispheric interconnection and anxiety of teenagers and young people". *Bulletin of Bryansk State University*. No. 4. Pp. 147-152.
6. Mescheryakov B.G. (Ed.), Zinchenko V.P. (Ed.) (2012) *Big psychological dictionary*. Saint-Peresburg. Praim-Evroznak. 672 p.
7. Vasanov A.Yu. (2011) *Primary processing of psychological research data*. Moscow. Publishing house of Moscow State University. 56 p.
8. Yakovlev V.P. (1980) *Social time*. Rostov-on-Don. Publishing House of Rostov. State Univ. 160 P.

FEATURES OF HIGHER EDUCATION IN THE USSR

Abstract

The paper deals with the complex analysis of higher education in the Soviet Union. The research is directed on judgment of the historical experience gained within the system reforms of the 1960th - 1980th in the conditions of isolation from world educational space. The author reveals the features of management of the Soviet higher educational institutions, which made a basis of functioning of all system of the higher education in the USSR. The objective assessment of the higher education reforming is given through comparison of various positions: dictated by Soviet promotion and presented in independent sources. Significant problems, characteristic the higher Soviet education, are defined. The position of a person in the existing Soviet system, his role and possibilities of professional self-determination is considered.

Keywords

higher education in the USSR, traditions of the Soviet higher school,
position of person in conditions of administrative-plan management system

AUTHOR

Anastasia Araslanova

PhD in Education, Associate Professor

Department of Teory and Techniques of Preschool and Primary Education

Surgut State Pedagogical University

Surgut, Russia

generol@mail.ru

In the XXI century strategy of development of any state is directed on increase of higher education efficiency and achievement of necessary level of educational quality, based on the certain cultural traditions. Significant role has studying and judgment of previous generations experience and practice of the higher education reforming.

The present transformations of the Russian higher education system are directed on integration into modern world's educational space. Modern Russia in many respects is guided by the western models, though Soviet higher school saved up enough wealth of training experience for high-growth production. Negative and positive sides of the earlier historical practice have to be studied. On the one hand, it is important to define the made mistakes and defects, to take positive experience into account, and, above all to reveal significant features of development of the higher education in last decades, which have impact on reforms today, because they were long-termed.

The considerable volume of the researches devoted to assessment of the higher education in the USSR during 60th - 80th of last century is so far saved up. Considering that the being published literature is inseparable from time of the edition, it is conditionally possible to allocate works of the Soviet and Post-Soviet period.

Works of domestic scientists of the Soviet period (*Vladimirova, 1985; Elyutin, 1980; Eremin, 1986; Obraztsov, 1983; Turchenko, 1973; Shuruyev, 1982; Yakovlev, 1980*) presented development of the higher school in a positive context. According to these researches all transformations and reforms, which were carried out under the direction of ruling party and the government, promoted strengthening of the Soviet state, where people life became better in comparison with the capitalist countries.

The works of domestic authors devoted to the analysis of various aspects of the Soviet society activities, published since the beginning of the 90th to the middle of the 2000th (*Volkov, 1999; Voselensky, 1991; Gurkina, 2001; Gudkov, 1998; Lukin, 2003*) in opposite abound with criticism: rigid, sometimes cynical. They emphasize only negative sides in development of the higher Soviet education.

Publications of modern researchers (*Konokhova, 2012; Subetto, 2008; Kulipanova, 2013; Khanin, 2008, etc.*) consider both positive, and negative sides of the reforms. It is necessary to distinguish dissertation researches of the last decade, which consider development of the higher education from positions of regional aspect (*Kononenko, 2007; Petrik, 2006*). These works study features of a concrete type of higher education (*Ushmayeva, 2008*). These researches reveal both negative sides of the higher Soviet education, and the traditions of the Soviet higher school, which had positive impact on its further development.

The Soviet higher school of the 60-80th years existed within totalitarian, administrative and planned system and had the possessed characteristic signs of this system. Education in the USSR was adjusted to the uniform ideological standard. Development of the higher school was carried out in the conditions of lack of any competition. Activity of each higher educational institution was entirely subordinated to the general problems of socialist construction and was carried out under the rigid party management through government institutions and public organizations. The main instrument of management of the higher education in the USSR was the system of directive planning and the centralized distribution of experts: the State Planning Committee of the USSR developed projects of long-term plans; the State Economic Commission of the USSR developed annual plans of training of specialists with the higher and vocational education on groups of specialties on each ministry (department) of the USSR and the federal republic according to requirements of national economy. The higher bodies defined, what experts to train for national economy and in what quantities, how to carry out preparation process, what qualities the graduate should have and where he would work later. The developed system assumed educational-cognitive activity within the strictly set from the outside conditions, limited freedom of teachers and students in the course of getting knowledge, suppressed identity of all participants of educational process.

The state and party knew better than any resident of the country what is necessary for goods and services, realization of spiritual needs and getting education. In these conditions, management of the higher education turned into the performer of

requirements of higher government bodies (Dorokhova, 1985). Activity of higher educational institutions absolutely on all questions was inseparable from activity of the leading party. The state, represented by party bodies, acted as the owner demanding strict implementation of instructions on all activities of higher educational institutions. The central committee of party set priority tasks for the higher education of the country. Regional committees of party supervised implementation of the tasks: party conferences, meetings of bureau considered scientific and educational questions, condition of material base, personnel problems. Special attention party bodies paid to the organizations of communistic education of students, formation of youth views and belief. City town committees of party also did not remain indifferent to activity of higher educational institutions. Representatives of higher educational institutions on various questions of the organization of teaching and educational process at the higher school were told at meetings of bureau and city party conferences. Thus, in adoption of all decisions, higher educational institutions were not free, completely depended on the party authorities guaranteeing them necessary financing and protection. The rector's position at the Soviet higher school was considered as the nomenclature of the CPSU regional committee, the vice rector - the nomenclature of the CPSU city committee, and position of deans and managers of chairs - the CPSU regional committee.

The period from 60th - 80th was difficult and ambiguous for higher education. Today is conventional that the main achievement of the Soviet higher education was rather high level of basic fundamental education in the field of natural sciences. After the USSR ran the satellite round Earth, the USA Congress made investigation of the reasons, why the USSR overtook the USA in space exploration. The report of the commission defined that the main thing of the USSR progress in development rocket and space equipment is the Soviet education system, namely the Soviet school of training engineers. This fact was an incitement for Washington to help the American students to compete with the USSR (*"The Russian Satellite..."*). The Soviet higher education, in particular technical, was quite deservedly appreciated around the world.

In the USSR, since 50th years, data on significant achievements of the higher school were an integral part of promotion. They were presented in many official publications (*Big Soviet encyclopedia, 1957; Deyneko, 1957*). These data are submitted in modern literature: "by the beginning of the 60th years, the country occupied one of the leading places in the world on number of students on 10 thousand inhabitants and on quality of training specialists" (*"The higher education in the USSR", 2011*). However, according to the editions, out of the Soviet ideology, this statement is disputable. For example, T.K. Chugunov in his research "The higher education in the USSR", published in 1961 in Munich, exposed the myth about "the most advanced" Soviet education. The author analyzed the statistical data of the German press and the research results, published by "national scientific fund of the USA" in 1960 about a network of higher educational institutions, number of the youth, trained at the higher schools in the USSR and abroad. The author draws a conclusion that "the facts absolutely disprove the statement of the Soviet literature that the Soviet Union won first place in the world both on absolute measures, and on rates of the higher education development " (*Chugunov, 1961*). Soviet higher education, in particular technical, was high-growth, had positive results on a number of indicators, but it was not the best in the world, as it was told to all Soviet society.

Expansion of all system of the higher education in the USSR, increase in enrollment of students became the significant positive moment. According to the statistical data provided in the collection "The Country of Councils in 50 Years" for the beginning 1960/61 academic year, the country had 739 higher educational institutions, with 2396 thousand students. For the beginning 1966/67 academic year, there were 767 higher educational institutions in the country with 4123 thousand students. But such significant gain of quantitative indices was provided with promoting of evening and correspondence forms of education, less expensive for the state, allowing to keep manpower on workplaces. In 1960/61 academic year 245

thousand students were trained on evening department and 995 thousand people - on correspondence department. In 1966/67 academic year - 618 thousand and 1765 thousand respectively (*Makarova, 1967*). Similar tendencies of expansion of the higher education were noted in many regions of the country, especially brightly they were shown in the regions with the prompt growth of industry. The example of the Irkutsk region is indicative: for the beginning of 1960/61 academic year there were 24148 students, 13707 from them on full-time departments, 1701 - on evening departments, 8740 - on correspondence department; for the beginning of 1969/70 academic year there were 57184 students, 28659 - on full-time department, 7766 - on evening department, 20759 - on correspondence department (*Makarova, 1967*). Thus, growth of students number on evening department appeared the most essential, their quantity grew by 4,5 times, the number of correspondence students increased by 2,4 times.

At increase in number of experts with higher education in the country, there was discrepancy of quantitative and qualitative indicators of graduates to real requirements of production. The production sphere more needed experts of working specialties, and the system of the higher education continued to increase number graduates, who could not always find a job on the specialty. The party and the ruling government proved the power and dynamic development of the USSR to all capitalist world, there was constantly increasing number of engineers among the significant indicators testifying to scientific and technical progress in the country. This course of development of the Soviet Union remained invariable for decades. The positive statistics of trained quantity at the higher school on different forms of education hid real problems, and they became more painful. Modern researchers allocate the following significant problems, characteristic for development of the higher Soviet education:

- "at increase in number of students in the USSR from 1960 to 1985 by 2,4 times the relative share of expenses on the higher education was reduced almost by 30%" (*Mikhaylov, 2011*);

- "by more detailed consideration the same quantitative indices testified that at the declared course on an intensification, the USSR continued development due to the greatest possible, but not optimum involvement of material and human resources in the sphere of economy and employment" (*Lelchuk, 1997*);

- "since the end of the 60th years in development of the higher school, negatives began to collect. First of all, they were connected with decrease of rates of development of the higher school in the USSR in comparison with the developed countries" (*Subetto, 2008*);

- "the prestige of the higher education fell, shots were used irrationally, the level of training specialists was low In the 80th years, a contradiction between the increased scope of the higher education and lag in economic and social return ripened " (*Gurkina, 2001*);

- "by 1980th the Soviet society approached with all signs of the growing deficiency of education and professionalism: decrease in level of learning efficiency of all steps, deepening of a gap between education and practical activities, growth of resistance to innovation in technique of training and education; lack of qualified personnel, especially in the management sphere, falling of prestige of knowledge, in comparison with utilitarian values" (*Lukin, 2003*);

- this time is estimated as the time of "self-calmness of tops of the Soviet society and their underestimation of the higher education in 1970-1980" (*Khanin, 2008*);

- "the Soviet higher educational institution (whether it be Polytechnic University, teacher training University or university) represented the establishment, state, bureaucratic organization. The purposes of training were set by appropriate authorities of the government and subordinated to general political tasks at each moment" (*Mikhaylov, 2011*);

- "the system of the organization and management of higher educational institutions did not assume any mechanisms of self-development and the accelerated adaptation to the changing social and economic conditions that in many respects caused a crisis state of the Russian higher school of the 1990th, and staticized a problem of forming partnership with numerous subjects of the market relations" (Araslanova, 2013).

Thus, there were many problems in the course of reforming higher education, the government and party bodies realized that not all goes smoothly, according to the planned earlier scenario, and directed the efforts to further reforming of the higher education, which was carried out within the existing administrative-plan system. But the reforms, which were carried out by administrative methods, and the bulky bureaucratic structure of management of the higher education could not bring real positive changes.

The Soviet literature devoted to questions of the higher school emphasized such socialist gains as free training, availability of higher education, guaranteed employment of graduates. The Soviet promotion was silent about the existing "socialist rules" of an inattention to internal needs of personality, about discrepancy of graduates to real requirements of production, about the low status of the engineer, about existence of an exclusive class of party elite. Meanwhile, exactly it was of great importance for development of the higher school in the conditions of real socialism. Any independent of the power organization was under suspicion. Everyone, beginning from the entrant, and finishing the rector, had to carry out the activity directed on socialist construction, any dissent was not allowed. All Soviet ideology was depersonalized, the state interests were put above needs of the private person and, as a result, the Soviet researches on questions of the higher school completely had no appeal to identity of participants of educational process. The system of training did not work for formation of the competitive, demanded person, who seeks for self-realization in the course of education and who is "creator" of own life. The need to increase the training level dictated by life, production development, scientific and technical progress staticized a task: "to arm the students with Marks-Lenin outlook, profound theoretical and practical knowledge" (*XXIII congress of Communist Party...*, 1966). It was simpler to be dependent, obedient, living "on command from above", uninitiative in these conditions. The Soviet higher school let out the person absolutely ready to "successful life" in the conditions of socialist society. It carried out the order, which was necessary to this Soviet society.

The majority of the Soviet higher educational institutions had the conditions, not allowing any self-organization of high school training: the uniform obligatory content of education reflected in the unified textbooks and training programs, the regulated structure of libraries of higher educational institutions of the country, directives ordered set of subjects (among which 1\3 of all hours were subjects of ideological orientation), implementation of constant party control over activity of teachers and students.

High school training promoted creation of special type of a person, for whom a lot of things were solved by the state and party, whose own trajectory of life was predetermined from above. It is important to show political consciousness and to conform to norms and the rules of behavior. In this case there would be a comfortable accommodation of life, the same as the most similar members of society had. This approach on the one hand created conditions of personal social security, guaranteed familiarizing with material benefits in process advance on the line of development, which was strictly set from the outside, granted a certain stability, but completely leveled identity, on the other hand. Equalizing people among themselves, the system worked not for personal need, but for preservation of a planned economy, realization of idea of the developed socialism. Quality of a concrete product, whether it be the university graduate, or the result of any production was judged on compliance or discrepancy to planned quantitative indices. As a result, despite the seeming positive picture presented in reporting documentation on close attention of party and state to solution of problems of

preparation of modern shots national economy entered on the extensive way of development. There was the feeling that the transformations happening at the higher school had productive character and had to have significant positive impact on development of production in the country. However, it appeared that the needs of consumers were not met, production on many indicators lagged behind world space.

All made products, whether it be the university graduate, the scientific invention or consumer goods, were estimated depending on compliance or discrepancy to quantitative planned indicators. They did not contact real consumption by a commodity market and services in any way. The administrative-plan system created conditions of comfortable existence irrespective of quality of the made product. In these conditions all administrative-plan system and system of professional education, as a part of the system, needed reforming. But the country leaders pretended not to notice the growing lag from the West and at the seeming attention to problems of the higher school, could not solve them in a separation from the solution of significant problems of the existing society. Main problems of higher education system was that it served national economy, which by 70th, 80th developed in mainly extensive way.

Thus, the analysis of features of development the Soviet higher educational system allows to claim that in the 60-80th years of last century, despite the positive iridescent picture, purposefully formed in consciousness of society about growth rates of national economy and systematic development of the higher education, the crisis phenomena collected. Economy of all country it was incapacitated. And the higher education in these conditions did not carry out the main functions connected with development of production through training competitive, demanded experts for labor market and introduction the results of the scientific achievements in production. The graduate of the Soviet higher educational institution was fully the socialized personality, capable to successful life within administrative-plan system, which determined vital values, priorities and ways of their achievement. Higher educational institutions absolutely in all questions were compelled to work within the existing system, train the hyper socialized experts, be not free in adoption of any decisions. The state guaranteed them the care, expressed in financing irrespective of the result of activity and demand of graduates according to the state plans, in exchange for political loyalty of students and teachers. The paternalistic relations between the state and higher educational institutions were convenient for both, but within these relations development of the higher school and society in general was impossible.

The period of the 60-80th years of last century in the history of the Soviet higher school was difficult and inconsistent. As well as society in general, in the 80th years the higher education faced crisis, to resolve which was impossible reforming only of the higher education. "Stagnation of society", which was diagnosed by the end of the 80th years, was noted in the higher education of the country. Significant features of development of the Soviet higher school existing in the conditions of administrative-plan system in the 60-80th years of last century were the following:

- the Soviet higher school as part of administrative-plan system possessed all its signs (dependence from "the planned indicators lowered from above", absence of the accounting of real requirements of labor market, guaranteed budgetary financing out of the accounting of the made product and its demand, etc.);

- uniformity and unification of all high school life throughout all considered period, which was expressed in the content of education on the corresponding profiles of preparation, forms and methods of training, control system in higher educational institutions, etc., strictly regulated uniform standard legal support;

- the account in the analysis of efficiency of higher education system mainly of quantitative indices, such as growth of number of higher educational institutions in the country, region, number of students. Indicators "students of engineering specialties",

number of graduates, number of the persons with the higher education working at the enterprises of the country, number of young specialists, etc. were separately considered;

–excessive politicization and ideologization both in the content of education, and in all control system of the higher school, strict orientation to materials of congresses in all activities, obligatory coordination of any undertakings with party governing bodies, complete dependence of higher educational institutions from the central, regional and city party committees;

–leveling of identity of all educational process participants, creation of "the person of system", capable to exist within this system and to support it.

The carried-out analysis of the saved-up earlier social experience and traditions of the Soviet higher school is not full and unfinished. It has to be considered while developing system of practical actions for improvement the main directions of activity of modern Russian higher education.

REFERENCES

1. XXIII congress of Communist Party of the Soviet Union (1966) On March 29 - on April 8. 1966. Vol..2. Moscow: Politizdat. P. 672.
2. Araslanova A. (2013) "Prerequisites of origin of the partner relations in system of high school formation of the USSR". *Actual problems of humanitarian and natural sciences*. No. 11. P. 151-155.
3. *Big Soviet encyclopedia* (1957) Moscow. T. 50. P. 764.
4. Chugunov T. (1961) *The higher education in the USSR*. Munich, P. 89.
5. Deyneko M. (1957) *Forty years of education in the USSR*. Moscow. P. 275.
6. Dorokhova G. (1985) *Legislation on national education: Theoretical problems of improvement*. Moscow. P. 157.
7. Elyutin V. (1980) *The higher school of society of the developed socialism*. Moscow. P. 560.
8. Eremin S., Semenov E. (1986) *Science and education in structure of a scientific and technological revolution*. Novosibirsk. P. 166.
9. Gudkov L. (1998) "Crisis of the higher education in Russia: end of the Soviet model". *Monitoring of public opinion: economic and social changes*. P. 32-45.
10. Gurkina N. (2001) "School policy and education during the Soviet period". *Library Gumer - the humanities*. Available at: http://www.gumer.info/bibliotek_Buks/Pedagog/gurkina/06.php.
11. Khanin G. (2008) "The higher education and Russian society". *Economic server of Siberia*. Available at: http://www.econom.nsc.ru/eco/arhiv/ReadStatiy/2008_09/Hanin/index.htm.
12. Konokhova A. (2012) "And to us appointments on the cities of regional value are in reply distributed": system of distribution of university graduates in the USSR in days of hushchevsky "thaw". *The Contemporary history of Russia*. St. Petersburg. No. 3(5). P. 233-242.
13. Kononenko V. (2007) "Development of the higher education in the south of Russia (the 20-90th years of the XX century)". *The thesis on competition of an academic degree of the doctor of historical sciences*. Stavropol. P. 619.
14. Kulipanova N. (2013) "Philosophical analysis of interrelation of specifics of the Soviet and Post-Soviet professional education". *KRSU Bulletin*, No. 3. T. 13. P. 11-16.
15. Lelchuk V. (1997) "Reports of institute of the Russian history of the Russian Academy of Sciences 1995-1996". *The USSR in the conditions of cold war*. P. 189-235.
16. Lukin V., Musiyenko T., Fedorova T. (2003) "Development of the Soviet higher school (historical and sociocultural aspects)". *CREDO NEW theoretical magazine*. Available at: <http://credonew.ru/content/view/374/55/>.
17. Makarova O., Chuprov Yu. (1967) *The USSR in 50 years*. Collection of statistical materials. Moscow. P. 351.
18. Mikhaylov D. (2011) "Role and value of concrete historical conditions for development and evolution of education in the USSR in 1960-1985". *Scientific problems of humanitarian researches*. No. 7. 2011. P. 56-62.
19. Obraztsov I. (1983) "The higher school of RSFSR: results and prospects", *Bulletin of the higher school*, No. 1. P. 10-15.
20. Petrik V. (2006) *The higher school of Siberia at the end of the 50th - the beginning of the 90th years of the XX century*. Tomsk. P. 648.
21. Shuruyev A., Ryabkov F. (1982) "Development of the higher education: results and prospects". *Bulletin of the higher school*. No. 4. P. 11-16.
22. Subetto A. (2008) *Education - the highest imperative of a noosphere or sustainable development of Russia in the XXI century*. St.-Petersburg. Kostorma. P. 935.

23. "The higher education in the USSR" (2011). *Proza.ru*. Available at: <http://www.proza.ru/2011/12/27/1048>.
24. "The Russian Satellite, which changed America". *Analyst's pravda.ru*. Available at: <http://www.pravda.ru/world/northamerica/usacanada/04-10-2007/240719-0/>
25. Turchenko V. (1973) *Scientific-technical revolution and revolution in education*. Moscow. P. 223.
26. Ushmayeva K. (2008) *Development of the higher historical education in Russia (the 20th - the 90th of the XX century)*. Stavropol. P. 499.
27. Vladimirova A. (1985) *Social consequences of scientific and technical revolution in the field of the higher education*. PhD thesis. Gorky. P. 18.
28. Volkov S. (1999) "An intellectual level in the Soviet society". *The Site of the historian Sergey Vladimirovich Volkov*. Available at: <http://swolkov.org/ins/042.htm>.
29. Voselensky M. (1991) *Nomenclature*. Moscow. P. 624.
30. Yakovlev I. (1980) *Integration processes at the higher school*. Leningrad. P. 113.

PORTFOLIO OF A STUDENT OF HIGHER EDUCATIONAL INSTITUTION

Abstract

The paper considers portfolio as the set of documents reflecting educational, research, pedagogical and other individual achievements of trained in the course of educational program for the entire educational period. The author analyzes separate types of portfolio and offers the structure and maintenance of portfolio.

Keywords

modernization of education, learner's personal record of trained, learner's portfolio, types of portfolio, structure of portfolio

AUTHOR

Vera Araslanova

PhD, Associate Professor

Social and Humanitarian Disciplines Department

Surgut State Pedagogical University

Surgut, Russia

"The main objective of Russian education strategy consists in achievement the new quality of education, meeting the modern requirements of the XXI century, training the competent person, who masterfully use the received knowledge in the changing conditions, providing the country with the highly skilled workers motivated to continuous self-improvement, social and professional mobility" (*Araslanova, 2013*).

The Russian professional education system includes the following levels: secondary professional education; higher education - bachelor degree, specialist program, magistracy, postgraduate training (candidate degree), providing opportunity of continuous education.

"Information in the course of organization activity is fixed in documents, which, in turn, give it the organizational form, move in time and space and can be sources completing of departmental municipal and state archives" (*Burmistrova, 2014*). The personal record of the trained represents set of the documents and records reflecting process of training in higher educational institution. According to the Federal law of the Russian Federation on July 27, 2006 No. 152 - Federal Law "About Personal Information",

information from the learner's personal record is personal information and cannot be transferred to the third parties, except for the cases provided by the legislation. The structure of documents in learner's personal record is the same in the majority of higher education institutions and can be regulated by both provision, and instruction. It is possible to note that there is no document regulating structure of the personal record which in the educational organizations. Besides there are no uniform requirements to its structure. The analysis of standard-methodological base and experience of higher educational institutions on formation of personal records allow to assume expediency of pronouncement of the list of the published scientific works, inventions and documents confirming individual achievements (certificates, diplomas, etc.) in the separate document, which can be a portfolio. Today various interpretations of the contents of this term are offered (Table 1).

TABLE 1. CONTENTS OF THE TERM "PORTFOLIO"

Author	Contents of the term
O. B. Dautova (<i>Dautova, 2011</i>)	way of fixation, accumulation and assessment of learner's individual achievements during a certain educational period
	collection of learner's works and results, which shows his efforts, progress and achievements in various areas
N. V. Bordovskaya (<i>Bordovskaya, 2013</i>)	collection of works for a certain period of time (usually for a semester or academic year), which is estimated either from the point of view of the learner's progress, or from the point of view of compliance to the training program
B. M. Tleuberdiyev, G. A. Rysbayeva (<i>Tleuberdiyev, 2013</i>)	form of independent estimation of educational results on the product created by a learner during educational, social and other kinds of activity

Therefore, portfolio is the set of documents, reflecting learner's educational, research, pedagogical and other individual achievements in the course of educational program for the entire period. Main types of a portfolio are given in Table 2.

The main objectives of portfolio at the higher educational institution are:

- support and stimulation of educational motivation;
- encouragement of learner's activity and his independence, expansion of training and self-training possibilities;
- development of skills of reflexive and estimated (self-estimated) activity of learner;
- formation and development of ability to study, set purposes, plan and organize own educational activity;
- assistance of individualization of education;
- creation of additional prerequisite and opportunity for successful socialization.

According to A.N. Bakushina, use of learner's portfolio gives opportunities:

a) for the trained: to submit reports on work in an informal form, constantly "to accumulate" information on results of scientific and educational activity and success of the achievements, to confirm implementation of the individual curriculum regarding educational and research activity, to analyze own activity for the purpose of increase of its quality;

b) for chair and research supervisor: to receive information important to assess progress of training within implementation of the individual curriculum, to control individual advance trained, to estimate prospects of its work, professionalism; to reveal problems of preparation and to define ways of their decision; to provide maintenance of research activity of the trained; objectively to estimate performance trained different types of works when carrying out certification (*Bakushina, 2008*).

TABLE 2. MAIN TYPES OF PORTFOLIO

Type of portfolio	Structure and contents of documents
documentation portfolio	contains the documents, which eloquently testify achievements of student's training, such as record books, certificates of qualification, diploma about second higher education, etc.
indicative portfolio	is created for demonstration of all student's achievements, i.e. includes the best works of student. Most often it is required for nominees on a presidential grant, participation in the international competitions.
portfolio - collector	some kind of useful information box, the small archive, containing the lists of references, notes, instructions made by teacher, copies of articles necessary for performance of some work, reflection of the student.
process portfolio	shows extent of participation of the specific student in educational, creative, research, information, social projects. It reflects all stages of student's activity, the accompanying conclusions in respect of this or that work.
assessment portfolio	allows to assess abilities and knowledge of the student, as it includes the most part of all performed examinations, tests, schemes and tasks. Such document is prepared in advance, and comprises only that information, which underlines qualification of the student in this or that field of knowledge.
response portfolio	some kind of "record book" comprising all achievements of the student in higher education institution and beyond its limits. Besides, it contains responses of teachers in written form.
achievement portfolio	reflects the student's merits for the entire period of training. Here are the letters of thanks, best projects, responses, diplomas, photos, publications and other marks of deep knowledge of the student.
on-line-portfolio	it is published on the information website, providing opportunity to correct it, to supplement. Today this type of portfolio is demanded, and sometimes becomes advertising of the site.

Besides, portfolio was caused by requirements of Federal State Educational Standards of The Higher Education (FGOS HE). FGOS EN establishes by point 7.1.2 for the directions of preparation of the research-educational personnel in postgraduate that the electronic information and education environment of the educational organization has to provide: formation of the learner's electronic portfolio, including his works, reviews and estimates of these works from any participants of educational process (*"Federal state educational standard..."*, 2016). The results of the analysis of some types of portfolio, their advantage and restriction are given in Table 3.

Table 3 shows that portfolio allows to unite quantitative and qualitative standard of student's abilities by means of analysis of various products of educational cognitive activity. There is an opportunity to turn on mechanisms of student's introspection and self-checking. When developing a portfolio, it is more correct to be guided by three main types: "Documentation portfolio", "Achievement portfolio", "On-line-portfolio". Besides, making a portfolio, it is important to understand that it reflects student's public work and intellectual sphere, therefore it is important to approach this difficult document with full responsibility and gravity. The maintenance of portfolio becomes more typified. Gradually there were some standards of the contents and structure of this document. On the basis of the carried-out analysis, it is possible to offer approximate structure and maintenance of student's portfolio (Table 4).

TABLE 3. ANALYSIS OF DIFFERENT TYPES OF PORTFOLIO

Type of portfolio	Advantages	Restrictions
documentation portfolio	possibility of both qualitative, and quantitative assessment of materials of portfolio	gives an idea of results, but does not describe process of student's individual progress: - creative activity, - educational style, interests, etc.
indicative portfolio	quality standard in parameters of completeness, variety and persuasiveness of materials, presented works focused on the chosen training profile, etc.	quality standard of portfolio supplements results of total certification, but cannot enter educational rating of the student as a total component
	dynamics of educational and creative activity of student, orientation of his interests	
response portfolio	opportunity to turn on mechanisms of student's self-assessment that raises degree of sensibleness of the processes connected with training and choice of work	complexity of formalization and accounting of collected information

TABLE 4. APPROXIMATE STRUCTURE AND MAINTENANCE OF STUDENT'S PORTFOLIO

No	Section	Contents
1	Title page	information about the letting-out chair
		data about educational program, including code and name of training direction of preparation
2	General information	personal information
3	Educational component	information about training period
		individual curriculum
4	Educational achievements	type of educational achievements
		period
		educational form
		level of educational program
5	Achievements in research, public, cultural-creative and sports work	name of program
		type of achievements, period, level
6	Documents confirming individual achievements	form/extent of participation, name of action
		type of the document
		basis and level of encouragement
		note

Therefore, today portfolio is popular and demanded innovative technology. Types of portfolio are various, rather flexible, functional. It is possible confirm that portfolio consistently expands space and forms of its realization.

REFERENCES

1. Araslanova V.A., Araslanova A.A. (2013) "Information society: modernization of the higher education in a transition period". *Modern researches of social problems (the electronic scientific magazine)*. No. 12 (32). Available at: http://journal-s.org/index.php/sisp/article/view/1220135/pdf_492.
2. Bakushina A. N. (2008) "Formation of a portfolio of the graduate student as the mechanism of an assessment of his research competence", *News of RGPU of A.I. Herzen*. No. 82-2. Pp. 7-12.

3. Bordovskaya N. V. (Ed.) (2013) *Modern educational technologies*. 3rd prod.; erased. Moscow. Knorus, 431 P.
4. Burmistrova E.S., Araslanova V.A. (2014) "Role of systems of documentation in modern information society". *Problems and prospects of development of a modern humanitaristika: history, philology, philosophy, art criticism, cultural science: collection of works VI of the International remote scientific and practical conference*. Rostov-on-Don: publishing house of the International publishing center "Scientific Cooperation". Pp. 31-44.
5. Dautova O. B. (2011) *Organization of independent work of students of the higher school*. under the editorship of A.P. Tryapitsyna. Saint-Petersburg. Publishing house of RGPU of A.I. Herzen, 110 P.
6. "Federal state educational standard of the higher education. Level of the higher education training of the top skills. Direction of preparation 44.06.01 Educations and pedagogical sciences" (2016). *Portal of Federal state educational standards of the higher education*. Moscow. Copyright. Available at: http://fgosvo.ru/uploadfiles/fgosvoasp/440601_obr.pdf. Date of access.: 24.03.2016.
7. Tleuberdiyev B. M., Rysbayeva G. A. (2013) "Problems of introduction of a method of a portfolio at the highest school", *International magazine of experimental education*. No. 11, 112 P.

ARE ORGANIZATIONS RATIONAL?

Abstract

The following work is relevant for every person in modern organizations, mostly in business industry. The main point of this paper is to underline the importance for managers to understand structure of organization so that they can effectively manage it. Also it is vital for any specialist to be well-informed about management theories in order to make a contribution towards organizational efficiency. The article may be useful for people working in Human Resource and Marketing department or while going through the organizational change.

Keywords

rationality, organizations, bureaucracy, division of labour, training, Weber, Taylor, management theories

AUTHORS

Demokrit Aslanidi Kuban State Agrarian University Krasnodar, Russia	Eduard Petrosyan Kuban State Agrarian University Krasnodar, Russia
Inna Ivanova PhD in Economics, Associate Professor Kuban State Agrarian University Krasnodar, Russia inna_ivanova_2010@mail.ru	

Introduction.

Since the early development of civilization people have been communicating with each other and developing groups of the same interest, so that they could get the best results through interactions. That has formed modern meaning of the word 'organization'. There are many definitions for this concept, as well as there are different theories in the science explaining types and structures of organizations. Moreover, the routes of the word are dating back to the ancient Greece, where the word 'organon' meant some part of the tool, instrument or human body that was used for a specific purpose (Clegg, Kornberger

& Pitsis, 2011). It is clearly first roots of the modern “organization” concepts, as it includes different groups of people following certain task.

There is no doubt, time passes and the world has been constantly changing, but the general explanation of organization has remained almost the same, because at any period of time people have been grouping according to their needs and aims, what is hopefully creating a unified and whole organic system (Parker & Jary, 1995). Nonetheless, any organization has to be managed. Managing in business should involve some formal rationalities and make sense of them (Spiegler, 2011). Now, there is another management concept, which needs to be identified- rationality. Scientists say that “being rational means systematic application of various techniques to achieve some goal, at the same time following rules of organization” (Clegg, Kornberger & Pitsis, 2011).

This essay will be focused on the controversial question - whether organizations are rational or not. The topic is important for any person, who is somehow involved in the managerial process. It can help managers to understand structure of organizations and how the theories work and influence organizations. Even though, the scope of this paper is limited and not all of the business theories can be discussed and examined, but the main theories and their impact on management will be described in the next paragraphs, underpinning different views on rational organizations, followed by managerial and organizational theories. Concluding with the overview of the topic and expressing personal opinion.

Main Body.

First of all, it is necessary to understand the formal meaning of the word ‘organization’ in business world - it is a systematically arranged framework relating people, things, knowledge, and technologies, in a design intended to achieve specific goals (Camelo-Ordaz et al., 2011)

Even though, all organizations differ in their purpose, they all connected by similar characteristics:

- The organization and its actions are influenced by the organizations design, what expressed through its routine practices and specific structure.
- The organization is not time- and motion-less, changes will occur with experience.
- Future plans are the key indicators or targets.
- The organization will employ hierarchy in order to control and managing, including division of labor to create distinct and related roles.
- Different roles and positions match with appropriate responsibilities (Clegg, Kornberger & Pitsis, 2011).

Nevertheless, when it comes to rationalism, specialists underpin, that every organization has its characteristics, which provide for rationality. Thus, a vital part of organization complexity is following the rules (Spiegler, 2011). As it is said, rules are created in order to understand backwards and predict possible future events; therefore rules protect organizations and ensure rationality (Clegg, Kornberger & Pitsis, 2011). So, it can be assumed that one of the reasons for organizations to be viewed as rational is following the rules (Scott, 1987).

Moreover, there are many other aspects, which influence the existence of rationality in organizations and its structure (Shafir & LeBoeuf, 2002). For instance, goal specificity by that guided systemized work leads organizations to the specific task achievement, so that workers focus on performing certain activities, so that they can reach the highest results and standards for their job. The concept of ‘Goal Specificity’ supports rational roots of organizations, it shows that any group of people in a workplace is concerned with goal achievement and this can be a motivator for labor. This characteristic also involves systemized allocation of resources, what brings control (March, 2007).

Another element, which is typical for rational systems and also often used in modern organizations, is ‘Formalization’. What I mean by that is “an attempt to make behavior

more predictable by standardizing and regulating” (Scott, 1987). That can be explained as a rational approach on decision-making process. Though, it is also common according to Formalization concept that organizations focus more on positions and roles of their workers, not on the people in those roles (March, 2007). Many specialists believe that this characteristic can be beneficial for a company. The main advantage of formalization is an easy achievement of the routine success, due to the unchangeable roles of positions, where does not matter who is taking this or that position, the process remains the same.

Even though there are few concepts, which confirm the existence of rationality in organizations, there are many critics arguing that. So, scientist and managers underpin that rationality can be a good way to avoid any trouble and lead a continuous work throughout days and years. But there are situations, when rational actions may ruin the progress and workers’ job-satisfaction (Clegg, Kornberger & Pitsis, 2011).

Any type of resistance can be a warning signal for a systematic change. There are two described types of resistance:

1. Resistance by omission.
2. Resistance by Commission (Clegg, Kornberger & Pitsis, 2011).

These two types differ, but the meaning is very similar. Both of resistances claim that existing rationality should be changed and reformed.

Theories confirming rationality in organizations.

Undoubtedly, there is no one certain structure or proper way of work for organizations. That is why theories play an important role in social science, especially when it comes to management and organizing. Not that many years ago there have been developed theories about certain concepts of management and organizations. These theories consist of explanations and arguments, research and experiments. Today, there are still many questions and uninvestigated areas in the managerial world; therefore specialists are trying to study the subject and search for answers.

One of the well-known theories for managers affecting rationality at work is Taylor’s Scientific Management theory (1911). Taylor managed to maximize the output while minimizing the input of resources. He was aiming to rationalize work at the individual worker level and he did so, by the time the efficiency of organization was also improved.

Taylor developed four fundamental principles:

1. Use scientific method to study work and find the most efficient way to performing the tasks.
2. Match workers to their job assuming their capability and provide them with training.
3. Monitor working process, provide people with instructions and cooperation to ensure that the work is done at maximum efficiency level.
4. Divide work and responsibilities between management and workers

The main purpose of the following theory was to introduce training and systematic selection, what allowed to study labor and their efficiency.

But why did it matter for the topic about rationality in organizations? The answer is that systematically designed structure is one of the characteristics of rationality. What is more, as any scientific method is concerned only with facts and material arguments, so does rational organization (Vaughan, 1998) .

Another theoretical assumption says that rationality is the part of Bureaucratic method of managing. According to Weber’s Theory of Bureaucracy (1922) organizational activities based on authority relations. Weber developed a theory of authority structure, including the rational-legal authority, what means a person does not possess his or her power due to the social status or wealth, or individual character, but the authority and power are based on person’s position within a company (Farris, 2013). This concept is the

fundament for the today's wide-spread authority structure - "Bureaucracy". Moreover, Weber created so called "ideal bureaucratic principles":

1. Division of labor, where the task are classified and defined.
2. Authority hierarchy - everyone in a company is controlled by someone on higher position.
3. Workers selected according to their qualifications.
4. Formal rules. Managers depend on formally accepted regulations.
5. Impersonality.
6. Career orientation. Managers work for salary as anyone else, they do not behave as if they owned the units they manage (Farris, 2013).

All of these principles are based on Weber's opinion that all members of an organization follow rules of that organization. He was emphasizing on three types of rules : tradition, rational and legal precepts. Weber said that rationality was "the heart of bureaucratic organizations". Following this theory, one should admit that as the use of bureaucratic organizations has been extremely spread all over the business world and non-for-profit organizations, there is the majority of organizations abided by rationality (Farris, 2013).

Opposite view.

However, there is another view on the situation, some specialists believe that in order to be successful, innovative and well-managed organization should be irrational , what can be explained as opposed to rational. Though, literally irrationality means the "non-interpretability of a rule or rules underlying action. So, Simon's Theory of Administrative behavior (1958) determines a more realistic and practical view on rational systems, showing the limits of rationally-driven manager in making decisions (Sahni & Vayunandan, 2010) . Simon developed absolutely unique term "bounded rationality", what can be explained with an example: sometimes there are certain costs on this or that action. So, when a manager is making a decision to solve a problem he has to ignore side-effects of time lost or cost constraints and other boundaries (Sahni & Vayunandan, 2010).

Conclusion.

To draw a conclusion, one should underline that rational systems can be on different levels and even in everyday life, that is why the answer on the stated question is more of agreement that most of organization are rational. Nevertheless, there are people, who argue that rationality and bureaucracy is a compelled action, because every one in modern society has different views, interests and desires even though they might work in one organization. Due to this fact, managing is constructed as a politicized and contested activity (Clegg, Kornberger & Pitsis, 2011). However, as the world is constantly changing and the "flow" of action can have unpredictable consequences, the same situation happens with managerial techniques. There is no one certain correct way to manage and organize work and people, what was efficient and appropriate in the past is no longer bringing any results. Managers should be following current trends and innovate their methods of organizing due to workers needs (Farris, 2013). Therefore, as since the nineteenth century bureaucracy and using the rules in organizations was a successful concept - nowadays it might need few changes.

Accordingly, the question "are organizations rational?" would have various answers at different period of time. In 21st century, for the moment, most of organizations are rational to some extent. At last, but not least importantly, the degree of rationality depends on the purpose of organization and the type of activity. Although, at any time and in any place of the planet there have been certain rules and regulations developed.

REFERENCES

1. Camelo-Ordaz, C., Garca-Cruz, J.m Sousa-Ginel, E. and Valle-Cadrera, R. (2011) 'The influence of human resource management on knowledge sharing and innovation in Spain', *International Journal of Human Resource Management*
2. Clegg, S., Kornberger, M. & Pitsis, T. (2011) *Managing & Organizations*, 3rd edition
3. Farris, S.R. (2013) 'Max Weber's theory of personality: Individuation, politics and orientalism in the sociology of religion', pp. 81- 120
4. March, G. (2007) '*The study of Organizations and Organizing Since 1945*', *Organization studies*, 28:9, Sage
5. Parker, M. & Jary, D. (1995) 'The McUniversity:organization, management and academic subjectivity', *Organization*, pp. 319-338
6. Sahni, P. & Vayunandan, E. (2010) *Administrative Theory*, pp. 133-148
7. Scott, R. (1987) 'The Adolescence of Institutional Theory', *Administrative Science Quarterly*, Vol. 32, No. 4, pp. 493-511
8. Shafir, E. & LeBoeuf A.R. (2002) 'Rationality', *Department of Psychology, Princeton University*, pp. 491-517
9. Spiegler, R. (2011) *Bounded rationality and Industrial Organization*, Oxford University Press, Oxford
10. Vaughan, D. (1998) 'Rational Choice,Situated Action, and the Social Control of Organizations', *Law & Society Review*, vol. 32, pp. 23-61

THE MEDICO-SOCIAL CHARACTERISTIC OF GIRLS WITH VARIOUS CLINICAL FORMS OF PREMENSTRUAL SYNDROME

Abstract

The article is devoted to studying of features of course and clinical manifestations of premenstrual syndrome (PMS) at first-year girls of medical university which are risk group on factors of a cognitive and psychoemotional overstrain. The received results are the basis for optimization of preventive actions and prediction of a course of PMS directed on timely delivery of health care to girls for prevention of emergence and progressing of this disease.

Keywords

premenstrual syndrome, PMS forms, girl-students of medical university, associated diseases, social factors, lifestyle

AUTHORS

<p>Svetlana Belik PhD in Medicine, Associate Professor Department of general hygiene Rostov State Medical University Rostov-on-Don, Russia superbelik@mail.ru</p>	<p>Zita Avetisyan PhD in Medicine, Associate Professor Department of general hygiene Rostov State Medical University Rostov-on-Don, Russia avetisyan-rostgmu@yandex.ru</p>
<p>Igor Podgorny Assistant of a lecturer Department of Obstetrics and Gynecology No. 2 Rostov State Medical University Rostov-on-Don, Russia rd2@bk.ru</p>	<p>Tatyana Zhukova PhD in Medicine, Professor Department of Hygiene Rostov State Medical University Rostov-on-Don, Russia zog.zhukova@yandex.ru</p>
<p>Yuliya Mozhinskaya Student Rostov State Medical University Rostov-on-Don, Russia athetka@mail.ru</p>	

Introduction. At present, one of the most actual problems of gynecology is the premenstrual syndrome (PMS) which is among the most widespread and least studied states (*Prilepskaya et al.*, 2012). The premenstrual syndrome is characterized by physical, cognitive, affective and behavioral symptoms which arise cyclically during a luteal phase of a menstrual cycle and quickly are eliminated at the beginning or within several days. Today PMS affects a half of all girls of early age and is the leading reason of absences of classes in educational institutions (*Belik et al.*, 2016; *Padmavathi*, 2014; *Tacani*, 2015). In a number of foreign researches it is confirmed that educational conditions in medical university contribute to frequency of incidence of PMS among girl-students (*Goker et al.*, 2015; *Farrokh-Eslamlou et al.*, 2015), at the same time features of prevalence and a course of PMS depending on a study year aren't considered. It is evident that first year girl-students are special risk group. It is caused by:

- specifics of pre-university education which lasts from one to five years and represents classes in three-four subjects in addition to the educational program;
- stress at passing of the Unified State Exam;
- adaptation to educational conditions after enrolment at Higher Education Institution, caused by new methods of the organization of education, by high intellectual and informational loads, by sessions with high psychoemotional stress (Avetisyan, 2005; Belik et al., 2014; Belik et al., 2016).

In addition there are no improved interpersonal relations in new collective and living conditions change. All this actualizes the necessity of studying of features of a course and clinical manifestations of PMS at girls of this group, and also studying of a contribution to development of a syndrome of associated diseases, social factors and lifestyle.

The purpose of the study is to give the medico-social characteristic to the girl-students of the medical universities with various clinical forms of premenstrual syndrome.

Materials and Methods. The research was carried out at the Rostov state medical university. Questioning on personally developed algorithm became a basis of research. 200 first year girl-students of treatment-and-prophylactic faculty whose average age was $18,8 \pm 1,4$ years were examined. At 184 (92%) girls PMS was revealed. They were included in the main group. Students with absence of a premenstrual symptomatology (8%) were included into control group. Both groups were comparable in age parameters ($p > 0,05$). The main conditions for taking part in research were voluntary consent of respondents and also absence in the anamnesis of craniocerebral injuries, chronic diseases of kidneys, diseases of a thyroid gland, lack of use of hormonal contraceptives within at least last 3 months before research. The PMS clinical form was determined by prevalence of symptoms of any group. Digital data were processed by methods of descriptive statistics with use of the Microsoft Excel application program and Statistica 6.0.

Results. By results of questioning it is established that the cephalgic form (CF) and neuropsychic form (NPF) of PMS are the most frequent forms in our sample that exceeds the average values of the population more than twice and by 40,6% respectively. The edematous form (EF) is observed in 8% of cases, crisis form (CF) - isn't taped (tab. 1).

TABLE 1. PREVALENCE OF PMS DEPENDING ON A CLINICAL FORM

PMS form	Frequency of manifestations	
	Rostov state medical university (2014-2015 yrs)	All-population (T.F. Tatarchuk et al., 2003)
NPF	39,0 %	18,0%
EF	8,0 %	4,0%
CF	45,0 %	32,0%
CF	0 %	4,0%

The compensated and subcompensated stages occur approximately identical frequency at all forms of a clinical current of PMS. Decompensated stage has wider prevalence at CF (28,3%).

Results of research of the somatic anamnesis of the main group revealed the highest frequency of allergic reactions (27%), frequent catarrhal diseases (32%), the syndrome of vegetative dystonia (SVD) before menarche (25,0%) and gastrointestinal tract diseases (37,5%) at girls with EF of PMS. 12% of respondents with CF of PMS had allergic reactions, 17,8% of respondents with CF of PMS had diseases of a gastrointestinal tract and SVD before menarche and 8,9% of respondents noted frequent catarrhal diseases. Girls with NPF of PMS had the lowest occurrence of allergic reactions (15,4%) and SVD before

menarche (7,7%); frequent catarrhal diseases and diseases of a gastrointestinal tract were noted by 15,4% and 17,9% of respondents respectively.

In the analysis of the somatic anamnesis in control group the associated diseases weren't revealed.

Average age of a menarche in the main group was $12,3 \pm 1,5$ years ($p > 0,05$). At students with EF, CF and NPF of PMS a regular menstrual cycle was noted by 46%, 82,6% and 77,2% respectively, at the same time painful and excessive menstruation were noted at 17,3%, 12,6 and 8,4% of respondents respectively. Manifestation of the first symptoms of PMS on average is noted at the age of $15,3 \pm 1,4$, $17,4 \pm 1,1$ and $16,7 \pm 1,4$ years respectively at girls with EF, CF, NPF of PMS.

Average age of a menarche in control group was $12,8 \pm 0,2$ years.

93,8% girls had a regular menstrual cycle (25-31days) with duration of menses for 3-5 days. The irregularity of a menstrual cycle was noted by 6,2% of respondents.

The contribution of social factors (tab. 2) was defined, first of all, by the residence of girls before entering a higher education institution. It was established that at residence in rural areas the prevalence of PMS is twice lower, than at residence in the large cities. Material security of the families has a significant importance. At girls with the family income below living wage at the time of research PMS occurs twice more often. The contribution of social factors to development of PMS is 66,7% at NPF, 62,5% at EF and 59% at CF. Besides it is established that 100% of students with absence of a syndrome had full, secured families, and from 12,5% to 15,5% of girls with PMS lived in incomplete families.

TABLE 2. CONTRIBUTION OF SOCIAL FACTORS TO DEVELOPMENT OF PMS

Factor, %	Control	NPF	CF	EF
Family structure (incomplete / full)	0/100	15,4/ 74,6	15,5/ 74,5	12,5/ 87,5
Residence (village / city)	0/100	38,5/ 61,5	33,0/ 67,0	37,5/ 62,5
Living wage of a family (↓/↑)	25/75	66,7/ 33,3	59,0/ 41,0	62,5/ 37,5

74,4% of girls with NPF, 66,7% of girls with CF and 75,0% girls with EF pointed to existence of symptoms of PMS at relatives of the first generation. The interesting fact was that at students with absence of a syndrome (control group) the relative suffered from PMS in 87,5% of cases.

At an assessment of a contribution of lifestyle to formation and development of PMS it is established that most often the existence of stressful situations in life was noted by respondents with EF of PMS at 50,0%. In this group the highest values of such factors as work at the computer till 5 hours a day, abuse of tonics and the use of fast food are noted (62,5%, 87,5% and 75,0% respectively).

TABLE 3. CONTRIBUTION OF LIFESTYLE TO DEVELOPMENT OF PMS

Factor, %	Control	NPF	CF	EF
Frequent stresses	12,5%	10,3%	35,5%	50,0%
Work at the computer till 5 hours a day	75,0%	35,9%	31,1%	62,5%
Coffee/tea use several times a day	12,5%/ 50,0%	15,4%/ 46,2%	8,9%/ 51,1%	25,0%/ 87,5%
Irregular exercises	62,5%	61,5%	60,0%	62,5%
Regular training of professional sport	0%	12,9%	13,3%	25,0%
Use of fast food	25,0%	82,1%	67,7%	75,0%

Girls with NPF of PMS most less often noted the heightened psychoemotional strain (10,3%), but 82,1% of them used fast food. The lowest parameters of such factors as work at the computer till 5 hours a day and irregular exercises are noted at CF.

Thus, when studying the medico-social characteristic of girls with the PMS various clinical forms it was established that the significant contribution to development of PMS of all clinical forms at girls of the main group was made by social factors: residence in the large cities before entering a higher education institution, the family income below living wage, living in an incomplete family, and also adverse factors of lifestyle: insufficient physical activity and professional sports, abuse of tonics and use of fast food. At the same time, at the students suffering from EF of PMS the features associated with to existence in the anamnesis of early manifestation of the first symptoms of PMS ($15,3 \pm 1,4$ years), an irregular menstrual cycle, allergic reactions, frequent catarrhal diseases, SVD before menarche and diseases of a gastrointestinal tract, existence of stressful situations in life, work at the computer till 5 hours a day are revealed.

The received results are the basis for optimization of preventive actions and prediction of a course of PMS directed on timely delivery of health care to girls for prevention of emergence and progressing of this disease. As the activities of primary prophylaxis it is necessary to recommend minimization of the above mentioned factors of lifestyle in respect of which since teenage age, not only the public corrective actions realized in school programs of sex education of girls are expedient, but also individual efforts are important. During the education in Higher Education Institution for the girls suffering from PMS it is necessary to pay attention to measures of secondary prophylaxis which basis is made by the organization of a healthy lifestyle of students, at the same time the value of individual efforts increases.

REFERENCES

1. Avetisyan, Z.E. (2005). Hygienic assessment of educational process on 1-2 courses of medical school. Thesis of dissertation in support of candidature for a medical degree / Rostov State Medical University. Rostov-on-Don.
2. Belik, S.N., Dorokhova, I.M., Osmanova, U.Sh. and Saypullayeva, M.M. (2014). Chronic fatigue syndrome as the main sign of a disadaptation at first-year students of medical university. Collections of conferences of Research Center Sociosfera, 43, 201-206.
3. Belik, S.N., Podgorny, I.V., Mozhinskaya, Yu.V., Zhukova, T.V. and Svintukhovskiy, O.A. (2016). The place of a chronic fatigue syndrome among risk factors of disturbance of reproductive potential of youth. Collections of conferences of Research Center Sociosfera, 23, 44-47.
4. Belik, S.N., Zhukova, T.V., Svintukhovskiy, O.A., Kharagurgieva, I.M. and Avetisyan, Z.E. (2016). Dependence of adaptive potential on a body-weight index at students. Collections of conferences of Research Center Sociosfera, 23, 58-60.
5. Farrokh-Eslamlou, H., Oshnouei, S., Heshmatian, B. and Akbari, E. (2015). Premenstrual syndrome and quality of life in Iranian medical students. Sex Reprod Healthc, 6(1), 23-27.
6. Goker, A., Artunc-Ulkumen, B., Aktenk, F. and Ikiz, N. (2015). Premenstrual syndrome in Turkish medical students and their quality of life. J Obstet Gynaecol, 35(3), 275-278.

7. Padmavathi, P. (2014). Effect of acupressure vs reflexology on pre-menstrual syndrome among adolescent girls-a pilot study. *Nurs J India*, Sep-Oct, 105(5), 236-239.
8. Prilepskaya, V.N., Mezhevitinova, E.A., Sasunova, R.A. and Ivanova, E.V. (2012). Magnesium role in a pathogenesis of a premenstrual syndrome. *Russian Journal of the obstetrician-gynecologist*, 3, 81-87.
9. Tacani, P.M., RibeiroDde, O., Barros Guimarães, B.E., Machado, A.F. and Tacani, R.E. (2015). Characterization of symptoms and edema distribution in premenstrual syndrome. *Int J Womens Health*, 7, 297-303.

THE MAIN ASPECTS OF INTERACTION GOVERNMENT AND BUSINESS IN SHAPING THE SOCIO-ECONOMIC SPACE OF A REGION

Abstract

This paper considers the issue of interaction government and business in shaping the socio - economic space of a region. It is known that the business develops in favourable business climate, and at the same time it shapes him, what makes the application of measures of state support of business is an important condition for the successful achievement of national socio-economic priorities. So, the purpose of the article is to determinate the main directs of interaction of government and business.

Keywords

economic space, government economic policy, business support

AUTHORS

Larisa Belousova
PhD in Economics
Department of Economics
and Management
Southwest State University
Kursk, Russia
bellars2010@yandex.ru

Inna Babenko
PhD in Economics, Assistant Professor
Department of Economics and
Management
Southwest State University
Kursk, Russia
babenkoinny@gmail.com

The successful solution of a whole set of problems, collectively forming the positive dynamics of sustainable socio-economic development of the country and its regions, is directly related to the development of the business. The latter, in turn, is largely determined by the actions of the state. Thus, the question arises about the implementation of business support measures from the state and the formation of appropriate policy.

Note that in the theoretical aspect of such support not being unequivocal perception and interpretation, many of the directions and methods of state support of business remain controversial and contradictory. At the practical level, the state policy of support of business in Russia is often of situation is due to the current economic situation, previous decisions, traditions and other similar circumstances and, moreover, is often perceived and implemented perverted as protectionism.

Among the negative moments in the development of the modern practice of state support of business in Russia's regions, we note the following:

1) is implemented primarily differentiated on the basis of sectoral approach in defining the directions and objectives of business development;

2) Instruments of state support of business projects (replicated) from the Federal to the regional level without the required in these cases, diversity in structure, and algorithms of use of any tools;

3) used government tools to support business wear, generally universal, despite the obvious effect (to be provided on a multi-pronged approach of management tools, a variety of expected positive changes in the characteristics of business activities) limits the scope of "point" focus of economic and organizational support of the state support on the specific parameters of business development.

One of the most important functions of the state in its relations with business formation and organization of economic space.

The foundations of the doctrine about space and about the economic system, as the elements of economic space, adequately represented in domestic and foreign scientific literature (*Chekmarev, 2001; Krugman, 1995; Perroux, 1950; Quigley, 2001*, etc). However, the existing concept of economic space is the wide variety of its methodological foundations.

These circumstances explain the particular interest of scientists to such research areas as:

- the phenomenon of space, structure and transformation of economic space, the main characteristics and typology of the economic space of a region (*Belousova, Emelyanov Kuziboev, Maltseva, 2014; Biyakov*);

- integration (disintegration) of economic space, socio-economic differentiation of regions (*Semina; Treshevsky, Litvinov, 2013; King, 1992*);

- modeling and regional dimension, regional economic policy development (*Sadkov, 2012; Arbia, 2001; Fukuchi, 2000; Isard, 1960*);

- formation and implementation of state policy of support business (*Belousova, 2013; Litvinov, 2013(I); Litvinov, 2013(II); Porter, 1996; Yuili, 1990, etc*).

In fact, attempts to generate an integrated theoretical and methodological platform for evaluating the dynamics of economic space, forecasting of influence of the transformation processes in the socio-economic situation in the country and the regions, to ensure consistency between the economic interests of business entities as a necessary condition for the formation of economic space.

With regard to the organization of economic space of the country (region), its essence is to achieve orderly interaction of such constituent subsystems-spaces, as a social, informative, innovative, technical, technological, natural resource, financial and other, allocated for research purposes to explore a particular part of the system and relations of interaction. The role of the state here is determined by the fact that each economic measure influences the total order and the total relationship is not can be known separate economic actors - this requires the state, as the representative of the national economy as a whole (*Eucken, 1996*). The organization of social and economic space is accomplished through a variety of public policy instruments and their aggregates, including in the field of business support.

The continuing high level of social and economic differentiation of Russian regions places special demands on the conduct of regional economic policy: on the one hand, must have a system-wide focus (especially social), and with another - to consider the specifics of each particular region, the level and prospects of its socio-economic development (*Litvinov, 2013*).

Thus, well-functioning business is an indicator of positive relationships with government within the framework of policy support.

The analysis of the current state and trends of business development in Russia and the mechanism of its state support in the regions allowed to identify among the achievements:

- granting priority to such directions of the state support of business, as the formation of an attractive investment climate, stimulation of investment activity, assistance to establishment and development of innovation system of the region, increase of innovation activity and competitiveness of business structures;

- update criterial bases for selection of recipients of the state support of business, satisfying the requirements of innovativeness, competitiveness in domestic and international markets, import substitution potential;

- orientation of the policy of support of business on the formation of points of economic growth, ensuring lower level of regional socio-economic asymmetries, etc.

The state, thus, using the adequate condition of the economic system methods, should provide support for the growth points of national economy, to promote the effective inclusion of the country into the system of international economic relations, growth of competitiveness of domestic products on domestic and foreign markets.

However, there are a number of problems. A particular problem was the definition of a core implementation principle function of the socio-economic space: how the state should behave - to follow the development of the private sector or, alternatively, to determine the direction and ways of its development? In our opinion, the role of business in defining the prospects of development of society cannot be defined as leading. The business is leading in the field of current economic actions and ways for their implementation, and to establish effective long-term strategy of development, it can not, because it is focused on a specific immediate outcome. Such an orientation is recognized even by proponents of the greatest possible restriction of state participation in economic processes. Therefore, the principle of the implementation of the function specified by the state policy of business support at Federal and regional levels characterizes the order of the activities of the state.

It should be noted that unlike the private sector, the state has always operated smoothly. The degree of fulfilment of these plans was and remains different, but the principle of planned economic activities of the state always implemented (*Migunova, Belousova, Babich, 2014; Belousova, Babich, Migunova, 2014*). It is generally accepted that a socialist society based on planned state economy, in fact, did not provide sufficiently high rates of economic development, lost the competition to the market economy. However, adherence to the principles poorly regulated market in the post-Soviet space did not allow to achieve a high level of development (*Babich, Belousova, 2013*). Therefore, to solve the issue on principle, based on which the organization of social and economic space, it is necessary not from the point of view of counting the mistakes and missed opportunities, with positions proven historical development of the strategic role of the state.

From the recognition in General of the principle of planned economic activities of the state derive more specific problem: what and how to plan for, predict how to implement this principle in different subsystems of the national economy. Fundamentally for the development of domestic business that the principle of planning the actions of the state ensures the predictability of state socio-economic system. If the government will be guided by the principle of "natural adjustment" to the needs of the business in a certain area in a specific period, then macro - and meso-economic environment is very unstable. This will create additional business for the area of instability, risk, low predictability.

Any system is more than the sum of its constituent parts, subsystems. Therefore, to ensure its integrity it is necessary to anticipate the results, based on the domination of the General over the particular. The principle of operation of a General not necessarily extend to the private elements of the system operate on grounds other than the system as a whole. In turn, each subsystem, as a whole obeying the laws of functioning of the system, there are some own rules. Therefore, the application of the principle of planning

for the state against his own economic activity does not necessarily apply to the whole society, the whole economy or all of its subsystems.

Thus, it is possible to speak about realization of principle of managerial influence, the balance of the basic management functions: planning, organization, control, regulation.

The content of this principle in the organization of socio-economic space at the Federal and regional levels differs primarily objects and control methods. At the national level is managed by the main macroeconomic parameters on the basis of indirect methods and direct control of the development of engineering and social infrastructure of national importance. At the regional level the composition of objects is specified strategic plans and implemented them in the framework of the programs formed on the basis of the plans of the Federal bodies of power and administration.

Given the generally low level of development of the Russian economy, a high regional differentiation in economic conditions and the results of the business activities, there is a need to implement such function to support the business, as a way to boost its activity, especially in the regions that have the necessary economic potential but not realizing it in the proper degree. The implementation of support functions should be carried out at different levels of power and control (*Belousova, 2013*). The most important subject of the implementation are authorities and management at the Federal level, because they have the greatest economic and organizational resources and authority. At the same time, the regional power and governance structures cannot be excluded from the process due to the Federal structure of the state and possession of information about the state and development prospects of particular business structures, particularly regional and local scale.

In connection with objective demand functions the state support of business is inevitably the question arises about the basic principle of its implementation. In our opinion, such is the active principle of protectionism: in contrast to classical protectionism, the state should not over-protect the national economic space from the competition of foreign enterprises; however, it must fully support the desire of national business to foreign expansion double positive effect: on the one hand, foreign enterprises bring to the national economy, modern products, methods of doing business, invest; on the other - increases the specific weight of the most active and competitive Russian business, there is a self-study advanced methods of farming, management, use of resources. In this process there is a place for regional level management: regional management structure geographically and institutionally closer than Federal, to the "place of residence" of business units, wider opportunities for them to communicate with representatives of the business sector. Therefore, the active principle of protectionism, implemented at the Federal level must be supplemented by the principle of the formation of competitive behavior as the natural state of business structures.

Note that currently this principle has not been fully implemented. In fact, it is at the regional and the local level formed a large part of the monopoly structures, focused on geographically limited markets. Authorities and management, creating preferential treatment to businesses "local origin" is essentially transformerait national competitive space. In the basis of formation of such small monopolistic structures are mostly not legal, and behavioral norms.

It creates a vicious cycle: regional and local government agencies carry out the protection for a limited range of relatively small businesses, regional markets receive the goods and services of inferior quality or more expensive and, accordingly, receive inflated business income. Thus, the conditions for the redistribution of this income in favor of the "administrative donors and obtain preferences in the future, that is, to corruption; reduced incentives for promotion of business outside of regions and countries; attenuated production capabilities of business units, decreases their competitiveness; there is a need

to further protectionism - the circle closes. Logically, breaking that vicious circle possible in the links, is relatively easy amenable to transformation. The business may not be the link because it requires substantial material and financial resources to change behaviors. The bodies of power and administration is easier, from an objective point of view, change the model behavior, so they can and should be considered as the point of breaking the vicious circle.

In conclusion, we note that the implementation of the function of improving the competitiveness of domestic business on the basis of the principles of active protectionism and the formation of competitive behavior can not occur in isolation from the basic management functions - planning, organization, control, regulation, based on systematic managerial effects.

The development of the theoretical principles that define the essence of state policy of support business, and study the basic functions in the new mechanism of its implementation is an important way of scientific research in the aspect of formation of conditions for formation of positive dynamics of sustainable development of Russian regions and to improve the competitive status of the country in the global economic space.

REFERENCES

1. Belousova L. S., Emelyanov S. G., Kuziboev E. N., Maltseva I. F. (2014) Planning for structural transformation of the economic space (the hypothesis about the future of the Russian planning system): monograph Moscow: Universitetskaya kniga. p. 252
2. Belousova L. S. (2013) The Mechanism of realization of state policy of support business. Journal of Creative economy. 9 (81). p. 24-32.
3. Biyakov O. A. (2004) The Theory of economic space: methodological and region aspects. Tomsk: Publishing house Tom. University press. p.152
4. Litvinov A.A. (2013) State support of business policy: abstract dis. ... The candidate of economic sciences: 08.00.05 / Southwestern State University. Kursk
5. Litvinov A. A. (2013) Priority areas and instruments of regional policy of support of business. Region: systems, Economics, management. 3(22). p. 42-47.
6. Migunova, E. A., Belousova L. S., Babich T. N. (2014) Development planning in market conditions: theory and methodology: monograph / under the editorship of the Dr. Ekon. Sciences L. S. Belousova. Kursk: Planeta+. p. 166
7. Eucken V. (1996) Fundamentals of the national economy. Economics. p. 351
8. Sadkov V. G. (2012) Regional economic policy: the essence and content. Izvestia South-West state University. 1-2 (40). p. 91A-96.
9. Semina T. A. Problems of the disintegration of economic space of the country and of differentiation of socio-economic status of regions. http://www.sbcinfo.ru/articles/27-28_05_1999conf/4_3.htm.
10. Treshevsky Y. I. & Litvinov A. A. (2013) Entrepreneurial activity in Russian regions - status and trends in the post-crisis period. Management consulting. 6. p.p. 61-71.
11. Chekmarev V. V. (2001) Theory of economic space. Bulletin of Saint-Petersburg University of economy and Finance. 3
12. Arbia G. (2001) Modelling the geography of economic activities on a continuous space. Papers in Regional Science.V. 80.
13. Babich T.N., Belousova L.S. (2013) Evolution and Characteristics of Planning at an Enterprise in Russia. World Applied Sciences Journal. T. 24. (Is 11). p.p. 24-1428.
14. Belousova L.S., Babich T.N., Migunova E.A. (2014) The Development of a Planning Toolset at An Enterprise in Russia. MEJSR. V21. (11). [ttp://www.idosi.org/mejsr/mejsr21\(11\)14.htm](http://www.idosi.org/mejsr/mejsr21(11)14.htm)
15. Fukuchi T. (2000) Long-run development of a multi-regional economy. Papers in Regional Science. V. 79.
16. Isard W. (1960) Methods of regional analysis. Cambridge: MIT Press
17. King D. N. (1992) Local Government Economics in Theory and Practice. London: Routledge, p. 412
18. Krugman P. (1995) Development, geography and economic theory. Cambridge: MIT Press
19. Perroux F. (1950) Economic space: theory and applications. Quarterly Journal of Economics. V. 64.
20. Porter M. (1996) Competitive advantage, agglomeration economies, and regional policy. International Regional Science Review. V. 19.
21. Quigley J. (2001) The renaissance in regional research. The Annals of Regional Science. V. 35
22. Yuili D. (1990) Regional policy in the European Community: The role of regional incentives. L.:Croom Helm. p. 251

**ON THE QUESTION TO OVERCOME MENTAL AND SOCIAL DEPRIVATION
OF PRESCHOOL AGED CHILDREN WITH DISABILITIES
IN THE INCLUSIVE EDUCATION OF EDUCATIONAL INSTITUTIONS**

Abstract

The education of children with special educational needs is one of the main objectives of the country. The company is obliged to give every child, whatever their needs and other circumstances are to realize their full potential to benefit society and become a real member of the society.

Keywords

inclusive education, integrated technology education, deprivation,
discriminative observation

AUTHOR

Irina Berdysheva
Educator
Kindergarden No 65
Saint Petersburg, Russia
ira.berdysheva.2015@mail.ru

Today the attitude towards children with disabilities has changed much. The idea of inclusion adoption - the inclusion of all children in the usual life of Russia - is one of the options to make the lives of families with “special” children a part of the society. Support for this category of families, especially in the field of receiving a qualitative education by such children is one of the major issues of the inclusive education, which is taking leading positions in the education of children with disabilities in the Russian educational system (*Inclusive education, 2008*).

Inclusive education is a gradual, detailed and very careful process of inclusion of a child with disabilities in general educational environment that takes into account the individual characteristics of every child and it is based on the child’s strong features. In modern education all participants of the educational process understand that the integration of children with disabilities into available educational environment possesses obvious effects. Competent organization of inclusive education changes not only the motivation of such students, but also it is able to change the pedagogic position of teachers in a radical way, allowing to provide a qualitative education.

Educational institutions where children with intellectual, speech, motor, sensory problems need to look for new, more advanced technologies, techniques and teaching methods to meet the children’s special needs, to carry out targeted assistance to the learner, to involve them fully into an active educational and extracurricular life, that is to control the available educational environment in which it is possible to see and support each success of any child (*Egorov*). The need for the study and the development of modern educational technology will allow to realize the meeting of two “varieties” - student with special educational needs and educational forms of work.

In this context we can consider such a notion as deprivation experienced by children with disabilities in the implementation of various activities in a comprehensive school. Educational activity in the framework of inclusive education cannot be limited only to the task of overcoming difficulties in learning, it promotes the personal achievement of the

child with disabilities, successful socialization, preservation and strengthening of health, protection of rights and freedoms.

In psychology, deprivation means a certain state of mind in which a person cannot meet his or her basic needs. It also occurs in the case of person's deprivation of any benefits to which s/he is already very used. It should be noted that this condition occurs not in every case of rejected demands. There are a large number of human desires and aspirations, but if a person does not achieve them, there is no significant damage to the structure of his/her personality. It is important to satisfy vital needs and requirements. In psychology deprivation is not a deviation from the usual human life. This state is a deep experience. That is, it is possible in the case of inclusive education to speak about deprivation as a condition of not deprivation of something, but of the emotional stress of different etymology.

In the case when a child with disability is placed in the general education environment, we see his harsh social alienation and disorientation. We need to take into account that a child before entering general school lived in the conditions of homeschooling that was a kind of home-Inclusion, where the environment is fully adapted to both the social and educational child's needs. Even in a specialized institution a child can experience various kinds of deprivation so what can we say about the general educational institution, where neither teachers nor the environment does not have sufficient conditions for the inclusion of children with disabilities?

One of the ways to overcome deprivation is so-called individual educational trajectory which is a personal way to realize personal potential of each student with disability in inclusive educational space.

The resources of educational process individualization are such technologies, where the teachers can professionally accurately "see" their "problem" student, control the learning environment in which child's every success can be maintained (*Egorov*).

Teachers work in inclusive educational environment is technological by definition: the successful management of the environment at any level and in any field of activity goes according to the following algorithm: analysis - definition of objectives - planning - organization - analysis (of results). In accordance with this, due to the classification of V.V. Guzeeva work in inclusive educational environment can be attributed to the integrated technology of stochastic (probabilistic) model. What does it mean?

Teaching technology in the early stages, according to the classification of V. Guzeeva, were empirical and based on the generalization of experience of successful teachers implementing their skills on large groups of schoolchildren for a long time: "I do in this way ..."

Then came the stage of designing detailed rigidly deterministic algorithms of activity of a teacher and students, Do always in this way ...". And only the design of probabilistic students management algorithms allowed to go to the management of a "subject-subject" interaction: "If you have such students, such purposes and such resources, then it is optimal to do in this way ...", that is integrated technologies.

Thus, we can speak about the following advantages of integrated technologies:

- 1) find out why the student is unsuccessful in the subject (diagnostics);
- 2) select the forms, methods and techniques, developing internal student resources and taking into account his/her physiological characteristics;
- 3) provide developmental learning environment for each student in the conditions of class-lesson and extracurricular systems;
- 4) ensure the growth of the professional competence of the teacher (psycho-pedagogical, subject-methodological and managerial levels).

During the implementation of the educational project and the theoretical understanding of the concept we can come to the conclusion that for the implementation of the technology which provides a student-centered approach to training and education

of each student using the method of discriminative observation, according to Bandura and his theory of learning through observation. His theory suggests that the discriminative observation is a skill that is a necessary condition for the formation of behavior patterns observed, they must be made up to perfection (*Miguel, Barsaga, 1997*), so it is necessary to diagnose competences which are distinguished in Federal State Educational Standard (FSES), namely:

- diagnosis of the development of current level of internal resources of student academic success, and “condensing” this kind of information into some kind of matrix, using the data of psychological and educational assessment;

- design, selection of teaching methods and tasks aimed not only on training, but also on the development of students;

- definition of necessary work forms at different stages of learning and cognitive activity by comparing the matrix of student academic success with a card file of training methods and tasks.

To control consciously the growth of educational and informative resources of students with disabilities and, consequently, the quality of education, we need a certain amount of knowledge of the teachers about a student as a subject of study. What determines the success of every student? What features of student’s personality are particularly important to take into account in the formation of the learning process?

In the way of overcoming of deprivation processes in the implementation of inclusion in Russia we can consider 10 significant characteristics of children with disabilities: educability, concentration, memory, modality, the dominance of brain hemispheres, organizational, communication, informational, and cognitive skills, the level of need-motivational sphere.

Of course, many teachers have questions about the place of these parameters in pedagogical activity. Differences in students’ such characteristics as the current level of development - educability, level of training can be still somehow taken into account through the external differentiation (dividing children into classes, categories according to the data of Medico-Social Expert Board or testing). Such peculiarities as memory, attention, perception of the preferred channels of information and functional hemispheric dominance do not always get in the “field of a professional view” of teachers. And if they are paid attention to (as a result of psychologists’ survey), they rarely become the basis for pedagogical design of individual assistance through training sessions. Memory, concentration, modality and functional hemispheric dominance along with the motivation and the will are of almost the main “tools” to ensure the success of teaching and learning activities of a student that help improve the quality of education (*Galeyeva, Gostimskaya, Evdokimova, Konova, Zamulina, 2008*).

FSES defines clearly such competence of teachers of inclusive school as owning of knowledge and skills that allow them to design a social portrait of the student (values, motivational, operational, communication, cognitive resources) and to carry out proper diagnosis of formation of social qualities of the person.

As a result of the diagnosis carried out by psychologists it is possible to recognize the reality (students’ particularities, didactic means and conditions) and their connection with the organization of the educational process as comfortable and at the same time developing each student. Thus, it is possible to determine each student’s personality mechanisms involved in overcoming the social and psychological deprivation.

The next stage of the inclusive teacher’s work in the educational environment is to select or design a set of training methods and tasks aimed at development of the selected parameters using the method of discriminative observations. We can assume that “... if any of the parameters of individual style of educational activity of a student with disabilities is developing and growing, his/her overall level of cognitive capabilities - his/her ability to learn- increases.

Personal file with learning tasks and techniques systematized on the same grounds as the academic success of a student must be present as an example of the competency approach in teaching people with disabilities in educational institution to school methodical associations in the final stage of an experienced implementation of various stochastic models of learning.

This innovative activity allows to improve the primary school teachers competence due to the requirements of the conditions of implementation of FSES: to use efficiently the school facilities and resources, their own methodological potential to determine the path of personal realization of personal potential of a learner with disability in inclusive education.

Thus, the implementation of a student-centered approach to learning will be a useful tool for managing the growth of the quality of education in the conditions of the Russian inclusive education.

REFERENCES

1. *About inclusive education*. Available at: http://inclusion.vzaimodeystvie.ru/inclusio__ (Date of access: 06.03.2016).
2. Asmolov, A.G., Semenov, A.L., Uvarov, A.Yu. (2010) *Russian school and new information technologies: a look in the next decade*. Moscow. Publishing house "Neksprint". 84 p.
3. Egorov, P.R. *Theoretical approaches to inclusive education of people with special educational needs*.
4. Galeeva, N.L., Gostimskaya, E.S., Evdokimova, G.Yu., Konova, N.N., Zamulina, N.V. (2008) *Hundred receptions for educational success of the pupil at lessons at elementary school*. Moscow, Publishing house "5 za znaniya", 128 p.
5. *Inclusive education: problems of improvement of educational policy and system* (2008) Materials of the international conference. June 19-20, 2008. Saint-Petersburg, Publishing house of RGPU after A.I. Herzen, 215 p.
6. Meshcheryakov, B., Zinchenko, V. (Comp.) (2004) *Big psychological dictionary*. Olma-press.
7. Miguel, M.M., Barsaga, B.E. (1997) *Multi-grade schooling in the Philippines: strategy for improving access to and quality of primary education*.
8. Otroshchenko A. *Inclusive education: not to be under construction under "norm"*. Available at: <http://www.miloserdie.ru/articles/inklyuzivnoe-obrazovanie-ne-stroitsya-pod-normu> (Date of access: 26.04.2016).
9. Peters, S.Dzh. (2010) *Inclusive education: Strategy of ODV for all children*. Under the editorship of T.V. Marchenko, V.V. Mitrofanenko, V.S. Tkachenko. Translation Yu.V. Melnik, Stavropol: GOUVPO "SEVKA VGTU". 124 p.

FEATURES OF MAGISTRACY PROGRAM**"PSYCHOLOGY OF EDUCATIONAL ENVIRONMENT MANAGEMENT"****IN THE CONDITIONS OF HIGHER EDUCATIONAL INSTITUTIONS NETWORK INTERACTION****Abstract**

The paper deals with the features of magistracy program "Psychology of educational environment management" in the conditions of higher educational institutions network interaction in such sections, as purpose of the program, address group, uniqueness, forms and methods of realization, educational result, formed competences, total state certification of graduates.

Keywords

higher educational institutions network interaction, program, purpose of program, address group, uniqueness, forms and methods of realization, educational result, formed competences, total state certification of graduates

AUTHOR

Valentina Dolgova

PhD in Psychology

Dean of Psychology Department

Chelyabinsk State Pedagogical University

Chelyabinsk, Russia

The analysis of references, normative documents and Internet resources; studying the situation in other higher educational institutions and synthesis of own practical experience, experimental and skilled work; supervision of educational process and systematization of resources of network forms of cooperation say that at the present stage of education the problem of optimization of network activity of modern Russian university and network interaction of higher educational institutions in the conditions of differentiation of world universities is actual (*Pishun, Kapranov, 2014; Fedorova, 2015; Khristoforova, Makeeva, 2015; Romm, 2016; Chugunov, 2014; Kopylova, 2015; Lobov, et.al., 2014; Vedernikova, 2015; Demkin, et.al., 2014; Rebko, 2015; Dmitriyev, 2015; Dolgova, et.al., 2015*). Today questions of network interaction in Russian higher education are actively studied, the new opportunities connected with implementation of the Law "About Education in the Russian Federation" reveal (*Pishun, Kapranov, 2014; Fedorova, 2015*). In this regard, modern integration processes in educational services market, which are at the moment characteristic for Russia, are discussed, but they either take place in other countries, including the countries of Europe, America and Asia. There is statistics about change of higher education structure because of integration processes and processes connected with optimization of a network of the Russian educational organizations based on the higher educational institutions monitoring. One of perspective forms of integration - network education is presented in details in a set of works. Possible models of realization are offered, their advantages and shortcomings and development prospects are described (*Khristoforova, Makeeva, 2015*).

There are the attempts to study methodological basis defined as standard and interpretive platform, to reveal the main characteristics of organization and successful functioning of network partnership (*Romm, 2016*). The problem definition of management of higher educational institutions interaction, which are in common realizing network

educational programs, assumes to consider preferences of students and restriction on resources of higher educational institutions in the course of formation of individual curricula (*Chugunov, 2014*).

It is possible to accept the basic developed concepts (network interaction, network organization, network, educational network, main ways of network interaction of higher educational institutions) (*Kopylova, 2015*) and techniques of design of joint educational programs (*Lobov, Stolbov, et.al., 2014*).

Publications have already described experience of network interaction between regional higher education institution in Tyumen and general education practice in the course of training practice-focused teacher. In this experience use of individual mentoring (supervision) is of great interest (*Vedernikova, 2015*).

Experience of Tomsk state university and Pavlodar state university after S. Toraygyrov in development and implementation of the joint two-degree master program is offered. It is proved that the associative form of network interaction is the most effective in achievement quality of educational programs (*Demkin, Dzharasova, et.al., 2014*).

Experience of network interaction between higher educational institutions (Russian State Pedagogic University after A.I. Herzen and Sakhalin State University) in the course of development and joint implementation of the master training program in the field of health and safety "Social safety in urban environment" is opened. Novelty of the experience consists in schematic design of the main educational master training program in the mode of network interaction and in definition effective conditions and methodical methods of network interaction. Pedagogical finds in this experience is the generalized model of network interaction between universities-partners on development and realization of general educational program of training masters (*Rebko, 2015*).

Process of training biologists at Yaroslavl state pedagogical university is described. The platform is activity of Yaroslavl network pedagogical community. The practical importance of this experience consists in development of the concrete methodological recommendations opening the content of training in network professional interaction of subject teachers and students of pedagogical universities (*Dmitriyeva, 2015*).

Our experience (*Dolgova, Kurunov, et.al., 2015*) can help to allocate such features of network interaction as purpose of program, address group, uniqueness, form and methods of realization, educational result, formed competences, total state certification of graduates. Let us open the features on the example of realization of master program "Psychology of educational environment management" in the conditions of network interaction of three higher educational institutions (Chelyabinsk state pedagogic university, Perm state humanitarian-pedagogic university, Bashkir state pedagogic university after M. Akmulla).

The purpose of the program is theoretical and practical training of master of psychology-pedagogic education capable for scientific-research and administrative activity, which demands professional competence in organization of educational environment of any professional sphere.

Address group is all subjects having the diploma of bachelor or expert, motivated on educational environment management (the persons, who want to master the program of this direction, are enlisted in magistracy by results of entrance tests).

The uniqueness of the program is in the following:

- Graduates of the program are capable to psychological-pedagogic support of educational environment management in any sphere of professional activity.
- The program is constructed on all canons of psychology management.
- The program provides an exit to the international, all-Russian and interregional levels of approbation.
- The educational program is realized in full-time tuition.

We use traditional and innovative forms and methods of its realization, active and interactive methods of training (problem lectures, trainings, design groups).

The organization of educational process is carried out on lectures, seminars, laboratory researches, webinars (with participants of network interaction) with carrying out group discussions, analysis of professional situations using case method, imitating models, role-playing and business games, trainings and master classes.

The curriculum provides research work during semester, scientific-research, psychological-pedagogic and pre-degree practices.

The realization of master program "Psychology of educational environment management" in the conditions of network interaction of higher educational institutions is based on mark-rating system.

Master student can choose the individual educational trajectory.

Federal State Educational Standard of Higher Professional Education (FSES HPE) for the direction 44.04.02 Psychological-pedagogic education determines competences (educational results) of the master program graduate.

According to FSES HPE, the main object for the assessment system of educational results, its substantial and criteria base is the requirements of the Standard, which are concretized in the planned results of learner's mastering the main professional educational program.

The educational result of graduates consists in readiness to psychological-pedagogic support of educational environment management in any sphere of professional activity.

The graduate has to possess the following competences (Tables 1-3):

TABLE 1. COMMON CULTURAL COMPETENCES (OK)

The graduate has to possess the following OK:
ability to study objects and processes analyzing social-economic and cultural-historical conditions of their origin (OK-1);
to own methodology of cultural-historical and activity approaches (OK-22);
to own practical ways of search scientific and professional information with use of modern computer means, network technologies, databases and knowledge (OK-3);
ability to take part in professional discussions, logically reasoning the own point of view, to create scientific texts on the set logical structure (OK-4);
ability to build social interaction on the principles of tolerance and unvaluability (OK-5);
ability to resolve conflict situations and to give support to people in problem and crisis situations taking into account ethnic-cultural specifics (OK-6);
ability for self-improvement and self-development reflecting own activity (OK-7);
ability to use innovative technologies in practical activities (OK - 8);
ability to show initiative and to make adequate and crucial decisions in problem situations, including situations of risk (OK-9);
ability to build the activity according to moral, ethical and law norms (OK-10);
ability to allocate essential communications and relations, to carry out the comparative analysis (OK-11).

The graduate has to possess competences general for all types of master's professional activities for this direction of preparation (ОПК). They are shown in table 2:

TABLE 2. ALL-PROFESSIONAL COMPETENCES (ОПК)

The graduate has to possess the following ОПК:
ability to build interaction and educational process taking into account regularities of mental development of person and pupil's zone of proximal development (ОПК-1);
use scientifically based methods and technologies in psychological-pedagogic activity, to own modern technologies to collect, process and interpret data (ОПК-2);
to be able to organize interpersonal contacts, communication (including, multicultural environment) and joint activity of children and adults (ОПК-3);
to be able to organize interdisciplinary and interdepartmental interaction of experts for the solution of tasks in the field of psychology and pedagogy to form the system of positive interpersonal relations, psychological climate and organizational culture in educational institution (ОПК-4);
ability to project and carry out the diagnostic work necessary in professional activity (ОПК-5);
to own modern technologies of design and organization of scientific research in the professional activity on the basis of integrated approach to the solution of professional problems (ОПК-6);
ability to analyze and predict risks of educational environment, to plan complex actions for their prevention and overcoming (ОПК-7);
ability to apply psychological-pedagogic and standard-legal knowledge for solution of problems of education (ОПК-8);
readiness to apply active methods of training in psychological-pedagogic activity (ОПК-9).

The graduate has to possess the following professional competences of scientific-research activity (Table 3).

TABLE 3. PROFESSIONAL COMPETENCES OF RESEARCH ACTIVITY (ПКНИ)

The graduate has to possess the following ПКНИ:
ability to carry out theoretical analysis of psychological-pedagogic literature (ПКНИ-1);
ability to allocate actual problems of development of modern educational system, training and development of children (ПКНИ-2);
ability to estimate adequacy of methods to solve the studied problem (ПКНИ-3);
readiness to use modern scientific methods to solve the research problems (ПКНИ-4);
ability to develop and present reasonable long-term plan of research activity (ПКНИ-5);
ability to organize interaction of experts to achieve research objective (ПКНИ-6);
ability to build socialization management of research results of (ПКНИ-7);
ability to present to scientific community research achievements in the form of scientific articles, reports, multimedia presentations according to the accepted standards and formats of professional community (ПКНИ-8);
ability to allocate research problem in the context of real professional activity and to project programs of its studying (ПКНИ-9).

Total state certification of graduates is carried out in the form of the state interdisciplinary exam and presentation of final qualification work.

The examination card of the state interdisciplinary exam includes three questions: two theoretical and one practical.

Theoretical questions reflect the main sections of the general educational program, for example:

- Professional competence and professional culture of expert.
- Program and target approach in school management.
- Orientation of head's identity on innovative activity.
- Management of collective.
- Psychology of administrative assistance for young specialists adaptation in educational institution.

- Development of innovative potential of educational institution personnel.

The practical part of the state exam is made by the tasks, connected the main objectives of professional activity of psychologist and directed on establishment of compliance of the graduate to a complex of professional competences.

Types of practical tasks are the following:

- Analytical work with educational and methodical grant for psychologist.
- Psychological analysis of situations, professional activity.
- Tasks for manifestation of psychologist's practical readiness to implement types of professional activity.

Examples of practical tasks are the following:

To carry out the analysis of the monograph: Dolgova V. I. (2009) *Gotovnost to innovative activity in education*. Moscow. Book house "University", 2009.

Develop model of management to motivate personnel of educational organization.

Examples of practical tasks are the following:

To analyze situation and make administrative decision. The made decisions have to be based on knowledge of normative documents, results of psychological-pedagogic analysis of concrete situations.

Situation: *The visitor - the teacher of English M. She conflicts with the deputy director, who makes the schedule. According to M., she has too much "windows" in the schedule. The deputy director S. explained that the school works in two changes, and M. is the only English teacher at school one, S. cannot reduce quantity of "windows".*

Additional information: *M. works here for 10 years. She is always dissatisfied with the schedule. The administration always tried to help M., but she is unbalanced person, she considers herself always offended by someone, likes to scandal.*

Final qualification work represents the independent research connected with development of theoretical questions, pilot studies or solution of applied problems, which are part of scientific-research and project works performed by the letting-out chair.

Approximate subjects of masters' works are the following:

- Management of process of first-year students' adaptation to conditions of university educational environment.
- Management of process to form emotional stability of seniors during preparation to State Final Attestation.
- Formation of psychological readiness to manage conflicts among subjects of educational environment.
- Prevention emotional burning syndrome among pedagogical personnel of educational organization.

Thus, features of master program "Psychology of educational environment management" in the conditions of network interaction of higher educational institutions are purpose of the program, address group, uniqueness, forms and methods of realization, educational result, level of the formed competences, originality of total state certification of graduates.

Possibility of formation knowledge and practical abilities connected with application of software and resources of network pedagogical communities in professional becomes integrative feature of magistracy of psychological-pedagogic direction in the conditions of network interaction of higher educational institutions.

REFERENCES

1. Chugunov A.P. (2014) "Task of management of network interaction of higher educational institutions". *Management of big systems*. Materials XI of the All-Russian school conference of young scientists. Moscow. Pp. 755-763.

2. Demkin V.P., Dzharasova G. S., Ispulov N. A., Omirbayev S.M., Ott M. A., Pfeyfer N.E., Rudenko T.V. (2014) "Network interaction of higher educational institutions as factor of improvement of quality of educational programs". *Open and remote education*. No. 4 (56). Pp. 40-44.
3. Dmitriyev E.A. (2015) "From experience of training in network interaction of teachers and students of pedagogical higher education institution". *Science and education*. No. 6 (125). Pp. 77-88.
4. Dolgova V. I., Kurunov V. V., Vikhman A.A., Dmitriyeva L.G. (2015) "Mechanisms of management of a network form of a magistracy of psychological-pedagogic education". *Bulletin of the Chelyabinsk state pedagogical university*. No. 4. Pp. 15-20.
5. Fedorova N. M. (2015) "Resources and possibilities of network interaction of higher educational institutions". *Specifics of pedagogical education in regions of Russia*. No. 1. Pp. 31-32.
6. Khristoforova I.V., Makeeva D. R. (2015) "Integration of higher educational institutions through network interaction". *Prospects, organizational forms and efficiency of development of cooperation of the Russian and foreign higher educational institutions III Annual international scientific and practical conference*. Technological university. Pp. 323-328.
7. Kopylova N. A. (2015) "Network interaction of higher educational institutions: theory and practice". *School of the future..* No. 1. Pp. 76-84.
8. Lobov N. V., Stolbov V. Yu., Gitman M. B. (2014) "Network interaction of higher educational institutions: technique of design of joint educational programs". *The higher education today*. No. 5. Pp. 40-45.
9. Pishun S.V., Kapranov G. A. (2014) "Network interaction of higher educational institutions in the conditions of differentiation of world universities". *XI forum of rectors of higher educational institutions of the Far East, Siberia of The Russian Federation and Northeast regions of the People's Republic of China*. Collection of reports. Responsible T.D. Kargina. Blagoveshchensk. Pp. 51-58.
10. Rebko E.M. (2015) "Experience network interaction of higher educational institutions in the field of training of masters of formation of health and safety". *Modern researches of social problems (electronic scientific magazine)*. No. 11 (55). Pp. 340-350.
11. Romm M. V. (2016) "Higher education institution as partner: characteristics of successful network interaction". *Modern education: problems of interrelation of educational and professional standards*. Materials of the international scientific and methodical conference. Russia, Tomsk. Pp. 234-235.
12. Vedernikova L.V. (2015) "Regional aspect of training of the teacher in the conditions of network interaction of higher education institution and general education practice". *Person and education*. No. 3 (44). Pp. 87-91.

DUAL INTERACTION OF SOCIAL PARTNERS IN CREATIVE TRAINING OF THE MODERN WORKER

Abstract

The paper is devoted to dual creative-pedagogical interaction of social partners in vocational training of the modern skilled worker demanded in labor market and trained in effective interaction of educational institution and enterprises that promotes improvement of quality training of graduates.

Keywords

dual system of training, creative-pedagogical interaction of social partners, skilled worker

AUTHOR

Eduard Gayneev

PhD in Education

Head of the Resource Center

Ulyanovsk Professional Teacher Training College

Ulyanovsk, Russia

gajneev.eduard@yandex.ru

The dual system of training introduced in Russia is directed on improvement of training quality of skilled workers, that, in many respects, depends on efficiency of interaction of social partners. In this connection, special relevance is gained by the concept "dual interaction" (interaction at the creative-pedagogical level) that became one of activities of the Ulyanovsk Professional Teacher Training College (UPTTC).

Realization of elements of dual training system within the UPTTC resource center is enabled in close interaction with the leading branch profile enterprises of Ulyanovsk - "Ulyanovsk Automobile Plant", "Ulyanovsk Mechanical Plant", "Avtodetal-Service", "Ulyanovsk Motor Plant", etc. - in such common held events, as:

- organization of professional orientation work;
- preparation for professional skill competitions;
- organization and carrying out joint binary lessons;
- joint preparation of final qualification works;
- implementation of creative project in technical creativity community;
- carrying out classes in new types of professional activity.

Before passing to the analysis of a problem of dual interaction, it is necessary to define this concept in the key directions, and features of interaction, which are realized in joint activity of social partners - educational institution and employer's representatives, where the initiator, as a rule, is the educational institution.

Let's note that the leading role in dual interaction with the enterprises in creative training of future workers belongs to educational institution that fully corresponds to the concept offered in 2012 by the Russian President V. V. Putin: - "Workplaces should not dictate necessary education levels, on the contrary, the prepared education level and experts have to influence innovative development and preparation of 25 million workplaces" (*"Bill project..."*, 2012).

Dual creative-pedagogical interaction begins with joint professional orientation work, carrying out lessons for graduation classes of comprehensive schools "test drive for

profession". And, in the form of *competition of professional skill*, in the conditions of real performance of various production works, when the school student has opportunity "to try a profession": to execute wiring, metalwork or welding work, to work on the machine.

Joint carrying out competition in professional orientation work is organically connected with the subsequent joint training of college students for competitions of professional skill "Master -handy man" and the National championship of professions WorldSkills Russia. Joint preparation for competitions is one of the most significant directions of dual, creative interaction of social partners in training future workers (Galaguzova, Gayneev, 2013).

It is promoted, in many respects, by the relaxed, game, creative, competitive atmosphere of competitions, high degree of motivation that is especially actual when training future worker and expert. And, such important components of competence of the modern worker as professional independence, mobility, responsibility for results of the work, experience of rationalization activity, etc. are formed and develop.

Certain didactic advantages of competitions are obvious. However, weak interaction of educational institutions with the enterprises does not promote realization of creative potential of competitions in motivation of creative activity of students that becomes especially actual in connection with the entry of Russia in the international competitive movement WorldSkills International (WSI) and the forthcoming World Cup 2019, which will take place in the Russian Federation - in Kazan.

For realization potential of competitions for several years UPTTC together with the profile enterprise JSC Ulyanovsk Automobile Plant organize joint preparation for professional competitions "Electrician", peculiar "competition of mentors", organized in the following sequence is organized:

- college teacher prepares the practical tasks focused on requirements of the Worldskills Russia championship for competence "wiring";
- the program of preparation is developed together with coaches of the enterprise according to requirements, criteria and indicators of Worldskills Russia and the list of educational and practical works is selected;
- types of electric circuits are defined, educational stands with schemes are prepared, the technology of installation, tools, etc. are developed.

On work practice on the enterprise, the educational group is distributed on shops of plant for 2-4 students, with fixing the head of practice (mentor) from the enterprise (he is one of the most experienced and skilled workers having experience of mentoring). The program of practice is provided to mentors and "competition of mentors" in the forthcoming competitions of professional skill is announced. Mentors-winners of competitions will be encouraged by diploma and monetary award.

Entry of Russia into the competitive movement WorldSkills International opened new opportunities for the teacher, who had a significant motivation on training students for competitions. For example, in April, 2013 in Samara, at opening the first All-Russian competition "National WorldSkills Russia-2013 Championship", the head of the region declared that mentors, who prepare winners of the international competition WorldSkills International, would have monthly award of 70 thousand rubles within 3 years. And mentors, prepared winners of the Russian WorldSkills Russia championship would have 30 thousand rubles monthly (Nikolay Merkushev...). It is powerful incentive for motivation of teacher's self-development!

The first stage of competition is held at the level of educational group. As a rule, it is not carried out, representatives on the following stage (level of educational institution) are elected by results of industrial practice activity or by results of one control-test competitions. Then, at the regional level, the joint (college teacher and enterprise coach) training of contestant begins, i.e. "competition of mentors".

It is important that after regional competition mentors-workers, who were taking part in training contestants - winners and prize-winners of competition -*are encouraged with a monetary award* according to the petition of college.

It is possible to judge efficiency of creative-pedagogical interaction of college teacher and mentor by long-term results of students, who are winners of regional, All-Russian competitions. It is not casual that the college student - future electrician Nikolay K. became the winner of the first regional WorldSkills Russia championship on competence "Wiring".

This direction of interaction can be defined as "creative-pedagogical", as competition is creative action when both preparing competitive tasks, and developing technology of wiring. Rationalization approach on such major production components as *quality* of work performance and high *efficiency* of work is necessary.

The following direction of dual interaction is organization and carrying out binary classes, which essence is that the interrelation between separate theoretical, technical subject matters and practical training is created.

As experience shows, the leading role in dual interaction realization in organization and carrying out binary occupation belongs to teacher, training officer of educational institution. In our case, it is communication of in-service training with subjects of interdisciplinary course, all-technical disciplines by means of carrying out joint binary lessons by college teacher (master) and the head of enterprise practice (mentor).

Thus, common given binary classes become means of mobile feedback of educational institution with the enterprise in exchange of experience, improvement of professional and educational standards (FGOS) and are a point of intersection, correlation of professional kinds of activity of both enterprises, and educational institution.

Logical continuation of dual interaction in carrying out binary lessons of in-service training is joint preparation and consultations of college students by specialists of the enterprise at the final stage of training - *preparation of final qualification works*.

At the beginning of the third training year, students get topics for final qualification works, the schedule of preparation and control, list of trial qualification works, which are performed in the conditions of real production together with the head of practice from the enterprise, are defined.

For example, to perform final qualification work in group with profession "Electrician", student Alexey P. chose the metal-cutting horizontally milling machine 6T81G, which is located on a site, where the student would do practical training. The mentor gives student the passport of the machine with schemes of electric equipment to collaborate preparation of final qualification work.

Student together with college teacher and mentor prepares draft option of qualification work, carefully studies electric equipment of the machine, analyzes schemes and correlates them to machine electric devices.

Student has to define shortcomings of electric equipment of the machine and make own proposals on rationalization that introduces creative element in interaction of the next social partners, promotes formation of bases of experience of rationalization of future worker and, as experience shows, considerably increases quality of final qualification work and procedure its presentation.

The new creative-pedagogical interaction within the system of additional education is carrying out joint lessons in a circle of technical creativity while *making the creative project*.

Importance of this direction is that interaction of college and enterprises within realization of dual system is not limited only by formation and fixing of the general and professional competences. Heads of practice from automobile plant, mentors advise students in creative projects, production of exhibits, preparation for exhibitions of technical creativity, student's scientific and practical conferences.

This year creative projects of the students, who are engaged in technical creativity community, were submitted at the annual student's scientific and practical conference "Day of Science", exhibition of technical creativity and the competition "Art-profi-forum". Then, the most original exhibits take a worthy place in the museum of college.

The analysis of scientific and methodological literature, practical experience of colleagues and our experience show that the integrated approach is necessary for effective training of the modern skilled worker. Where the major part is assigned to social partners dual creative-pedagogical interaction, including, joint carrying out lessons in circles of technical creativity

Another new and important direction of dual interaction is joint carrying out classes in new types of professional activity, which are demanded in the conditions of promptly changing production and technological processes. They are not designated in FSES and textbooks yet, but they are important components of professional competence of the college graduate.

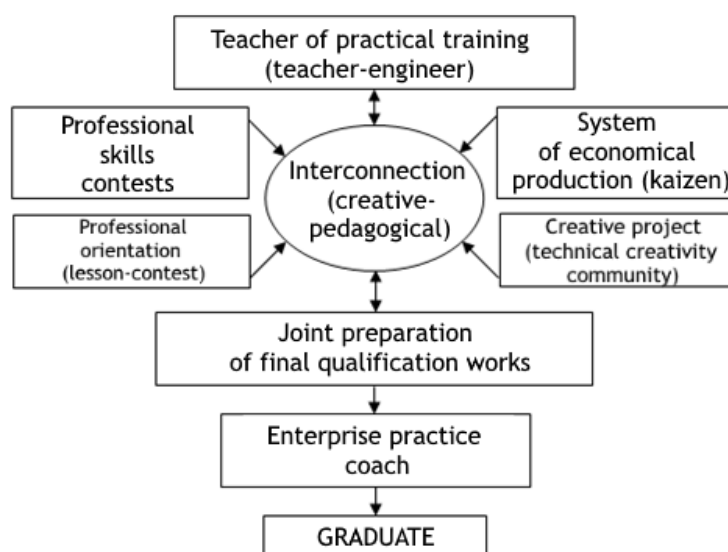
It is connected by that the education system not always manages to adapt for changes in the sphere of production, new demanded types of professional activity. For example, for more than 10 years, enterprises of Russia introduce the system of economical production "Kaizen" (system of continuous improvement KAIZEN). But it is not studied at educational institutions and is not described in textbooks.

As the kaizen system is introduced on one of the profile enterprises of college - Ulyanovsk Automobile Plant - and is important criterion at an assessment of efficiency of activity of divisions of automobile works, the management of UPTTC made the decision about joint training of kaizen system at the lessons, carried out by both teachers of college (theory), and specialists of automobile works (practical training).

On the basis of the contract on cooperation, we together with specialists of plant made a road map, the 42-hour training program of system of economical production (Bases of "kaizen"). One educational groups of college completed a course of lessons in the Center of personnel development on the territory of automobile plant.

Thus, the specified types and directions of dual interaction contain elements of joint creative, rationalization activity that allows to define this interaction as *creative-pedagogical*.

Joint organization of activities for the main directions of dual creative-pedagogical interaction is of great interest to employer in creative training of future worker specializing on profile of the enterprise and focused under the concrete workplace (scheme 1).



SCHEME 1. MODEL OF CREATIVE-PEDAGOGICAL INTERACTION

The analysis of scientific literature and dissertation researches, practical experiment on a problem of dual interaction shows that despite its readiness in pedagogical science, the problem of dual interaction at the creative-pedagogical level, taking into account structure, contents, features of creative and design activity of the modern worker was not considered and became the subject of our research (Gayneev, 2016).

Therefore, on the basis of the directions considered by us and the developed model of dual creative-pedagogical interaction, we try to define the concept "dual creative-pedagogical interaction".

Dual creative-pedagogical interaction of spheres of professional education and production in creative vocational training of the modern skilled worker can be defined as *the cooperation of educational institution with the employer in realization creative vocational training of the modern skilled worker providing his competences adequate to requirements of labor market and being equitable to interests of personality, society and state.*

REFERENCES

1. "Bill project: it is early to finish discussion" (2012). *Professional education*. Capital. No. 4. Pp. 2-15.
2. Galaguzova M. A., Gayneev E. R. (2013) "Creative and pedagogical interaction of educational institution and basic enterprise in competitions of professional skill". *Pedagogical education in Russia*. No. 4. Pp. 252-257.
3. Gayneev E. R. (2016) "Structure and content of creative and design activity of the modern skilled worker". *Scientific and methodological electronic magazine "Konsept"*. Vol. 15. Pp. 251-255. Available at: <http://e-koncept.ru/2016/86951.htm>.
4. Nikolay Merkushev opened the first All-Russian competition of professional skill "The national WorldSkills Russia-2013 championship": Available at: [samara.ru ›read/4887127](http://samara.ru/read/4887127).

TOPICAL ISSUES OF PROOF IN CRIMINAL LEGAL PROCEEDINGS

Abstract

The paper deals with the proofs in criminal proceeding, their legacy and opportunities of their use.

Keywords

criminal proceedings, proofs, legal, right, law

AUTHOR

Vadim Gerasenkov

Senior teacher

Department of Civil Disciplines

Bryansk Institute of Management and Business

Bryansk, Russia

mr.va.ger@mail.ru

Knowledge of the past events is a task of many branches of knowledge and human activity. In a certain degree, this conclusion can be extended to knowledge of crime event. Unlike knowledge of other spheres of activity, which are not connected with adoption of legally significant decisions, process of knowledge of criminal legal proceedings is

regulated by the law and is made as according to the provided order. Circumstances of crime commission are established by means of proofs. The order of their collecting, fixing, check and assessment called proof is also strictly regulated by criminal-procedural law (*Criminal trial: Textbook, 2011*).

Set of circumstances provided by criminal and criminal-procedural legislation, which are subjects to establishment (proof) on each criminal case, irrespective of its specifics, for its correct permission, is called proof (*Grinenko, 2009*).

According to article 73 of Criminal Procedure Code of the Russian Federation by criminal case production subjects to proof are:

- crime event (time, place, way and other circumstances of crime commission);
- guilt of the person in crime commission, form of his fault and motives;
- circumstances characterizing the identity of the accused;
- character and extent of the harm made by a crime;
- circumstances excluding crime and punishability of act;
- circumstances commuting and aggravating a penalty;
- circumstances, which can cause release from criminal liability and punishment;
- circumstances confirming that the property, which is a subject of confiscation

according to article 104.1 of the criminal code of Russian Federation, is received as a result of crime or is the income from this property or was used or intended for use as the tool of a crime or financing terrorism, organized group, illegal paramilitary group, criminal community (criminal organization).

The circumstances promoting commission of crime are subject to identification.

All listed above circumstances, which are subject to proof by criminal case production, relating to a subject of proof, are established by means of obtaining proofs, i.e. to any data, on the basis of which court, prosecutor, investigator establishes existence or absence of the circumstances specified in article 73 of Criminal Procedure Code, and also other circumstances important for criminal case determined by the criminal procedure legislation.

Proceeding from the analysis of provisions of article 86 of Criminal Procedure Code of the Russian Federation, it is possible to allocate three groups of subjects of criminal legal proceedings, which according to this article are obliged or allocated with the right on collecting proofs.

The first group of subjects, who are obliged to collect proofs on criminal case, is investigator, prosecutor and court, who carry out process of collecting proofs by production of investigative and other procedural actions provided by the criminal procedure legislation.

The second group of subjects is the suspecteded, accused, victim, civil claimant, civil respondent and their representatives, who have the right to collect and submit written documents and subjects as proofs.

The third group is defender, who has the right to collect proofs by receiving subjects, documents and other data; poll of persons, but only from their consent; reclamations of references, characteristics, and other documents from public authorities, local governments, public associations and organizations, which, in turn, are obliged to provide the documents requested by the defender or their copies.

Unlike the Criminal Procedure Code of RSFSR, the new criminal-procedural law defined the main properties, which the proof in criminal legal proceedings has to answer. The first of these properties is relevancy. This is such property of the proof, which is expressed in communication of actual data with the circumstances, which are subject to proof on criminal case. To establish objective, logical connection between the actual data containing the relevant source, and the circumstances entering a proof subject, is often quite difficult. Therefore, resolving an issue of relevancy of proofs, it is necessary to

investigate a question of existence or lack of the following forms of communication: 1) cause-effect, 2) spatial, 3) temporary (*Criminal trial: Textbook, 2011*).

The admissibility of data on the facts as proofs means compliance of the proof to requirements of the criminal-procedural law concerning a source of the proof, way, order of its receiving and fixing; the subject which obtained the evidence. Though in the law there is no the situation defining concept of an admissibility, the conclusion about recognition behind proofs of such property logically follows from the contents part 2 Article. 50 of the Constitution of the Russian Federation: "The evidence obtained with violation of the law admits not having validity" and part 1 Article 75 of the Criminal Procedure Code of the Russian Federation, according to which the evidence obtained with violation of requirements of the criminal-procedural law is inadmissible. Inadmissible proofs, in turn, have no validity and cannot be the basis for charge, and also be used for proof of any of circumstances provided by Art. 73 of the Criminal Procedure Code of the Russian Federation (*Grigoriev, Pobedkin, Yashin, 2005*).

According to part 2nd Article 48 of the Constitution of the Russian Federation and on the basis of Article 49 of the Criminal Procedure Code of the Russian Federation, each detainee taken into custody has the right to use the help of the lawyer (defender) from the moment of his actual detention and even at earlier stage of investigation. Every accused owing to the specified constitutional norm and on the basis of Article 47 of the Criminal Procedure Code of the Russian Federation has the right to use help of the lawyer (defender) from the moment of bringing a charge. At violation of this constitutional right, all indications of the detainee taken into custody, accused and results of the investigative actions, which are carried out with his participation, have to be considered by court as the evidence obtained with violation of the law (*"About some questions..."*, 1997).

The following property along with relevancy and admissibility, which any of proofs has to possess, is its reliability. That means compliance of the data containing in sources of proofs to reality.

Sufficiency characterizes not separately taken proof, but their set. It assumes that the proofs collected on criminal case give the grounds to the subject of proof to consider the circumstances making a proof subject proved. Thus the body of evidence estimated from the point of view of sufficiency joins only those from them, which meet the requirements of relevancy, admissibility and reliability. The set of evidence consisting only of confession of the suspected accused of the defendant cannot be considered sufficient. According to part 2 Article 77 of the Criminal Procedure Code of the Russian Federation, recognition the accused's fault in crime can be the basis for charge only at confirmation of his guilt by set of other proofs, available in criminal case (*Criminal trial: Textbook, 2011*).

According to Article 75 of the Criminal Procedure Code of the Russian Federation the proofs received with violation of requirements of the criminal-procedural legislation are inadmissible, have no validity and cannot be the basis for charge, and be used for proof of any of the circumstances making a subject of proof and provided by Article 73 of the Criminal Procedure Code of the Russian Federation.

Inadmissible proofs are:

- the indications of the suspected, accused, given during pre-judicial criminal case production in the absence of the defender, including cases of refusal of the defender, and not confirmed with the suspected accused of court;
- the indications of the victim, witness, based on guess, assumption, hearing, and indications of the witness, who cannot specify a source of the awareness;
- other evidence obtained with violation of requirements of the criminal procedure legislation.

The example of evidence obtained with violation of the law is the protocol of interrogation of the suspected, accused, his spouse or close relative, without explanation

Article 51 of the Constitution of the Russian Federation and with the simultaneous warning of criminal liability for refusal of evidence (*"About some questions..."*, 1997); the expert opinion, when the resolution on purpose of judicial examination was not timely (before production of judicial examination) provided to the accused that he could declare branch to the expert; to present additional questions for obtaining the expert opinion, etc. (*"Definition of Cassation chamber..."*, 1995). In case of recognition of the proof received with violation of the law, court has to motivate the decision on an exception it from body of evidence on case, having specified what violation of the law was expressed (*"Definition of Cassation chamber..."*, 1995).

In the analysis of provisions of Article 75 of the Criminal Procedure Code of the Russian Federation, there is a topical issue concerning inadmissibility of proofs, in the case provided by item 1 part 2 of the specified article, when the indications of the suspected accused, given during pre-judicial criminal case production in the absence of the defender, including the cases of refusal of the defender and which are not confirmed with the suspected or accused of court are the inadmissible proof and, therefore, it is not a subject to judicial research. In the cases provided by Article. 51 of the Criminal Procedure Code of the Russian Federation, which provide obligatory participation of the defender in criminal legal proceedings, the defender was not appointed and respectively the evidence obtained during investigative and other procedural actions including interrogations of the suspected or the defender accused without participation, are inadmissible. But when by criminal case production of preliminary investigation, there are no the bases of obligatory participation of the defender provided p.1 by Art. 51 of the Criminal Procedure Code of the Russian Federation, and suspected or accused refused the help of the defender according to part 1 Article 52 of the Criminal Procedure Code of the Russian Federation, there is a question why indications of specified persons, data during pre-judicial criminal case production are inadmissible in case of not confirmation of these indications by them during judicial proceedings.

If to address to part 2 Article 50 of the Constitution of the Russian Federation, according to which evidence obtained with violation of the federal law is not allowed, it is possible to draw a conclusion that the situation fixed in item 1 part 2 Article 75 of the Criminal Procedure Code of the Russian Federation not fully corresponds to this provision of the Constitution of the Russian Federation, as in the case of violations of standards of the criminal procedure legislation stated above from the persons making preliminary investigation on criminal case, it was not allowed because, according to part 1 Article 51 of the Criminal Procedure Code of the Russian Federation, there were no bases of obligatory participation of the defender in criminal case, and suspected or accused refused the help of the defender that is his inalienable right. Therefore, indications, given at interrogation of specified persons in absence of the defender are obtained according to the law, on condition of observance of all procedural requirements imposed by the criminal procedure legislation to production of interrogation of suspected or accused of commission of crimes.

To the solution of the problem stated above modification of the Criminal Procedure Code of the Russian Federation in item 1 part 2 Article 75 in the following edition "the indications of the suspected, accused, given during pre-judicial criminal case production in the absence of the defender, in cases when participation of the defender in criminal case according to part 1 Article 51 of the present Code is obligatory".

REFERENCES

1. "About some questions of application of the Constitution of the Russian Federation by vessels at justice implementation: The resolution of Plenum of the Supreme Court of the Russian Federation of October 31, 1995 No. 8" (1997). *The Collection of resolutions of Plenums of the Supreme Courts of the USSR and RSFSR (Russian Federation) on criminal cases*. Pp. 534-535.

2. *Criminal trial: Textbook* (2011). Moscow. Volters Kluver. P. 291.
3. "Definition of Cassation chamber of the Supreme Court of the Russian Federation of May 31, 1995" (1995). The Russian justice. No. 11. P. 37.
4. Grinenko A.V. (Ed.) (2009) *Criminal trial: Textbook*. 2nd edition, revised. Moscow. Norma. P.107.
5. Grigoriev V. N., Pobedkin A.V., Yashin V. N. (2005) *Criminal trial: textbook*. Moscow. Eksmo publishing house. Pp. 172.

TECHNOLOGICAL FEATURES OF GARDENING AND THEIR INFLUENCE ON THE ORGANIZATION OF MANAGEMENT ACCOUNTING

Abstract

The paper deals with the modern questions of innovative development of industrial gardening of economic entities of agrarian-industrial complex (AIC). The authors analyze the work of production divisions (centers of expenses) and agrarian organizations in general on the basis of expensive-cost descriptors. The authors give scientifically based arguments for interrelation of separate types of the registration block in registration-analytical cluster using uniform system of indicators for administrative decision-making.

Keywords

gardening, production, management accounting, registration-analytical cluster,
descriptors, management of agrarian-industrial subject,
agrarian-industrial complex, ecological account

AUTHOR

Victor Govdya PhD in Economics, Professor Accounting Department Kuban State Agricultural University Krasnodar, Russia	Yulia Bunina Master student Accounting Department Kuban State Agricultural University Krasnodar, Russia
Konstantin Velichko Student Registration and Financial Faculty Kuban State Agricultural University Krasnodar, Russia <i>degalceva_1996@inbox.ru</i>	

The need for development and improvement of gardening management accounting is caused by the developed new economic situation in the market of fruit and berry production and in the branch itself. The Russian market is flooded by import production, which is externally attractive, but not always high-quality. In this regard, great demands to quality and assortment of domestic fruits and berries appear to maintain the competition. The target state program for development gardening in the Krasnodar Krai provides universal introduction of innovations in process of fruits and berries production. "Innovation" is interpreted as transformation of potential scientific and technical progress into the real production process, embodied in new products and technologies. These innovations are such as use of new equipment, new technological processes or new market ensuring production; introduction of production with new qualitative properties; use of

new raw materials; changes in the organization of production and its material support; emergence of new sales markets (Govdya, Degaltseva, 2015(1); Remezkov, Degaltseva, 2013).

Scientists of the North Caucasian zone research institute of gardening and wine growing of the Russian Academy of Sciences of the Russian Federation (Krasnodar) developed:

- technologies for receiving the high-quality revitalized landing material for different types of gardens;
- technologies for cultivation intensive highly profitable gardens of different type;
- modern postharvest technologies;
- means of technological processes mechanization.

As we see, modern industrial gardening is the super-difficult system, including various components (technical, technological, ecological, productional, organizational, economic, social, etc.). That, in turn, demands attraction of knowledge and abilities from the most diverse areas of scientific-technical activity.

In such conditions, process of management of fruits and berries production considerably becomes complicated, the economic risk of adoption of unreasonable administrative decisions increases. Because of spontaneity of the market, there are questions, which demand expeditious and timely intervention at all levels of management. That is impossible without obtaining comprehensive information on the facts of economic life and events.

During the search of production reserves and probabilistic alternative versions of necessary administrative decisions, the principle of regulation is realized (correction of a temporary fractal of work performance, definition and use of the available reserves, search of production resources, etc.).

The technology and organization of cultivation of long-term fruit and berry crops have decisive impact on technique and organization of management accounting. Interaction of different types of account in the registration-analytical cluster of the gardening organization plays an important role in information support (Govdya, Remezkov, 2015). Interaction of components of the registration-analytical cluster in management of the agrarian-production subject is based on primary (operating-technical) data, processing in the module of management accounting (figure 1).

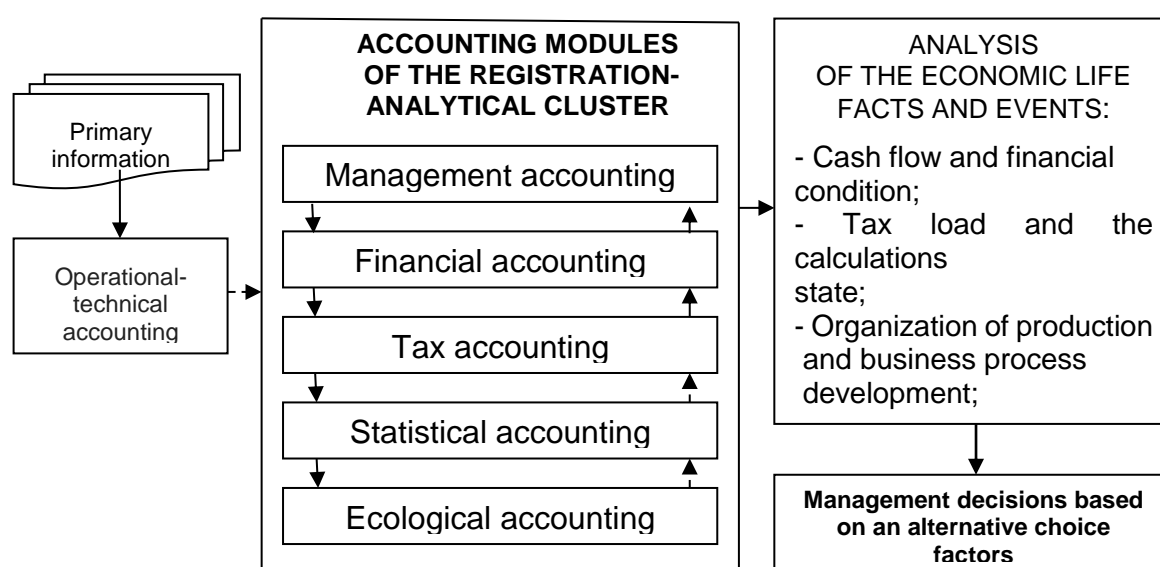
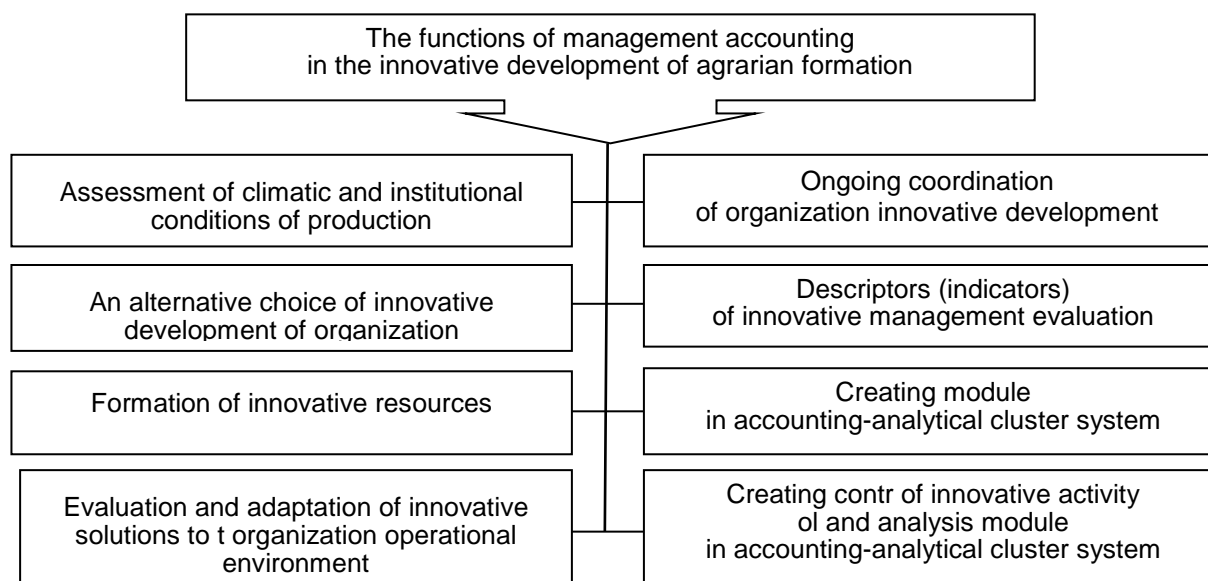


FIGURE 1. INTERRELATION OF MODULES OF THE REGISTRATION-ANALYTICAL CLUSTER OF THE ECONOMIC AGENT OF THE AGRARIAN MARKET

Therefore, the more precisely the account reflects specifics of fruit and berry production, the information on expenses and assessment of efficiency of business activity is more exact. Introduction of innovative production technologies of gardening production also significantly change functions of management accounting (figure 2).

These functions are directed on the organization of management of all factors of modern production, including stockpile management and expenses, management of the agrarian-landscape environment of production and accommodation of population, management of property complex, management of cash flows and investments, etc. Management accounting provides interrelation with all other types of account: financial, tax, statistical, ecological, operating-technical, etc. (Govdya, Degaltseva, 2013).



**FIGURE 2. FUNCTIONS OF MANAGEMENT ACCOUNTING
IN CONDITIONS OF INNOVATIVE DEVELOPMENT OF AGRARIAN FORMATION**

The retrospective analysis of publications on this problem led us to a conclusion that the most discussed subject in improvement of management of property complex of agrarian institutional subjects is the question of registration-analytical providing use at administrative decision-making (figure 3).

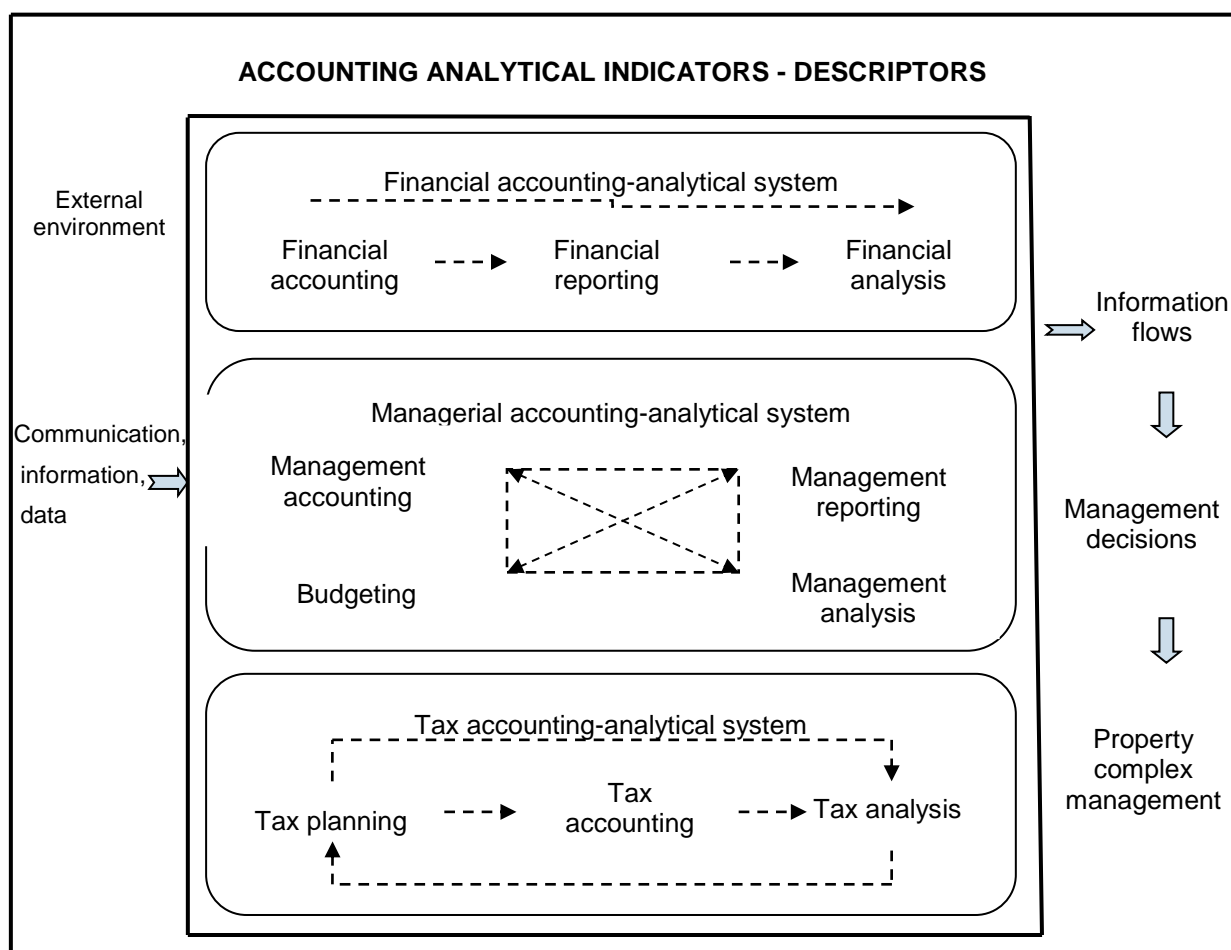
Thus different researchers define scientific-analytical providing variously. Different researchers define distinctive signs of importance of the category "management accounting" by the purposes and tasks, which they set during studying economic problems.

Registration-analytical providing includes two main subsystems - registration providing and analytical providing. The system indicators realize the registration and analytical functions in management process (Govdya, Degaltseva, 2015(II)).

V. V. Govdya and Zh. V. Degaltseva do not call into question the importance of the conducted researches and consider the modern paradigm of management accounting determined by the international principles of management accounting. The authors consider necessary to carry out turn of this scientific and practical direction from problems of the account and analysis of last events towards preparation of perspective information (Govdya, Degaltseva, 2013; Kalnitskaya, Ivankova, Maksimochkina, 2014). Of course, the trend cannot be defined without actual data, but fixing and analysis of the actual expenses should not be the result of management accounting any more. The weighed balance between historical and perspective approaches is necessary.

Now objects of the account in gardening are allocated as:

1. Pome gardens (apple-tree, pear, quince).
2. Drupaceous gardens (plum, cherry, apricot, peach).
3. Berry-pickers (raspberry, currant, gooseberry, wild strawberry, strawberry, etc.).
4. Nuciferous plantings.
5. Subtropical plantings.
6. Citrus plantings,
7. Vineyards.
8. Tea plantings.
9. Hop plantations.
10. Floriculture.
11. Seed plots of fruit and berry cultures (field of seedlings, field of greffons, field of ephemerals, field of biennials by planting types).
12. Seed plots of tree and shrubby species (same).
13. Seed plots of laurels noble (same).
14. Seed plots of aromatic cultures (same).
15. Seed plots of decorative cultures (same).
16. Windbreak fields (expenses on treatment).
17. Forestry (expenses on treatment) (*Methodical recommendations...*).



**FIGURE 3. REGISTRATION-ANALYTICAL MODULE FOR MANAGEMENT
PROPERTY COMPLEX OF ECONOMIC ENTITY**

Unspecialized farms can carry out the expenses accounting by both types of plantings (pome, drupaceous, berry-pickers), and in general on gardening.

Such specification of expenses is characteristic for the production account, which information is used for determination of actual cost of gardening production. However, it is insufficient for modern requirements of users at management of expenses. The primary sign of objects is the centers of expenses - production divisions, gardening crews, etc. in the registration-analytical systems (*Satubaldin, 1980*).

Zh. V. Degaltseva, A. A. Remezko and E. V. Tonchu marked out that important feature of the organization of expenses accounting in gardening is defined by conditions of agricultural production (*Degaltseva, Remezko, Tonchu, 2014*). First, the key element of the functioning capital and the main mean of production is the soil. Unlike other means, it is not a product of human work; it is spatially limited; it increases the fertility, if used correctly. In turn, growth of economic fertility of soil demands additional investments on introduction of organic and mineral fertilizers, improvement of its processing, irrigation, melioration, etc.

Research of registration process in JSC Experimental-Production Farm "Tsentralnoye" testifies that along with use of soil cultivation of fruit crops is carried out in close interlacing of natural and labor processes. Duration of production cycle is defined by generally natural conditions of growth and development of plants. Terms of performance of agricultural-technical works are caused by vegetation of plants; works are carried out in strict technological sequence. Moreover, the interrelation of economic processes of reproduction in gardening with natural and biological processes is the reason of that the working period of production does not coincide with the production period in this branch. Usually production period lasts much more long, than the working one. Expenses of appliances of production, work and agricultural machinery in the branch have uneven character and are seasonal. This fact is the third feature of the organization of registration-analytical procedures of expenses in gardening.

Feature of the analytical accounting of expenses in gardening is that they are reflected first on production divisions (offices, sites, crews, etc.), and then are reduced in general on economy. The personal account of division (the center of expenses) is the main register of the analytical accounting of expenses. In the analytical accounting of production process in gardening, it is necessary to differentiate the accounting of expenses on the crop's eve of the current year and the crop's eve of the next years by types of the performed works on types of fruit crops, to which cultivation expenses belong.

The assessment of modern system of the expenses accounting showed that the system does not limit a choice of ways and methods of accounting, provides their independent combination by institutional subjects of managing. However, among all types of administrative activity accounting continues to remain the most regulated (*Sokolov, 2000*).

Now the main lack of the operating system of long-term plantings accounting, as well as in the whole agriculture, is that the system is not able to reveal economic results at each stage of technological process of fruits and berries production, care of the fructifying plantings, harvesting and realization of finished goods. Therefore, the specified information should be received in the accounting way or on the basis of additional selection of the data accumulated on accounts. Such information arrives to administrative personnel with a big delay that reduces efficiency of its use in management.

Innovative development of gardening demands that methods of expenses accounting reflected real process of formation of expenses in specific conditions. Specifics of long-term plantings are that duration of the period of capital investments is measured from a laying of plantings prior to their industrial fructification. The payback period of these investments keeps influence of many factors: breeds, grades, stocks, quality of soil, correctness of determination of balance cost of fruit plantings hectare.

As our researches showed, the period of implementation of capital investments in gardening in the conditions of the Krasnodar Krai fluctuates from 3-6 (dwarf sorts) till 8-

12 years (sorts of rootstocks). While reflecting capital investments and determination of plantings balance cost, it is necessary to consider duration of the period of their formations. As production in gardening lasts many years and expenses on the crop's eve of the next years are made in parallel, therefore accounting has to differentiate accurately expenses by years.

Economic purposeful use is characteristic for fruit plantings. Other feature is territorial isolation of long-term plantings, i.e. they cannot be moved before full depreciation.

High-quality features influence formation of production expenses. Different cultures and their grades have different terms of maturing. Climatic conditions have impact on output, technology of cultivation and terms of production exit that involves change of the consumption of materials, monetary and manpower, and essential fluctuations of the final prices.

Production in gardening is not one-time process. It consists of the separate works performed during spring, summer, autumn and winter periods. Therefore, it is important to have system of information on stages of production and on action time for the administrative personnel. Each of these complexes of works consists of a large number of concrete processes. Therefore, the made expenses in accounting have to be differentiated by types and terms of the performed works.

The conducted research showed that the existing practice of the accounting costs of long-term plantings and calculations of prime cost of fruit and berry production not fully takes modern technological and organizational features of the branch into account. Therefore, information on formation of production costs and product cost loses reality and does not meet the modern requirements of management.

Therefore, from the organizational-technical side, the intensive technology of cultivation of gardens and vineyards assumes complex application of the latest scientific-technical developments, optimum accurately differentiated multiple technological schemes corresponding to specific conditions of production, the new grades and hybrids of intensive type adapted for the mechanized system of treatment and harvesting. From the other side, it assumes modern registration-analytical control systems of technological processes, stocks, expenses and economic subject in general.

REFERENCES

1. Govdya V. V., Degaltseva Zh. V. (2013) "Modular creation of a registration and analytical cluster in agrarian and industrial complex". *The Bulletin of the Kazan state agricultural university*. V. 8. No. 2 (28). Pp. 24-28.
2. Govdya V. V., Degaltseva Zh. V. (2015) "Innovative methods of management of expenses in a registration and analytical cluster of agrarian formations". *News of the Lower Volga agrouniversity complex: Science and higher education*. No. 1 (37). Pp. 234-239.
3. Govdya V. V., Degaltseva Zh. V. (2015) "Development of management accounting in innovative economy". *Economy and business*. No. 1 (54). Pp. 681-685.
4. Govdya V. V., Remezko A. A. (2015) "State policy of a cluster form of the organization of interaction of agrarian formations". In the collection: *Materials III of the All-Russian symposium on regional economy, collection of reports*. Editor-in-chief A.I. Tatarkin. Pp. 43-47.
5. Degaltseva Zh. V., Remezko A. A., Tonchu E. A. (2014) "Problems of development of management accounting in modern conditions", *Polythematic network electronic scientific magazine of the Kuban state agricultural university*. No. 98. Pp. 1009-1041.
6. Kalnitskaya I. V., Ivankova O. G., Maksimochkina O. V. (2014) "Information for management of the organization: role and problems of formation". *Russian business*. No. 23 (269). Pp. 80-88.
7. *Methodical recommendations about planning, account and calculation of product cost (works, services) in agriculture* (Ministry of Agriculture and Food Production of the Russian Federation 04.07.1996 No. P-4-24/2068).
8. Remezko A. A., Degaltseva Zh. V. (2013) "Influence of a cost management system on improvement of quality of production Agrarian and industrial complex". *Agrarian and industrial complex: Economy, management*. No. 11. Pp. 19-25.

9. Satubaldin S. S. (1980) *The accounting of production expenses in the USA*. Moscow. Finance and statistics. 238 p.
10. Sokolov Ya. V. (2000) "Management accounting: myth or reality?". *Accounting*. № 18. Pp. 7-12.

**CULTURAL MEMORY AND PERSONALITY OF THE ARTIST
IN THE DEVELOPMENT OF CONTEMPORARY ART
OF AUTONOMOUS REGION OF INNER MONGOLIA OF CHINESE PEOPLE'S REPUBLIC:
ANALYSIS OF CONTEMPORARY CHINESE ARTIST LU JINYAN'S WORKS**

Abstract

The analysis of the research materials by Russian (S. Voronin, Yu Fedorov and others) and Chinese (Wang Feng, Wen Liu Xin and others) researchers showed that cultural memory as a key factor of the artistic creativity permeates the artistic picture of the world. It is clearly evident in the watercolor landscapes of the Chinese artist Lu Jinyan where deserted, desolate and quiet world of the western highlands of Inner Mongolia are realistically implemented. His skills and expressiveness of his watercolor art is formed through a long artistic practice in his homeland and a constant study of the language of watercolor art.

Keywords

cultural memory, personality of the artist, development of contemporary art, traditional watercolor techniques, methods, brushwork, color painting, sketching

AUTHOR

Feng Zong ren
PhD student
Transbaikal State University
Chita, Russia

Introduction. A cultural memory serves as a conceptual core of the artist's artistic works, art permeates the picture of the world which renders the human being through the work of art. The personality of the artist verifies the interpretation of the artistic picture of the world.

Materials and methods. The question of personality of the artist in contemporary painting is considered by Y. Fedorov, S.N Voronin. Y. Fedorov actualizes the problem of the artist personality in the contemporary socio-cultural environment, analyzing the role of the creative person in the situation of the cultural crisis of the late XX - early XXI century, and justifying compulsory highest moral, spiritual and ethical requirements to the artist's personality (*Fedorov, 2011*).

S.N Voronin reveals the mutual form of landscape painting and Chinese calligraphy with the personality of the artist. It proves that a Chinese landscape painting is a universal way to harmonize the personality of the artist with the world (*Voronin, 2009*). A Chinese artist unlike the European painter perceives a landscape as an expression of the immense and spacious world as a grand space, the universal in the particular where the human person as if dissolved in the contemplation of the great, incomprehensible and absorbing

its space (Voronin, 2009). Wen Xin Liu, describing the changes and innovations of watercolor art in China, claims that the artist constantly develops innovative ideas in the art. To understand the art of watercolor, it is necessary to know the characteristics that reflect transparent, wet, light characteristics, to play through a thin and easy rhyme, the knowledge and skills of various traditional watercolor techniques, methods, rock painting murals, rich experience which maximize the level of expression of watercolor expansion. Otherwise, a watercolor loses their viability. The artist needs precise watercolors of language understanding, the basic skills of painting, as a cultural heritage and artistic achievement. Using a variety of watercolor artist execution methods contributes to expression of feelings and ideas (Ven Liu Xin, 2010).

A western watercolor painting in the early 1950s changed the traditional style of Chinese watercolor painting with effects of light and color, light and shadow forms.

The modern Chinese master of watercolor Zhaomin dedicated his life to the study and practice of Chinese watercolor painting based on brushwork, color painting, sketching. His works are unique in content and form. Recently, his works are written in a dry and wet ink. Features of Chinese watercolor painting are the principles of creation when under the "Form is everything", "when people are the picture themselves and when "still life is endowed with meaning". A human nature and landscape create a tranquil mood of the deep (Ven Liu Xin, 2010).

Wen Xin Liu writes that a famous watercolorist Wang Wei was initially engaged with new prints drawing lines in Chinese painting sketches. Available designs became part of his watercolor paintings. Using of fleeting bright and different colors intuitively let the artist create special charm. Wang Wei also has a number of unique features: the ink used in watercolor painting, even in wet rice paper and principle of scanning Mexican monumental painting: painting and texture are infused with a sharp expression and tend to have abstract and symbolic forms full of dynamics, spatial effects, actively influencing the viewer (Ven Liu Xin, 2010).

Wen Liu Xin comes to the conclusion that for the enrichment and expansion of his artistic language, to achieve a true expression of themselves and the world around them watercolor artists used color and tone ratio, knowledge of organic rich emotional language arts. Thus, a clear individual style of the artist is revealed (Ven Liu Xin, 2010).

Jinyan Lui, a watercolor painter of the Mongolian nationality was born in 1963. Recently, his watercolor paintings that describe the main desert valley of Inner Mongolia, are more than once have been awarded to art exhibitions and earned high praise and the praise of the world's watercolor paintings. His work is based on the motives of his homeland and finds a vivid expression in the brilliant watercolor technique. Vast and beautiful landscape of western highlands of Inner Mongolia are shown in a quiet, secluded and surroundings.

Natural and geographical environment of various regions have a close relationship with the formation of graphic aesthetics. The western highlands of Inner Mongolia have unique natural and geographical views. These places are typical of continuous series of high and low hills, boundless steppes, covered with grass, water clear streams, sinuously flowing through the pastures. Over thousands of years Mongolians live here giving the western highlands of Inner Mongolia inexhaustible vitality. Lu Jinyan's excellent skills in watercolor art formed his unique artistic style - the ability to see the vastness of silence. Watercolor painting by Lu Jinyan shows calm western highlands of Inner Mongolia, "wild" latitude showing something sublime, penetrating into the human soul.

Landscape paintings by Lu Jinyan drawn with water-color is the real description of the special natural and geographical shape. He did not pay particular attention to the Mongolian yurts, carts, shepherds and customs of the steppe, like other artists of the steppes. Lu Jinyan emphasizes calm and deserted western highlands of Inner Mongolia. He usually chooses the deep snow-fall or winter mountains and rivers of Inner Mongolia. The

paintings recreate a boundless world: the mountain valleys, layered cliffs, rustling wasteland, a gray sky, lonely trees, the frozen river. Examples of Lu Jinyan's such works are "Plain desert", "Calm after the snow", "The winter sun in the highlands", "Snow Valley" and others (*Van Feng, 2008*).

Results and discussions. Talking about Lu Jinyan, it should be emphasized that he loves the western highlands of Inner Mongolia. On the one hand, the nature and geography of the highlands inspire the Mongolian artist evolving the feelings of calmness and fabulousness of old unchanging nature. On the other hand, incessant lessons in painting led the artist to a particular understanding of the landscape of the western highlands of Inner Mongolia, its forms, environment, energy and other aspects. The paintings express the beauty and breadth of infinity. This calmness in the watercolor paintings is expressed in natural landscape. In Lu Jinyan's works one can never find humans, horses, cows, sheep and other animals. Not even a high flying eagle. Winter landscape is often quiet after a snowfall picture, rather than the image of falling snow. The artist passionately commits to a world in which "empty mountain, no people, flowing water and flowers bloom", away from the noise of the human world, the desires of the earthly world. The picture of human social activity is not represented on the canvas. Here is preserved the original appearance of the mountains and the seas, the artist does not resort to breaking the original ties with nature. In choosing the material and the alignment of the mountains, water sources and stones he pays special attention to the original vital connection with nature.

This commitment can be seen from the composition of Lu Jinyan's works. When writing landscape paintings he mainly uses three-layered compositions. In the background he depicts a gray sky, in the middle - continuous mountains and hills, and in the foreground - desert valleys or watercourses. In this case all three planes are parallel to each other, so that in the composition there is a strong jump, and the state of tranquility in the midst appears smoothly.

The calm is expressed by means of "emptiness". Emptiness and tranquility are interrelated: void emphasizes the atmosphere of calmness, serenity to a certain extent is vast. Such a composition in itself expresses a broad outlook and the feeling of vastness to the audience. An unclear warming winter sun in the boundless sky in the background, extending to both sides of the mountains and hills in the middle ground gives the impression of infinity, creates a sense of boundless breadth which further underlines the serenity of the picture. Tranquility is a sublime beauty that reflects the vastness and emptiness of the Mongolian steppes.

In the pictures depicting the landscape of western highlands of Inner Mongolia Lu Jinyan significantly emphasizes the "antiquity". For example, in the picture "Snow in the ancient city" multiple segments of walls, crumbling in places by a thousand-year impact of the wind and rain, still firmly dominate the snowy valleys. Dry grass and white snow in front of the wall show the boundless historical breadth and permafrost. In the picture "The ancient path of the Khuankhe" millennial river water washed rocky and layered ancient way like a placid river tells a sad story. In general, the basic material for Lu Jinyan's landscape paintings serves western highlands landscape of ancient Inner Mongolia, in particular, winter and autumn landscape. Vast land, dry grass, bare cliffs or the first snow, snow-covered ditches and all depicted objects convey a sense of abandonment and cold. And most importantly, they express these objects (for example, in the picture "Ancient years") the time of year is delayed in a desert between heaven and earth, appearing and disappearing in itself. It captures the essence of the natural environment and geographical latitude highlands of Inner Mongolia, which constantly exist in space and time (*Van Feng, 2008*).

However, feelings of serenity and abandonment in Lu Jinyan's paintings do not transmit anguish and reflect the liveliness of life. This reality is the artist's understanding of nature, knowledge of the life of the individual and a cosmic ideology. Figuratively

speaking, the artist has found a way of life in it. We can say that the abandonment within the paintings carefully created by the artist place his lonely soul yearning. In the silence of abandonment one can find life force, it is a sense of respect to the artist's western highlands of Inner Mongolia and nature in general. Therefore, in the vast desolate world we see that it is not a quiet sadness or abandoned cold and vitality. The information is observed from artist's intent, for example, in the picture "The Sun in the early spring" we see the melting ice and snow is the quickening power of the earth. Although there is no grass and other vegetation, but ground looseness clearly expresses the arrival of spring. Under the inspiration of "Winter Sun" in the ice and snow world, these naked orange-red rocks give a feeling of warmth, spring expresses hopes and dreams. In addition, Lü Jinyan's watercolor paintings in an atmosphere of abandonment and tranquility clearly express the basic idea of the image - the idea of a positive life force. Although that represented an autumn rustle, the sky snow and an icy land but the integrity of the yellow, green and red colors make people feel warmth and growth. It reflects the boundless vitality stored in this ancient land and shows the deep feelings of the artist to this land (*Van Feng, 2008*).

Over the years Lu Jinyan described the landscape of western highlands of Inner Mongolia, continually conducting research language of watercolor art, seeking to true to life embodiment of the vastness of the mountains and water which he really loves. In his pictures one can feel smoothness, and moisture watercolor language, serious, widespread and expressive mood, particularly in terms of colors and the use of complex and changing the surface texture. For example, painting "Winter Sun Plateau" acquires shades of purple: a purple sky gradually becomes higher and denser emphasizing the rich change of fractured surface of the slopes with snow remnants, and rich color changes Highlands under the sun. Yellow-orange and red-orange rocks exposed in the illuminated portion, and purple and black in the shade, as well as pure white snow and illuminated part of the silver-gray color of the snow in the shadows create a bright and colorful world. Just the description of color changes highlands in silver dress, expressing the wealth of the world in which a full life force lies. The artist's desire to change the rich textures demonstrates subtlety and believability of image objects.

Conclusion. Thus, the analysis of the research materials by Russian (S. Voronin, Yu Fedorov and others) and Chinese (Wang Feng, Wen Liu Xin and others) researchers showed that cultural memory as a key factor of the artistic creativity permeates the artistic picture of the world. It is clearly evident in the watercolor landscapes of the Chinese artist Lu Jinyan where deserted, desolate and quiet world of the western highlands of Inner Mongolia are realistically implemented. His skills and expressiveness of his watercolor art is formed through a long artistic practice in his homeland and a constant study of the language of watercolor art.



"Wasteland".
Watercolour, 420x580 2001



"Highlands in winter"
Watercolour, 320 x 550. 1998



"Long years".
Watercolor. 567 x 292. 2006



"A solar spring"
Watercolor. 550 x 378, 2008



"Snow rhyme of Antiquities"
Watercolour, 240 x 360, 1995



"The Way of the Khuankhe"
Watercolour, 400 x 292. 2004



"The spring sun"
Watercolor. 850 x 577, 2007



"Winter Highlands"
Watercolor. 3036 x 2154, 2003



"Once after the snow."
Watercolour, 600 x 880. 2001

REFERENCES

1. *A Brief history of foreign art* (2007). Beijing: China Youth Press. 98 p.
2. Fedorov, Yu. (2011) "The problem of personality of the artist in contemporary culture and art. Part 1 (Theory of the question)". *Culture of the Black Sea people*. № 212. pp. 185-189.
3. Van Feng (2008). *Theory of watercolors: a textbook*. Beijing: Beijing University Publishing House, 132 p.
4. Ven Liu Xin (2010) "Changes and innovations of watercolor art". *The theory of art. "Concept Art"*, № 11. P. 175.
5. Voronin, S.N. (2009) *The classical Chinese landscape painting as an expression of the harmony of the individual artist and the world* (PHD dissertation in Arts). Available from ProQuest Dissertation & These. Barnaul. 19 p.

MANAGING COMPETITIVENESS IN XXI CENTURY: EFFECTIVE BUSINESS INSTRUMENTS

Abstract

The article is dedicated to the issues of managing competitiveness in the modern age of globalization, technology and innovation. The purpose of the paper is to analyze the influence of factors of competitiveness and offer effective tools for companies to create competitive advantages. The working classification of competitiveness factors includes external and internal factors. The external business environment covers industry-specific environment - competitors, customers, suppliers, as well as non-sectoral, economic, social, political, technological and other factors. The most effective tools for business responses to the dynamics of environmental factors or its forced changes in the present are different forms of inter-firm co-operation and mergers and acquisitions strategy. Both external growth tools are widely used in business and provide a number of benefits that are required for tightening up and market leadership. However, the leading role in ensuring the competitiveness of the business at the present stage plays the internal environment of the company, its resources and business processes. The quality and uniqueness of the internal environment of the company is provided by the strategic leadership - a leadership style, aimed at knowledge, innovation and technology creation that are not available to competitors. Research methods include theoretical analysis, interviewing experts, analysis of best practices. The results can be used by management companies in various economic sectors in the development, adoption and implementation of strategic decisions. Author's contribution consists in providing the most effective management tools of business competitiveness at present.

Keywords

business, competitiveness, external environment, internal environment, cooperation, merger and acquisition, strategic leadership

AUTHORS

Inna Ivanova

PhD in Economics, Associate Professor
Kuban State Agrarian University
Krasnodar, Russia
inna_ivanova_2010@mail.ru

Olga Lyakh

PhD in Economics, Associate Professor
Kuban State Agrarian University
Krasnodar, Russia

Angelina Kosova

PhD in Economics, Associate Professor
Kuban State Agrarian University
Krasnodar, Russia

Introduction.

Securing national business competitive power - is the problem which both business representatives and government authorities are in search of the solution to. First and foremost companies tend to consolidate their positions and secure competitive edges of their products and their concrete enterprise. However in case of potential or real threat to their competitive ability concerns the interests of the whole branch, the companies often pass to industry-wide level and work out corporate actions in order to consolidate the positions of the whole economy sector. Speaking of a national competitive ability a state, first and foremost, means competitive ability of national economy in whole, understanding that for that end there is a need for competitive branches, enterprises and

products. With this end in view authorities will offer various methods of business support, change laws and regulations, solve infrastructural and environmental matters etc. Yet, so far there are no universal formulations regardless of the level these competitive ability problems are solved on. In each specific situation the result can be both positive or negative as the environment where such business competitive advantages are formed is very complex, multifarious and dynamic. The present study intends to examine the idea and factors of business competitive ability, so that from this point on offers a range of tools which will be the most effective in competitive abilities control on the level of companies in the near decade.

Idea and factors of competitive ability.

The term "competitive ability" during the last 20 years became rather actual because a great number of new states entered the circle of the world economy so economical competition among countries has strengthened¹. Revelation of national markets, lowering of trade barriers, globalization and internationalization processes as a whole led to that sort of aggravation of competition, so in actual fact none of a company in the world can be sure in its tomorrow. There are always new threads on the horizon in the form of pioneer substitute products, bankruptcy of suppliers, changes in tax regulations, rates of exchange, countries entering WTO, world crisis etc. The actuality and complexity of the problem can be confirmed by the fact that the questions of competitive ability are considered by economists of different specializations and are set out in various economic disciplines. Thus, competitive goods is mainly marketing field of research, which educate essential consumer qualities and terms of goods proposal in the market with a view to ensuring great demand for it. A competitive company - is the problem of strategic management which allocates the targets of business profitability and its benefits, which are necessary for long-term market presence. The competitive branch and national economy are studied by specialists in the field of world economy as here the competition is of international aspect and the function of government regulation in some cases is of fundamental importance. On account of the fact that the idea is multilevel there is no single, recognized definition of the term "competitive ability. Therefore prior to relying on one of the multiple definitions we need to define which level is the key and backbone one. Without controversy that is the level of a company. It is just a company and, to be more precise, its actions and decisions realized by its managers and employees make products, compete with other national and foreign companies, together with other companies of the country form a branch and contribute in national GDP. The leading researchers in this field consider market share and profitability as the basic criteria. The positive dynamics of these rates in the longer term mean that the product of a company finds a market, i.e. it is competitive, that the branch wherein the firm is functioning is consolidating on domestic or foreign markets, that it contributes to national economy by way of work positions, taxes, levies and other payments. However, while distinctly understanding the main objectives of their business and criteria of competitive ability, all too often companies do not know where to find growth sources and do not investigate which factors bring an appreciable effect and which should not be considered at all. Aside from that when colliding with changes managers often respond to accomplished events just using intuition or the most evident short-run decisions. Yet it would be more effective to foresee the events which can influence their business, and to develop reaction strategies through acting proactively. In such a manner business may not wait for any changes but to create, but to provoke them pro domo sua. The most complete system of sources of competitive advantage of a company was suggested by an English scientist in the field of strategic management R. Grant. One of the approaches he proposed lies in separation of inner and external sources. For example the external sources include shift in consumers' tastes, onset of new goods and services on the market, departures of foreign economic policy of the state, changes of free market prices etc. Yet to the end that the

external change frames the calnative advantage, it must render differentiated effect on companies owing to their various resources and responsibilities or strategic positioning³. The peculiarities of the internal environment of a company, its resources and business processes define the character and rate of response to external changes, that's why the quality of internal environment also leads to enhancement or loss of competitive ability.

Competitive ability control - environmental factors.

The strategy generation on changes of external environment first of all requires of external factors classification exercise. Here we can start from the immediate business environment: competitors, consumers, suppliers. The company faces them in day-day work and this fact forces it to keep eyes skinned and control all possible changes.

Changes in consumer behavior can be connected with descent of shopping ability (for example amid crisis), with appearance of more cheap and/or qualitative substitutes, competitor's new advertising campaign etc. Each concrete situation needs its own approach. For example, the Dutch company Schick found an effective marketing decision when capturing the Japanese market, a manufacturer of shaving blades, at struggle with the world leader Gillette. The Dutch made accent on adaptation and took up 62%. They changed their name involved a Japanese actor and effected sales through the Japanese distribution system. Americans used the strategy of standardization and took up 10% of the Japanese market⁴. Competitors' actions can be unrespectable. At that a company should take into account not only the acting players, but also the possibility of apparition of new competitors or substitute goods. New competitors are inclinable to appear in those branches which demonstrate high profitability over a period of time and where there are no clear-out leaders, oligopolists, monopolists and big companies, which have a liberal market share and the products approved by customers. And appearance of substitute goods and services in XXI century of innovations and technologies will cause no surprise in any branch. Aside from the immediate environment of the company changes in external environment changes can take place in other fields: in economic policy of the nation-state or the consolidated companies' states, in word economy in general, in changes of climate and ecology, in demographic structure and cultural values of the countries where business is conducted etc. The meaning of these non-sectoral factors is not always fast, but thereon the result of their changes does not become less sensitive, and in some cases it is enormous. While understanding all the threats and possibilities from the external environment, business needs a set of efficient measures to react adequately. At the present time the generally recognized means in competitive struggle and survival on the market is co-operation. At that the co-operation in world-practice every so often results in business combination and appearance of more stronger player on the market, who can stay more effectively against external press. Thus, having realized their inability to tide over on the world and even national market many automakers from Central and Eastern Europe, entered production and technologic alliances with leading manufacturers, and eventually this turned out to be an intermediate form of full inter-corporation integration. It will be remembered that alliances between German firm MAN and Polish firm "Star", Italian "Iveco" and Serbian "Zastava", French "Renault" and Czech "Carosa", Korean "Daewoo" and Czech "Avia" eventually ended with eastern-European automobile firms joining their foreign partners⁵. At large merger and acquisition across the globe - is, as a rule, reaction of the companies to arising crises and competition stiffening. In the history of the global market M&A there were six peak periods. Economic crises played a key and generating role in these processes. Yet merger and acquisition can be used by business, including small and medium, and with the view of forcing change of external environment, rather than as a reaction to the events which have already happened. If business expansion rates are falling and there are no internal sources of optimization and development, then merger with one of the competitors or his absorption can give the strongest impulse concerning further development of the company. In such a manner a company changes

the structure of the market: the number of players is declining, a competitive pattern and market power of individual firms are changing, a character of mutual relations with customers and suppliers is modifying. Yet we should remember that the strategy of merger and acquisition is not perfect. Business merging can lead to stiffening, complication of processes of development and decision making, excessive diversification and synergetic effect decrease. We should not forget the would-have-been union of automobile giants Daimler-Benz (Germany) and Chrysler (USA). Strategic alliances widely used nowadays can be an alternative to merger and acquisition - a modern form of intercompany cooperation. Apart from the alternative to excessive integration of business they are also effective when companies need to join efforts not in the whole business sector, but only in one or several directions. Apart from preserving flexibility and independence, the significant advantage of alliances as against the strategy of merger and acquisition is the possibility of joining efforts for not just two or maximum three companies but for unlimited number of them. Nowadays alliance networks are formed in a number of areas of the world economy, which fully transform competitive pattern, thus creating categories of oligopoly or duopoly. A prime example of such a situation is the market of international air transportation. Starting with 1997, three alliances of air transporters were formed: Star Alliance (1997), One World (1999) and Sky Team (2000). Each of them includes nearly twenty players. Through entering an alliance any air company in the world gets access to possibilities of widening customer bases and cost cutting, i.e. it directly leads to growth of competitive ability by means of market-share gain and level of profitability. Companies, outside alliances, confine their possibilities on the market of international air transportation and have to cash on freight routs and/or inner routes. Being a source of growth owing to extra inputs, cooperation of companies anyhow exert enormous influence on internal environment of firms which joined their efforts. As it was mentioned above, the quality of inner environment is of paramount importance in providing business competitive ability and only the best configuration of external and inner environment can bring a long-term, positive effect. Consolidated firms or the firms which entered an alliance improve their internal resources, methods and processes of management and organization of business due to the following possibilities: access to a partner's knowledge and technologies, co-developing of innovations, exclusion of redundant functions, operating activity optimization, division of powers etc. This changes in internal environment in addition to external sources give additional competitive advantages which will be considered below.

Competitive ability control - internal environment factors.

By all means business external environment is the most important base for searching for competitive advantages. Yet, regardless of all the possibilities of a firm concerning analysis and taking up timely measures while changing the external environment, in some instances all these efforts will be just ineffective. First of all it concerns the situation when substitute goods and services appear. Thus type-writers vanished when personal computers appeared, business correspondence overnight delivery companies showed up on the verge of bankruptcy when faxes and e-mail appeared, film cameras were replaced by digital ones, nowadays smartphones successfully push out classic mobile phones. In all cases as listed one market leaders were replaced by others and the first had to play the secondary roles or leave the market at all as they were not familiar with new technologies. Now we can see Nokia loses its position and iPad Apple comes to the front. It is not a surprise for everybody that during the last two years Apple in particular became the most expensive brand (\$ 100,24 bln. in 2012)⁷, though just three years ago, in 2009, Apple was in the second ten and Nokia took the 5th place⁸. Scientists-economists have started talking about instability of the external environment and necessity for constructing business competitive ability on the ground of internal resources and competence in the middle 90s of the 20th century. At the heart of this approach lies the fact that a firm - is

a special combination of resources and competences, and these resources and competences are the primary determinants of its strategy⁹. Really, what should producers of type writers do when nobody wants to buy their product? To put in vast facilities in absorption of computer technologies so that not to lose their clients and market? If taking such a decision a company preserves the external environment, responding to its demands. But collapse of this decision is evident. It would be far more efficient to give up producing type writers and try, on changing the market and external environment, to produce another product where similar technologies are in demand. For example it could be electric shavers or small domestic electric appliances. In such a situation the risk of collapse will be lower; and it will be far more easier to save business, though in other environment. Unfortunately, Kodak did not use this logic and started producing digital cameras standing far behind; and eventually it led to bankruptcy in 2012. Therefore a company should never neglect the significance of internal environment in securing competitive ability and not just work out its quality on behalf of the current business, but to look for the possibilities for use of the resources it has in other, best of all innovative spheres. There are no universal formulae of control as for internal environment. The first action for the company to take - is, like in the case of external environment is to classify factors of internal environment so that to be able to fetch out narrow spaces or strengthen the strong points from then on. Traditionally the inner environment of a company is divided into resources and competences or business processes. In their course interaction of resources takes place. The resources can be divided into material, non-material and human. Business-processes, according to the approach suggested by an American scientist M. Porter, where he calls them types of activities, can be nominally divided into two categories: primary activity and secondary (supporting) one. The most important modern characteristics of quality of the inner environment of a company - is availability of knowledge. Knowledge, created all alone or obtained by a firm, which allow to predict changes, create innovations and take correct strategic decisions give the very same competitive advantage a firm is holding out for. Therefore in the 21st century, the ability to create, exchange and improve knowledge will be replaced by possession and / or control over actives as a supreme source of competitive advantage¹¹. At the present time it is safe to say that neither resources, whatever valuable they are, nor business-processes wherein interaction of resources takes place the value is created, that is special, beyond the reach of copying by competitors, ability to create knowledge is the source of competitive ability. Knowledge is created by people and if we want the process to be effective and involved all human resources of an organization, according to the scientists M. A. Hitt and R. D. Aerland, we need to reconsider the treatment of corporate governance. Corporate governance should be realized not in an authoritarian way, but through the agency of strategic leadership realized by a group of top-managers. Strategic leadership is the ability of a man to anticipate, foresee, support flexibility, think strategically and work with others for initiation of changes which will create economically viable future for an organization. The processes of strategic leadership assume that all the employees of a company are considered not as salaried workers but as citizens of society interested in its prosperity. Due to the fact that information and knowledge, necessary for creation of competitive advantage can be taken at any time and place, managers should keep away from giving answers but should ask their employees right questions. The most effective strategic leaders should have the ability to work with all citizens of organization in order to find the ways of combination of resources, abilities, and key competences with the corresponding opportunities for growth.

Conclusion.

Securing business competitive abilities in the 21st century, in the age of globalization, innovations, knowledge and technologies becomes more and more troublesome problem for companies. Ability to foresee changes, initiate them and quickly

make effective strategic decisions becomes the supreme factor as a security of leading positions on the market. Such changes can take place in internal or external environment of a company and be both the sources of competitive ability and threats for it. At the present time the most effective tools of business reaction to the dynamics of external environment factors or its forced change are cooperation of firms and merge. These two strategies of external growth are widely used in business and give a range of advantages necessary for consolidation and leadership on the market. In recent times factors of internal environment of a company play the decisive role among external and internal sources of competitive ability. Quality and diversity of recourses and business processes, a company's ability to create knowledge and innovations determine the quickness and effectiveness of reaction as for changes in external environment. Strategic leadership, as a new organization management style in the 21st century wherein management direct all human recourses of a company to creation of knowledge and innovations, has the most important meaning in management of internal environment. And it results in business cost increase, market share and level of profitability as the basic indexes of a company's competitive ability.

REFERENCES

1. Basmanov, E., "The brand Apple became more expensive" ["Brend Apple stal eshche dorozhe"], RBK daily, available at: www.rbcdaily.ru/2012/09/20/world/562949984752964
2. Grant, R.M. (2002), *Contemporary strategy analysis*, Blackwell Publishing, Oxford, 551 p.
3. Ireland, R., Hitt, M. (2005), "Achieving and maintaining strategic competitiveness in the 21st century: The role of strategic leadership", *Academy of Management Executive*, No. 4(19), pp. 63-77.
4. Kit, P.P. (2006), "Forms of inter-firm strategic alliances in automobile industry" ["Formy mezhfirmennykh strategicheskikh al'yansov v avtomobil'noi promyshlennosti"], *Biznes pishchevykh ingredientov*, No. 12, p. 36.
5. Kovalenko, I.S. (2009), "Geert Hofstede's theory as a basis for cross-cultural research in marketing", *Scientific potential of students in XXI century. Proceedings of the III International Scientific Student Conference. Vol. 2* ["Teoriya G. Khofstede kak osnova krosskul'turnykh issledovaniy v marketinge", *Nauchnyi potentsial studenchestva v KhKhI veke. Materialy III mezhdunarodnoi nauchnoi studencheskoi konferentsii. T. 2*], Stavropol, pp. 74-77.
6. Lyubimskaya, A. (2010), "The seventh grate wave" ["Sed'moi val"], *Ekspert*, No. 6(90), p. 8.
7. Pilipenko, I.V. (2005), *Competitiveness of nations and regions in the world economy: theory, the experience of small nations of Western and Northern Europe* [Konkurentosposobnost' stran i regionov v mirovom khozyaistve: teoriya, opyt malykh stran Zapadnoi i Severnoi Evropy], Oikumena, Smolensk, 496 p.
8. Porter, M., Shchetinin, V.D. (1993), *International competition: Trans. from Eng.* [Mezhdunarodnaya konkurentsia: Per. s angl.], Mezhdunarodnye otnosheniya, Moscow, 896 p. Aleksandrovna
9. Prytin, D., ["Samye dorigie brendy mira v 2009 godu"], RBK.Reiting, available at: www.rating.rbc.ru/article.shtml?2009/10/06/32578590
10. Snowden, B., Stonehouse, G. (2006), "Competitiveness in globalized world: Michael Porter on the Microeconomic Foundations of the Competitiveness of Nations, Regions and Firms", *Journal of International Business Studies*, No. 2(37), pp. 163-175.

HUMAN ACTIVITY AND ITS STRUCTURE

Abstract

The purpose of the article is to create a short and clear definition of the concept of human activity and to identify all the structural components of the phenomenon.

Keywords

activity, notion of human activity, structure of activity

AUTHOR

Nikita Karavaev

PhD

Head of Information Technology and Methodology of Informatics Teaching Department

Vyatka State University

Kirov, Russia

nl_karavaev@vyatsu.ru

Introduction. In a broad sense, an activity is a certain sequence of goal-directed actions. From this point of view, it is possible to talk about the broader set of kinds of activities: human activity, animal activity, individual, collective, motor, productive and reproductive activity, external and internal activity, engineering, accounting, managerial, environmental, perceptual activity, activity of the consciousness, activity of the body and many others. In a narrow sense, an activity is mainly the human activity as the way of achieving certain purposes and implementation of the human abilities and possibilities of the social reality. In this article it will be used the narrow approach to the interpretation of the concept of an activity.

The notion of human activity. With the purpose to give the most complete characteristics of the phenomenon of human activity and to formulate a working definition of an activity, it is appropriate to compare the human activity with the animal activity and to highlight their main similarities and differences. These essential features can be described by the following theses:

1. The human activity and the animal activity are always purpose-oriented. However, if the human activity teleologically caused not so much by his biological needs as by his personal desires, ideological preferences and socio-cultural conditions, the animal activity is determined mainly by the principles of the adaptation and survival in the aggressive environment. The animals do not present in advance the results of their activity, because their activity is based on instincts. People unlike animals in most cases design in the mind a mental image of the expected result and, anyway, organize the process of achieving this result.

2. Unlike the animal activity, which is mainly the satisfaction of their biological needs and which does not effect on their neurophysiological and mental processes, the human activity has the transforming, developing character. Trough the taking part in the individual or collective activity there is a transformation of a person, his physical, intellectual and spiritual abilities, needs and desires, and the socio-cultural conditions of his life.

3. An important difference of the human activity from the animal activity is that no any form and ability of activity is inherited together with the biological structure of the organism, they are all the result of the social inheritance (training, education and

experience) (Berezhnoy, 2000). In other words, the human activity is determined by the socio-historical conditions, whereas the animal activity is genotypic.

Based on these theses we can define the human activity the following way. The human activity is a purpose-oriented, organized and transforming activity, which is determined by the socio-cultural environment. The being purpose-oriented defines its teleological aspects of an activity. The being organized in turn includes the use of special technologies as the means and methods which define the character of an activity. The transforming aspect of an activity includes the creating and changing of the objects of an activity, and changing and developing of a person himself. The dependence of an activity from the features of the socio-cultural environment follows from the fact that an activity is not performed outside of the public life of a person, or at least without regard to the cultural background and values, which are around a person before he performs an activity.

The structure of human activity. Every human activity is a complex system which has an organized structure as an ensemble of the various components and processes. In the most detailed form the structure of an activity includes the following nine components: 1) subject (one who performs an activity), 2) need (what is the cause of performance of an activity), 3) purpose and tasks (what will allow to satisfy the need of a subject), 4) object (something an activity is directed to), 5) technology (something an activity is performed by), 6) conditions (in which a subject and object are, in other words, the environment), 7) actions (main components of an activity which are needed to transform an object using a technology; they lead a subject to a purpose), 8) result or product (something that obtained as a result of the implementation of an activity), 9) estimation of a result (on the basis of which a question of the effectiveness of performed activity is solved).

The subject of an activity, who focuses on the impacting the object and converts it to the desired result, is the source of an activity that initiates the process of achieving a purpose. The subject of an activity can be an individual or social group. In the most general case the subject can be considered as a society in whole.

The need of an activity as a want, a feeling of the lack of something and dissatisfaction with the current state of internal or external world is the key motivation of any activity. Basic needs are biological needs (air, water, food, etc.), material needs (clothing, shelter, protection, etc.), social needs (friendship, recognition, respect, etc.), and spiritual needs (cognition, aesthetics, self-development, etc.). This classification of needs is not hierarchical (such as the pyramid of needs by Maslow). The specific place of it is occupied by the biological needs, because only after the satisfaction of them a person can have material, social and spiritual needs. These in turn are more isolated and do not require a satisfaction of something one to appear other needs.

The purpose of an activity is an image of an anticipated result, desired future, something that a person or the society wants to achieve by the implementation of an activity and what needs should be satisfied. The purpose can be either mental, cognitive constructions or material patterns which are respectively isomorphic or homomorphic to the result of an activity. Since the purpose itself is difficult it requires a series of interim stages, tasks to be achieved. In other words, the purpose is divided to some tasks, sequential solution of which will lead to achieve the purpose.

The object of an activity is a particular fragment of the reality that is in interaction with the subject of an activity and confronts to it. Playing a passive, inert role in the relationship of subject and object, the latter is transformed. Objects of activity can be both objects of natural and artificial formation; they may have a material or ideal nature. The object of an activity may also be a subject himself (self-development, self-education, self-study, etc.). It is important to understand that human activity is never objectless; it is always associated with a particular object, which with the help of a technology is converted to a result.

The technology of an activity is a set of means and methods for achieving a purpose. Means could be a body and its strength, instruments of labor, supplies, tools and technical devices, apparatus and machines, computers and robots, i.e. everything with the help of which the transformation of an object is possible. As ways to use means methods define the correctness and effectiveness of means usage. These include experience and qualifications of a subject, his skills, abilities and mental vocabulary, instructions and descriptions of how to use a mean.

The conditions of an activity (motivational, methodological, technical, financial, informational, organizational, legal, etc.) may be “refer to the external environment, and at the same time can be the part of the activity itself, given the possibility of the active impact of a subject on the creation of conditions of his work” (Novikov, 2007). The conditions of an activity can determine not only the needs of a subject and purposes of an activity, but also have an effect on the choice of the object of an activity, and of course the technology and actions.

The actions of an activity are a key component, unit, relatively complete acts of an activity. Any type of activity as a system consists of a set of individual integrated actions aimed at achieving a purpose. In an activity actions play the lead role that determines the result of an activity, because it depends on the correctness of the implementation of actions. If they are not performed correctly, it does not help either the favorable conditions of an activity or the effectiveness of used technologies. Besides, one and the same result can cause by different sets of actions.

The result or the product of an activity is the component that determines the level of the achievement of a purpose (on the basis of the estimation of a result), and, accordingly, of the satisfaction of needs. A result is not always identical to a purpose; the achievement of a purpose is affected by other components of an activity: a subject, who performs it, a technology with the help of which the transformation of an object is performed, and conditions, which also have the important role. “There are not only the achieved purpose in a result, but also uncontrolled “additions” to a purpose, and often the negative values of these “additions” exceeds the value of the achieved purpose” (Berezhnoy, 2000).

The estimation of a result is an important component of an activity which consists in comparing the achieved results with the intended purpose. This comparison gives an idea of how successful an activity was performed and what should be done to achieve the desired result if it does not adequately meet a purpose. In this case it is necessary to make the analysis of all components of an activity to identify its weaknesses (for example, inefficient technology, environmental conditions, the sequence of actions, etc.) that caused a wrong result. Ideally, this analysis will correct mistakes and achieve the desired purpose at next time.

Conclusion. Thus, the concept of human activity as a purpose-oriented, organized and transforming activity, which is determined by the socio-cultural environment, is proposed. The structure of human activity, including the subject of an activity, his needs, purpose, technology, conditions, actions, result and its estimation, is shown.

REFERENCES

1. Berezhnoy N. M. (2000) Man and his needs. Mosk. gos. un-t servisa. Moscow: Forum, 170 p.
2. Novikov A. M., Novikov D. A. (2007) Methodology. Moscow: SINTEG, 2007. 668 p.

METHODS TO IMPROVE THE INPUT IMAGES IN FINGERPRINTING

Abstract

This article presents a method of improving the quality of digital picture processing of scans of comb fingers and toes during forensic identification using fingerprinting. It was determined number of advantages of digital scanner Futronic's FS80 and ways to improve the quality of scans obtained by converting raster prints into vector graphics using the algorithm VeriFinger 6.6/MegaMatcher 4.4 Identification Technology Algorithm.

Keywords

identification of the person, fingerprinting, dermatoglyphics

AUTHORS

Natalia Kozan

PhD, Associate Professor
Ivano-Frankivsk National Medical
University
Ivano-Frankivsk, Ukraine
NMKozan@gmail.com

Yulia Kotsyubynska

Assistant of a lecturer
Ivano-Frankivsk National Medical
University
Ivano-Frankivsk, Ukraine
KotsyubynskaYZ@gmail.com

The rapid development of modern technology, particularly related to different industry sectors, entails a number of negative consequences, such as natural disasters, plane crashes, human-made disasters, military conflict that is causing massive loss of life (*Horbunov, Klak, Shekhovtsova, 2012*). The result of the above events is the depersonalization of dead persons related to disfiguration of face, dismemberment, injury, burning of bodies and its putrification. In this regard, the primary issue that arises during operative-investigation is to identify individuals (*Seema, Mahajan, Gandhi, Singh, 2012*). Dermatoglyphics offers a quick and inexpensive identifying of an unknown person. In the practice of forensic medicine dermatoglyphics has been recently used in the examination of disputed paternity, but during the last decades it has also been actively used in the study of family kinship with the further use of the data for the identification of unknown persons using dermatoglyphics parameters of relatives (*Zvyahyn, Mazur, Voroshilov, Ahmedyn, 2008*). It is important to note that the most completely problem of family ties, ethnic and racial territorial variability of dermatoglific parameters is considered in methodological works based on a study of the main palmar lines, dermatoglyphics signs of feet, papillary drawings of distal phalanges of the fingers and toes and middle phalanges and basic phalanges of fingers (*Abue, 2013; Andreeva, 2012; Deepa, 2014; Horbunov, 2012; Mishagin, 2010; Seema, 2012; Shpak, 2013*).

There are many methods for studying dermatohlyphic skin relief. The method of obtaining dermatoglyphics prints is not convenient in use due to contamination of the extremities with ink, the quality of the resulting prints are not always satisfactory, requiring repeat of the procedure and entails additional time; there are also disadvantages associated with the processing of the results and the creation of digital archives. For the improvement of this method a number of researchers offered to carry out digitization of obtained finger prints on paper through scanning. Images obtained by scanning may be distorted due to background effects caused by uneven application of turning the substance, uneven illumination of the object surface, structure of paper, noise of recording equipment, scanning equipment noise, quantization noise during digitization

image (Dmitriev, 2006). Using a computer for further image processing requires obtaining dermatoglyphic prints in high quality, aims avoiding further errors in the calculation (Azazy, 2011). To facilitate the task which is set to the researcher and to improve the quality of received images we propose to use the scanner Futronic's FS80 USB 2.0. Images obtained by the scanner Futronic FS80, usually are of high quality and allow to estimate the characteristics of papillary picture precisely. But due to skin lesions of investigated fingers, operator error and other unforeseen circumstances, there is a need for additional image processing.

In our work with purpose of improving the image quality we use superior Fingerprint identification algorithm (FIA). The main objective of this software is to convert raster images into vector. When using this procedure there is possibility of misinterpretation of the data of pixel matrix, so the choice of algorithm (or software) that is right for processing photos with papillary pattern is extremely important. (Pic. 1).

In general software algorithm that is used for turning raster image to vector (of different detalization stages) can be implemented on different programming languages. Therefore, we use code created on C++. The simplest implementation on this language can be presented as few simple actions. Let we have pixel p which is contained into massive of data $N \times M$.

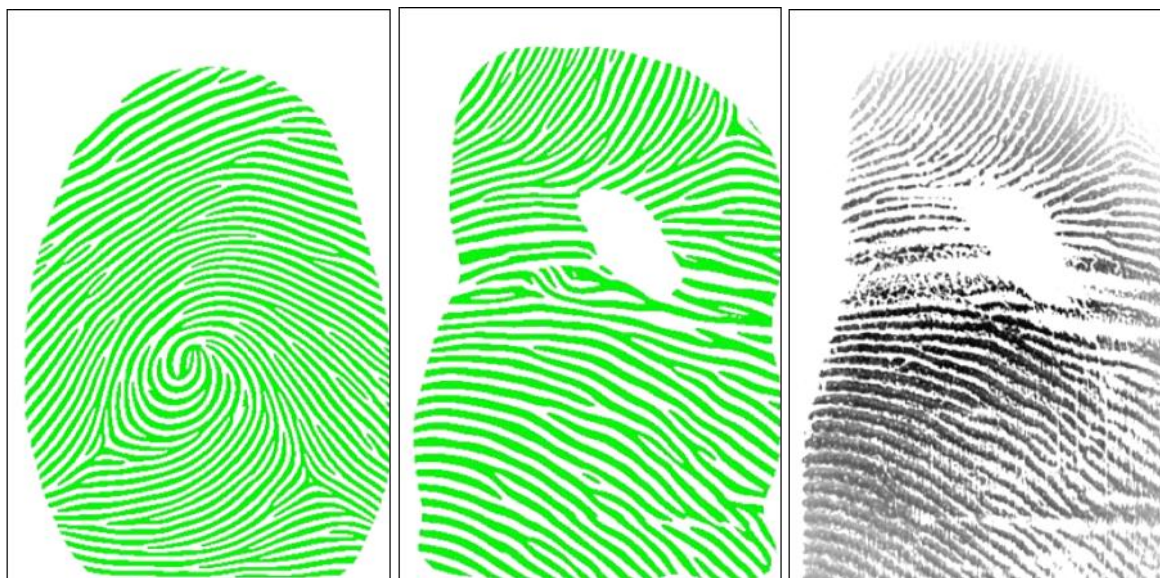


FIGURE 1. THE RESULTING VECTOR DRAWING OBTAINED BY FIA

We can present it as

{X, y - coordinate distance

f - square of Euclidean distance}

to form an array of parameters we enter parameters for white pixel:

$x = y = 9999$

$f = 9999 * 9999$

for white - $x = y = f = 0$

In each pixel, there are 8 neighboring pixels which we enumerate as follows:

2 3 4

1 p 5

8 7 6

Then we introduce the auxiliary functions h and h G. function determines the Euclidean distance between adjacent pixels, and the function G calculates a new value for the distance components.

$h(p, q)$

{If $q - 1$ or 5 neighbor {return $2 * q.x + 1$ } if $q -$ neighbor 3 or 7
 {Return $2 * q.y + 1$ } in other cases {return $2 * (q.x + q.y + 1)$ }

$G(p, q)$

{If $q - 1$ or 5 neighbor {return $(1, 0)$ } if $q -$ neighbor 3 or 7 {return $(0, 1)$ } in other cases {return $(1, 1)$ }

Perform first pass through pixels in a direct manner.

For each pixel p {for every neighbor q from 1 to 4 {if $(h(p, q) + qf < pf)$ { $pf = h(p, q) + qf$ (px, py) = ($qx + qy$) + $G(p, q)$ }}}

Similarly we conduct pass in reverse order. Then the algorithm must be repeated for the negative image and calculate the distance between pixels in both images of received cards and combine them.

$d1 = \sqrt{p1.f + 1}$; $d2 = \sqrt{p2.f + 1}$; $d = d1 - d2$; received cards minus from each other and get a vector map.

For their research, we use the improved FIA (VeriFinger SDK like improved code).

Currently, there is a wide range of different software that allows to improve images quality. The most common and powerful tool in the processing of digital images is a product suite of adobe - Adobe Creative Cloud. In our work we use Photoshop CC and Illustrator CC. In these programs there is great number of tools that allow to improve image quality in a particular case, but usually satisfactory result requires using several of them - increase (decrease) the contrast, coverage, focus, etc. For these actions built-in functions in the Editor are usually enough (Pic.2).

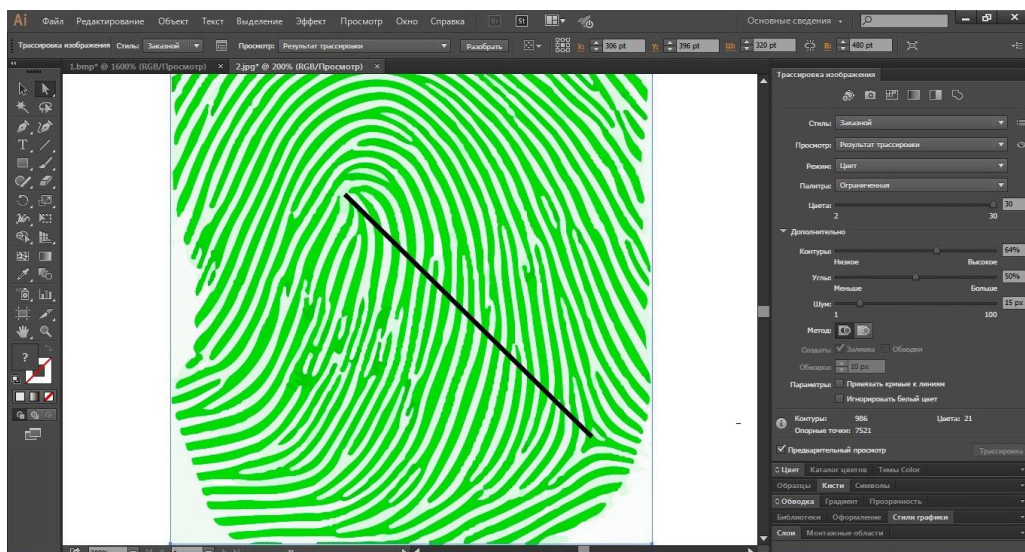


FIGURE 2. PROCESSING OF MATERIALS IN ADOBE ILLUSTRATOR CC

Purpose of improving image quality is to get reliable data for further statistical analysis. Scientists solve the problem of data processing in different ways, but in most cases this stage is reduced to filling base of data, its structure and formalization with further processing in programs for statistical analysis.

In their studies, we use algorithms developed based on Microsoft Excel and the software package STATISTICA. Dermatoglyphics data of one person can be represented as a table with more than 30 significant features (Pic.3).

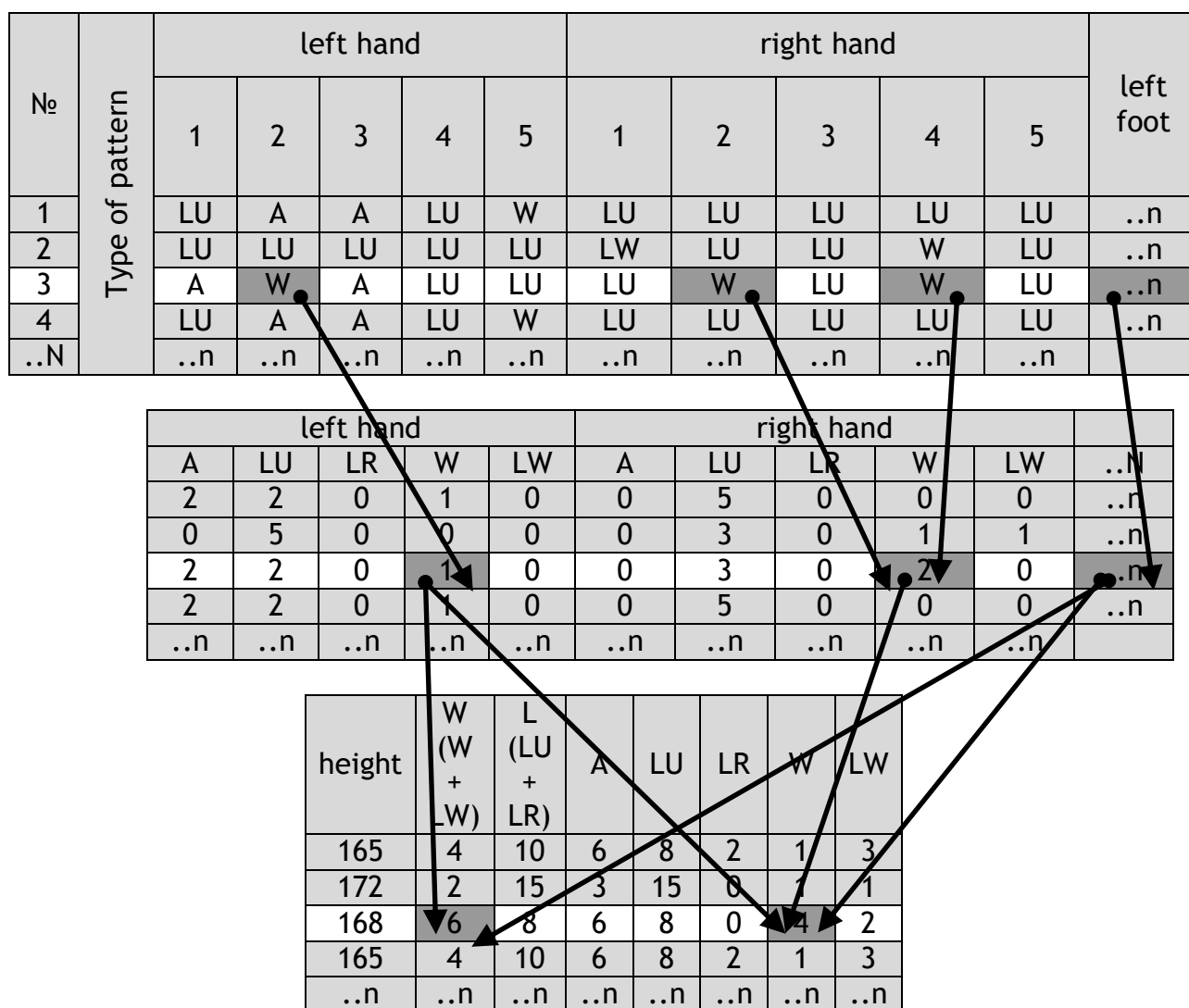


FIGURE 3. A SIMPLIFIED SCHEME OF DERMATOGLIFIC STRUCTURING DATA

After processing the initial data we get tables with approximately one hundred columns which describe characteristics derived from these values and results of mathematical calculations. Therefore, it is reasonable to partition data into component parts, which are recorded in various tables with linked macros (software algorithm). Separation of data is convenient also because in future they need to be transferred into the program of statistical analysis which uses mainly not outcoming (obtained directly from papillary pattern) but the resulting data. Also structuring data allows to make easier the evaluation of statistical dependencies that are difficult to be recognized in large arrays of data.

Conclusions. Thus, improving the method of receiving prints of comb fingers and toes (when using the scanner Futronic's FS80), as well as digitizing the data using a digital method (algorithm VeriFinger 6.6 / MegaMatcher 4.4 Identification Technology Algorithm), and improving the quality of the obtained scans (using prints transforming raster to vector graphics) will allow to improve the objectivity and evidency of forensic medicine with purpose of identifying person.

REFERENCES

1. Abue A.D., Ujaddughe M., Kpela M.T., Abuel A.D. (2013) "The Arch Pattern Dermatoglyphics on the Toes of Hausa Ethnic Group of Nigeria", *Advances in Anthropology*, Vol. 3(4): 237-239.

2. Andreeva A. (2012) "Fenetyc population characteristics Yakutia (by Features dermatohylic drawings)", *International magazine of experimental education*, 4: 77-78.
3. Azazy A.A. (2011) *The image processing system in the diagnosis of hereditary diseases on a method dermatoglyphics*: avtref. diss...PhD, Vologda, 16 p.
4. Deepa D., Chandra P., Ishwer T. (2014) "A Study of Fingerprint in Relation to Gender and Blood Group among Medical Students in Uttarakhand Region", *J. Indian Acad. Forensic Med.*, January-March 2014; Vol. 36(1): 23-27.
5. Dmitriev A.V. (2006) "Recognition dermatoglyphics signs of neurogenic based networks", *Proceedings TRTU*, 2006, p.74-78.
6. Horbunov N.S., Klak N.N., Shekhovtsova Y.A. (2012) "Prognostic dermatoglyphic possible signs of human", *Herald of new medical technologies*, 4 p.
7. Mishagin V.P., Zoroastrov O.M. (2010) "Forensic aspects of regional dermatoglyphic characteristics". *Medical science and education in the Urals*. №1:112-114.
8. Seema, Mahajan A, Gandhi D, Singh M. (2012) "Dermatoglyphics - Study and Review of literature", *Novel Science International Journal of Medical Science*, 1(6): 191-198.
9. Shpak L.Y. (2013) "On the classification of finger patterns. Bulletin of Anthropology". *Science Almanac*. 2 (24):132-140.
10. Zvyahyn V.N., Mazur E.S., Voroshilov N.S., Ahmedyn R.L. (2008) "Discriminant canonical analysis ethno-territorial polymorphism in Example contrast ethnic groups", *Journal of Tomsk state-owned University*, 309: 115-117.

COMPETENCE-ORIENTED ASSIGNMENTS

IN THE TEACHING CONTENT OF ENGLISH LESSONS AT THE UNIVERSITY

Abstract

The article discusses the examples of competence-oriented assignments which were used at English lessons at the Economics University as a means to develop and assess competences of economics students. Their structure and content are analysed. Constructed on the basis of professional tasks of economists competence-oriented assignments serve as the resource to renew the content of English lessons and implement the function of English language as a means for the purposeful development of professional competence.

Keywords

competence-oriented assignments, professional tasks, competence, foreign language

AUTHOR

Ludmila Maslova

PhD student, Department of Pedagogy
Herzen State Pedagogical University of Russia
Saint Petersburg, Russia
lsm-2003@list.ru

The implementation of the competence-based approach in education involves changing the views on the educational outcomes. The implementation requires creating fundamentally new training and methodological resources (courseware), the box of evaluation tools, in particular, to measure the results through the integrated development of competencies.

Professional tasks identified in the Federal State Educational Standards of higher education are being used to design the content of training of future specialists (*Tryapitsyna, 2013*) and are considered to be the basis for the creation of competence-oriented assignments (COA). COA are viewed as part of the professional task, as “the integrative didactic unit of content, technology and monitoring of the quality of students training” (*Shehonin, Tarlykov, Kleshcheva, et.al., 2014*), i.e. as the condition and means for achieving and assessing modern educational results.

COA serve as a basis for project and research activities of students, discussions, role plays and simulation games. Assignments of this type have a number of differences from the traditional assignments as they are created for the evaluation of the integrated results of professional training, i.e. the ability of students to apply their knowledge and skills in practical situations similar to the professional ones.

The study of the working programs of universities and scientific literature on the subject of approaches to the assessment of professional competence allows to identify the presence of certain trends. These trends characterise the process that starts from the individual theoretical developments in scientific articles and PhD theses (EO Uskova (*Uskova, 2008*), AI Gorbunov (*Gorbunov, 2012*) and others) and goes all the way to the widespread practical application. In the working programs competence development levels are set in the form of requirements to the level of knowledge (from the level of recognition and reproduction to the system of knowledge and its creative use), the level of skills (from the reproductive to productive skills and the ability to research) and personal qualities. Moreover, the highest creative level is realised with the participation of students in research activities, competitions and conferences.

COA are formulated by authors following the logic of Bloom’s taxonomy with the usage of templates of L.S. Ilyushin’s tasks builder (*Ilyushin, 2013*). COA are recognized to be the tasks for the application of knowledge and intellectual activities.

The purpose of using Bloom’s taxonomy in designing assignments is to offer the most comprehensive and individualised form of training and assessment with focusing on the level of personal achievements of students. L.S. Ilyushin’s tasks builder with specified templates allows teachers to create assignments of various levels, including the assignments of high complexity with creating one’s own product and application of knowledge and skills from different areas.

COA developers compare the levels of activities required for the tasks with the components of competence and the competence development levels. For example, in the collective work of the Saint-Petersburg National Research University of Information Technologies, Mechanics and Optics (ITMO) (*Shehonin, Tarlykov, Kleshcheva, et.al., 2014*) the development of the competence to the level of “reproduction and understanding” corresponds to “knowledge and understanding” in Bloom’s taxonomy; development to the level of “use” is associated with the categories of “application and analysis” and achievement of the level of “creativity” corresponds to the implementation of the increased complexity of tasks of the categories “synthesis and evaluation.”

COA as the source of assessment tools are intended for the organization and conduct of monitoring current students’ educational achievements and for the final performance evaluation at the end of a given course (module). COA are recognised as problem-oriented; situational; requiring general intellectual skills, awareness, reflexivity (*Makhotin, 2014*).

The general structure of COA can be identified in the following way:

- the formulation of the problem;
- the provision of information or links to the sources;
- tasks for the work with the information.

Thus, the specialists of the Pedagogy Department of Herzen University in their work (*Akulova, Pisareva, Piskunova, 2008*) examine approaches to designing COA (so called «situational tasks») to assess the competence of students. The COA structure include: the

topic, personally significant educational issue (question), information on a given issue and the set of tasks to work with the information. A.A Shehonin, V.A. Tarlykov and others in their work (*Shehonin, Tarlykov, Kleshcheva, et.al., 2014*) refer to a structure containing the stimulus, task formulation, source of information. D.A. Makhotin focuses on the foreign experience in COA development and considers them as a means to assess general and professional competencies of the students highlighting the stimulus and problematic components (*Makhotin, 2014*).

The algorithm for creating COA thus is the following: the description of a problem by a teacher or providing students with opportunities to identify the problem themselves; searching for the information resources that allow students to carry out planned activities (materials in electronic or printed form, magazine articles, research papers); the preparation of tasks for students to perform which will be followed by a group discussion.

The following are the examples of COA that have been used in the classroom on foreign language lessons at St. Petersburg University of Economics to assess the development of professional competence. COA are built according to Bloom's taxonomy and based on the professional tasks of the future economists. It is important to note that under the conditions of the implementation of the competence-based approach in education there is a change in the emphases in the foreign language teaching at universities. Along with the goal of improving the language skills of students the goal of using the foreign language as a means to develop professional competence is now being implemented. It means the introduction to the students new aspects of professional tasks, application of their knowledge in the new conditions.

The Simulation of professional tasks which are indicated in the standard (*Federal...*) and related to **the calculation and economic activities** is performed through the implementation and evaluation of the assignments associated with the calculation of economic indicators using the description in the foreign language, drawing a graph according to a given description and writing a business plan. Tasks related to calculations based on a document constitute working with the procedural knowledge. They prepare students to get acquainted with new methods of calculation and adopt innovative experiences of other countries.

Assignments for indicators' calculations based on the description are created in the logic of the Bloom's taxonomy with the usage of the tasks builder of L.S. Ilyushin (*Ilyushin, 2013*) №21- "application" (Calculate on the basis of data ...) . The drawing of a graph under the description in a foreign language refers to №15- "use" (Picture the information graphically ...).

Writing business plans for economic enterprises within the framework of the calculation and economic activities include representation of the company, its products and services, the description of the sales market, the calculation of the efficiency of investment, writing the Balance Sheet and refers to the "synthesis" category in Bloom's taxonomy (*Ilyushin, 2013*): (№30-Develop a plan allowing...). The information on writing a business plan can be obtained from various foreign language websites. For example, the business plan of Coach House Bed and Breakfast (*Coach House...*) was used as a sample because it corresponds to the format of a typical business plan. Choosing the tourism sector is justified by one of the specialties of the university related to the service industry.

Students are encouraged to make a similar plan using the specified format and key expressions, transferring knowledge in a new situation. Creating a business plan involves applying previously studied topics: "The company", "The company structure", "Services" "The Market", "Financial Considerations", "The Starting Balance Sheet". Thus, writing the business plan is the final project the implementation of which requires the reiteration of the main topics and some entrepreneurial creativity by the students.

It should be noted that the business plan reflects a company philosophy and should be written in a special way attracting foreign investors' interest to the project. In order

to write a business plan in the foreign language, students should consider the business from the point of view of the foreign partner, the possibility to adapt it to the other economic system and acquire ways of thinking of foreign culture representatives. COA of this type involves the application of knowledge and skills of students with transferring them to the new situation: for example, the Russian and the American versions of the Balance Sheet are significantly different so the task involves the transition from one version to the other.

Working with this competence-oriented assignment contributes to the development of critical thinking of students preparing them for professional interactions in the context of globalization. Assignments created with the help of task builder of LS Ilyushin and related to the Balance sheet in the foreign language require implementation of the analysis: (№25- Create classification ...) and assessment: (№41- Identify opportunities ... for ...), (№37- Determine which solution is best for ...).

Analytical and research activities are related to the search and processing of information, analysis, data interpretation for economic calculations and indicators characterizing socio-economic processes in Russia and abroad (*Federal...*). Training to solve professional tasks related to analytical and research activities involves the development of all kinds of reading skills (skimming, scanning, reading for comprehension, reading for specific purpose.), skills in working with text and graphical information and involves the use of a variety of texts:

1) texts with the correctly - presented information :

- assignments to determine the meaning of the paragraphs and the general idea of the text.
- assignments including filling in the gaps in the text (prognosis).
- assignments for the correction of statements in accordance with the paragraph's meaning or conceptual idea of the author;

2) texts with excessive, missing, inconsistent information to detect contradictions , inconsistencies, hidden issues.

These assignments to the texts can be compared with Bloom's taxonomy categories: "understanding", "analysis", "synthesis".

Competence - oriented assignments within the analytical and research activities are the tasks of writing a report on a particular subject in a foreign language (may be prepared as a presentation), or articles to participate in students' scientific conferences. This activity involves the analysis, synthesis, evaluation of different approaches, theories and points of view on a particular issue, and the presentation of their own opinions on the problem under the study ("synthesis» №35-express your opinion ... in the form of).

Performing tasks of high complexity, such as writing articles for a students' scientific conference, participation in the competition corresponds to the development of competencies to the creative level.

COA considered above are aimed at creating a foreign-language product (business plan, presentation, article). They can be represented as follows: search and working with the information on a specific issue (understanding, determination of the meaning, processing, transformation, identification of contradictions), creation of their own text product, evaluation.

Taking into account the specificity of the discipline "Foreign Language", which implies working on a text and terms, the steps of creating one's own product in a foreign language are represented as follows:

1. Defining the necessary linguistic material in the text to solve problems (keyword phrases, terms).
2. Studying these terms and the context of their use.
3. Implementing information retrieval on a given issue.
4. Extracting and processing the necessary information from various sources.

5. Studying concepts, attitudes and opinions.

6. Creating one's own product in the form of a business plan, presentations, articles, reports on the topic.

7. Reflective evaluation.

Expected results of implementing COA are considered to be a contribution to the formation of professional competencies by means of the discipline "Foreign Language": the ability to draw up business plans of enterprises (PC - 3) , interpret financial and accounting information in company reporting (PC - 7), analyse socio - economic indicators (PC -8); the ability to search, process information and create an information report (PC - 9).

Organizational and management activities are presented in the professional standard by the following professional tasks (*Federal...*): participation in working out managerial solutions and decisions based on the criteria of social and economic efficiency, managing small groups created for the implementation of economic projects. These activities involve the development of communicative and managerial skills in the context of teamwork. The simulation of professional tasks of organizational and management activities is carried out in the process of working on reports, presentations, projects when short-term and long-term goals are being set, the stages of creating work are being discussed, analysis of specific professional activities is being performed.

In this context, discussions of students, business games, collective performance of a specific project, discussions of work performed by students are very topical. Collective designing of a business plan is a collective project activity. Project skills developed in this activity allow students to identify the problem, collect and process information, analyse the prospects for solving this problem. For these purposes students used the Internet and scientific literature. For the business game the following situations were used: "Getting a loan", "Where to invest?" The intended learning outcome of these activities is the formation of professional competence (PC - 11). This is the ability to organize the activities of the group set up to implement a specific economic project.

During the experimental work, activities discussed above have been matched to three levels of development. That resulted in selection of corresponding levels of competence development of future economists by means a foreign language (basic, productive, creative). Identifying these levels helps assess individual students' progress in detail. Training students to make presentations, elaborate project work, preparing them for scientific conferences were carried out in both the classroom and a specially-organized "Linguistic Club". Club activities have helped increase the number of classroom hours to work with students and to implement the in-depth study of certain aspects of the specialty.

Sharing the view of L.V. Lvov (*Lvov*) we believe that presentations, defences of projects, test materials and COA for the development and analysis of the formation of the professional competence levels must be included into training and methodological resources (courseware). Certain text samples of works prepared by the teacher such as texts samples, documents used in professional sphere, authentic resources of the Internet are recognized as an essential component of the training and methodological resources (courseware).

We can conclude that competence-oriented assignments in the teaching content of foreign language lessons at universities have sufficiently high potential for the development of professional competencies. For successful implementation of these tasks it is necessary to strengthen the cooperation in the process of training between foreign language teachers and teachers of specialized disciplines at university.

REFERENCES

1. Akulova O.V., Pisareva SA, Piskunova E.V. (2008) *Konstruirovaniye situatsionnykh zadach dlya otsenki kompetentnosti uchashchihsya*: Uchebno-metodicheskoye posobie dlya pedagogov shkol. SPb. KARO. 96 p.
2. *Coach House Bed and Breakfast Business Plan*. Available at: http://www.bplans.com/bed_and_breakfast_business_plan/executive_summary_fc.php.
3. *Federal gosudarstvennyy standart vysshego professional'nogo obrazovaniya po napravleniyu podgotovki 080100 Ekonomika (kvalifikatsiya (stepen') -bakalavr)*. Available at: <http://fgosvo.ru/uploadfiles/fgos/8/20111115140416.pdf>.
4. Gorbunov A.I. (2012) *Formirovaniye professional'noi kompetentnosti v oblasti informatsionnoi bezopasnosti u budushchikh ekonomistov v usloviyakh vuzovskogo obrazovaniya*. Avtoref.diss.na soisk. uch.st. kand. ped. nauk. Joshkar-Ola.
5. Ilyushin L.S. (2013) "Ispol'zovaniye "Konstruktora zadach" v razrabotke sovremennogo uroka". *Shkol'nye tekhnologii*. №1. Pp.123-132.
6. Lvov L.V. *Uchebno-metodicheskij kompleks kompetentnosti kak osnova psihologo-pedagogicheskogo protsessa*. Available at: http://www.edit.muh.ru/content/mag/trudy/02_2011/06.pdf.
7. Makhotin D.A. (2014) "Kompetentnostno-orientirovannyye zhadaniya kak sredstvo otsenki obshchih i professional'nykh kompetentsiy obuchayushchihsya". *Srednee professional'noe obrazovanie*. №5.
8. Shehonin A.A., Tarlykov V.A., Kleshcheva I.V., et.al. (2014) *Kompetentnostno-orientirovannyye zhadaniya v sisteme vysshego obrazovaniya*. Uchebnoe posobie. Saint-Petersburg. NIU ITMO. 98 P.
9. Tryapitsyna A.P. (2013) "Soderzhanie professional'noi podgotovki studentov budushchikh uchitelej k resheniyu zhadach modernizatsii obshchego obrazovaniya". *Vestnik Gertsenovskogo Universiteta*. №1. Pp.50-61.
10. Uskova E.O. (2008) *Formirovaniye professional'noj kompetentnosti spetsialistov ekonomiko-pravovoy sfery sredstvami inostrannogo yazyka v vuze*. Avtoref.diss.na soisk. uch.st. kand. ped. nauk., Ul'yanovsk.

MANAGERIAL LEADER: PERSONAL QUALITIES AND EFFICIENCY

Abstract

The subject of detection of qualities which the managerial leader shall possess is reflected in this article. Examples of successful managerial leaders and efficiency of personal qualities are researched. On the basis of the conducted research, it is offered to allocate charismatic components of leaders, for more accurate information of this problem.

Keywords

leader, management, personal qualities

AUTHORS

Darya Muntyanu

Student

Kuban State Agrarian University

Krasnodar, Russia

9181926799-avon@mail.ru

Anastasia Myzenko

Student

Kuban State Agrarian University

Krasnodar, Russia

Introduction. Leadership, as well as management, is somewhat art. Till today questions of leadership remain actual as any definite and certain answers are not given yet. But various models and theories, help to realize need of flexible approach to a management. Management is closely interconnected with leadership. The essence of their interrelation is that leadership is an important aspect of management. The capability to

be the leader is one of key conditions to become the good head. In work of the head there are a lot of attractive parties: it gives great opportunities for development of the personality, gives to the person advantage, is fascinating and fascinating. It is necessary to solve often the most difficult problems in the conditions of critical situations and uncertain prospects.

Purpose of this work: studying of the qualities necessary for the managerial leader, and allocation of the signs distinguishing it from others.

Personal qualities of the leading head allow to predict his possible success, but the availability fact at the head of a high level of development of intelligence, professional knowledge, domination, self-confidence still unambiguously does not determine that it

Subordinates will be satisfied with the labor activity and will ensure productive functioning. (*Kondranina, Ivanova, 2015; Ivanova, Bepalko, Kushnir, 2011*).

Success of a management activity of the leading head substantially depends as on coordination of his individual style with external and internal environment of the organization, and on in what degree it will be surrounded not so much by subordinates, how many his followers (*Tolmachev, Ivanova, Kobozeva, 2015*).

The charismatic component of the leader does not give in to accurate determination. It is a big set of qualities, but the main of them can be allocated:

- Determination;
- The capability quickly to react to a situation and to make decisions;
- Possession of skills and capabilities of effective management;
- Overcoming of restrictions of self-development;
- Abilities to risk based on the analysis and intuition (*Ivanova, Surnina, 2015*).

As example of the successful organization of management it is possible to consider CJSC Tander, the managing company of the Magnet retail network founded in 1994 as the wholesale supplier of the household chemicals and cosmetics which since 1997 has started development of a food segment of the market, having become one of five largest distributors in Russia. JSC Magnit is the owner of the largest on number of shops and the territory of their covering of a network in Russia that allows to conduct procurement on special conditions (*Ivanova, Makarova, 2015*).

The CEO of the organization is Galitsky Sergey Nikolaevich possessing the qualities inherent in these leaders - literacy in the organizations of affairs, a capability to listen to other people, honesty in business, good memory, skill to communicate. It is the main figure in the organization, the success of the organization depends on its professional activity. Also its distinctive feature is the principle "more to do, to say less" (*Ivanova, Petrusenko, 2015*).

Proceeding from sources of the WTH Group Company, the organizer of large business actions, and the Super job Company researched whether it is necessary to win in general in Russia hearts of employees and what employees would like to see the leader. As has shown poll, economically active Russians consider as the main qualities of the good chief mind, professional competence and human decency. The rest again. Only 4% of respondents have noted as pluses of the good chief his leadership skills – perhaps because this competence that is called by default is meant.

Management skill: Charisma or the purchased skills?

According to 77% of economically active Russians, are not born chiefs and it is quite possible to learn to be the good head. However, every fifth respondent (19%) is sure that the leader after all should be born, and 4% with the answer were at a loss. But also – everything is learned in comparison. Chiefs come and leave, and employees draw conclusions. According to a quarter (25%), their former head was better than present.

Heads treat the employees better, than employees to heads.

Having interrogated 1600 respondents and having researched mutual claims of chiefs and employees, Super job and WTH Group have found out that heads treat employees

better, than employees to heads. The worst lines of the chief from the point of view of workers – no professionalism, roughness and greed, and here the administration is sure that the main thing that employees lack it – money and only already then – diligence (Ivanova, Bepalko, Bazyk, 2011).

Conclusion:

Thus, having studied a work experience of many leaders - practicing of the modern organizations, it is possible to draw a conclusion that the capability of creation of an image of future condition of the organization is necessary for them for success. Also successful leader is characterized that he gives to followers the appropriate rights and authority on implementation of the purpose expressed in maintaining, can recognize the weaknesses and attract necessary resources to their elimination. Competence of the head of questions of leadership and its leader talent is compulsory provisions of fruitful organization activity. Thus, the managerial leader has more opportunities to manage effectively the organization, than just the manager or the informal leader who does not have the status power. Efficiency of managerial leadership is directly caused by efficiency of organizational activities. People respect such leader who never forgets about their interests. If you are concentrated on what you can give to the followers, but not that you can receive from them, those will respect and love you, and it will make your relations long and stronger. A capability to thank and encourage quality which helps the leader to carry out organizational and managerial functions successfully.

REFERENCES

1. Bazyk E. F., Ivanova I. G., Kusrayeva D.E., Belgisova K. V., Pereverzeva L. V. (2013) *Management in tourist activities*. Krasnodar. 342 P.
2. Ivanova I. G., Bepalko V. A., Kushnir D. D. (2011) *Management*. Krasnodar: Krasnodar. cooperative. in-t (branch) Rossiysk. un-that cooperations, publishing house V. V. Arnautov. 176 P.
3. Ivanova I. G., Bepalko V. A., Bazyk E. F (2011) *Management of office*. Krasnodar: Krasnodar. cooperative. in-t. Krasnodar: Pomegranate. 292 P.
4. Ivanova I. G., Petrusenko A.N. (2015) "The problems connected with qualification of personnel and ways of their decision". *Topical issues of development of social and economic systems in modern society*. Materials VIII of the international scientific and practical conference. Pp. 37-40.
5. Ivanova I.G., Makarova T.S. (2015) "Non-standard and successful management in the modern world on the example of office of Google in Moscow". *Russia and Europe: communication of culture and economy*. Materials XIII of the international scientific and practical conference. Prague, Czech Republic: WORLD PRESS s.r.o publishing house. 626 P.
6. Ivanova I.G., Surnina Yu. V. (2015) "Global environmental problems of improvement of quality of goods of the Russian production". *Achievements of modern science*. No. 4. Pp. 43-45
7. Kondranina M. A., Ivanova I. G. (2015) "Actual aspects of modern tools of enterprise management". *Modern science: problems and ways of their decision. Collection of materials of the International scientific and practical conference*. West Siberian scientific center; Kuzbass state technical university of name T.F. Gorbachev. Kemerovo. Pp. 412-415.
8. Tolmachev A. V., Ivanova I. G., Kobozeva E. M. (2015) *Theory of management*. Krasnodar. 300 P.

PLANNING PARAMETERS OF REGIONAL LOGISTICS INFRASTRUCTURE

Abstract

The paper deals with the subject of regional logistics, planning the composition of logistics infrastructure, regional system of logistics indicators, technique of determining the need for logistics infrastructure facilities in the region.

Keywords

regional logistics, infrastructure planning, logistics system performance, assessment methodology

AUTHOR

Alexander Nosov

PhD in Economics, Professor
Vyatka State University
Kirov, Russia

Regional logistics

The regional logistics unites logistics-oriented methods of research of the region as a territory, regional economy in aspect of the analysis and planning of the movement of streams, planning and design of logistic infrastructure of the region. Thus the main problem is combination of the principles of centralization and independence of economic participants, their involvement in the mutually advantageous partnership including information and service, formation of logistic system (*Nosov, 2007(1)*).

Regional logistic system is the integrating and coordinating mechanism of planning, organization and management of regional streams of the material and information nature, behind which there are subjects and objects of regional logistics (*Nosov, 2013(1)*).

According to the offered classification, the regional logistic system belongs to macro-logistics on the sphere of coverage. It is administrative-partner logistics on a way of coordination and management. The regional logistic system is characterized by the structure and communications establishing the coordinated functioning of elements of the logistic system answering its purpose.

The interacting subjects and objects are allocated in the logistic system. Subjects of logistics are the participants of logistic process realizing functions of logistics taking into account conceptual provisions of logistics. At the level of regional logistics, they form regional economy and methods of their organization and management, predetermine strategy of management of the region. The present stage of market relations development is characterized by complication of subject structure of economy and complication of interrelations.

Objects of logistics are logistic infrastructure, including transport, distributive, information, legal, etc. It is logistic activity environment.

The subject of the regional logistics is planning, organization and management of processes of the movement of materials, information and service streams within the region for the purpose of its optimization and coordination with the interregional requirements, directed on the solution of spatial problems of economic development of national economy; definition of ways and mechanisms of their decision.

The regional logistics in the annex to the city is aimed at city economics growth by means of development logistic infrastructure and service.

For research of the region, dynamics of change of the main indicators according to open data of statistical information is considered. Degree of development of regional logistics from the point of view of economic indicators is estimated on values of the coefficients of openness, characterizing ratios of entrance, output and internal material streams of the region.

Important element of infrastructure of the regional logistics is information, the heart of which is a telecommunication infrastructure. Degree of its development defines possibility of application of these or those logistic technologies in the region, possibility of interaction of participants of logistic process and general management of regional logistics.

Strategic planning of regional logistics

The strategic plan of logistics has to turn on the following component modules:

- 1) service of consumers;
- 2) design of delivery chains;
- 3) formation of transport and logistic network;
- 4) design of distribution centers, warehouses and their operations;
- 5) managements of transportation;
- 6) material management;
- 7) information technologies;
- 8) managements of organization and changes.

On each of eight key areas, entering strategy of logistics, it is necessary to receive answers to the questions connected with these areas (*Stock, Lambert, 2005*).

1. What are the requirements to service of each consumer segment, service level, types of material streams?
2. How is it possible to achieve integration of various participants of delivery chains at operational level?
3. What structure of transport delivery chains has the minimum expense (taking into account ensuring competitive level of service)?
4. What technologies of cargo handling and storage of production help to achieve the objectives of consumers' service, at the same time providing optimum level of investments into warehouse constructions and equipment?
5. Is there an opportunity to reduce costs of transportation in both short-term, and the long-term plan?
6. Can current procedures of stockpile management provide satisfaction of more strict requirements to consumers' service?
7. What information technologies are required for ensuring maximum efficiency of logistic operations?
8. How to organize resources to achieve the best service and achievement of the operational purposes?

Answers to these questions become a basis for development of the innovative plan of logistics (*Nosov, 2015(I)*).

At the stage of realization of the chosen strategy, the mechanism of logistic system development using target reference points is created. The goal management assumes formation of hierarchy of the purposes in a species of a tree of purposes, development of the interconnected programs, realizing the purposes, distribution of the available resources. The defining provisions are:

1. Strategic planning is considered as continuous process of implementation of the general rules for decision-making and actions, by which the administration is guided in the activities for achievement the purpose.
2. The decision-making methods used in regional logistics can be classified on methods of strategic, structural, functional and operational levels.

3. The methodological principles of strategic planning and selection of projects in regional logistics are based on formation of a tree of the purposes, ponderability of decisions and projects, assessment of indicators of the overall and specialized effectiveness.

4. The model of optimum control of the region is based on monitoring of indicators of development of infrastructure and regional economy and adoption of the administrative decisions, minimizing a mismatch with a goal.

5. The social culture defines efficiency of functioning and development of regional logistics. Along with social mobility, it is the main criterion of development of the region necessary to be considered in strategic planning.

6. The mechanism of effective management of innovations is the integral making development strategy.

Logistic infrastructure

Infrastructure is *a system of objects and norms, providing activity and interaction of economy subjects of the region*. The market economy would not develop without logistic infrastructure. The researches show that the tendency of strengthening the role of infrastructure in economic development is observed.

Formation of logistic infrastructure of the region by the principle of transport-distributive system assumes development of a road network and accompanying service, creation of information infrastructure of logistics of the region, training of specialists in the field of logistics, coordination of projects at the interregional level.

The main volume of additional cost in regional logistics is formed due to work of regional transport system (Nosov, 2015(II)). The analysis of transport work results on the example of comparison of volumes of freight traffics of official statistics data shows a level of development and directions of improvement for logistic infrastructure.

Taking into account geopolitical arrangement of the region, justification of the major strategic projects of development of logistic infrastructure is given. The regional transport distribution centers of logistics locate in the most intense transport knots of the region.

Based on the analysis of the offered options, the main conceptual directions and drafts of the program of regional logistics development get out.

Indicators of financial, regional, social efficiency of the projects entering strategy of development for assessment of their investment solvency are entered. The choice of the most effective projects for the conditions conjuncture is made.

Development of regional logistics is long and capital productive process. Its decision is possible at efforts of both local and federal sources with the assistance of all interested persons. However, the strategic initiative has to proceed from the regional government, which forms strategy of development of the region taking into account requirements of logistics.

To development of infrastructure as basis of the economy and logistics, it is necessary to approach systemically from a position of the deep analysis of a current state and forecasting of future processes. Dot decisions are ineffective here, though they are attractive in the investment plan. The problem lies not only in roads and the logistic centers, but in the conditions of the coordinated functioning of all transport complex, legislation, financial security, insurance, solution of customs questions, formation of logistic service branches, etc.

One of the most important components of regional logistics is the educational system, in which the logistics plays roles of both studying subject, and the methodological principle of educational process (Nosov, 2013(II); Nosov, 2004).

The indicator system of regional logistics condition is formed on the basis of the key indicators, which are giving in to practical measurements and reflecting the happening processes (Nosov, 2007(II)). The used system is described in Table 1.

TABLE 1. SYSTEM OF INDICATORS OF REGIONAL LOGISTICS CONDITION

Designation	Indicator
<i>L</i>	average extent of delivery chains
<i>N</i>	total number of participants of delivery chains
<i>I</i>	intensity of external material streams
<i>P</i>	intensity of own material streams
<i>O</i>	output stream
<i>I + P - O</i>	internal consumption of the region
<i>T</i>	power of transit stream
<i>R</i>	density of road network
<i>D</i>	density of the centers providing logistic service
<i>K</i>	coefficient of roads covering by means of communication
<i>C</i>	regional share of logistic costs in goods cost
<i>Q</i>	level of logistic service quality
<i>Z</i>	chain coefficient of delivery chains

Formation of basic network of logistic centers

Formation of basic network of regional transport-logistic centers (RTLС) assumes the following tasks solution:

1. The analysis of freight traffics in the region surrounding the city;
2. Theoretical justification of the RTLС locations;
3. Determination of the RTLС parameters;
4. Search of possible platforms of RTLС creation on the basis of the available territories and objects, suitable for use;
5. Technical-economic analysis of available platforms for RTLС;
6. Choice of the best option;
7. Development of the investment project;
8. Search of financing sources and investors;
9. RTLС construction and equipment;
10. RTLС integration into logistic infrastructure of the city, loading of its capacities.

There is a set of obstacles on the way of RTLС wide use:

1. There is no governmental body, which would deal with this problem.
2. Large business sees the potential competitor and threat to own welfare in RTLС.
3. The network companies have own logistic chains, which they do not want to give to outsourcing.
4. Transport companies are not interested in reduction of goods delivery distances.
5. RTLС creation demands the considerable amount of financing for facilities construction and scientific researches of regional features.
6. As a rule, potentially interesting places under construction are either sold, or have no necessary infrastructure.
7. A bottleneck for new RTLС is discrepancy of transport availability, capacity of roads, their quality to freight traffics, necessary for RTLС functions performance.
8. Lack of the suitable qualified labor conforming to RTLС requirements.

Assessment of the demanded logistic infrastructure of the city

The offered technique of assessment the need for the logistic centers proceeds from the accounting of population of *POC (population of the city)*, the average annual income on one citizen *API (average person's income)*, the volume cost of the consumed goods (thousand rubles/m³) of *COG (cost of goods)*.

Based on it, the volume of goods is determined as demand of the city in one thousand m^3 . **VOG (volume of goods on demand)**.

$$VOG = POC * API / COG$$

Constants are average capacity transport of a transport unit (**unit transport capacity**), number of the working days per year **WDY (working days per year)**, day goods turnover of logistic center **DTL (daily turnover of the LC)**, coefficient of uneven supply **CUS (coefficient of uneven supply)**

Transport stream in a year, (one thousand units) **TSY (transport stream in the year)** is defined as division of volume of goods on demand of the city **VOG** on average capacity of transport unit **UTC**.

$$TSY = VOG / UTC$$

The day transport stream **TSD (transport stream in the day)** is defined as division of **TSY** on number of the working days in a year **WDY**.

The demanded quantity logistic centers **RAL (required amount of LC)** is defined as division of day goods turnover of the city (m^3) **DTC (daily turnover of the city)** accounting coefficient of uneven supply on the daily productivity of the logistic center (m^3) **DTL**.

$$RAL = DTC * CUS / DTL$$

The example of calculation of the need for the logistic centers **RAL** of the city with **POC** population **POC** = 500 thousand people with the income level = 25 thousand rubles a month is given in Table 2.

TABLE 2. THE EXAMPLE OF CALCULATION OF LOGISTIC CENTERS NEED IN THE CITY

Designation	Indicator
<i>POC</i>	Population of the city, thousand people (500)
<i>API</i>	Average annual income of 1 inhabitant, thousand rubles (25x12=300)
<i>COG</i>	Specific cost of consumed goods, thousand rubles/ m^3 . (30)
<i>VOG</i>	Volume of goods on demand, thousand m^3 . (500x300/30=5000)
<i>UTC</i>	Average capacity of transport unit, m^3 . (50)
<i>TSY</i>	Transport stream in a year, thousand unit (5000/50=100)
<i>WDY</i>	Number of working days, days (250)
<i>TSD</i>	Transport stream in a day, unit (100000/250=400)
<i>DTC</i>	Day goods turnover of the city, m^3 . (400x50=20000)
<i>CUS</i>	Coefficient of delivery unevenness (1,25)
<i>DTL</i>	Day goods turnover of the logistic center, m^3 . (2000)
<i>RAL</i>	The demanded quantity of logistic centers. (20000x1,25/2000=12)

The given example shows that basing on a small amount of available data it is possible to define demanded number of logistic centers for providing city / region population with goods. Therefore, the city with the 500 thousand people population requires 12 logistic centers with opportunity to process 2000 m^3 of loads per day. It corresponds to a transport stream in 40 transport units per day for one logistic center.

The further problem of planning logistic infrastructure consists in localization of each logistic center taking into account throughput possibility of roads and planning of the district.

Conclusions

It is necessary to consider that the main problems while planning parameters of regional logistics are:

- 1) development of logistic organizational structure on state and regional levels;
- 2) creation of network of regional information-analysis logistic centers;

- 3) organization of the distributed training system in the field of logistics in regions;
- 4) improvement of transport infrastructure taking into account prospects of state economy development;
- 5) embedding priorities of logistics in the current problems of economic development, especially in crisis conditions (Nosov, 2009);
- 6) legislative ensuring through logistic activity.

REFERENCES

1. Nosov A. L. (2004) "Quality management of educational process with use of logistics". *Secondary professional education*. No. 5. Pp. 8.
2. Stock J. R., Lambert D. M. (2005) *Strategic management of logistics*. Translated from the 4th English edition. Moscow. INFRA-M.
3. Nosov A. L. (2007(I)) *Regional logistics*. Moscow. Alfa-Press publishing house.
4. Nosov A. L. (2007(II)) "The balanced system of indicators in management of logistic processes and systems". *Logistics today*. No. 1. Pp. 20-23.
5. Nosov A. (2009) "Regional logistics in the conditions of crisis". *Logistics*. No. 1.
6. Nosov A. L. (2013(I)) "Synergetic interaction of subjects of logistic activity", *Logistics today*. No. 1. Pp. 18-29.
7. Nosov A. L. (2013(II)) "Place of logistics in the environment of professional education". *The scientific-methodological electronic magazine "Koncept"*. Vol. 11. Pp. 56-63.
8. Nosov A. L. (2015(I)) "Innovations in development of regional logistic infrastructure". *Innovative development of economy*. No. 1 (25). Pp. 42-47.
9. Nosov A. (2015(II)) "Opportunities of logistics in decreasing final cost of products". *Modern European Researches*. No. 3. Pp. 142-145.

DRAWING METHOD "FROM A SPOT" IN PEDAGOGICAL ACTIVITY AS A MEAN FOR SPECIAL PREPARATION ON DRAWING AND PAINTING

Abstract

On the example of two main drawing methods designated as "classical method" and "baroque method", the author made the research in the field of drawing on application of both methods, when performing educational sketches of human figure. The author concludes about the importance of applying "baroque" method after initial studying of "classical" method.

Keywords

operated destruction, baroque method, classical method

AUTHOR

Natalya Ofitserova
PhD student, Master of Pedagogy
Institute of Arts
Moscow Pedagogic University
Moscow, Russia

Relying on experience of researchers of different times and eras, concerning various techniques in the fine arts, would be actual to address two fundamental methods. Their names for this day differ enough. In the context of G. Vyolfli's theory, S. A.

Gavrilyachenko describes the concept "baroque" as the emotional, picturesque approach to drawing designated by us as drawing "from a spot". "Appreciating G. Völfflin's theory about periodic changes of two beginnings - "classicism" (metaphysical rationality) and "baroque" (operated destruction), it is necessary to remember both objectively drawing organization of space, and its overcoming by emotions of the light-tone environment interfering on a rigid design of linear prospect. The sacrament is changing rationalism by "baroque" means of light at fundamental preservation of respect to realistic appearance of embodiment". Opposite to the "baroque" method, it is possible to put the linear method, which was covered in Alexander Mikhaylovich Komrakov's article about Boris Aleksandrovich Dekhteryov's methods of teaching. "Dekhteryov considered that the method, when drawing begins with linear construction, which he called "constructive and plastic", corresponds to a problem of studying and statement of form" (Volkov, 1950).

Wölfflin's duality (its application not only for the analysis of works, but also practical educational methodology) requires development of concrete techniques, consistently connected in system of continuous education (in system of preschool, school and additional art education). "Metaphysical rationality" became more important. Therefore, it is worth paying attention to equilibration of two these principles and approaches in drawing in system of various existing techniques. There is some overweight of "baroque" (the operated destruction) or drawing method "from a spot", as when training drawing and painting the rigid linear design can "extinguish" vision of the light-tone relations and complete perception of objects in the light-shade environment.

Thus, linear-constructive drawing should not "suffer" in its basis. Receptions and techniques allow "to distract" from linear construction, demanding high concentration and analysis of form for creation of the work, where knowledge about subject design will come to light without design portrayal at the level of "congenital" literacy. Such techniques are monotipiya, linocut, etching, dry needle, water color, oil and tamper painting, etc.

These techniques will not be able to replace that literacy, which needs to be mastered by means of linear drawing, but can become assistants in development of fine arts, in particular drawing and painting at various educational levels. "Appreciating both methods of drawing, B. A. Dekhteryov considered that during study the problem of mastering construction and molding of form has to be solved by the young artist earlier, than he will attempt to transfer visual impression of it. Therefore, to start drawing by "picturesque" method is necessary after mastering "constructive and plastic" one".

The drawing method "from a spot" is accompanied by choice of material and light variation of the represented object. Giving tasks for various light environment (lateral and direct light), we apply techniques corresponding to lighting. Therefore, lighting on direct light is suitable for drawing silhouettes with exact definition of contour - drawing one figure or for performance of linear sketches. More often, the used tone work on subjects by means of graphitic pencil is long and labor-consuming task, promoting derivation from emotional visual impression. Long tiresome studies with linear drawing of air prospect cultivate deep understanding of form. The recorded rigid lines of solids volumes, transparent constructions, detection of easy tone are the primary source for understanding volume, form and design of both solids, and any other subjects. Drawing "from a spot" should be directed by lateral lighting, characteristic for two and more figures, complex subject compositions. N. N. Rostovtsev wrote "For example, on additional classes (independent work in a workshop) for drawing educational task "Drawing of a naked man's body in a simple pose on a neutral background", you asked the model to get up easy with the emphasis on one foot. The pose was natural and expressive. Light of spotlights effectively emphasizes the main mass of a person's body..." In turn, harmony of light and shade is the way to understand the world, to analyze it. "Reasonable distribution of light serves for creation unity and order of a form of a difficult subject. The same can be told about a set of the subjects collected in a picture or on a scene, because all represented

in a picture is one big subject, where all concrete subjects are its components. Artists, as Caravaggio, sometimes used strong lateral light to simplify and coordinate the spatial organization of the pictures. Renee de Piles, the French writer of the XVII century, said that if subjects are located in such a way that the whole world is gathered on one party, and shadow is on the other, such meeting of light and shadows will prevent an eye to wander" (*Wölfflin, 1994*).

Depending on tasks, which the teacher sets for pupils, materials and sequence of work can change. Like Caravaggisti and baroque artists, the initial basis of drawing or painting can be the tinted plane (leaf, canvas). "Tintoretto and Caravaggio replaced red-brown on dark, where they put the most dense shadows, and then directly painted a picture, gradually passing from a background to a shadow. The picture changes the status; unexpectedly there are subjects on a background; colors splash from the general background testifying to their dark nature; figures are defined not so much by contours, but by covering. Nevertheless, all this does not resist to light, on the contrary, it arises thanks to the new mode of light. Wölfflin took lessons of this gradualness of the light, increasing, weakening and transferred on a scale of shades. It is relativity of lighting (as well as of movements), indivisibility of light and shade, disappearance of contours, i.e. everything that resists Descartes remaining the Renaissance person from the double point of view: physics of light and logic of idea". The tinted plane will already be "spot". Quite difficult and even senseless is trying to reveal by the line and contours those objects, which we want to represent on the tinted plane. It is simpler to resort to "wipe" light spots by eraser, thus keeping light and shadow without splitting them up by planimetric searches and excess details.

Characteristic sign in drawing at art schools is drawing with an easy treatment of light and shade, classical model of development of form and spatial thinking. We open to pupil stages of creation of a subject, existence of linear and air prospect, but it alienates pupils from vision of big light-and-shade masses. In turn, it reflects in ability to see tone in painting. Similar studying of drawing is fundamental and flows from school to colleges and higher educational institutions.

Giving classes in drawing for 2nd and 3rd year students (12-13 years) at Children's School of Arta after V. V. Kraynev, I saw communication and regularity in learner's perception of tone, when performing problem with various stage-by-stage tasks. In the case, when pupils needed to represent a form by means of line, it was extremely difficult to pass to light-tone drawing and to define light tuning forks. In this case, it concerned sketches of person from nature. Sketches were carried out with soft materials. Considering already available "picturesque" properties of the material, even linear approach to drawing could be executed in more interesting light-tone gradation (figure 1).

When pupils used the method "from a spot", the result was more effective. By means of grinding sauce (or sanguine, coal) on a sheet of paper, we received a light-tone basis, in fact being ready penumbra, ready for adding light and shade and specifying details. First, pupils found bright light spots by eraser then passed to search shadow spots (figure 2).

In sketching, lateral lighting, clothes with sharp accent on light to dark or dark to light are important. Lighting with a lateral orientation, allocating light on a figure, focuses attention on light-tone compaction of a background. Rather often lateral light is used for still lifes, work with the plaster head, interior statements. When performing similar statements, sometimes there is a task to transfer light and shade, materiality, texture, deep tone. Linear-constructive construction could be the orientation for such works. Then there is a sense to address either to natural lighting, or to direct light.

The method "from a spot" and linear-constructive method cannot be divided on better and bad. There is no sense to claim what better. Boris Aleksandrovich Dekhteryov said the question is what method should be used more often, and whether it is worth

introducing the other way to balance methodical forms. It is possible to note that use of the line prevails over a spot at both art schools, and comprehensive schools. Therefore, considerable overweight and prevalence of one over another can have an adverse effect on further pupils progress in drawing.



FIGURE 1



FIGURE 2

REFERENCES

1. Arnheim R. (1974) *Art and visual perception*. Moscow. Progress, 392 p.
2. Deleuze G. (1998) *Fold. Leibniz and baroque*. Moscow. Logos, 264 P.
3. Gavriyachenko S. N. (2010) *Composition in educational drawing*. Moscow. SkanRus. 192 P.
4. Lebyodko V. K. (1994) *Spatial representations in creative development of the artist-teacher*. Moscow. Art graphic faculty. 409 P.
5. Radlov N. E. (1978) *Drawing from nature*. 3rd edition. Moscow. Artist of RSFSR, 120 P.

6. Volkov N. N. (1950) *Perception of subjects and drawing*. Moscow. Publishing house of Pedagogic Sciences Academy of RSFSR, 508 P.
7. Wölfflin H. (1994) *Basic concepts of history of arts: A problem of evolution of style in new art*. Translated from German. Saint-Petersburg. Mif-ril, 427 P. Classics of Art Studies.

THE ORGANIZATION OF STUDENTS INDEPENDENT WORK TO STUDY THE TOPIC “HOLOCAUST” IN THE RUSSIAN EDUCATIONAL ORGANIZATIONS

Abstract

The author analyzes opportunities for the organization of students independent work to study the topic “Holocaust” in the Russian educational organizations.

Keywords

Holocaust, "final decision" of Jewish problem, World War II,
organization of students independent work

AUTHOR

Yulia Pershina

PhD in History, Associate Professor
Department of Theory and History of State and Law
Vyatka state university
Kirov, Russia
ule4kina@yahoo.com

Holocaust acts as a component of World War II history. Studying this subject gives the chance to comprehend this national Accident as the universal tragedy.

Scientists and methodologists have no uniform point of view about how to include this difficult material in educational process. At the Russian schools, studying the Accident of the European Jewry can be carried out within subjects: "General history" (topics "Increase of Aggression and Fight for Peace. German Nazism", "Growth of International Tension", "World War II"), "History of Russia" (topics "Great Patriotic War"), "Social science" (topics "Good and Evil", "Regulation of People's Behavior in Society", "Political regimes", "Rights and Freedoms of Person and Citizen", etc.), "Right" (topics "Human Rights Violations", "Crime", etc.).

The most optimum option, in our opinion, is studying Holocaust in the general history course.

The purpose of studying the topic is to analyze possibilities of tolerance upbringing, development of historical thinking of trained through judgment the separate aspects of Accident of the European Jewry.

Problems of studying the subject:

1) In educational process to create the system of the students' valuable relations Holocaust in the countries of Western and Eastern Europe, in occupied territories of the USSR.

2) To master the ways of activity, applicable both within educational topic, and at problem solution in real life situations.

3) To acquire knowledge about Holocaust, gain experience of educational problems solution, experience of creative activity development (*Pershina, 2016*).

When studying the subject, students would meet difficult theoretical situations and concepts. However, the majority of modern domestic historical textbooks light the actual party of historical process. Only five educational books from 15 textbooks of the Russian publishing houses for 2009-2015 contain various tasks for independent work, allowing to school students to consolidate in a varying degree the gained knowledge (*Pershina, 2015(I)*). It is possible to state a problem in respect of the organization of students independent work, when studying Holocaust - existence of rather small amount of tasks in modern Russian historical textbooks.

Use of the I.A. Altman and D. I. Poltorak's manual "Holocaust. Memory and the prevention" for 9-11 classes in educational process can make a certain contribution to the solution of this problem. (*Altman, Poltorak, 2010(I)*). It is based on 32 documents printed on single sheets. On the back each leaf has the historical comments, containing a reference material and questions for discussion.

In selection of documents there testimonials of Holocaust participants: excerpts from diaries, memoirs, newspaper messages, documentary materials, leaflets, posters. These materials open certain aspects of studying Holocaust: the anti-Jewish policy of Nazi Germany; stages of "the final decision of a Jewish problem"; life and fight of Jews in ghetto and extermination camps; activity of Righteous the world peoples; participation of Jews in a resistance movement, crimes and punishments for them (about trials over Nazis); connection of Holocaust lessons and the present.

The documents submitted in each section of the book are picked up to present a picture of the events, to promote formation of students' ideas about the main types of historical sources, development of ability to define degree of their reliability.

Use of documents in educational process can be based in a different way. The organization of students work with documents can take the major place. Such form of work allow analyzing the document as a historical source and a monument of an era, teaching children to work with it (*Altman, Poltorak, 2010(II)*).

Let us give an example of the organization of students independent work with historical documents on a topic "Increase of aggression and fight for peace. German Nazism".

At the beginning of the topic, the teacher explains the concept "Social Darwinism". There is updating of the concepts "racism", "national discrimination", "anti-semitism", "human rights", "genocide". Earlier a Jew could become "good", having refused Judaism and christened. According to the racial theory, he could not improve what was given by nature, i.e. his "anti-race". It was the novelty of social-Darwinist approach.

Nazis borrowed the following ideas of social Darwinism:

1) "Purity of blood" became in Nazi Germany a subject of scientific development and the center of ideology of the Third Reich. Racial quality was determined by data of biological measurements.

2) Cultural aspect. In Nazi promotion, Jews were represented as harmful insects and creeping reptiles. Their destruction was considered as humankind clarification from filth.

3) Fight for "vital space". A. Hitler planned to make east territories of Europe the main objective for increase "vital space" for Aryan race: "By force of the German sword the New Reich has to present to the German plow the earth necessary for it and the nation ...". (*Pershina, 2015(II)*).

The most productive form of studying documents is the organization of group work in class. Children are divided into 4 groups to work with documents on sheets No. 1 - 4 of the book. The fifth group (experts) estimate answers of pupils.

The group No. 1 gets a fragment from the program of national socialist party of Germany (Munich, 1920): "We demand the countries and the lands sufficient for moving and livelihood of our people. The citizen of the other country could not be a son of our people. The son of our people is the one, who has the German blood - regardless of his religion. Any Jew cannot be considered as the son of our people. We demand from the government obligatory care about the benefit and employment of citizens. If there is no opportunity to support all population of the country, it is necessary to expel the alien nations (not citizens) from the Reich ...". Teacher's questions are offered to be discussed in a group: "Why Nazis launched campaign of Jews prosecution in Germany?" "What 3 stages were included by Jews prosecution by Nazis in Germany and in the countries of the occupied Europe?". (Altman, Poltorak, 2010(I)).

The group No. 2 receives extract from the Law on protection of the German honor and the German blood (1935): "The marriage unions between Jews and citizens of the state of German blood or blood close to German are forbidden. Illegitimate affairs between Jews and citizens of the state of German blood or blood close to German are prohibited. Jews are not allowed to employ servants from citizens of the state of German blood or blood close to German, who younger than 45. Jews are forbidden to lift flags of the Reich and lands and to use colors of national flag ...". The questions for discussion are given to the document: "How did the Law limited the family rights of Jews?" "What other restrictions of the rights of Jews do you know?". (Altman, Poltorak, 2010(I)).

The group No. 3 studies the composition of a schoolgirl Erna Listing published in the newspaper "Shturmovik" (1938): "A Jew is a hybrid. He inherited signs of Aryans, Asians, Negros and Mongols. Jews have a vicious book of their laws - the Talmud. Besides, Jews consider us as animals and therefore treat us so badly. They take away money and property from us in the dishonest way. Now overseas Jews agitate against us. But we will not allow to carry out ourselves and we will take care of our Fuhrer. Each penny, which we give to Jews, kills any of our relatives ... Heil Hitler!". Teacher offers questions to a group: "As a result of what actions of the Nazi authorities this composition appeared?" "What can you object Erna Listing?". (Altman, Poltorak, 2010(I)).

The group No. 4 discusses the telegram of the chief of the II department of Gestapo of gruppen-fuhrer Müller in local managements of police (on November 8, 1938): "Soon performances against Jews will be undertaken across the whole Germany, in particular against their synagogues. These performances should not be prevented. It is necessary to prepare arrest of 20-30 thousand of Jews across the whole Germany. It is necessary to choose rich Jews first. Special divisions CC, and also "the general CC" can be involved in joint actions". The questions for discussion are given to the document: "Why did Nazis begin to destroy synagogues?" "How did the events of night November 9-10, 1938 in Germany are called?". (Altman, Poltorak, 2010(I)).

The result of the lesson is a common children-teacher conclusion - after the end of World War II, the genocide of Jews by Nazis was officially qualified as a very grave crime against humanity.

Modern historical literature contains various data on the lost Jews; the figure in 6 million people is standard. Perhaps, these data are not final, as some authors disagree: for example, R. Gilberg in the work "Destruction of Jews in Europe" calls 5,1 million; L. Polyakov in "The short encyclopedia of hatred" defines their quantity as 5-7 million; J. Raytlinger speaks about 4,2 million victims (Andreeva, 2006).

REFERENCES

1. Altman I. A., Poltorak D. I. (2010(I)) *Holocaust. Memory and prevention: Manual for 9-11 grades*. Moscow. JSC Russkoye slovo-uchebnik. 32 P.

2. Altman I. A., Poltorak D. I. (2010(II)) *From history of the Holocaust (1933-1945). Methodical recommendations to the manual "The Holocaust. Memory and prevention"*. 9-11 grades. Moscow. JSC Russkoye slovo-uchebnik. 16 P.
3. Andreeva E. A. (2006) *Hitler policy about expansion and genocide (1933-1940)*. PhD Thesis. Moscow. 20 P.
4. Pershina Yu. V. (2015(I)) "The analysis of coverage of the topic of the Holocaust in modern textbooks of history", *Modern additional professional pedagogical education*. No. 4. Pp. 136-144.
5. Pershina Yu. V. (2015(II)) "Education of tolerance of teachers in system of additional professional education on the basis of studying of history of the German Nazism". *Modern additional professional pedagogical education*. No. 2. Pp. 68-75.
6. Pershina Yu. V. (2016) "Place and role of studying the Holocaust in the context of transition to FGOS of the general education". *Teaching history and social science at school*. No. 2. Pp. 61-63.

RELEVANT ASPECTS OF COST MANAGEMENT IN INDUSTRIAL ENTERPRISES IN MODERN CONDITIONS OF MARKET ECONOMY

Abstract

The article discusses the issues of improving the cost management system of production with the features of competition and international integration. Highlighted the importance of the preparatory stage in the establishment of a unit of controlling, influencing activity of the enterprise, which allows to determine "weak points" in the work of the economic entity.

Keywords

cost management, industrial enterprise, controlling

AUTHORS

Evgeniya Samohvalova
Kuban State Agrarian University
Krasnodar, Russia

Ellina Melkumova
Kuban State Agrarian University
Krasnodar, Russia

Inna Ivanova
PhD in Economics, Associate Professor
Kuban State Agrarian University
Krasnodar, Russia
inna_ivanova_2010@mail.ru

In the current time period there is a significant tendency to increase the value of the cost of industrial enterprises. This is due primarily to the increase in the cost of materials, semi-finished products, of electricity and fuel, as well as with the increase in interest rates on short-term and long-term loans. In addition, the observed increase of other expenses. The development of market relations determines the necessity of improving the system of cost management of production with the features of competition and international integration. Thus, proper management of expenditures of an industrial enterprise can improve competitiveness, increase profits, and, consequently, the profitability of the entire financial-economic activities of the economic entity.

It should be pointed out that the concept of "costs" and "expenses" shall have fundamental differences. Category economic "costs" are usually used in management

purposes and related to the acquisition and use of tangible and intangible resources in production (*Tubular, Ivanova, 2015*).

With regard to the category of "expense", it is directly regulated by legislative and normative documents. After determining the revenues from sales of products (goods, works and services) part of the cost goes into the category of "expenses". Company expenses must be documented and economically justified, and in addition to comply with the principles of business. However, costs can also be costs that are not associated with the receipt of income, such as fines and penalties under commercial contracts, the cost of conserved property, etc. Such costs are called other.

With regard to the development of theory and methodology of cost management, this issue is devoted a significant amount of publications and scientific articles. In practice, many industrial enterprises face certain difficulties in solving different management problems, which makes it impossible to form an effective system for managing production costs.

Considering the accumulated international and Russian experience of cost management, we highlight the main issues associated with the improvement of this management system. The first problem is connected directly with a variety of different types of expenditure, therefore requires additional study of their classification features for further data collection, to optimize the performances of management accounting. The second problem is directly in changes in the composition of the costs, i.e. it can be characterized by the concept of "dynamism costs." The next problem is still not completely solved, because it lies in the complexity, and sometimes even of the impossibility of accurate measurement of the composition of the expenses has a significant impact on the difficulty of implementation of accounting operations. But, one last problem that takes place in the system of cost management, is determined by the ambiguous impact of costs on the financial result of the economic entity as a whole (*Ivanova, 2006*).

In this regard, cost management requires further research and development aimed at overcoming the above identified problems. It should be noted that under the costs management at the enterprises is commonly understood as the set of all functions of management, ensuring effective use of different types of resources that are necessary for the successful functioning of an industrial enterprise.

In addition, of great importance in improving the system of cost management is directly a certain type of production activity. To date, there are various classification types and kinds of industrial production, with the greatest distribution was received by classification depending on the production task .

Such classification allows to consider the order of formation of cost of products, identify cost centers and their character, as well as to determine the influence of those or other costs of expenses of the enterprise as a whole. Considering the functions of cost management and the diversity of types of industrial production should reach a conclusion about the necessity of centralization of the cost management in the enterprise.

Thus, it would be logical implementation of the cost control carried out within individual departments. In fact, such a unit may become the controlling subdivision. In this case, controlling is not only considered from the point of view of control measures, but also from the standpoint of assistance in providing and improving all functions of cost management. However, note that the controlling system can ensure the strategic development, and to solve operational problems of financial-economic activity of the enterprise, in particular, issues associated with cost management (*Kondranina, Ivanova, 2015*).

Consider a possible solution to the problem in the framework of the controlling system related to the ambiguous impact of costs on the financial result of the economic entity.

Initially, the controlling was developed based on the principles of "direct-costing", but then he began to incorporate elements of the "standard-cost" and various other new methods and systems of cost management. Now, in intra-corporate accounting systems at enterprises approved by the new orientation, in which new arrangements are proposed to the definition and regulation of the production costs. The main interest are the following methods: on the basis of the life cycle of products; on the basis of planned expenditures; on the basis of costs to individual processes; on the basis of comparison with the best financial indicators of competing companies; strategic cost management. These methods are being intensively discussed in the literature and are increasingly used by businesses, primarily in the us and the Japanese.

The use of a particular system depends directly from the goals and objectives of the enterprise. Depending on the choice of a cost management system is formed and the financial result, which in the future is reflected in the report "On financial results", as is well known, this form of reporting is the basis for the calculation of indicators of profitability and other indicators of efficiency of activity of the enterprise (*Tubular, Ivanova, 2015*).

Thus, to determine a particular system of cost management in the enterprise proves the necessity of establishing a Central unit, which would analyze the possibility of application of a particular system, design procedure of transition to new methods and techniques of cost management, i.e. to implement a comprehensive cost management. It should also be noted that in the totality of the functions of the controlling unit can be identified and service function, in particular, providing the necessary information to control directly the function of decision-making or, more precisely, a methodology of decision-making and coordination. Maintenance information controlling is provided through a system of planning, regulation, accounting and control, aimed at achieving the objectives of the final result of activity of the enterprise. The information must contain the specified (normative, planned and actual data, deviations are detected by means of accounting in the context of its divisions (*Ivanova, Surnina, 2015*).

The management function of controlling is to use the data of variance analysis, the rates of coverage, the total reserves of activities for decision-making on management. Such decisions are made at all levels of enterprise management and the very important task of controlling the unit is to coordinate the goals of different levels, means and methods of their implementation, to the maximum extent possible to achieve the ultimate goal of the enterprise. Such unit controlling, in our opinion, is intended to develop and conduct the following activities:

1. The formation of strategic plans for the development of industrial enterprise.
2. The implementation of adjustments in the organizational structure of the entity.
3. The definition of responsibility centers, cost centers, profit centers and investment.
4. Formation and optimization of the schedule of document circulation.
5. The implementation of the interaction between financial and managerial accounting, create financial and management accounting policies.
6. The introduction of forms of management accounting by responsibility centers.
7. The creation of a system budgeting and operational planning, including the costs of the enterprise.
8. Creation of system of motivation of employees aimed at implementation of plans and budgets, reduction of defects in the production, contributing to the development of a creative approach to completing certain tasks.
9. The creation and implementation of a local internal documents such as position on the bases of cost allocation, methods of estimation of work in progress, etc.
10. Improvement of information systems and automation of the enterprise.

11. The creation of the system of internal control and monitoring in various areas of cost management of the enterprise.

Although in the last paragraph of the main activities of the controlling system costs, we have determined the establishment of internal control of the organization, but to carry out the control procedure will be advisable in the preparatory phase of the implementation of the controlling system, because with their help in the preparatory phase it is possible to identify the strengths and weaknesses of the organization control costs. The preparatory phase will provide the opportunity: to analyze cost estimates, validation of cost centers and responsibility; to assess the timing of expenditure and receipt of material valuables; to determine the existing deviations in the indicators of the normative, to analyze the causes of these deviations; to determine trends of the indicators during the time interval, and to assess the effectiveness of strategic and operational management of cost centres and budgets (*Ivanova, 2006*).

For the implementation of preparatory activities for the creation of a unit controlling it is also necessary to study and analyze such areas as the accounting treatment of actual and planned costs; the use of methods of full and partial cost accounting; formation of accounting indicators of process costs and on the basis of the target norms and standards.

We will focus only on the main drawbacks and positive aspects of each of them. In the analysis account for the actual and planned costs of greatest interest is the calculation of the planned costs. Although the actual cost is the basis for formation of the final calculation for a certain period of time, but in full he cannot satisfy, since it does not have the necessary information properties to monitor and assess the effectiveness of cost management (*Kondranina, Ivanova, 2015*).

This are the regulatory costs. Data about average costs take instead of data about actual costs, to simplify and speed up accounting procedures. Thus, the smoothed fluctuations in the values of the actual costs of the enterprise for the periods of activity and counterbalanced by the influence of random factors. At the same time calculated and the actual costs for the reporting period. So identifies and analyses the reasons for variances of actual costs from the estimated parameters. Based on the results of the analysis, we develop the planning rules and regulations. This approach, at first glance, it seems not unreasonable. But since both method of accounting is built on actual data for past periods, as a result, the comparison of the results revealed only deviations of the costs in each period from the average. Therefore, it is impossible to track the impact of long-term (and in terms of our economy constantly available) negative factors on the magnitude of the costs. Similar factors are identified by using the calculation of planned costs in a future period of time and subsequently comparing them with the actual figures for this period. The results of comparing the planned and actual costs, analyze possible differences of their values.

The analysis of detected abnormalities may contribute to identifying gaps in the management of costs, which will subsequently be integrated into the work units of the controlling system.

The preparatory stage is needed when creating units of kontrollige, and the more detailed will be the analysis of external and internal factors influencing activity of the enterprise, the more reliable will be identified "pain points" in the work of the economic entity and planned the work of this unit. The formation of a system of controlling costs requires a highly skilled approach, to cover all sides of the financial-economic activities of the organization, and therefore, a detailed study of the various ways of improving this system.

REFERENCES

1. Ivanova I. G. (2006) *Peculiarities of assessing the investment value of enterprises in conditions of uncertainty*. The dissertation on competition of a scientific degree of candidate of economic Sciences. Krasnodar.
2. Ivanova I. G., Surnina Yu. V. (2015) "Global environmental issues of improving the quality of goods produced in Russia". *Advances of modern science*, №4. Pp. 43-45.
3. Kondranina M. A., Ivanova I. G. (2015) "Current aspects of modern instrumentation control the enterprise". *Modern science: problems and ways of their solution*. Proceedings of the International scientific-practical conference. West-Siberian scientific center. Kuzbass state technical University named after T. F. Gorbachev, Kemerovo.
4. Tubular A. A., Ivanova I. G. (2015) "Enhancing the financial stability of the industry". *Actual problems of development of economic entities, territories and systems of regional and municipal management: materials of X international scientific-practical conference (may 28-30, 2015)*. Vol.2. CJSC "University book", Kursk. Pp. 397-400.

ABOUT USING MODERN TECHNOLOGIES AIDED MONITORING OF GLYCEMIC CONTROL IN THE TYPE I DIABETES IN UKRAINE

Abstract

The relevance of investigation due to the constant increase in the number of people suffering from type I diabetes that is diagnosed advantageously amongst the younger population. The article discusses the existing approaches of intensified insulin therapy using individual automatic dispensers for basal-bolus principle. Analysis of the aided monitoring of blood glucose levels has been carried out and a weakness of existing of calculators of boluses has been determined. The operation of such of devices can lead to an inadequate increase of total insulin dose. The solution of this problem is possible when improving existing mathematical models based on base relations, who are used in modern calculators of boluses, and development of intuitive management programs an automated blood glucose control levels. Materials of this article can be used in justify the choice of insulin therapy using insulin's automated doser for patients with type I diabetes.

Keywords

diabetes mellitus, insulin pump, insulin dosing, bolus calculator

AUTHORS

<p style="text-align: center;">Ivan Smirnov PhD in Medicine, Head of the Department of Endocrinology, PIHC Regional Clinical Hospital - Center of Emergency Medical Care and Disaster Medicine Kharkov, Ukraine <i>diabetes@ukr.net</i></p>	<p style="text-align: center;">Elena Visotskaya PhD in Engineering, Professor Department of Biomedical Engineering Kharkov National University of Radio Electronics Kharkov, Ukraine <i>evisotska@mail.ru</i></p>
<p style="text-align: center;">Irina Novikova PhD in Medicine, Head of the Multidisciplinary Clinical Diagnostic Laboratory, PIHC Regional Clinical Hospital - Center of Emergency Medical Care and Disaster Medicine Kharkov, Ukraine <i>mkdl12@ukr.net</i></p>	<p style="text-align: center;">Andrei Porvan PhD in Engineering, Senior Researcher Department of Biomedical Engineering Kharkov National University of Radio Electronics Kharkov, Ukraine <i>porvan_a_p@mail.ua</i></p>
<p style="text-align: center;">Yevgeniy Masalitin Student, Faculty of Electronic Engineering Kharkov National University of Radio Electronics Kharkov, Ukraine <i>masalitinj@gmail.com</i></p>	

Diabetes mellitus is a disease that accompanied by metabolic disturbances, persistent hyperglycemia and poses a real threat to health and quality of life. Diabetes mellitus is one of the most common chronic diseases in the World and accompanies humanity in throughout evolutionary history. According to the International Diabetes Federation in 2015, 415 million adults with diabetes mellitus were registered in the world and to 2040 this number could reach 642 million (WHO Media center, 2015). In Europe the

number of people (aged from 20 to 79 years old) suffering from diabetes mellitus is 9,1% and ranges from 6,8 to 13,0% in various countries. In European populations, noted the high prevalence of type 1 diabetes among children is (IDF diabetes atlas, 2015). In turn, according to the Ukrainian Diabetes Federation, in Ukraine life of more than 160 thousand patients depends on the timely and proper insulin delivery.

In the treatment of diabetes mellitus two periods can be clearly identified: before insulin (till 20th century), when the diagnosis "Diabetes Mellitus" almost had no chance to patient survival and "New Age", associated with the discovery of insulin in 1921 which is injected to patients with type I diabetes since 1922. Treatment was successful and then the diabetes mellitus ceased to be a fatal disease (Leutholtz, 2011).

A necessary condition for maintaining the optimum blood glucose concentration is the accurate dosing of insulin per unit of food and correction of glycemia. Automatic system of permanent glucose monitoring and insulin pumps which allow to continuously injecting insulin into the subcutaneous tissues are widely used in the world.

When using insulin pumps it does not form depot of insulin, reduces the risk of hypoglycemia and it is possible to stop the pump and stop insulin delivery. Some of insulin pumps model allow not only injecting insulin, but also monitoring of blood glucose levels in real-time. Insulin pumps can have a built-in program - "bolus calculator" which allows calculating the appropriate dose of insulin. Spend specialty setting of program and its timely correction for accurate calculations in each case. Study of different methods of insulin delivery and estimate of their efficacy and safety will help to develop algorithms for the treatment of patients with type I diabetes, minimizing the risk of acute and chronic complications.

In this article will consider the problem of diabetes mellitus self-management and the existing ways to solve it problem with the help of aided dosers with bolus calculator.

The most effective way to glycemic control in patients with type I diabetes is still intensified insulin therapy at the present time which can be carried out in multiple injections of insulin or by continuous subcutaneous injection insulin by means of individual aided dosers on the basal-bolus principle (Dedov, 2010, Astamirova, 2001, Emelyanov, 2012).

The basic principle of intensified insulin therapy is an independent adaptation of insulin doses to the amount of carbohydrates in food, to indicators of self-control of glycemia, physical activity and other states of human body which creates constant need to carry out of calculations to the patient.

Today there are many bolus calculators can be integrated into various electronic devices with software and actively implemented into different pump action dosers. Nevertheless, modern bolus calculators are not fully self-sufficient tools to improve glycemic control and current methods of assessing the different situations, that can get the patient, has a several disadvantages. At the same time the individuality of each patient with type I diabetes is a major factor for the calculation of dosage errors (Kargina, 2010, Chernetsov, 2010). For example, when entering the same amount of carbohydrate at one meal one patient blood sugar level have been from 7 to 10 mmol / l, and another 15 mmol / l which is due to the influence of a variety of factors (diet, lifestyle, comorbidities, etc.). These factors must be considered when calculating the individual dose. The problem of adequate insulin delivery which is as close to the physiological rhythm of its secretion can be solved using an appropriate mathematical apparatus and information technology.

In-depth analysis of the methods and means of glycemic control in type I diabetes can help to determine the right way of solving the assigned task and identify ways of further research.

Currently, firmware bolus calculators are present and widely used in most insulin pumps including in the world producers of devices such as Medtronic MiniMed (US), Roche (Switzerland), Sooil Dana (South Korea)

According to the data in 2013 on the proportion of the global market for the devices above producers of entire product range is 19%, 13% and 19%, accordingly (Trunova, 2013). The algorithm of the bolus calculator program is similar in all cases. In calculating of doses accounted carbohydrate ratio, insulin sensitivity, target glycemia (at a given time), the current concentration of glucose, as well as the essential elements is the concentration of carbohydrates in food and quantity of active insulin. The units of measurement of carbohydrates, which make the pump, can be grams and bread units.

Calculations of most bolus calculators are based on a common formula for calculating bolus doses:

$$(BU * CR) + (GC - GC_{target}) / ISF - act.ins., \quad (1)$$

where *BU* is a bread unit;

CR is a carbohydrate ratio;

GC is a blood glucose concentration;

GC_{target} is a target blood glucose concentration;

ISF is an insulin sensitivity factor;

act.ins. is a level of active insulin.

As can be seen from the description the first part of the formula is responsible for the calculation of the dose at one meal. This part of the formula operates identically for all insulin pumps. The main differences "calculators" for the second part of the formula needed for calculating dose to the correction of glycemia (Filipov, 2012, Barnard, 2012).

Many pumps issued by built-in bolus calculators are also equipped with a built-in blood glucose meter. It allows evaluating the blood glucose levels in the real-time mode and carrying out calculations in accordance with the dynamics of the blood sugar level changes, which is automatically recorded on the microchip device (Accu-Chek, 2015, Hoogma, 2006).

So, the mathematical relationship based on the amount of active insulin in the blood and correcting insulin dosage according to (1) is a distinguishing feature of the Medtronic Co. insulin pumps. If the active insulin than is needed to correct hyperglycemia, bolus calculator will not offer to inject insulin, irrespective of the glycemic index. Thus, the greater active insulin dose for the moment of calculating, the greater the glycemic index, in which bolus calculator will not calculate a correction dose. If the amount of active insulin is not considered, it could potentially lead to an overestimation of inadequate total dose of insulin. Thus, at a low rates of glycemic bolus calculator will calculate dose, which is introduced, taking into account the lower limits of the target values. But when glycemia level below 3.9 mmol / l, pump Paradigm MMT 712 (Medtronic Co.) does not allow to inject insulin to the patient (Phillip, 2007).

To pump Accu Chek Spirit Combo firm Roche, the formula is slightly different from (1) has been designed. Calculations carried out taking into account the coefficient (*k*), which allows you to increase or decrease the amount of insulin, injected pump, according to state of the user (physical activity, concomitant diseases, etc.):

$$k * [(BU * CR) + (GC - GC_{target}) / ISF - act.ins.]. \quad (1)$$

Value of *GC_{target}* associated with the presence of active insulin and coincides with the mid-range of the target values glycemia as can be seen from the formula (2). In

contrast to other pumps, the dose calculation for correction occurs even in the case where the glycemia included in the target range.

Bolus calculator of pumps AccuChek Spirit Combo calculates correction dose (for all cases of glycemia), regardless of the amount of active insulin. But if the patient has hypoglycaemia, the insulin pump is not injected (Accu-Chek, 2015). At the same time bolus calculator will be calculated value of the amount of carbohydrates needed for the normalization of glycemia. In the case of hyperglycemia Roche Co. pumps will enter deliberately more insulin.

Known OmniPod System (US) offers the possibility of remote control via the pump control panel in which there is a built-in calculator doses using the active insulin devoid of shortcomings AccuChek Spirit pumps series. Aided calculator in this system allows for self-control diary and keeping a core set of products that patient uses (OmniPod System, 2015).

The analogue of OmniPod system is a pump of Solo system (Israel). Bolus calculator built into the system allows calculating the insulin doses according to the level of active insulin and a core set of human consumption products.

The advantages of the system are the low weight (76 grams) and the presence of attachment in the form of a patch that delivers a patient ease of movements (Cukierman-Yaffe, 2011).

However, the disadvantage of the considered systems and calculators is lack of integrating the individual characteristics of the patient, his lifestyle and diet, and existing software solutions are not publicly available, has a complicated programming interface that requires special training.

Thus, the improvement mathematical models, used in bolus calculators with the aim of integrating parameters and factors of glycemic control in type I diabetes, is the actual scientific task.

In turn, using of these models as a mathematical support for aided monitoring systems of glycemic control in the type I diabetes has practical interest.

One of the main factors affecting the success of using of the aided monitoring systems of glycemic control in mobile dosers is the existence of the program to automatically calculate bolus doses. Despite the success of foreign companies modern bolus calculators built in the pump are not completely independent of glycemic control tools. This is due to the lack of a number of factors accounting individualizing the process, so that the patients prefer using the empirical method of selection of the dosage of insulin and meals. Solution to this problem is possible with the improvement of relevant mathematical models based on the basic relations that are used in modern bolus calculators and developing automated control of glycemia system with an intuitive interface.

Materials of this article can be used in justify the choice of insulin therapy using insulin's automated dozer for patients with type I diabetes.

REFERENCES

1. WHO *Information Bulletin*, 2015, no. 312, from <http://www.who.int/mediacentre/factsheets/fs312/ru/>
2. *IDF diabetes atlas* (7th ed.), 2015, from <http://www.diabetesatlas.org/resources/2015-atlas.html>
3. Leutholtz, Brian C., & Ripoll, Ignacio. (2011). *Exercise and Disease Management, Second Edition*. CRC Press. 256 p.
4. Dedov, I. I. (2010). Diabetes: the development of technologies in the diagnosis, treatment and prevention. *Diabetes*, no. 3, 6-13. <http://cyberleninka.ru/article/n/saharnyy-diabet-razvitiie-tehnologiy-v-diagnostike-lechenii-i-profilaktike.pdf>.
5. Astamirova, H. S., & Akhmanov, M. S. (2001). *The Handbook of diabetics*. Moscow: EKSMO Press Publ. 400 p.

6. Emelyanov, A.O., Peterkova, V. A., Andrianova, E. A. and Laptev, D. N. (2012). Insulin pump therapy of diabetes in children and adolescents. Russian consensus of pediatric endocrinologists. *Problems of Endocrinology*, 2 (2), 5-18.
7. Kargina, L. V., Dorogoykin, D. L., Rodionova, T. I. and Utts I. A. (2010). Insulin therapy as a medical-social phenomenon and the quality of life in patients with type 1 diabetes. *Saratov journal of medical science*, no.4, 863-866.
8. Chernetsov, S. A., & Chuchuyeva, I. A. (2010). Predicting the level of glucose in the blood of patients with insulin-dependent diabetes, neural networks, and by extrapolation from a sample of maximum similarity. *Education & Science: scientific publication MSTU of N.E. Bauman*, no. 11, 7.
9. Trunova, T. V., Stepanenko, S. V. and Baranova, I. I. (2013). Commodity aspects of insulin pumps use in diabetes mellitus therapy. *Journal of Chemical and Pharmaceutical Research*, 5(12), 1341-1348. <http://jocpr.com/vol5-iss12-2013/JCPR-2013-5-12-1341-1348.pdf>
10. Filipov, Yu. I., Ibragimova, L. I. and Pekareva, Ye. V. (2012). The calculation of insulin doses using an insulin pump: optimization settings "bolus calculators". *Diabetes*, no. 3, 74-80.
11. Barnard, K., Parkin, C., Young, A. and Ashraf, M. (2012). Use of an automated bolus calculator reduces fear of hypoglycemia and improves confidence in dosage accuracy in patients with type 1 diabetes mellitus treated with multiple daily insulin injections. *J. Diabetes Sci. Technol.*, 6(1), 144-149.
12. *Accu-Chek Performa Nano System*, 2015, from https://www1.accu-chek.ru/multimedia/documents/products/Accu-Chek_Performa_Nano.pdf
13. Hoogma, R. P., & Schumicki, D. (2006). Safety of insulin glulisine when given by continuous subcutaneous infusion using an external pump in patients with type 1 diabetes. *Horm. Metab. Res.*, 38, 429-433
14. Phillip, M., Battelino, T., Rodriguez, H. and Danne, T. (2007). Use of insulin pump therapy in the pediatric age-group: consensus statement from the European Society for Paediatric Endocrinology, the Lawson Wilkins Pediatric Endocrine Society, and the International Society for Pediatric and Adolescent Diabetes, endorsed by the American Diabetes Association and the European Association for the Study of Diabetes. *Diabetes Care*, 30(6), 1653-1662.
15. *The OmniPod System*, 2015, from <http://www.myomnipodtraining.com/pdf>
16. Cukierman-Yaffe, T., Konvalina, N. and Cohen, O. (2011). Key elements for successful intensive insulin pump therapy in individuals with type 1 diabetes. *Diabetes Res. Clin. Pract.*, 92(1), 69-73.

THE STAGES OF DEVELOPMENT OF THE INSURANCE POSTER IN RUSSIA

Abstract

The article describes the nature and causes of the posters, and the main historical stages of development of the insurance poster as part of the insurance advertising used by insurance companies for selling their services. The author summarizes the practice of pre-revolutionary and Soviet art of advertising, as well as peculiarities of advertising posters Gosstrakh, which is characteristic for various periods of functioning of the insurance company in the domestic insurance market, the relationship between shown in the insurance information posters with political reforms in our country. The main conclusions of the study are to establish the fact of the wide use of the insurance poster in the promotional activities of insurance companies and identifying direct proportion to the form and content of posters from the historic period of development of our state. Although at present, insurance companies pay little attention to this way of communicating information, the history of development of insurance of the poster indicates its high efficiency.

Keywords

insurance, advertising, state insurance, insurance poster

AUTHOR

Oksana Suslyakova

Ph.D. Professor, Associate Professor

Finance and Credit Department

Financial University under the Government of Russian Federation, Kaluga Branch

Kaluga, Russia

finans-11@mail.ru

Poster as a carrier of certain information is the oldest tool of advertising. The first posters appeared in the XV century and has always been used to lucidly and clearly convey to the viewer the essence of displaying information.

The insurance company at all times actively used posters to promote their services, because before the advent of television and electronic media posters helped to make insurance straightforward, fashionable and attractive (*Sergienko, Suslyakova, 2015*). Do not forget that the insurance activity is one of the most challenging in the financial sector. Insurers essentially sell promises to reimburse possible damage, which may arise from physical or legal entities upon the occurrence of certain events in their lives. And this service is not the most important in the cost structure. Therefore, insurance companies have to resort to various methods to attract potential policyholders, including intelligently take advantage of poster art, which allows to visualize the importance and necessity of insurance protection.

It should be noted that the greatest contribution to the development of the insurance of the poster as an important part of advertising activity in insurance has made Britain and France, which formed the basic principles and laws of poster art:

- selection of large print contractor's services or the product;
- the use of attractive, memorable images that demonstrate the benefits of the acquisition services of goods;
- a brief explanation of the benefits of purchasing services from this seller;
- conditions of purchase and possible discounts (*Minasbekyan, Zubets, 2012*).

The first posters of the Russian insurance companies were overloaded with colors, shapes, and patterns, creating an image of solid, dependable companies that you trust. And it was justified because at that time the end of XIX century - there was no other way to get a potential consumer of insurance services to draw attention to themselves. Later, in the middle of the twentieth century, the posters will be simpler, easier, and at the initial stage of its development, the posters were a true work of art.

A huge influence on poster art has had a modern - art movement in art of the late XIX - early XX century, authors and followers of which have focused on natural flowing lines, ornaments of the vegetable world, seeking to beautify and involve into the sphere of all directions of human life. Insurance posters of that period resemble colorful postcards with beautiful successful people, using the services of insurance companies and worry for their lives and property. That's what the posters of the insurance company "Russia", dedicated to the insurance of passengers, and posters of the insurance company "Anchor", campaigning to insure their Luggage for the trip (*Minasbekyan, Zubets, 2012*).

Also of note is a rather bold advertising move insurers, for the first time, orienting their services to young successful women. Don't forget that in Russia at that period, women had virtually no rights, limited role of housewife, and women in advertising of insurance services was an innovative advertising solution.

Another common detail of insurance posters of that period can be called the image of the anchor, which is a symbol of tranquility, stability and patience - so, according to the authors, and must be perceived by insurance company potential consumers of its services. Anchor widely used posters such insurance companies as "Hope", "Russia", "Anchor", etc. Often insurers used images of statues of Greek gods to protect the residents from possible misfortunes.

Quite popular among insurers was the image of the family has not lost its relevance nowadays. On the posters, is dedicated to life insurance, depicting the happy couple and their children are protected by the insurance policy reliable insurance company and confidently looking to the future (*Minasbekyan, Zubets, 2012*).

Actively used posters in advertising voluntary insurance and mutual insurance companies clearly and vividly demonstrating to the peasants the importance of the contract of property insurance from fire and animals from disease. The technique of mapping insured and non-insured objects, and, accordingly, confident in their future and left with nothing of the peasants, will continue to be widely used by insurers in the Soviet period of development of insurance in our country.

Thus, posters of pre-revolutionary insurance companies were distinguished by the brilliance, ingenuity and very clearly demonstrated the necessity of appeal to the insurance company. And marketing techniques used by the artists of that period, apply in the modern practice of advertising of insurance services.

After the October revolution of 1917 and the ensuing Civil war, all the forces of the young Soviet Republic was thrown on the struggle against the "class enemy", including in art, denying all the accumulated traditions of old Russia. New artists of constructivism, among them Alexander Rodchenko and A. Lavinsky, created in the early 1920-ies the new language of post-revolutionary advertising. To replace living a beautiful picture of the bourgeois life came to a pointed graphic shapes (particularly popular triangles) in black, red and Golden color (*Minasbekyan, Zubets, 2012*). This direction is known as the avant-garde.

However, the highest mark in Soviet art were created by artists who worked in a more realistic manner image, and that they actively involved the state monopolies with the aim of informing the public about the resumed service insurance and need to go to the only state insurance company in the country.

Insurance posters of the 1920-ies the content still largely resemble the pre-revolutionary, but there is no letter "Yat", "izhitsa", etc. (the alphabet has changed after

the reform of writing 1917-1918), and in the fields had the sign "Glavlit", which meant that the poster was a preliminary test. Main administration for Affairs of literature and publishing established in 1922 (*Suslyakova, 2011*).

Already in this period, in 1920-ies, state in their marketing activities began to be widely apply 'split screen' display information in a limited space, reminiscent of the comics. This has become a distinctive feature of the promotional posters Gosstrakh for many decades (*Minasbekyan, Zubets, 2012*).

Also of note is the rather aggressive nature of the insurance posters of the period, focuses on the threats and the fears of the insured (fire, grieving people, the dead animals), highlighted by bright, contrasting colors (bright red, black, orange). Now this technique in advertising Rosgosstrakh is not used, since man is unconsciously always tends to displace the pattern of grief, along with the source of his troubles. Much more efficient to create a positive image of the insurer, able to protect their clients in any situation.

At the same time on the posters Gosstrakh appeared simple slogans: «If the insured house and the horse, then, is not afraid of fire», «If hit by lightning - the state insurance is responsible» and so forth, in poetic form reflecting the need to appeal to the insurance company.

Another feature of advertising activity of Gosstrakh of the 1920-ies was the appeal to the people of the republics in the Soviet Union in their native languages - Ukrainian, Belarusian, Tatar, etc., and often the posters were immediately carried out in several ways. It should be noted that posters Gosstrakh attracted not only individual artists, but entire art Studio (*Minasbekyan, Zubets, 2012*).

Since 1930-ies in the insurance posters starts to dominate the active Communist propaganda, which was generally in line with the state system and politics of our country at that time. The posters appear quotations from the decisions of the Central Committee of the all-Union Communist party of Bolsheviks, as well as appeals to the conscience of citizens, the Worker, their participation in the collective insurance you provide for yourself, your family and help raise funds for socialist construction" (*Minasbekyan, Zubets, 2012*).

A characteristic feature of advertising activity of Gosstrakh was the image of the moment of the decision on insurance is a collective choice of workers. In addition, the first posters began to portray the amount of payments for certain types of insurance and for the whole year, and today is one of the indicators of efficiency of activity of the insurance company. Also, the posters began to appear the subjects of public and private wealth - agricultural, well-kept herds, solid houses, radio, sewing machine, samovar, etc. (*Suslyakova, 2011*).

The great Patriotic war has caused a new rise of Soviet poster art. During the war, propaganda poster is striking, disturbing, memorable - has played a huge role in mobilizing all forces for the struggle against fascism. But in practice of insurance of the posters, as before, touting a successful and prosperous life. And in regions not involved in military actions, state insurance spread is absolutely peaceful that promote such non-military service life insurance.

Artists in the war period portrayed in the posters that wanted to see the war-weary people who dreamed of a peaceful life: home decor, luxury items (piano, furniture), eared fields, happy faces (*Suslyakova, 2015*).

In the postwar period, the posters began to portray a hero at the front, inviting in a state insurance policy for the insurance, they believed, because people who went through the war, enjoyed great respect. At the same time, there was a poster of a long-living, devoted to life insurance. In this and several other posters key was to take a large image of the policy of state monopolies on the letterhead, as well as a characteristic hand gesture (finger) on the policy, the state insurance logo or other important information. In

1945 there was a poster dedicated to the promotion of new service - agent call home on the phone (*Suslyakova, Sergienko, 2015*).

In 1950-ies the level of welfare of citizens increases, the mass production of cars, which immediately reflected in the advertising activity of Gosstrakh - appear in a poster campaign on citizens to insure your car or motorcycle.

Political changes of the 1960-ies affected the posters Gosstrakh. Expanding contacts with the West led to the fact that the Soviet insurance is in form and content began to resemble insurance posters the largest foreign insurance companies. It can also be noted that in advertising of the period significantly increased the number of images of children because of these cumulative types of insurance children to adulthood (*Minasbekyan, Zubets, 2012*).

1970-e years are considered to be the heyday of the USSR, the economy was booming, the border opened, people believed in a brighter future - all this had an impact on the posters Gosstrakh, they have become more bright, open and trendy. Insurance poster at the time working on the development of a consumer society, showing ordinary citizens the reference standard of living - cars, resorts, TVs, wall cabinets and sideboards, rustic home, and happy couple. The specialists say that is established in USSR 70-ies often overtook Western counterparts in quality and expressiveness (*Minasbekyan, Zubets, 2012*). It should also be noted that advertising in addition to commercial began to fulfil a social function, preventing accidents on the roads.

Posters Gosstrakh of the 1980-ies fully reflects the era of stagnation. The posters of the time often depict flowers.

In the 1990-ies there has been a breakdown of the country, restructured state monopolies in insurance and this is certainly the most difficult period of life of our state on the posters of the insurer portrayed everything I could to suggest reigning in the country raunch, ranging from Rubik's cube to naked women. Begun in 80-e years the backlog of the Russian art from foreign practices continued.

2000-e years were a period of formation and development of Russian insurance market, competition and the search for methods of attracting customers, where the important role advertising plays. However, Russian insurers very little attention is paid to this part of the marketing activities, especially poster art, replacing it with television and advertising in the media and on the Internet.

As for the Rosgosstrakh, since 2002 with the change management team there are new images and promotional tools, relevant achievements and rules, marketing science. The company has a new logo and slogan "Under the wing of a strong team", the colours were limited to white and maroon as a combination of unity, openness and solidity, confidence, conservatism - those traits with which must be associated the largest insurance company in the country (*Suslyakova, 2016*).

In summary, we can say that the poster art was widely used in insurance activities since ancient times. In the pre-revolutionary period of development of the insurance market insurance posters were virtually the only way to force potential policyholders to pay attention to the insurer and therefore in form and content, they often resembled a work of art. And marketing techniques used by the artists of that period, are widely used in modern practice of advertising of insurance services.

The Soviet period of the development of poster art is best seen on the posters Gosstrakh, giving a complete picture of marketing activities the only insurer of the Soviet state. Although at present, insurance companies pay little attention to this way of communicating information, the history of development of insurance of the poster indicates its high efficiency, and direct dependence on the historical stage of development of our state.

REFERENCES

1. Balynin I. V. (2013) "The Insurance Code: historical roots, international experience and the necessity of introduction in the Russian Federation". *The People in the twenty-first century proceedings of the VIII International scientific-practical conference of teachers and students*. Pp. 78-80.
2. Minasbekyan R. M., Zubets A. N. (2012) *Poster From State Insurance*. Moscow. Publishing house Meshcheryakova. 360 p.
3. Sergienko N. S., Suslyakova O. N. (2015) "Government insurance in the first half of the twentieth century". *Audit and financial analysis*. №3, pp. 406-410.
4. Suslyakova O. N. (2011) *Insurance*. Textbook. 2nd ed., rev. Kaluga.
5. Suslyakova O. N. (2013) "The place and role of the Russian Union of insurers in the implementation of the preventive function of insurance". *The Economy and society: problems and prospects of modernization in Russia*. Dedicated to the 95th anniversary of Financial University under the Government of the Russian Federation. Penza, Pp. 116-126.
6. Suslyakova O. N. (2013) "Features of development of the modern insurance market of Russia". *Actual problems of socio-economic research*. A collection of 4-th International scientific-practical conference. Makhachkala. P. 71-78.
7. Suslyakova O. N. (2015) "State insurance during the great Patriotic war". *The socio-economic development of the region: financial aspects, prospects and trends optimization: collection of scientific articles on materials of international SPC*. Kaluga: IP Streltsov I. A. (published by: Eidos). Pp. 247-249.
8. Suslyakova O. N., Sergienko N. S. (2015) "Specifics of state insurance in the pre-war and war time". *Scientific review*. № 5. pp. 255-258.
9. Suslyakova O. N. (2016) "The history of the development of the insurance Board in Russia". *Finance and management*. No. 1. Pp. 15-21.

THE RUSSIAN SYSTEM OF PUBLIC ADMINISTRATION BY COMPENSATION OF THE DAMAGE, CAUSED TO WATER BIORESOURCES ARCTIC ZONE

Abstract

Relevance of the studied problem is caused by active economic development of the Arctic zone of the Russian Federation that often leads to change of its water ecosystems. The Article deals with the existing approaches to compensation of damage in Russia and foreign countries, development of measures for improvement of the mechanism of compensation of damage in the Arctic. The leading approach to research of this problem is the analysis of the institutional environment on the specified problem. Authors propose change and addition of the directions of compensation of damage, the important directions of scientific researches in this sphere. The materials of the article can be economic entities of effective measures, useful at studying of environmental problems of the Arctic, development, on restoration of the broken water ecosystems.

Keywords

Arctic zone, preservation of water bioresources, causing damage and compensation, artificial reproduction, melioration of fishery water bodies, acclimatization of water bioresources, fishery researches

AUTHORS

Alexey Tortsev

PhD student, research assistant
of Management Water Ecosystems AZRF
Laboratory of the Institute of Complex
Researches
Arctic Federal Center
for Integrated Arctic Research
Arkhangelsk, Russia
torzevalex@yandex.ru

Igor Studenov

PhD in Biology, head of the Laboratory
of Bioresources of Internal Reservoirs
Northern Branch of Knipovich Polar
Research Institute of Marine Fisheries
and Oceanography
head of Management Water Ecosystems
AZRF Laboratory of the Institute of
Complex Researches
Arctic Federal Center
for Integrated Arctic Research
Arkhangelsk, Russia
studenov@pinro.ru

The Arctic regions of Russia take a special place in the system of ensuring strategic national interests of the country in the field of economy and transport, protection of surrounding environment, innovations, defense and geopolitics. Conditional upon providing a special system of state regulation a unique resource capacity of this macroregion allows a dynamic development both regions of the Arctic, and country in general. The minerals extracted in the Arctic, their explored reserves and expected resources make the main part of mineral resources of the Russian Federation. Here more than 90% of nickel and cobalt, 60% of copper, more than 96% of platinum metals are mined, about 80% of gas and 60% of oil of Russia are extracted. By separate types of raw materials (nickel, diamonds, platinum metals, oil and gas) the Arctic regions of Russia rank up high among other countries of the world. The shelf of the Arctic seas, undoubtedly, can be considered as a strategic reserve of strengthening of mineral and raw safety of Russia (Pavlenko, 2013).

At the same time, the economic activity of people often causes damage to the nature, its components. Quite often such damage is not prevented by the taken measures for preservation of water bioresources and the biodiversity to decrease (photo 1 - 4). For example, during laying oil and gas pipelines, industrial development of mineral deposits, construction of bridges, dredging there is a decrease in number and biomass of fodder organisms, violation of places of natural reproduction of water bioresources, and in certain cases and direct death of fishes (Tortsev, Studenov, 2015).



Photo 1. The Varandey terminal
Photos from the site: <http://gorodusinsk.ru>



Photo 2. Ardalsky oil field
Photos from the site:
<http://www.nftn.ru/oilfields>



Photo 4. Prirazlomnoye oil field
Photos from the site: <http://pro-arctic.ru>



Photo 4. Project of «Yamal LNG»
Photos from the site: <http://www.novatek.ru>

Standard and legal basis for preservation of water biological resources is the Federal law of 20 December 2004 No. 166-FZ («About fishery and preservation of water biological resources»). According to the law compensation of the harm done to water bioresources is carried out in a voluntary order or on the basis of a judgment according to techniques of calculation of the extent of the harm done to water bioresources. Besides it is defined that at implementation of economic activity (construction, reconstruction, introduction of new technological processes, etc.) measures for preservation of water bioresources have to be applied.

In development of this norm by the Government of the Russian Federation is approved the Provision on measures for preservation of water biological resources and the environment of their dwelling. The main of such measures are:

- an assessment of impact of the planned activity on bioresources;
- definition of consequences of negative impact of the planned activity on a condition of bioresources;
- development of the actions for their elimination directed on restoration of the

broken condition of water ecosystems;

- carrying out actions for elimination of consequences of negative impact on a condition of bioresources (further - compensation of damage) (Provision on measures for preservation of water biological resources and the environment of their dwelling).

Some options of carrying out compensation of the damage caused to water bioresources are provided at the present moment, namely:

- artificial reproduction of water bioresources (photo 5 and 6);
- their acclimatization;
- melioration of fishery water bodies;
- creation new, and also expansion or modernization of already existing capacities providing performance of the actions stated above.



Photo 5. Catching of producers of an Atlantic salmon. Arkhangelsk region



Photo 6. Solzensky production and experimental salmon plant. Arkhangelsk region

Photos from the site: <http://arhfish.ru>

Economic entity, as a result of which activity the damage is caused, develops and carries out actions for compensation of damage. They can be engaged in them independently or engage specialized organizations. For example, in the Arkhangelsk region «Sevrybvod» is referred to such organisations. Under his direction, there are 2 fish plant, which grow on juvenile Atlantic salmon and brown trout for release into water bodies. The mechanism of compensation of damage to water bioresources in Russia is shown in figure 1.

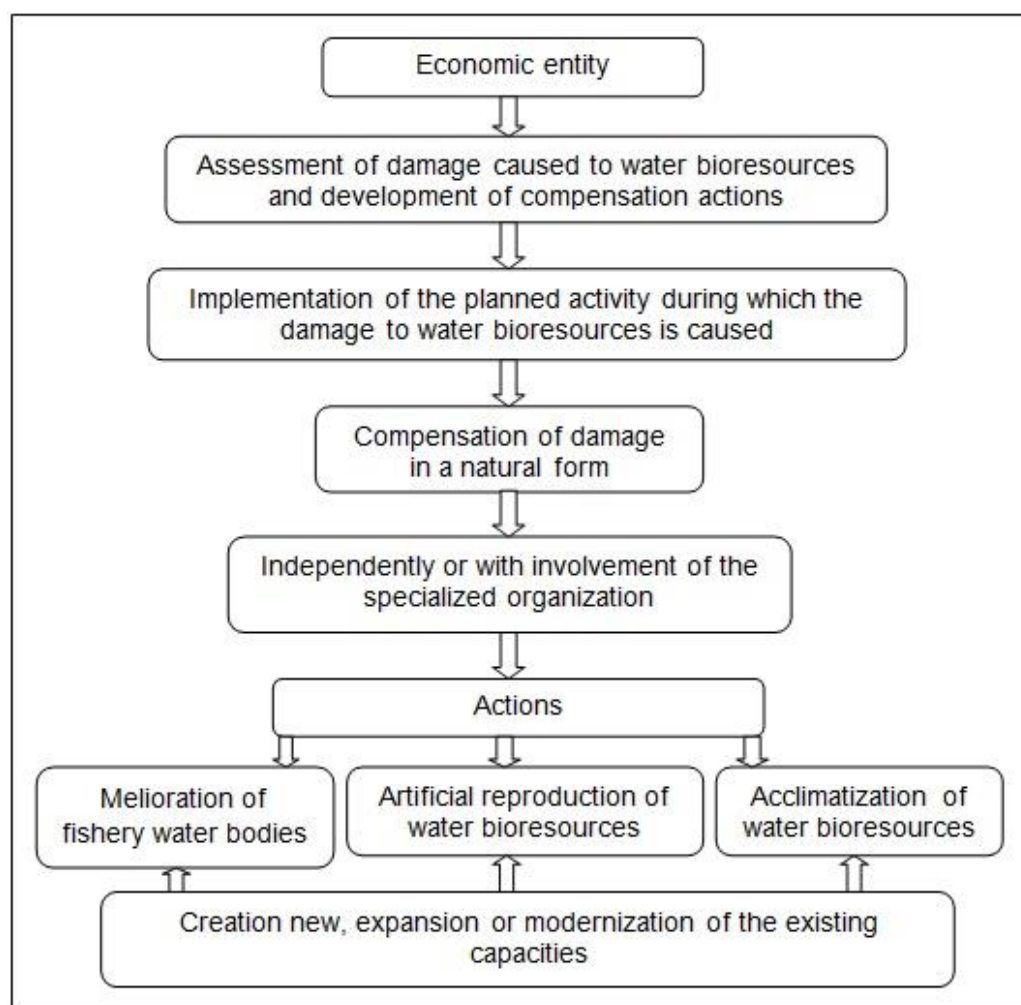


FIGURE 1. SCHEME OF THE MECHANISM BY COMPENSATION OF DAMAGE

At the same time, it should be noted that acclimatization of water bioresources as option of compensation of damage, is long-term and expensive action in a type of development of biological studies and its approval takes a long time. At the same time, the economic entities planning carrying out actions for compensation of damage are limited to time frames of budgets of the corresponding projects and it doesn't allow them to be engaged in development independently or to attract contract organizations on carrying out such actions. Melioration of fishery water bodies as compensation of damage isn't applied in a type of absence of quantitative data on increase of fish productivity as a result of meliorative works so far (Tortsev A.M., Studenov I.I., Novoselov A.P., Pavlenko V.I.).

Now compensation of damage in Russia is in the majority carried out only by artificial reproduction of water bioresources with the subsequent release juvenile fish in water objects (figure 2).

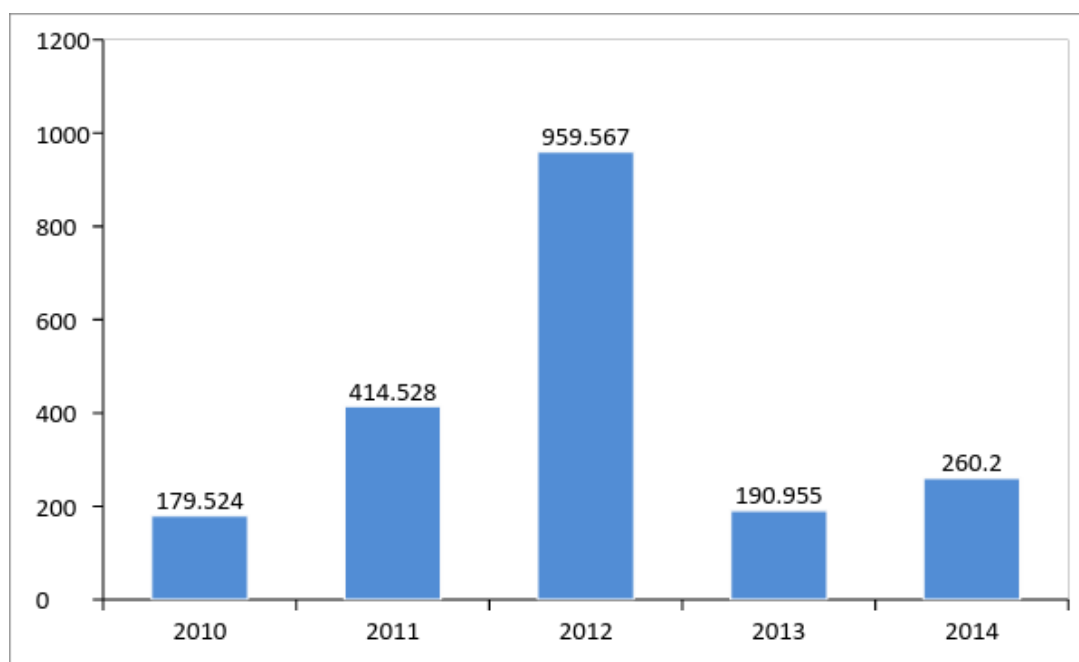


FIGURE 2. THE RELEASE OF JUVENILES AND LARVAE OF WATER BIORESOURCES IN 2010-2014 BY COMPENSATION FUNDS IN RUSSIA, MILLION UNITS

In foreign countries there are similar mechanisms of compensation of damage. For example, in EU countries if the user of nature causes damage to the environment, he carries out in full finances the actions for restoration of environment approved by competent authority (Directive 2004/35/CE of the European Parliament and of the Council of 21 April 2004).

In Norway according to the Nature Diversity Act of the nature economic entities are obliged to pay expenses on restoration to environment in case of causing damage (Norway's fifth national report to the Convention on Biological Diversity). Any person that causes environmental damage is liable to pay compensation including: financial losses incurred because the environmental damage and the costs of or losses relating to reasonable measures to reduce or mitigate environmental damage or to restore the state of the environment (Svalbard Environmental Protection Act).

By the legislation of Canada it is provided that at implementation of projects measures have to be provided measures for the elimination, reduction or control of the adverse environmental effects of a designated project, and includes restitution for any damage to the environment caused by those effects through replacement, restoration, compensation or any other means (Canadian Environmental Assessment Act). The Environmental Damages Fund (EDF) is created in Canada. EDF is a specified-purpose account administered by Environment Canada, on behalf of the Government of Canada, to manage funds received as compensation for environmental damage. These funds may come from court orders, awards, out-of-court settlements and voluntary awards. They primarily support the restoration of natural resources and environment, and wildlife conservation projects in the same geographic area where the damage originally occurred. The EDF also supports research and development on environmental damage assessment and restoration, and education on pollution prevention and the restoration of natural resources (The Environmental Damages Fund). For example, EDF is allocated \$485,500 (as of 29.01.2016) for implementation of various projects in the province of Alberta, including projects with the specific purpose of conserving and protecting fish and/or fish habitat in the watersheds of the province of Alberta (Environment and Climate Change Canada

Government of Canada).

Thus in many countries mechanisms of preservation of the nature and biodiversity of the Arctic, an assessment and compensation of negative impact on natural components are created.

At the same time, complexity of the mechanism of compensation of damage in Russia (long terms, multistage procedures, activities unusual for economic entities for artificial reproduction of water bioresources, etc.) leads to insignificant volumes of the carried-out compensation actions with a simultaneous growth of the caused damage (Tortsev, Studenov, Novoselov, Pavlenko, 2014). Now the Federal Agency of Fishery carries out work on change of the mechanism of compensation of the damage caused to water bioresources and the environment of their dwelling. Addition of a natural form of compensation of damage with possibility of its implementation and in a monetary form is planned. At the same time, it is necessary to develop the mechanism of carrying out actions for compensation of damage at the expense of the raised funds of users of nature.

Authors, in addition to earlier published materials, offer the following scheme of operation of the mechanism of compensation of damage (Tortsev, Studenov, 2015). The organization subordinated to the Federal Agency of Fishery (further - the Operator) carries out collecting and administration of the arriving money. The operator carries out distribution of the arrived means on the corresponding fishery basins within the Arctic zone of the Russian Federation. Development of concrete actions for compensation of damage formed by the relevant regional commissions on compensation of damage in each fishery basin. The activity of the commission is based on recommendations of scientific institutions and programs of compensation of damage (Tortsev A.M., Belousov A.N., Voronkov V.B., Studenov I.I.), on the basis of which the concrete directions, terms and structure of actions for compensation of damage, necessary to carry out, are defined. The directions to compensation of damage are presented in figure 3.

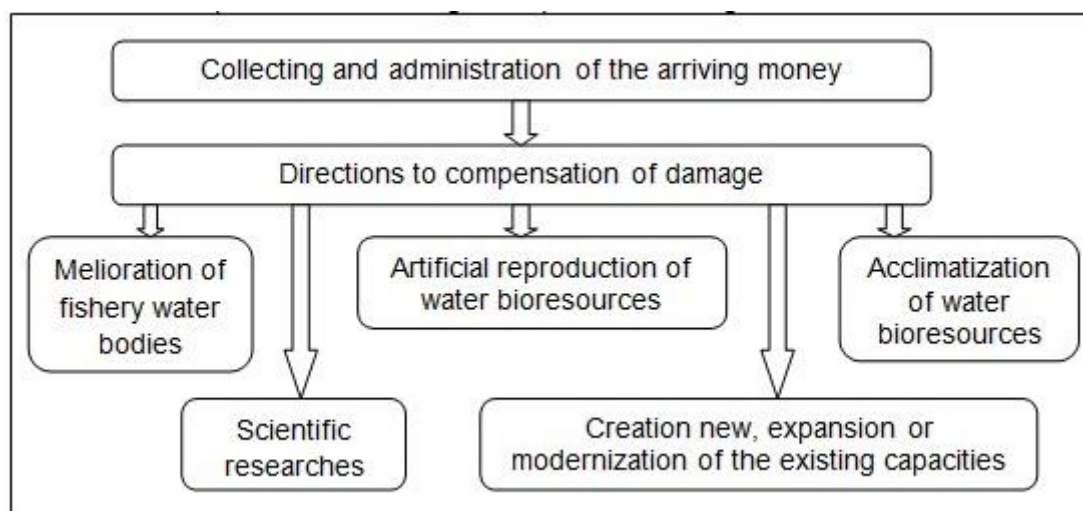


FIGURE 3. DIRECTIONS OF COMPENSATION OF DAMAGE

Authors consider appropriate for development of technologies, carrying out scientific researches on the perspective directions of compensation of damage at the expense of the raised money. It will allow to increase efficiency of compensation of damage developing and improving appropriate technologies.

Authors consider it appropriate to allocate the additional direction of compensation of damage - scientific researches. Thus the directions of scientific researches can be following:

- carrying out monitoring works on studying of the actual influence of economic

activity on water bioresources and environment of their dwelling;

- development of new technologies of artificial reproduction and acclimatization of water bioresources;
- improving of survival water bioresources for increase in economic and biological efficiency of compensation of damage;
- development of standard fish modules providing artificial reproduction of of water bioresources;
- carrying out studies to determine the effectiveness of the compensation;
- development of meliorative actions;
- carrying out researches on studying the influence of change of water ecosystems on a traditional way of life of indigenous ethnic groups.

Thus it is necessary to determine the amount of money allocated for scientific researches.

For increasing efficiency of compensation actions and creation of the competitive environment, it is possible to carry out part of actions for compensation of damage through contract system in the sphere of purchases of goods, works, services for ensuring the state needs. It is expedient to distribute actions for compensation of damage on lots and to hold competitions. Accomplishing scientific researches in this sphere can be carried out by grants for scientific researches on the priority directions of compensation of damage.

Thus, the mechanism of compensation of the damage, caused to water bioresources Arctic zone and the environment of their dwelling, developed by us will allow to solve the following problems more effectively:

- preservation of a biodiversity;
- carrying out scientific researches for development of appropriate technologies;
- administration of payments for damage;
- definition of compensation actions within uniform criteria;
- organization and carrying out actions for compensation of damage.

The above allows to carry out more effective restoration of fish resources and habitat of their dwelling, preservation of natural components of environment and biodiversity that has to be one of the basic principles of development of the Arctic. Besides, we consider expedient carrying out harmonization of the legislation of the Arctic states in the sphere of compensation of damage. It will allow to carry out compensation of damage on uniform legal requirements.

Research is supported FANO program No. 0409-2014-0009.

REFERENCES

1. About fishery and preservation of water biological resources: Federal law of 20 December 2004 No. 166-FZ, available at: <http://www.consultant.ru> (date of the address 19 August 2015).
2. About the adoption of Provision on measures for preservation of water biological resources and the environment of their dwelling: The resolution of the Government of the Russian Federation of 29 April 2013. No. 380, available at: <http://www.consultant.ru> (date of the address 19 August 2015).
3. Canadian Environmental Assessment Act, 2012, available at: <http://laws-lois.justice.gc.ca/eng/acts/C-15.21/index.html> (date of the address 04 February 2016).
4. Directive 2004/35/CE of the European Parliament and of the Council of 21 April 2004 on environmental liability with regard to the prevention and remedying of environmental damage // Official Journal L 143 , 30/04/2004 P. 0056 - 0075, available at <http://eur-lex.europa.eu> (date of the address 11 September 2015).
5. Environment and Climate Change Canada Government of Canada, available at: <http://www.ec.gc.ca/edf-fde/default.asp?lang=En&n=137DC913-1#X-201509291554524> (date of the address 04 February 2016).
6. Environmental Damages Fund, available at: <http://www.ec.gc.ca/edf-fde/default.asp?lang=En&n=BD1220D8-1> (date of the address 04 February 2016).

7. Norway's fifth national report to the Convention on Biological Diversity. Norwegian Ministry of Climate and Environment (2014) available at: <https://www.regjeringen.no/en/dokumenter/Norways-fifth-national-report-to-the-Convention-on-Biological-Diversity/id765239> (date of the address 03 February 2016).
8. Pavlenko V.I. (2013) "Arctic zone of the Russian Federation in system of ensuring national interests of the country". The Scientific and information and analytical journal «The Arctic: ecology and economy», issue 4 (12), 2013.
9. Svalbard Environmental Protection Act, 2001, available at: <https://www.regjeringen.no/en/dokumenter/svalbard-environmental-protection-act/id173945> (date of the address 04 February 2016).
10. Tortsev A.M., Belousov A.N., Voronkov V.B., Studenov I.I. (2015) "About development of Strategy of preservation of water biological resources and environments of their dwelling". Journal «The Fisheries». No. 3.
11. Tortsev A.M., Studenov I.I., Novoselov A.P., Pavlenko V.I. (2014) "Complex problems and directions of improvement of compensation actions for restoration of fish resources of the Northern fishery basin". The Scientific and information and analytical journal «The Arctic: ecology and economy», issue 3 (15), 2014.
12. Tortsev A.M., Studenov I.I. (2015) "Development of new model of realization of actions for compensation of the damage caused to water bioresources and the environment of their dwelling". Internet journal «Naukovedenie». V. 7. No. 1 (26).

MOTIVATIONAL BASES OF PROJECT ACTIVITY IN THE PROCESS OF LEARNING FOREIGN LANGUAGES

Abstract

Students' project activities is discussed as a didactic tool in developing of personality (independence, creativity, commitment) and motivational readiness (internal and external) in the process of learning foreign languages.

Keywords

motive, motivation, external motivation, internal motivation, project activity,
foreign language learning process

AUTHORS

Lidiya Tseeva

PhD in Pedagogy, Professor
Pedagogy and Pedagogical
Technology Department
Adyghe State University
Maikop, Russia

Bella Panesh

PhD in Pedagogy, Associate Professor
Department of Natural and Mathematical
Disciplines and Technique
of Their Teaching in System of Preschool
and Primary Education
Adyghe State University
Maikop, Russia
belapanesh1@yandex.ru

Rimma Simbuletova

PhD in Pedagogy, Associate Professor
Foreign Languages Department
Adyghe State University
Maikop, Russia
rimma.simbuletova@mail.ru

The success of educational activity of students as known depends on many factors, of psychological and pedagogical order, including educational motivation factor, which has a special significance.

Motivation - is a set of driving forces that motivate a person to implement certain actions (Vikhansky, 2002). Motivation determines the boundaries and forms of activity, giving it a direction that focuses on achieving a specific purpose.

There are three types of motivation: 1) the need to achieve when a person is looking for responsibility puts risky purposes, needs feedback on the idea of its own product; 2) the need of belonging to someone else (anything), when people need to have a friendly relationship; 3) the need for power, when people like to work on other people, be powerful and spectacular (Sutherland, Canwell, 2004).

The methods of stimulation and motivation of the teaching include: methods of formation of interest in activities (to the teaching - educational games, educational discussions, emotional stimulation techniques) and methods of formation duty and a sense of responsibility in the activities (promotion techniques, censure, making claims) (Tretyakov, Sennovski, 1997).

Motivational aspect is crucial also for the activation of all psychological processes - thinking, perception, understanding and assimilation of foreign language material.

Motivating students to learn a foreign language in the course of project activities projects them to work in an innovative mode, it initiates innovative solutions that contribute to the formation and development of professional competence, self-development, reflection and professional development of teachers in the context of the research problem. Project activities as a specific form of creativity is a universal means of development of students. Turning it in the project activities allows students to fully discover and express their creative potential, research and search capabilities, independence, activity, commitment, perseverance, the ability to strategically plan its activities and achieve the expected results, and most importantly - to be able to put into practice the knowledge gained (Tseeva, Simbuletova, 2012).

The dynamic development of higher education in Russia, due to the social needs of society and integration into the European and world educational space, led to changes in the main landmarks in the field of teaching foreign languages, knowledge of which is an integral part of the training of experts in high school and condition for the implementation of the Bologna process.

The ability to project their own activities is demanded in terms of international integration processes in education, opening up vast prospects for the academic mobility of Russian students in obtaining or continuing education in foreign universities and research. At present, foreign language provides a high level of professional competence of students of not language high school, as much of the scientific, technical and professional information is presented in English. In addition, fluency in a foreign language is a prerequisite for students to participate in international training programs, as classes are held only in a foreign language, and the implementation and protection of the projects involves communication with teachers and students from other countries. Working with computer programs and reading professional literature also require the corresponding foreign language training of students of not language high school.

However, the increased requirements to the quality of vocational training of students of not language high school is currently not complied with in full. As practice shows, one of the disadvantages of the implementation of academic programs, student exchanges with foreign partner universities is the low level of foreign language, inability to organize individual and group project work, difficulties in representing project work in a foreign language.

One of the aims of the project method in the study of a foreign language is not only to overcome the language barrier, but also the formation of general and special

educational abilities: memory techniques, work with books, reference books, bilingual dictionaries, as well as develop these character qualities as independence, diligence, perseverance, activity. The increase in the proportion of independent work in every possible way stimulates mental activity of students: they learn to exercise the choice of means, to allocate substantial influence on the communication partner, using not only speech etiquette, and appropriate facial expressions, gestures, and exercise self-control, self-esteem, self-correction. In addition, interpersonal communication contributes to the manifestation of mental processes, especially the emotional sphere, different aptitudes and abilities of students, turning teaching into a really interesting and informative process.

The most favorable development and self-development of the future specialist is carried out under the conditions of preparation for the organization of project activity of students, leading to products bearing the subjective-creative nature and reflecting personal achievements of each student is able to extrapolate this information in the future theoretical and practical activities, make their own decisions, generate ideas and find ways to resolve them.

Readiness for the implementation of self-educational activity is characterized by a number of interrelated and interdependent components:

- psychological component (motivation, attitude to this activity, intellectual capacity and ability, strong-willed potential, self-regulation);
- communicative component (communicative competence);
- methodological component (the mastery of methods and techniques of self-employment / main speech activity, the ability to navigate in these activities, knowledge of the characteristics of its implementation).

Depending on the formation of readiness of each component there are three degrees of it:

1) readiness for copying activities (prevalence of external motivation, low self-control, a form of action of assimilation - imitation, copying meaningful action of the teacher, the exercises under his leadership);

2) readiness to the reproductive activity (prevalence of external motivation, the average level of self-control, self-reproduction of the students receive, assimilated together with the teacher, using assimilated reception in similar conditions of activity);

3) readiness for proper independent activity (prevalence of intrinsic motivation, high level of self-control, self-fulfillment of relative speech exercises, so as speech exercises, apply learning in new conditions, no similar activity conditions) (Vikhansky, 2002).

The formation of aesthetic motivation is carried out both through the relevant topics of projects, through the tasks associated with the culture, literature and art of the country the language is spoken, and through print and video materials, audio tapes, and in a special degree through newspapers, posters, performances, transmission, prepared by the students themselves during project work and its presentation.

In project methods the formation of language and regional geography knowledge, skills and abilities in listening, speaking, reading and writing is parallel.

The project not only provides the ability to use a foreign language at the level of real communication in the discussion of progress on the project, the results obtained, but also allows using the method of projects to train to improve certain aspects of language teaching speech etiquette.

Project-based learning requires independent acquisition of knowledge and experience from direct contact with real life, develop their independence and self-reliance, initiative and reflection.

Motivational sphere of the student's personality more fully disclosed in the situation of activity, where it acts as a subject position, depending on the activity, purpose setting,

forecasting achievement of readiness for the unexpected occasions, ways to include in the activities of the emotional-volitional experiences.

Motivational management of project activity of students requires teachers complete the following steps:

1) before proposing to students involved in the project activity, the teacher should examine their students, their needs and interests with the help of questionnaires, tests, interviews, observations;

2) the results of the project have to be really desired by the students;

3) the teacher should describe in great detail the approaches to the evaluation of project activities, meet the criteria of the evaluation process of the project and the results of the project activities;

4) the teacher should constantly demonstrate a personal interest in the outcome of the project and participation in it of each of his student;

5) the teacher should teach designers Strategies project activities in order to with each new project, students worked more and more on their own.

Thus, the process of motivating students to project activities should be based on the idea of voluntariness and independence (autonomy) students. The teacher should play the role of an assistant that supports student initiative and creating the conditions for successful implementation of the project.

The problem of the organization of independent work in the study of a foreign language is particularly significant. At the moment the task of development of the majority of students of communicative language competence, which requires changes in the approach to the organization of independent work. The effect of self-study can be obtained only when it is organized and implemented in the educational process as an integral system that permeates all the stages of training. Foreign language as a means of communication and knowledge of the world has a special place in modern education because of their social, occupational, cognitive and developmental functions. In the process of learning a foreign language, you can use various tools to shape the creative independence of students - the basis of professional competence. Active students' independent work is only possible if there is a serious and sustained motivation. It is known that the motivation - a combination of factors that stimulate and encourage the person to commit any act within the framework of certain activities. In this activity, usually polymotivated, i.e. is induced simultaneously by several motives.

Motivation has three regulatory functions in relation to the action:

- encourage, i.e. giving the motor impulse or motive for a person to act;
- semantic, i.e. imparting activity of deep personal meaning;
- organize, that is resting on the purpose-setting, when the conscious motives are transformed into the target motives.

It is this motivational hierarchy is the basis of cognitive independence, the formation of which should be the core of the educational process. Cognitive activity and, consequently, the ability to self-education in some students is psychogenetic character, while others need to build these qualities through an organization of educational process when independent work is a key element (Simbuletova, 2015).

The problem of formation of independence when learning a foreign language with elements of project-based learning is considered multidimensional, for example A.A.Mirolubov (A.A.Mirolubov, 1982) notes that any school subject is making its specific contribution to the development of creative and independent personality. Learning foreign languages promotes intellectual and creative development of students in the process of co-study languages and cultures.

The student working in group has the opportunity to realize that he had better get. This contributes to learning motivation, creating a comfortable environment for everyone, facilitates the formation of communicative abilities and stimulates the creativity of each

student. Responsibility for the execution of the task group helps educate independence of students, giving them the opportunity to plan their work: to determine the purposes and objectives of teaching, request additional information from the teacher, or to get it from a variety sources, to seek help not only and not so much to the teacher, but and a group of partners, planning situation, interactions with other members of the group to analyze the work done and next steps. Working together, the students on the one hand learn to work without direct supervision by the teacher, on the other hand, work together to achieve the target, thus creating the prerequisites and conditions for the education of human culture - a free person.

Working together in groups develop common cultural student's skills in collecting, systematization and synthesis of the information collected; participating in discussions, debates, they also taught the ethics of discussion to communicate in a foreign language.

The changing social position of a student in collective forms of work leads to the desire to understand it, to justify the resulting role, and this brings up the student's commitment, responsibility, ability to defend the opinion. So, in practice, one of the conditions of a student-centered education and training is implemented: a reflection of the student's own personality. This contributes to the appearance of the individual pursuit of self-education, to the realization of the own potential.

The teacher's special attention in system of project-based learning is to promote as much as possible a more detailed analysis of the problem, which the students have to solve. It is necessary for the students to know that in project situations may appear alternative variations depending on the composition, conditions, features, raw data, etc., which are subject to detailed examination.

Modeling of the process of formation of motivational readiness of students is based on the requirements of higher education and society, reflecting the social order to the level of preparation of the modern professional with higher education. Using the method of projects in the educational process of higher institutions creates the necessary set of new tools to encourage student team to achieve high results of educational activities, help to ensure the choice of appropriate technology activities. Studying the theme "People. Relations" the following projects were done by the students: «The Family Album»; «The Family Traditions in English and Adyghey Families»; «Who is the Head of the Family? (different traditions)»; «The Only Child. Is it a Problem?»; «The Problems of Large Families»; «The Demography Politics»; «What Makes a Happy Marriage?»; «I'll Bring up My Future Children This Way:...»; «Ideal Family»; «My Future Family».

Presentational skills were effectively formed During the work on the projects themes:

- briefly, concisely and adequately describe the formulation and solution of the project objectives;
- to demonstrate the understanding of project issues its own statement of purposes and objectives of the project, the chosen way of solutions;
- to analyze the progress of the search for solutions argumentation method selection decisions;
- to demonstrate the found solution;
- to carry out self-examination success and effectiveness of the solution to the problem, the problem of the adequacy of the statement of the level of the means by which a solution was sought.

The practice experience showed that the method of projects is one of pedagogical techniques, which is characterized as personality-oriented; motivational-activity; training group interaction and group activities; built on the principles of problem-based learning; developing skills of self-expression, self-presentation and reflection; forming life skills in mental, practical and volitional; raising a commitment, tolerance, rational combination

of individualism and collectivism, responsibility, initiative and creative approach to business.

REFERENCES

1. Mirolubov A.A. (1982) "Contact methodical teaching foreign languages with related sciences". *Methods of teaching foreign languages in high school*. Moscow. Pp. 21-43.
2. Pichkova L.S. (2008) "Organization of independent work of students as the factor of formation of professionally significant competences". *Ways of increasing the competitiveness of the Russian economy in the context of globalization, the conference materials*. MSIIR (University) of the MFA of the Russian Federation. Moscow. MGIMO-University.
3. Simbuletova R.K. (2015) *The implementation of personality-forming function of the method projects in the development of students' independence (for example, learning foreign languages)*. Monograph. Maikop. Publishing house Magarin OG. 184 p.
4. Sutherland J., Canwell D. (2004) *Key Concepts in Management*. Palgrave Macmillan.
5. Tretyakov P.I., Sennovski I.B. (1997) *Modular training technology at school: practice-oriented monograph*. Moscow. New School. 352 p.
6. Tseeva L.H., Panesh B.H. (2004) "Formation of readiness of the future teacher for project activities in preschool educational practice". *Bulletin of the Adyghe State University. A series of "Pedagogy and Psychology"*. Maikop: ASU publishing house. №3. Pp. 100-106.
7. Tseeva L.H., Simbuletova R.K. (2012) "The Model of method projects in the development of students' autonomy in the process of training". *Materials of II International scientific-practical conference*. Coll. scientific papers, Krasnodar, .V3 volumes. V1, Pp. 235-242.
8. Vikhansky O.S., Naumov A.I. (2002) *Management: Textbook*. 3rd ed. Moscow. Gardariki. 528 p.

LEADERSHIP AS A KEY CONDITION

FOR THE EFFECTIVENESS OF ENTERPRISE MANAGEMENT

Abstract

The relevance of this work lies in the fact that every action in the organization associated with the manifestation of power. The article is directed to the problem of defective connection of such concepts as leadership and effective personnel management. A leading approach to the study of management is to evaluate the effectiveness of the qualities of a leader. The article may be useful for people engaged in the field of personnel management in organizations.

Keywords

leadership, power of the leader, the management staff, human resource management

AUTHORS

Irina Vezigina Kuban State Agrarian University Krasnodar, Russia	Ekaterina Padieva Kuban State Agrarian University Krasnodar, Russia
Inna Ivanova PhD in Economics, Associate Professor Kuban State Agrarian University Krasnodar, Russia <i>inna_ivanova_2010@mail.ru</i>	

Why currently the main problem most organizations of our country is defective the connection of such concepts as leadership and effective personnel management? Answering this question will reveal the essence and the urgency of the problem.

System development of production is that the maximum productivity, quality and competitiveness can only be achieved with the participation of each employee in the improvement of the production process initially in the workplace, and in the future of the organization as a whole. Involving staff in process improvement is a powerful motivator of staff toward work that allows the employee to maximize their experience and creativity.

The relevance of this work lies in the fact that every action in the organization associated with the manifestation of power, which is used by both managers and performers. When an individual influences the behavior of group members without the use of coercive forms of power, we are talking about the manifestation of leadership. The organization attaches great importance to the leadership because of the need to select and nominate for leadership positions individuals who are most suitable for management functions.

Get acquainted with the concepts of «leader, leadership» and consider the most typical characteristics of the effective leader in organizations, companies, and indeed in any industry.

For the management of primary interest is the head of the organization as someone who is both a leader and effectively manages his subordinates. His goal is to influence others so that they perform the work entrusted to the organization.

Today, there are many interpretations of the concept «leadership», the most complete of which are the following definitions:

Leadership is the ability to influence individuals and groups, directing their efforts to achieve the goals of the organization; the ability to raise human vision to a level of more broad Outlook, the ability to form personalities, going beyond the conventional limiting its scope.

Leadership is a management relationship between leader and followers based on effective for the given situation the combination of different sources of power and aimed at encouraging people to achieve common goals.

A prerequisite of leadership - the possession of power in a particular formal or informal organizations of different levels and scope from state to state and even groups of States to government agencies, local governments or people and social groups and movements.

The formal power of the leader is fixed by law. But in all cases the leader has a social and psychological, emotional support in society or in groups of people who followed by.

Distinguish formal and informal leadership. In the first case, the impact on the child is from the standpoint of a post. The process of influencing people through personal abilities, skills and other resources called informal leadership.

Considered ideal for leadership is the combination of two bases of power: personal and organizational.

The solution of the problems faced by groups of people when they reach a common goal was solved by uniting around a single leader. This allows for the concentration of power in one hand to solve complex problems of survival.

However, this method of interaction within the organization has weaknesses:

- organizational change depends on the opinion of one person;
- reaching a goal, the leader to strive to maintain their power, which is not always consistent with the interests of other members of the organization;
- care leader dramatically reduces the quality of control indefinitely.

In General, the leadership of the head is recognized by the followers when he has already proved his competence and value for individual employees, groups and the organization as a whole. The most characteristic traits of an effective leader are:

- the vision of the overall situation. The leader must be of great interest to all aspects of the business. He asks questions, tries to be helpful, not annoying them. If he would have promoted, which is never enough to have a broader knowledge than one Department, division or office;

- the ability to communications. A good leader constantly and effectively communicates with people. According to one expert, among which the survey was conducted relative to the leading traits of the American leaders, sometimes a leader is forced to tell his people what he knows and what he does not know;

- employees trust. The trust of team members to each other allows to increase the commitment to team, willingness to mutual help, reduce conflicts, as well as the costs of the head to control the execution of tasks;

- risk appetite. The leader always tries to find a new way to accomplish the task only because this method better. The leader would never say: "We are not going to do it this way", without any basic reason. The leader should encourage all people to new and emerging issues, to encourage the pursuit of innovation, because if this is not done, the organization stops progress to prosperity.

Thus, we must conclude that the leader is the dominant person of the organized group and the organization as a whole. The team evaluates the leader, first of all, on the personal qualities, as a person, and only then how competent (or not competent enough) Manager. And if the boss managed to prove themselves a good person: honest, fair, friendly, charismatic, forgive his shortcomings, blamed mistakes on others and insist, adhering to his opinion. This, in particular, based impediment, i.e. the creation of a certain image of an ideal leader and of its introduction into the consciousness of the people.

There is a definite pattern: the larger the organization and the less the employees directly talk with the head, the greater significance in the perception of the leader has personal authority. However, in the long run all win the same business skills: people disappointed even in the personality attractive leader, if it is plagued by constant mistakes and failures.

Meanwhile, for effective personnel management is usually sufficient that the leader was at the same time business leader and was welcomed as a person, i.e., sympathized, positive attitude. It is important to note that not only the government and business credibility, but the emotional perceptions of the person influence the effectiveness of management. The moral evaluation of the head should not be excessively low, transforming into antipathy. In this case, personal animosity can significantly undermine business and credibility and reduce the effectiveness of the case. In General, the informal leadership allows you to manage people without resistance and resentment on their part, of formal control, fear and punishment.

As already said, leadership is an integral part of effective personnel management. Now let's try to investigate in detail, what is personnel management in organizations.

The management staff of the organization is the main goal of the activities of managers and specialists of the departments of the organization. It includes the development of a system of personnel policies, attitudes and practices of HR management.

The office staff provides information, technical, normative-methodological and legal support of personnel management system. Heads and employees of divisions of system of personnel management decide the issues of evaluating the fruitfulness of labor leaders and management experts, assessment of activity of divisions of a control system of the

organization, evaluation of economic and social efficiency improvement of personnel management.

Employees of Department of personnel management should know and understand the characteristics of the production activity of the organization, to see the future of its development, to have an accurate knowledge about the relations of the organization, its consumers, and also to be able to develop an effective system of personnel management in the organization. The main disadvantage of the Department is structural division with the departments of labor and wages, health and safety, legal departments and other entities that perform the functions of personnel management.

The effectiveness of the system of personnel management is a system of indicators showing the relationship between costs and benefits, according to the interests of its members. It is expressed in the achievement of maximum effect with minimal labor and is measured as the ratio of result to cost of living labor.

Methods of personnel management called how to influence teams and individual employees to coordinate their activities in the production process. All methods are divided into three groups: administrative, economic and socio-psychological.

Administrative methods are focused on such motives of behavior, as recognition of necessity of labor discipline, status and safety, the human desire to work in a specific organization. These methods are distinguished by the direct impact of any regulatory and administrative act is subject to compulsory execution.

For administrative methods typical of their compliance with legal regulations in force at a particular management level as well as the norms and instructions of higher bodies of management.

Economic and socio-psychological methods are indirect managerial influence. Using economic methods is financial stimulation of groups and individual employees. These methods are based on the use of economic mechanism. A Socio-psychological method of management in turn is based on the use of social mechanisms (praise, promotions).

Evaluation of the effectiveness of personnel management necessary to keep track of the overall situation and making operational and tactical management decisions.

The performance management of staff is carried out using the method of functional-cost analysis. The method allows correlating functions of the system management functions of the production system. Thanks to him, there are reserves to reduce the cost of management personnel and production processes and the costs of achieving the optimal performance of the company. This selects effective control methods.

Effective personnel management is possible under certain conditions:

- oriented personnel policy and the activities of the service personnel on the objectives of the company;
- compliance personnel of the company as of the external environment (knowledge of employees and modern production technologies, understanding consumer psychology, etc.);
- compatibility of employees with the organizational culture;
- internal unity and consistency of the system of personnel management;
- involvement of company executives in the problems of personnel management;
- the presence of highly qualified and motivated employees;
- the performance management of staff involves the goal setting (setting business objectives) and the evaluation of the results of activities over a certain period of time.

As the proposed measures to improve governance in organizations it is necessary to introduce the post of Manager personnel. This is an exciting career area that attracts people who are sensitive, team-oriented, by nature extroverts and honest with others. On the other hand, because jobs in this field of profession are not intended for people with a huge ego and a strong need to be the center of attention.

The main purpose of its activity is the combination of available human resources, skills and labor potential with the strategy and goals of the organization. The personnel Manager perform a wide range of tasks: from the study of the labor market and the recruitment of staff to retirement or dismissal.

The duties of a personnel Manager:

- monitoring of the labor market, and informing the company management about the current situation on it;
- search and selection of desired expertise;
- planning staffing requirements and the creation of necessary personnel reserve;
- the creation of a system of non-material motivation;
- training, as well as organization of trainings, training seminars, training courses;
- advisory services in the field of human resource management for managers at all levels.

HR Manager - the founder and General overseer of the corporate culture. In fact, it forms the labor collective, namely, organizing professional and social-psychological adaptation of new employees, apply practical psychology in the regulation of organizational relations, manages personal and business conflicts and organizes the work with separating employees.

Staff managers are not needed for all organizations. In small companies HR outsourcing often leads the Secretary, and other functions optionally can be distributed between the other specialists. There is a standard of one personnel Manager is required for 80-100 employees. If the company employs more than 150 people, one Manager's staff is not enough. In large companies in the service personnel can work 10-15 managers, each responsible for a separate area of work - one for recruitment, another for education etc.

In order to succeed in the role of HR Manager you must be particular about the needs of other departments of the organization and to see them in the future. You should able to see the big picture, to help sell the ideas of other functional managers, as well as to come up with solutions that will be most effective.

Human resources field is changing rapidly with increasing use of technology, training and outsourcing. Career Manager promises to keep you busy and deeply involved in what is happening in the organization.

In conclusion, it is worth noting that leadership, like management, is to some extent an art. Perhaps this is the reason why researchers failed to substantiate a single theory. In any case, the style of the leader needs to be a flexible instrument of effective production management.

The work of the personnel Manager involves many Sciences, such as psychology, sociology, law, ethics, Economics. The Manager must understand people, to find personal approach to any client, to have high communication skills. Each person is unique and, understanding the motives of a particular employee or candidate, soberly assessing his ability and potential, you can apply it most effectively.

REFERENCES

1. Ivanova I. G., Bepalko V. A., Kushnir D. D. (2011). Management: textbook. Krasnodar: University cooperation, the publishing house of Arnautov V. V.
2. Ivanova I. G., Bepalko E. F. (2011). Office Management: textbook. Krasnodar: University cooperation
3. Ivanova I. G., Kusrayeva D. E., Belgesov K. V., Pereverzeva L. V. (2013). Management in tourism: textbook. Krasnodar.
4. Ivanova I. G. Petrusenko A. N. (2015). The problems associated with qualified personnel and ways of their solution. Proceedings of the VIII international scientific-practical conference.
5. Kondranina M. A., Ivanova, I. G. (2015). Current aspects of modern instrumentation control the enterprise. Kemerovo.
6. Tolmachev A. V., Ivanova I. G., Kobozeva E. M. (2015) Theory of management: textbook. Krasnodar: Kubsau.

THE GENERATOR OF CONTROL (CALCULATION-GRAPHIC) MATHEMATICAL WORKS OF FIRST-YEAR UNIVERSITY STUDENTS

Abstract

The paper deals with operation systems of tests automatic generation on mathematics to provide students with individual class and home tasks. There are millions of possible tasks. Use of the offered systems allows to liquidate students' complaints on unequal variants, to lower time of inspection on 60 ... 70%, to diminish expenditures of teacher's time for making variants. Experience of use of tasks generators showed that it is possible to inspect level of mastering mathematics in the large group, to range students on progress, operatively to adjust speed and form of material submission.

Keywords

higher education, quality of education, mathematics, teaching technique, information systems, standardization

AUTHOR

Sergey Yudin

PhD in Engineering, Professor

Department of Finance and Information Technologies of Management

Plekhanov Russian Academy of Economics, Tula branch

Tula, Russia

svjudin@rambler.ru

In 1992, the author began to work on introduction of the automated systems for tasks generation, both homework, and classroom tasks. The following factors caused the necessity of this work:

- ✓ Decline in quality of entrants' mathematical training that can be explained with broad introduction of author's programs, not having necessary examinations.
- ✓ Increase of complaints that different students receive tasks of different complexity.
- ✓ Close attention of law enforcement agencies to the possible phenomena receiving bribes.

Nowadays these factors are still relevant. In works (*Yudin, 2009; Yudin, 2014; Yudin, Yurishcheva, et.al., 2015*), the author showed that the level of mathematical training of university graduates steadily falls. That fact was also confirmed in works of L. V. Kapustina, E. V. Popova (*Kapustina, Popova, 2014*), A.R. Dziov (*Dziov, 2011*), etc. The speech of the academician V. I. Arnold at parliamentary hearings in December, 2002 (*Arnold*) still can reckon the exact description of a situation with mathematical education in Russia.

According to new educational standards, requirements to all-mathematical training of bachelors raise. At the same time, the number of hours for studying the subject is reduced. Preparing training programs for bachelor students with economic specialties, the author concluded about the need to automatize training process and use modern information systems. A.V. Konyshcheva (*Konyshcheva, 2015*) considers some questions of mathematical specifics for training technical shots in higher educational institution. A number of aspects covered in this work is actual for training specialists of economic profile.

The article (Yudin, Fedosov, 1994) described the first experience of using tasks generator. As it was noted, the first semester with new approach showed essential decrease in complaints and increase of progress. L.V. Snegireva, E.V. Rubtsova (Snegireva, Rubtsova, 2015), etc. noted the relevance of using electronic tutorials. In general, use of automated monitoring systems of students' knowledge and abilities becomes widely used. The work (Yudin, Rumyantseva, et.al., 2016) describe experience of using free software for training university students to the main skills of mathematical calculations.

Definition of mathematical sections, which should to be used, became the first step in development of tasks generator. For this purpose, the meeting of methodical council of Mathematical Modeling Department at Tula State University carried out the analysis of curricula of technical and economic specialties. As a result, the following necessary sections were allocated:

- ✓ Analytical geometry and linear algebra
- ✓ Numbers and limits
- ✓ Derivatives and study of functions
- ✓ Integrals
- ✓ Differential calculus of functions with many variables
- ✓ Multiple integrals
- ✓ Elements of the field theory (vector analysis)
- ✓ Series
- ✓ Fourier's series
- ✓ Ordinary differential equations
- ✓ Theory of functions of complex variable
- ✓ Probability theory
- ✓ Mathematical statistics
- ✓ Elements of theory of mass service

Based on the sections, own experience and recommendations of the leading methodologists of Mathematical Analysis, Mathematical Modeling, Applied Mathematics Departments, the author made types of tasks, which need to be entered into the corresponding modules.

1. Analytical geometry and linear algebra

1.1. Decomposition of a vector on vectors

1.2. Definition of the plane passing through the set point under the set corner to a vector

1.3. Definition of a corner between the planes

1.4. Transformation of the straight line set by two planes to a canonical form

1.5. Reflection of a point to a straight line

1.6. Reflection of a point to a plane

1.7. Multiplication of matrixes

1.8. Calculation of determinants

1.9. Finding of inverse matrixes

1.10. Solution of systems of linear algebraic equations

1.11. Own numbers and own vectors of linear transformations

2. Numbers and limits

2.1. Limits of numerical sequences

2.2. Limits of functions

2.3. Algebra of complex numbers

3. Derivatives and study of functions

3.1. Finding extrema

3.2. Minimax tasks (finding the minimum and maximum values of function on a line segment)

3.3. Finding asymptotes

- 3.4. Research of functions and creation of their charts
- 4. Integrals
 - 4.1. Direct integration
 - 4.2. Integration by method of allocation of elementary tabular functions
 - 4.3. Method of replacement of variables
 - 4.4. Integration in parts
 - 4.5. Finding areas
 - 4.6. Finding volume of rotation figure
 - 4.7. Finding mass center of flat uniform plate
 - 4.8. Finding inertia moment of volume figure
- 5. Differential calculus of functions with many variables
 - 5.1. Calculation of private derivatives
 - 5.2. Finding extrema
 - 5.3. Finding conditional extrema by Lagrange method of uncertain multipliers
 - 5.4. Minimax tasks (finding minimum and maximum values of function in the closed area)
- 6. Multiple integrals
 - 6.1. Double integrals
 - 6.2. Threefold integrals
- 7. Elements of the field theory
 - 7.1. Scalar and vector fields
 - 7.2. Gradient and circulation
 - 7.3. Streams of vector field
 - 7.4. Divergention
- 8. Series
 - 8.1. Summation of numerical series
 - 8.2. Summation of power series (theorem of differentiation and integration of absolutely meeting series).
 - 8.3. Study of series on convergence.
- 9. Fourier's series (decomposition of functions in Fourier row, making harmonicas sums graphs).
- 10. Ordinary differential equations
 - 10.1. Equations with divided variables
 - 10.2. Equations as $y' = f\left(\frac{y}{x}\right)$
 - 10.3. Non-uniform linear equations as $y' + p(x)y = f(x)$. Constant variation method
 - 10.4. Cauchy tasks
 - 10.5. Equations in full differentials
 - 10.6. Equations, which led to equations in full differentials
 - 10.7. Equations of the highest orders
 - 10.8. Linear uniform differential equations of the highest orders with constant coefficients
 - 10.9. Linear non-uniform differential equations of the highest orders with constant coefficients
 - 10.10. Systems of linear differential equations
- 11. Probability theory
 - 11.1. Classical probability. Combination theory elements
 - 11.2. Hyper geometrical distribution
 - 11.3. Formula of total probability
 - 11.4. Bayes formula
 - 11.5. Discrete random numbers. Distribution function. Expected value and dispersion

11.6. Continuous random numbers. Functions of distribution and density of probabilities. Expected value and dispersion

12. Mathematical statistics

12.1. Confidential intervals for expected value and dispersion of random variables.

12.2. Check of statistical hypotheses about equality of averages, equality of dispersions

12.3. Pearson criterion of identification of distribution law

12.4. Correlation. Method of the smallest squares. Assessment of coefficients of regression equation and adequacy of equation in general

13. Elements of theory of mass service

13.1. Processes and Markov chains

13.2. Modeling and analysis of systems of mass service with infinite and final capacity of store (turn)

There were about 160 types of tasks.

To help students, the author prepared the corresponding methodological instructions (Yudin, 2015).

Each program-generator has three options of functioning:

1. Generation of the set quantity of tasks for a set of tasks (home control or calculation-graphic work).

2. Generation of classroom tasks.

2.1. Full control classroom examination, when three tasks in a random way get out of all set of tasks.

2.2. Current examination, when all students get a task of the same type.

Basic data of each task are formed in a random way by means of random number generator. Initial randomization is carried out on the timer of computer system time.

Depending on basic data, the course of task solution can change. The quantity of branches of solution can reach four in some tasks.

Considering the above, total options for both home and classroom tasks can reach millions.

Generating tasks, the file of answers for teacher is formed at the same time that significantly facilitates and accelerates process of student's works checking.

In general, development of this system took four years, three from which the author was engaged in search and elimination of program mistakes. It should be noted that over 40% of the revealed "bugs" were recorded by students. Since 1996, mistakes in programs were not found.

Use of the described programs-generators allowed the author to exclude subjective factor, when checking works; to reduce number of students' complaints on non-equivalence of tasks. By personal estimates, labor costs decreased on 60 ... 70% that allowed to have three classroom examinations on each studied topic.

Experience of use of tests generators in Tula State University, the Tula branch of All-Russian Correspondence Financial and Economic Institute, the Tula branch of Russian Trade and Economic University (since 2013 it is attached to Tula State University) showed the following advantages.

First, it became possible to keep a large number of students under control. There were to 150 people (five academic groups) in some lecture streams at the Tula state university.

Secondly, a large number of classroom tests allows to correct rates and forms of material supply at lectures.

Thirdly, division of students into categories became possible and it is respectively better to plan individual lessons.

Fourthly, the author and his colleagues managed to reduce significantly quantity of unsatisfactory marks.

Thus, it is possible to note that use of tasks generators allows both to improve technique of teaching mathematics, and to lower load of the teacher at the same time.

The work is performed according to the grant on performance of scientific-research work from fund of Tula State University after G.V. Plekhanov.

REFERENCES

1. Arnold V. I. *The speech of the academician V. I. Arnold at parliamentary hearings in the State Duma*//News, 12/6/2002. Available at http://scepsis.net/library/id_651.html.
2. Dziov A.R. (2011) "The content of higher education in the conditions of transition to innovative development". *Modern problems of science and education*. No. 3. Available at: www.science-education.ru/97-4690.
3. Kapustina L. V., Popova E. V. (2014) "The higher education and labor market: need of changes". *Scientific and methodological journal "Kontsept"*. No. 06 (June). ART 14143. Available at: <http://e-koncept.ru/2014/14143.htm>.
4. Konyshova A. V. (2015) "Specific of mathematical and natural-science preparation of technical shots in higher education institution". *Scientific and methodological journal "Kontsept"*. No. 10 (October). ART 15361. Available at: <http://e-koncept.ru/2015/15361.htm>.
5. Snegireva L.V., Rubtsova E.V. (2015) "Electronic didactic development as the instrument of increase of efficiency of educational process at the higher school". *Modern high technologies*. No. 11. Pp. 101-104. Available at: <http://www.top-technologies.ru/ru/article/view?id=35189>.
6. Yudin S.V., Fedosov I.M. (1994) "Experience of introduction of the automated training Rhythm mathematician system at faculty of systems of exact mechanical engineering". *Independent work of students in modern technology training*. Tula state techn. univ. Tula. Pp. 133-136. Depp. in NIITO 28.11.94, No. 220-256/94.
7. Yudin S. V. (2009) "Ensuring skills and abilities within strategic approach of school of competences". *Social and economic and financial policy of Russia in the course of transition to an innovative way developments*. Materials of the International scientific and practical conference, Moscow, on April 22-23, 2008. In 2 Vol. Moscow. VZFEI. Vol. 1. Pp. 286-289.
8. Yudin S. V. (2014) "Ensuring quality of training of bachelors when studying mathematics". *Scientific and methodological journal "Kontsept"*. Modern scientific researches. Release 2. ART 54370. Available at: <http://e-koncept.ru/2014/54370.htm>.
9. Yudin S. V., Yurishcheva N. A., Yakushin D. I., Rummyantseva I. I., Stepanov V. G., Stepanova T.V. (2015) "Mathematics at economic university: problems and ways of their decision". *Scientific and methodological journal "Kontsept"*. Special issue No. 6. ART 75100. Available at: <http://e-koncept.ru/2015/75100.htm>.
10. Yudin S. V. (2015) *The higher mathematics. Methodical instructions and the collection of tasks*. Tula. 127 P. Web-site of professor S. V. Yudin, Methodical Work page. Available at: svjudin.jimdo.com.
11. Yudin S. V., Rummyantseva I. I., Stepanov V. G., Stepanova T.V., Yakushin D. I. (2016) "Experience of use of the Maxima and gretl programs in teaching mathematics and econometrics". *Modern high technologies*. No. 2. Part 3. Pp. 447-452.

A KEY CONCEPT OF ENCULTURATION PROCESS FOR “GENERATION Y” IN CYBERSPACE

Abstract

This article analyzes the enculturation phenomenon of young generation in virtual reality as a unique way of embracing the modern culture by means of cyberspace. Enculturation of “Generation Y” tightly relates to information technology that in turn stimulates the formation of specific behavioral, cognitive and action models which use values and forms of cyber culture. Such important characteristics as unity, stability and changeability are also taken into consideration when talking about cyber culture. The evolution of relationships of modern society in regard to cyber culture is studied using terminology introduced by M. Herskovits and N. Howe. The main definition of cyber culture is the base for enculturation and inseparable part of life for “Generation Y” (unlike its predecessors). In today’s information society real life of individual merges with a virtual one. The survey uses polling methodology to identify common behavioral patterns of “Generation Y” in cyberspace, the result of poll were analyzed to provide feedback.

Keywords

enculturation, cyber culture, network society, virtual reality, Generation Y

AUTHOR

Svetlana Zubareva

PhD student

Don State Technical University

Rostov-on-Don, Russia

zubareva.ss@yandex.ru

The onset of new millennium was characterized not only with accelerated integration of new computer technologies but also with the advent of new generation for which the process of socializing and enculturation was tightly related to information communication systems. Unlike earlier generations, “Generation Y” perceives information technologies as highly important attribute of its existence.

New technologies influence consciousness, behavior and perception about reality of members of “Generation Y”. By using terminology introduced by American sociologists N. Howe and W. Strauss we can define “Generation Y” as generation characterized mainly by deep involvement in digital technologies, members of which were born between 1983 and 1999 (*Pazina, 2010*).

The relevance of subject in study was caused by dynamic change of contents and mechanisms of enculturation of Generation Y largely due to high level of demand for information communication technologies in life of modern generation.

The advent of virtual reality together with inner cyber culture characterizing it allow network community implement dynamic production of new patterns that interact with environment and executing search of self-oriented meanings.

By now the phenomenon of enculturation in virtual reality is not a subject of deep research. However, during the survey we were using works of some Western (M. Herskovits, M. Mead, R. Oliver, J. Bruner et al.) and Russian experts, especially Professor A. Belik and his scientific works in field of social and cultural anthropology. Thus in cultural anthropology work of American scientist M. Herskovits enculturation is a key term defined as the process when an individual enters a particular culture (*Howe, Strauss, 1991*). A distinctive feature of enculturation according to M. Herskovits is absorption of

particular qualities related to thinking and actions together with behavioral models that comprise culture; the corollary of this absorption is acquiring and improving various skills in the future. As a result enculturation in virtual reality plays a crucial role helping modern youngsters to form their way of thinking as well as develop a behavioral model by means of cyber space.

In early concepts developed by anthropologists belonging to Boas school the perception of culture as a whole solid piece was more preferable than viewing separate known mechanisms. Thus, M. Mead viewed enculturation in terms of communication and information theory (*Stein, 2013*). The generation development was defined as the process of communicating a culture, encoded into explicit and implicit messages in form of words and behavior of modern society, to individuals. If to take abovementioned approach of enculturation in cyber space into consideration, than it is easy to put an emphasis on the process of virtual communication and new common systems, arising in virtual reality and having big influence on enculturation of modern young generation.

On the other hand, in psychological works dedicated to cognitive development, especially in works of American psychologists R. Oliver and J. Bruner (*Bruner, Oliver, 1971*), the enculturation phenomenon is viewed from a different angle. According to Oliver and Bruner, an individual cognizes cultural requirements and categories related to thinking inside a limited system during cognitive development that is similar for all cyber society.

Russian specialist in field of anthropology A. Belik interprets the phenomenon of enculturation as acquiring ethno cultural experience that is specific for current historically local culture (*Belik, 2009*). On his opinion during enculturation a person acquires experience and skills that were picked in particular culture earlier.

As a result various approaches tackling the enculturation phenomenon are based on interactions of pieces of practical knowledge that an individual receives through learning and social experience that includes general stages of cognitive development. A key aspect of enculturation of Generation Y tightly relates to receiving a social experience and cultural values, not only those that are associated with a particular historical society, but also those of virtual one which is considered to be faceless and can share its values and behavioral models through cyber space.

Because this survey focuses on enculturation phenomenon in virtual reality, it is handy to use theories that describe conceptualization of phenomenon of virtual reality in modern philosophy, notably in postmodernism. Many representatives of the philosophical movement stated the deflation of reality and were using virtuality as an alternative. The most eminent authors who contributed a lot to this field are J. Baudrillard, G. Deleuze, F. Jameson et al. Their studies contain two main aspects which help to view virtual reality: socio-technological and ontological.

On the one hand, the study of virtual reality implies comprehension of modern level of tech development. However, this survey also views problems from an ontological perspective which is wider and relates to statements of multitude of worlds and relativity of reality that is comprised of features like polycentrism, variability and plurality. In addition to that American sociologist D. Bell - a well known researcher in field of virtual reality offers to view given phenomenon not only from a technological part of functioning of virtual reality but also from a socio-cultural viewpoint. Thus D. Bell believes that it is necessary to view abovementioned phenomenon as corollary of interaction between technical progress and socio-cultural together with political and cultural development (*Bell, 1999*). As we see, the reconstruction of picture of virtual reality using main ways of its topicality in different sources, including various philosophical theories has a strong relevant base.

The representation about modern perception of virtual reality is impossible without viewing changes in cyber culture, occurred due to the change of generation of users having

exclusive form of behavior and standard way of thinking that make network society. It worth to mention that cyber culture has stability and flexibility criteria that form a unique model defined by permanent traditions, that are expressed in specific values and traits that comprise a unique system of values for each generation.

Generation change demonstrates the cultural shift that is a general feature of each network community. For instance, the dominant feature of cyber culture for "Generation Y" - dynamic socialization by means of various media resources; this process contributes to association of individuals representing different ethnical groups with similar interests. This generation sees virtual reality as a mean for satisfying various needs. The main role here plays opinion expressed by a majority that can explain a great popularity of blogs and social networks. Unlike previous generation which used virtual space mainly for educational purposes, now different social resources that provide personal services as well as mobile applications for rapid text and media (like photos) exchange are considered to be more popular. As a result an already formed culture alters its structure as new subjects enter the cyber space.

A key concept described in this article is "enculturation" term; it is worth to mention that the possibility to change for cyber culture of modern generation as well as the process of immersing oneself in cyber culture solely depends on enculturation. Based on what was said before, enculturation is the process when an individual enters a particular form of culture (*Mead, 1970*). Intercultural studies have some ways of explaining the enculturation process and what system of notions we should use for defining this process.

A key characteristic of enculturation process for "Generation Y" in virtual space is that it also exists in form of independent content generation on different media platforms in cyber space though it started as a first experience with cyber space in form of acquiring communication skills used in this space.

Each generation when undergoing the process of enculturation acquires traditions and cultural norms initially. A key feature of modern enculturation of young generation is that in addition to environmental experience young people also acquire cultural experience of network community which works as an object for interactions in virtual reality.

During this period an individual acquires past cultural experience from network communities which he or she uses for communication in virtual reality. A modern representative of "Generation Y" is given an opportunity to choose content and media platforms that fit his or her preferences the best. It is worth to mention that members of this generation prefer personified media with high level of social service that in turn conditions upon striving for individualism, fulfilling psychological needs in self-realization, self-presentation and comfort. At the same time members of "Generation Y" that easily adjust to new conditions, are ready to face changes and capable of rapid development and solving multiple problems simultaneously.

One of examples illustrating the first level of enculturation can be considered premoderation that represents a content filtration system main goal of which is to process by administrator all content published by users on a particular web resource. If published content corresponds to all norms of cyber culture it is approved, but in case of not matching these norms content is removed. Thus premoderation system acts not only as content filter but also as a tool for enculturation influencing subject's development to prepare him for integration into social and cultural life according to socio-cultural normative models. In this way, the first level of enculturation acts as the main mechanism providing stability in cyber culture.

The second level of enculturation is characterized by an ability of content generation individual has. By mastering essential skills and gaining knowledge needed for socialization in virtual reality, a representative of "Generation Y" can create his own network community with unique structure, by changing or excluding previous patterns.

Different members of “Generation Y” are able to implement various socially-driven projects by means of cyber space. As an example, a Canadian student Amaryllis Fox created a web-resource, allowing cyber space residents sell products online and donate part of gross profit to charity. Yale’s graduate Daniel Kent promotes computer literacy with the help of his organization created in cyber space. At the same time, another member of “Generation Y” Bill Parish created a media platform linking investors with companies providing alternative energy sources that seek funding (Zubareva, 2014). These examples demonstrate that enculturation of young generation in virtual reality can be humanistic, aiming for realization of significant social projects. In some cases media derails from common social values that causes anxiety in traditional society. However, it is necessary to emphasize the global nature of ability to create new media resources in cyber space, that evolve into platforms for enculturation of young generation.

Based on abovementioned it is possible to name the most significant quality changes that occurred in cyber process of enculturation of “Generation Y” in cyber culture: dynamic updating; a rich tapestry of socio-cultural, audio-visual and kinesthetic software products, a collision of different approaches tackling information content; domination of media resources, enabling self-expression and remote work; solidifying a solidarity comprised of group interests; creating form of public confirmation of success, especially success achieved in social networks. Considering this, stability of cyber culture and protection from destructive changes during extreme rapid development assures first level of enculturation. In its latest manifestation operating at conscious level enculturation opens new horizons providing alternative ways of changes and legalizing new cognitive and behavioral models.

REFERENCES

1. Belik, A. (2009) *Cultural (social) anthropology*. Moscow.
2. Bell, D. (1999) *The Coming of Post-Industrial Society: A Venture in Social Forecasting*. Moscow.
3. Bruner, J., Oliver R. (1971) *Studies in cognitive growth*. Moscow.
4. Herskovits, M. (1995) *Cultural Anthropology*. N.Y..
5. Herskovits, M. (1929) *Social selection and the formation of human types*. Baltimore.
6. Howe, N., Strauss, W. (1991) *Generations: The History of America's Future, 1584 to 2069*. N.Y.
7. Mead, M. (1970) *Culture and Commitment: A Study of the Generation Gap*. N.Y.
8. Pazina, L. (2010) *Types of reality and the epistemological status*. Rostov-on-Don, 2010.
9. Stein, J. (2013) “Millennials: The Me Me Me Generation”. *Time magazine*. № 3 (71). Available at: <http://time.com>.
10. Zubareva, S. (2014) “Influence on cyberculture identification identity in a networked virtual reality”. *Information technologies in the economy, education and business: Materials of VII Intern. scientific and practical. conf. Saratov, V.1. Pp. 99-100*.

MODERN EUROPEAN RESEARCHES: ISSUE 3, 2016
ISSN 2311-8806

FOUNDER AND PUBLISHER
Privatuniversität Schloss Seeburg, Salzburg

EDITORIAL ADDRESS
Seeburgstrasse 8, 5201 Seekirchen am Wallersee, Salzburg, Austria
publisher@doaj.net

PRINTING HOUSE
Autonomous non-profit organization of supplementary professional education
“Inter-regional center of innovative techniques in education”
printed by permission of Privatuniversität Schloss Seeburg, Salzburg, Austria

Sent for printing 07-31-2016
Circulation 1000
Order 073116/7567

© All Rights Reserved, 2016