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CONTENTS

PREVALENCE AND CHARACTERISTICS OF STAPHYLOCOCCUS AUREUS CARRIAGE AMONG MEDICAL STUDENTS

Abstract

The relevance of the investigated problem is caused by the growth of the number of carriers of staphylococci. The purpose of the article is to assess the level of bacteria S. aureus among students 2 and 4 courses of medical faculty of NSMU. The leading method to the study of this problem was the microbiological method of research, each participant was examined for nasal carriage of staphylococci. A survey of medical students at the University of Carrier The frequency of Staphylococcus aureus carriage of methicillin-sensitive Staphylococcus aureus (MSSA) NSMU students was 28.9%. All selected strains of S. aureus are susceptible to oxacillin and staphylococcal bacteriophage.Article Submissions may be useful for the Students of Medical University, clinicians and microbiologists in the study of issues related to Staphylococcus aureus.

Keywords

bacteriophage, staphylococcus aureus, antibiotic sensitivity, strain

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Introduction

The problem of staphylococcal bacteria carrying is one of the most relevant to modern medicine in connection with the increase in the number of carriers of staphylococci. According to several authors, bacteriocarrier staphylococci in different populations and in patients prone to large fluctuations (24-82%). Staphylococcus aureus is a unique microorganism colonizing and damaging many organs and tissues, while demonstrating a wide range of adaptation possibilities. Pathogenic properties of a particular strain of staphylococci are determined by summing the action of pathogenic factors, toxins and invasive properties of this strain. Thus pathogenic staphylococci varies greatly (Shirokov, 2013).

Staphylococcus aureus is a family Micrococcaceae, the genus Staphylococcus. Staphylococci are round cells with a diameter of 0.8-1 microns, which are located in the form of clusters that resemble bunches of grapes, sometimes arranged in short chains or twin and single cells. The cell wall contains a large amount of peptidoglycan, related teichoic acids, protein A Gram-positive. The dispute does not form, do not have flagella. We found S. aureus capsule.

Staphylococci - facultative anaerobes. Grows well in simple environments. In dense media form a smooth, convex colonies with a different pigment (gold, pale yellow, lemon-yellow, white). Can grow on agar with a high content of NaCl. Staphylococcus aureus strains producing hemolysin yield on blood agar colonies surrounded by a zone of hemolysis. Staphylococci can produce hemolysin, fibrinolizin, phosphatase, lactamase, bacteriocins, enterotoxins, coagulase. Staphylococci are flexible, quickly becoming resistent to antibiotics. Allocate ammonia and hydrogen sulfide, do not form indole. The factors include the pathogenicity of Staphylococcus aureus - adhesins, capsule, cell wall components, enzymes and toxins.

Adhesins - surface proteins that interact with different substances: mucin mucous membranes, connective tissue proteoglycans, extracellular matrix proteins. The capsule protects the bacteria from complement-mediated uptake by polymorphonuclear phagocytes, promotes adhesion of microorganisms and their distribution to tissues.

The components of the cell wall of Staphylococcus aureus stimulate the development of inflammatory reactions; increase synthesis of IL-1 by macrophages, activated complement system and are potent chemoattractants for neutrophils.

Teichoic acid from Staphylococcus aureus activate the complement system in an alternate path, coagulation and kallikrein-kinin system.

Protein A (agglutinogen A) of Staphylococcus aureus non-specifically binds the Fc-fragments of IgG molecules (which activates the complement system by the classical and alternative pathways) and enhances the activity of natural killer cells.

Enzymes Staphylococcus aureus exhibit multidirectional action, often not directly related to the pathogenic effect.

Catalase destroys Staphylococcus aureus H2O2 protecting the bacteria from the action of toxic oxygen radicals.

b-lactamase of Staphylococcus aureus destroy the molecule b-lactam antibiotics;

Lipases facilitate adhesion of Staphylococcus aureus and tissue penetration.

Membrane toxins (stafiloliziny, hemolysin).

There are four antigenic types of toxins; bacteria can simultaneously synthesize several such products. Stafiloliziny cause hemolytic activity of staphylococci in the blood environment.

a-toxin of Staphylococcus aureus has the highest value, it is often detected in bacteria isolated from clinical specimens. It interacts with the cell membrane and causes local proteolysis. . Its effects are sensitive endothelial cells, polymorphonuclear leukocytes, fibroblasts, hepatocytes, platelets, etc. When administered to laboratory animals and toxin causes necrotic skin reactions after intravenous administration - death of the animals.

b-toxin of Staphylococcus aureus (sphingomyelinase) detected in 20% izolyatov.On exhibits properties of cold expressed hemolysin, ie its maximum activity at a low temperature.

y-toxin of Staphylococcus aureus - hemolysin bicomponent moderate activity against human erythrocytes. Hemolytic activity on blood media it typically does not exhibit as sulfur-containing polymers present in agar inactivate one of its components.

Sigma-toxin of Staphylococcus aureus - the unit of low molecular weight compounds that exhibit detergent properties; determine the cytotoxicity of the last wide range.

Eksfoliatin A and Staphylococcus aureus was isolated in 3-5% of clinical isolates (typically fagogruppy II). Eksfoliatin cause destruction of desmosomes granular layer of the epidermis and stratum corneum detachment. Synthesis of toxin A (heat-stable) control chromosome and toxin B. (Thermolabile) - plasmid genes. These toxins act both locally and systemically, • determining the latter development of the syndrome of "scalded skin". Eksfoliatin exhibit the properties of the superantigen.

The toxin of toxic shock syndrome (TSST-1 [a portmanteau of Toxic Shock Syndrome Toxin.], The previously - the F toxin) - exotoxin, causes the development of a specific symptom (presumably due to the stimulation of TNF release). Synthesis of TSST-I genes encode temperate phages; the main producers - I fagogroup staphylococci, but its capacity for education has a small amount of strains.

Leukocidin (Panton-Valentine toxin). Action target TSST-1 - neutrophils, and possibly macrophages. He breaks the water-electrolyte balance in cells, increases the intracellular concentration of cyclic AMP (one of the pathogenesis of staphylococcal diarrhea).

Coagulase Staphylococcus aureus causes clotting of blood plasma. Among the other enzymes in the pathogenesis of S. aureus staph infections are involved hyaluronidase, deoxyribonuclease, fibrinolizin, staphylokinase, Lecithinase and others.

Toxicity due to Staphylococcus aureus release a number of substances: alpha toxin, beta toxin (sphingomyelinase), gamma toxin sigma toxin eksfoliatin A and toxic shock syndrome toxin, leukocidin, toxin A, B, Ci2, D, E. For S. aureus is characterized intermicrobial interaction (bacteriocins, pheromones).

Staphylococcus aureus colonizes the mucous membranes of the nasal cavity and nasopharynx (epidemic danger is the presence of 10 million microbial bodies of Staphylococcus aureus in 1 ml of nasal discharge). Chronic carriers of Staphylococcus aureus is typically for medical institutions staff; patients suffering from atopic dermatitis, as well as those receiving regular injections of various drugs. For hospital epidemiology lesions characterized by a complex of factors: an increase in the number of carriers among medical personnel, the formation of specific "hospital strains" , an increase in the number of patients with increased susceptibility, the emergence of new "gate" for infection due to the widespread introduction of the practice of invasive diagnostic techniques.

In recent years there has been an increased frequency allocation S.aureus strains resistant to current antimicrobial drugs used in clinical practice. Methicillin-resistant S.aureus (MRSA) was first described in the early 1960s. Staphylococcus resistance to β-lactam antibiotics is due to the presence of mecA gene which encodes penicillin-binding protein (PRP) *(Stratchounski, 2005)*. Since the β-lactam antibiotics are the most commonly used drugs for the start empirical treatment of most infections, the widespread MRSA can significantly limit the therapeutic options. In developed countries, regular studies of the molecular epidemiology of the most important microorganisms. In many hospitals molecular typing of strains is carried out on a routine basis. Currently the number of strains of S. aureus, resistant to beta-lactams, in Europe is about 20%, and this figure exceeds 50% in United States. The need to control the spread of epidemic MRSA clones led to this study.

Isolation of Staphylococcus aureus.

Seeding is carried out on S. aureus simple nutrient media usually thio-glycolic environment and spacecraft. If there is a risk of contamination of the sample, use differential diagnostic medium. The most commonly used milk and salt (or milk-des-exactly-salt) and salt agar agar, mannitol, they rise contaminating microflora inhibits a high concentration of NaCl. In addition, milk-salt agar (MSA) is well shown the ability to pigment degradation and lecithin (letsitovitelaze activity). In recent years, widely used as differential diagnostic medium found Agar with colistin and nalidixic acid.

After 18-24 hours, Staphylococcus aureus (S. aureus) forms a smooth convex cloudy colony of about 4 mm in diameter. Bacteria synthesize a yellow pigment, the color of colonies varies from white to orange. Ka S. aureus colonies surrounded by a zone of complete hemolysis.

Staphylococci grow well in broth, first calling it a uniform haze, and then forming a loose flocculent precipitate. They give a very characteristic growth in gelatin; 24-28 hours (along with ample growth in the course of the injection needle microbiological) observe the initial dilution of the medium, and forms a downwardly open funnel filled with liquefied medium for 4-5-th day.

For intraspecific differentiation of Staphylococcus aureus (S. aureus) used coagulase test (for the presence of clotting factors), positive in 95% of isolates .There are several differentiating features.

• The ability to ferment anaerobically mannitol.

• Letsitovitellaze activity - education pearlescent precipitate- "halo" surrounding the colonies grown on media supplemented with egg yolk. The precipitate consists of phosphorylcholine formed from egg yolk lecithin by the enzyme.

• Ability to synthesize thermostable DNase.

• The ability to agglutinate sensitized sheep red blood cells (the latter test can detect protein A, clotting factor or both products).

For rapid identification of Staphylococcus aureus (S. aureus) used latex agglutination test using commercial kits latex particles loaded AT, for example «Staphylatex» (American Microscan).

Serological tests (eg, ELISA, or PHA for identifying the AT to teichoic acids or species-specific Ag) are not of fundamental importance, and the results are often contradictory. Only for standard identification enterotoxins spend RP gel with specific antisera.

Identification of Staphylococcus aureus using standard bacteriophages

Typing of Staphylococcus aureus bacteriophage is widely used in clinical epidemiology. For phage typing using a standard set of 23 bacteriophages, divided into 4 groups; Group 1 includes phages 29, 52, 52A, 79, 80, 2nd - FOR, ZS, 55, 71, 3 rd - 6, 42E, 47, 53, 54, 75, 77, 83A, 84, 85, 4th - 94, 95,96, and 81. one phage strain of bacteria can lyse a phage or several. Although this feature is quite stable, and using appropriate bacteriophages manages 60-80% of isolates were typed. Revealed specific epidemic strains (eg, F 80 goods and 77), the most frequently detected in nosocomial outbreaks.

Education enterotoxins Staphylococcus aureus.

Used for identifying a biological sample - intravenous cats infected culture broth filtrate (2.3 ml / kg). If you get into the bloodstream of toxins in cats develop vomiting and diarrhea.

Determination of the sensitivity of Staphylococcus aureus to antibiotics.

A significant part of the isolates of Staphylococcus aureus (S. aureus) or synthesize b-lactamase, or its synthesis is induced b-lactam antibiotics, and 85-90% of the strains can be resistant to these drugs. To determine the sensitivity of the method used CDs or serial dilutions.

The growing incidence of SAB is primarily driven by an increasing number of health care related infections . In the period 1980 to 1989 the incidence of nosocomial SAB increased by 283% in non-teaching hospitals and by 176% in large teaching hospitals in the United States (US) . Similarly, in a study by Benfield et al. the incidence of SAB in Denmark increased 1.7-fold during a 20-year period from 1981 to 2000 . Although specific risk factors for SAB vary with the development and structure of the health care system, its diagnosis is linked to such risk factors as intravascular devices, advanced age, diabetes, immunosuppressive treatment, invasive procedures and the emergence of human immunodeficiency virus (HIV) . A growing number of patients are acquiring healthcare-associated SAB outside of the hospital . For example, S. AUREUS is the second most commonly encountered microorganism among outpatients in the US *(Styers, 2006)*. Hemodialysis-recipients are at particularly high risk for non-nosocomial health care associated S. AUREUS infections *(Benito, 2009; Klevens, 2007; Lesens, 2005)*. The problem of non-nosocomial health care associated S. AUREUS infection is still primarilya US phenomenon, and reflects the growing emphasis on outpatient services in that environment *(Benito, 2009)*. However, as healthcare delivery in other parts of the world increasingly shifts towards the community, this problem is likely to spread.

Another clinical problem of current interest is the continuing growing prevalence of MRSA in many parts of the world. In the US, more than 40% of S. AUREUS BSIs are caused by MRSA *(Styers, 2006)*. The prevalence of MRSA in Europe ranges widely. MRSA prevalence rates in the Mediterranean and United Kingdom (UK) exceed 30%, while rates in the Netherlands and Scandinavian countries are ~ 2% *(EARSS management team., 2008)*. In these low incidence countries the emergence of livestock-associated MRSA have raised some concerns as it might have the potential to increase the incidence of MRSA infections also in humans. However, the importance of livestock-associated MRSA is so far limited due to a relative small number of human clinical cases. Furthermore, the far majority of livestock-associated cases has been in humans in close contact with animals and not in the general population *(Kaiser, 2010; Moodley, 2008 ; Cleef, 2010)*. Interestingly some countries, such as France, UK and Ireland, have been able to reverse the rising trend and lower the number of MRSA due to a dedicated effort to control the number of MRSA infections in inpatients *(EARSS management team, 2008)*. In contrast to this positive development, it has become evident that S. aureus has emerged as an important cause of sepsis in the developing countries with increasing resistance as a major issue. In certain developing countries MRSA now accounts for more than 20% of the cases and is associated with mortality rates double that reported from developed countries. Resistance is also in these areas linked to health-care contact and is fuelled by uncontrolled access to over-the-counter antibiotics combined with a lack of microbiology facilities *(Nickerson, 2006)*.

Traditionally, MRSA infections were confined to the health care environment. Over the past decade, however, the prevalence of community-associated MRSA (CA-MRSA) has increased exponentially. In many parts of North America, MRSA is now the most common identifiable cause of soft tissue infection among persons from the community without healthcare contact. Epidemic outbreaks have been reported in several well-defined populations, including prisoners, homosexual males, intravenous-drug users, athletes, indigenous populations of North America, Australia, and New Zealand, and military trainees. In a recent population-based study, Gorwitz found that the prevalence of MRSA had doubled to 1.5% from just a few years previously. Interestingly, only 20% of these MRSA carriage isolates were community-associated clones (e.g., USA300 or USA400 Pulsed field gel electrophoresis genotypes), implying that the healthcare environment serves as a continuing reservoir for acquisition of MRSA in the community *(Naimi, 2003)*. Although strains of CA-MRSA primarily cause skin and soft tissue infection, they are emerging causes of bacteremia and necrotizing pneumonia. Although CA-MRSA is generally more susceptible to antibiotics than strains originating from the healthcare system, its resistance profile in certain populations, such as North American homosexuals, has broadened considerably. CA-MRSA most often harbour the staphylococcal chromosome cassette (SCC) mec type IV which contains the MECA gene as the sole resistance determinant. Using pulsed-field gel electrophoresis CA-MRSA have been designated to belong mainly to either the USA300 or USA400 lineage whereas most health-care related MRSA belong to USA100 . Furthermore, CA-MRSA infections have been associated with the exotoxin Panton-Valentine leukocidin (PVL) that is believed to causes tissue necrosis and leukocyte destruction *(Tenover, 2014)*.

As the number of patients with community onset MRSA bacteremia grows the risk of inappropriate initial antimicrobial treatment and subsequently treatment failure and death is likely to increase. This development calls for local treatment guidelines taking local resistance into account in order to ensure an effective initial treatment. Simultaneously, clinicians must balance the need for empiric antibiotic therapy that is sufficiently broad as to effectively cover drug-resistant pathogens with the need to limit unnecessary antibiotic administration, which drives the growing problem of antimicrobial resistance in the community.

Materials and Methods

The studies were conducted on the basis of the laboratory of clinical microbiology and diagnostic PCR CSRL SSMU. Total for staphylococcal bacteria carrying surveyed 60 students (40 girls and 20 boys). A smear from the nasal mucosa are cultured on mannitol salt agar-37˚S at 48 hours. The identification was carried out according to conventional techniques.

Antibiotic sensitivity studied disk diffusion method on Mueller-Hinton medium in accordance with the Guidelines (MUK 4.2.1890-04) [1, p.17]. S. aureus phage typing of cultures was carried out using staphylococcal bacteriophage (RN№001973 / 01).

The study of S. aureus carriage and susceptibility to the antibiotic and bacteriophage.

1 day study

The material for the study is the phlegm from the front of the nose. Initial inoculation was performed on Blood agar not later than 2 hours after its collection. Seeding produced swab cups were placed in an incubator at 37 degrees for 24 hours. Further isolated pure culture of microorganisms, their identification was performed and determined the sensitivity of antibiotics.

Identification of S. aureus was conducted by examining the nature of the colonies grown after seeding material selection medium staphylococci - ISA. Upon cleavage lecitovetilline around Lecithinase-positive colonies on the surface of the medium formed rainbow whisk.

2 day study

To identify methicillin were prepared agar Mueller Hinton containing 4% NaCl and 6.0 g / ml oxacillin. Microbial slurry was prepared by suspending direct from several isolated colonies of similar aureus in sterile saline and adjusted to the turbidity of a 0.5 McFarland. Further, a sterile cotton swab was dipped into a test tube with a standardized suspension of excess moisture squeezed wall of the tube and the culture was applied to the entire surface of the agar in the petri dish. After 5-10 minutes after seeding on the dried surface of the medium, a liquid diagnostic fag- staphylococcal bakteriophage tweezers and placed paper disks containing 1 mcg oxacillin. Strains were incubated at 35 degrees for 24 hours. According to the diameter of the test culture growth inhibition zones of bacteria judged on its sensitivity to the antibiotic and bacteriophage.

Research on bacteriocarrier

Research on bacteriocarrier among medical staff is carried out twice a year. When planning bacteriological surveys necessarily examine the mucus from the nose. goo Research from rotoglogki conducted selectively in the presence of inflammation in the throat. Material taken from the front of the nose with a sterile cotton swab and it is sown on the VSA is not later than 2 hours after taking. Isolation and identification of S.aureus carried out in the same manner as in the investigation of other materials.

When determining massiveness staphylococcal colonization of the nasal mucosa with a test swab mucus introduced into a test tube with 0.5 ml of sterile isotonic sodium chloride solution, rinsing it in the liquid by shaking for 10 minutes, drained and the walls removed. A liquid with a pipette repeatedly stirred. Applied separately pipetting 0.1 ml per plate flush with VSA and triturated with a spatula. Cups with crops were incubated at 37 ° C for 48 hours, after which the number of colonies counted. If the 50 colonies of S.aureus, grown, two assigned to the same phage type, legitimately assume that all the other colonies of identical morphology and pigment are similar to S. aureus phage type.

Example calculation: after sowing flushing 0.1 ml S.aureus 50 colonies grew. Thus, 0.5 ml of 5 to 50 * 250 = 2.5 * colonies or 10B2. The massiveness of staphylococcal colonization, which is expressed as the number of microbial cells 102 is moderate, with her pathogen into the environment are released. When you select> 10v3 bacterial cell contamination level defined as high, in which the causative agent is released into the environment not only by coughing and sneezing, and during quiet breathing. In such circumstances, it is necessary to carry out sanitation bacteria carriers.

Results and Discussion

A retrospective study of the results of bacteriological tests in S.aureus SSMU 1,400 students from 1994 to 2014. There were isolated and studied 616 strains of S.aureus. The dynamics from 1994 to 2005 marked the growth of carriage of S.aureus among students of SSMU, peaking in 2005 (66.7%), a decrease of this index from 2005 to 2009 in 3 times.

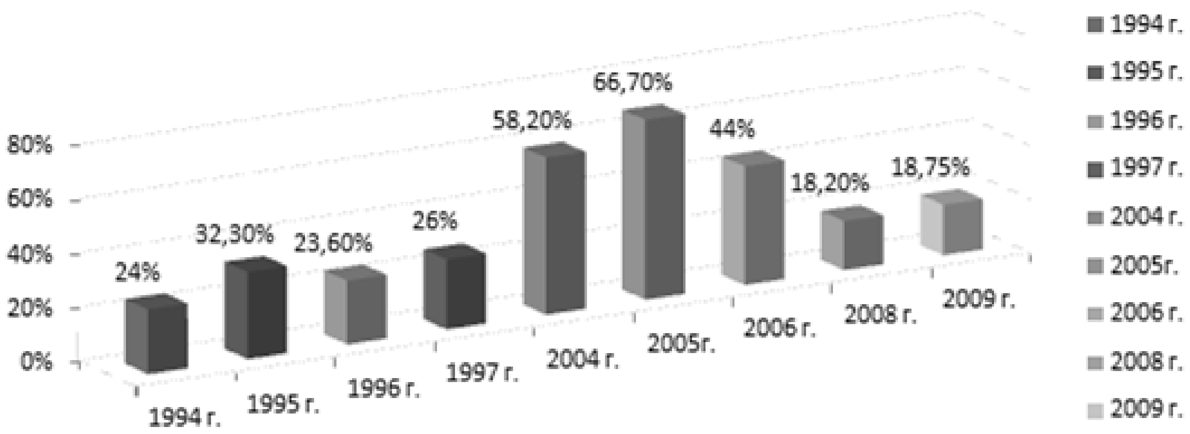

***Figure 1**. The carriage of S.aureus among students in SSMU dynamics from 1994 to 2009*

There MSSA carriage of growth among students of SSMU, in 2014 it amounted to - 28.9%, in 2015 already 35%.

Differences frequency carriers S.aureus depending on the course: students 2nd year - 50%, has been an increase in the carrier comparison with the results of last year's survey (40%). Among the students of the 4th year there is a positive trend: from 23.3 percent down to 20.

The percentage of students S.aureus carriage 2 and 4 courses often recorded among males - 54.5% and 33.3%, respectively. Compared to last year the percentage of carriers of S. aureus among girls 2nd year increased by 1.5 times. Contact the trend observed in girls 4th year medical faculty, the percentage of carriers St.aureus decreased by 3 times.

Selected strains of S.aureus have 100% sensitivity to staphylococcal bacteriophage and retained sensitivity to oxacillin (MSSA). Strains of MRSA were detected.

Conclusion

The level of carriage of S.aureus (MSSA) among students of NSMU depended on the course of study and gender. Epidemiologically relevant strains of Staphylococcus aureus (MRSA) has been detected.

Recommendations

This article is recommended for medical students, clinicians and microbiologists.

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THE CONCEPT OF ORGANIZATIONAL AND ECONOMIC MECHANISMS IN MANAGEMENT DECISION-MAKING ENTERPRISES OF HIGH-TECH INDUSTRIES

Abstract

The article presents approaches to the classification of industries by the degree of technological and knowledge-based and reflects the essence of the high-tech industry. The scientific novelty of the work is theoretical justification the concept of "high-tech enterprise" and the development of principles of organizational methods to ensure the effective management of high-tech enterprises.

Keywords

high-tech enterprise, organizational-economic mechanism, economic conditions, methodology of management

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Introduction

1.1 Relevance of a problem

Decision-making is a process of the analysis, forecasting and assessment of the situation, the choice and coordination of the best alternative option of achievement of an effective objective.

Decision making process is a selection process by the person making the decision, the most effective option from a set of alternatives.

These are the activities performed on a certain technology with use of various methods and technical means. In organizational aspect, this process represents set of the stages, which are naturally following one after another between which there are difficult straight lines and feedback. To each stage, there correspond the specific labor actions directed to development and implementation of the decision. It is an industry of economy within which the entity functions, essentially influences management of this entity and all management decisions made by a management. (*Zagorulko, 2016*)

The single economic complex consists of the separate industries united by a community of products, the carried-out functions and engineering procedures.

Differentiate industries:

1)production sphere (industry, agricultural industry, etc.);

2)non-productive sphere (service, etc.)

3)it is accepted to call the lost system of actions technology of process of development and implementation of decisions.

Methodological Framework

2.1 Research problems

Now in world economy there is a weakening of traditional industries of production of goods and fixed increase of weight and influence of new knowledge-intensive productions, spheres of information, the industry of knowledge, service trades. Therefore, such transformations in economy objectively attract to themselves need of development of methodology of management of social and economic systems and large-scale scientific and technical programs, and projects for new conditions of managing. *(Kobtseva, 2016)*

In world statistics of an industry and the entity are subdivided on highly - so-so - and low technology. The significant role on classification of industries and the entities was undertaken by Organization for Economic Cooperation and Development (OECD). Accurate classification does not exist therefore the knowledge-intensive industries have no fixed structure. Their list changes depending on degree of a maturity of applied.

However,itshould be noted that simultaneous application of approaches of differentiation of OECD by sectors of high technologies and for the made product to the same entity often is impossible. For example, the high-technology entity not always turns out the knowledge-intensive products and vice versa.

2.2 Analysis of the knowledge-intensive industries

Having made the analysis of criteria of reference of industries to knowledge-intensive, offered by various authors, it is possible to make the conclusion about volume that it is possible to refer set of the entities and productions which are characterized by high dynamics of development, products competitiveness level to the knowledge-intensive industries. They are carriers of progressive technologies and the traditional industries exerting complex impact on development and service trades, level of living and the sphere of dwelling, but, in turn, also phases of a cycle of development of an industry depend on extent of use of results of the developments thatare carried out in the integrated scientific directions. Moreover, one of the main characteristics of high-tech industries mass production of advanced technologies due to features of production process is considered. This typical thing is that, using qualitatively other resources, including the latest knowledge, high qualification working, progressive equipment, new technology, the knowledge-intensive industries are capable to act as catalysts of development of economy in general, and to influence in a complex traditional industries. (*Tolmachev, 2016*)

2.3 Literature research

As a result of a research of economic literature, focusing attention on management of intellectual property as a key factor of providing competitiveness of the knowledge-intensive entity, authors offer the following determination of the knowledge-intensive entity.

The knowledge-intensive entity is represented as social and economic system which functioning is performed for the purpose of development of unique technologies due to use of intellectual property items and their implementation on internal and external environments.

The knowledge-intensive entities are the economy engine. Therefore high technologies, perform jump, progressive break on a new step of development. It is shown in basic changes at all stages of production process. New approach - use of knowledge and innovations as economic resources is created. The knowledge-intensive industries actively influence technological level of traditional industries by updating of means of production, implementation of the latest technologies, and use of high-quality materials. All this promotes updating of products, improvement of its technical and economic characteristics in other industries. Means, the role of the knowledge-intensive industries in reproduction process is determined not by the cost of their products, but effectiveness of its productive consumption in other industries. *(Pisarev, 2016)*

Priority of development of the knowledge-intensive entities for national economy is fixed in legislative and regulatory legal acts of the Russian Federation. Bases of forming of policy of the state in this area are determined in the federal law "About Science and the State Scientific and Technical Policy" according to which the President of the Russian Federation made the decision "On approval of the state program of the Russian Federation "Development of science and technologies" for 2013-2020". This document determines the major directions, the purposes, tasks and ways of implementation of state policy in the field of development of science and technologies, and also system of the economic and other measures stimulating scientific and scientific and technical activities.

2.4 Estimative indicators

Now economic problems of the knowledge-intensive productions are solved in process of their aggravation, without some serious attempts of forecasting and acceptance of the advancing measures considering results of the economic course conducted in the country, and also dynamics of general economic processes.

Belonging of industries of economy to the category of knowledge-intensive is characterized by an indicator of science intensity of the production determined by a ratio of amount of expenses on Research and Development (Vniokr) to amount of gross output of this industry (Vvp):

(Vniokr/Vvp) * 100%.

It is considered that for the knowledge-intensive industries this indicator shall exceed in 1, 2-1, 5 and more times average on processing industry.

In the USSR in the mid-eighties, the indicator of science intensity of industries of economy constituted 1-3%, and the most knowledge-intensive in the civil sphere were an instrument-making industry - 6, 3% and electro technical - 5, 1%.

In the USA the most knowledge-intensive industries appeared a space complex - 19%, a radio-electronic industry - 7%, instrument making - 4, 8%.

2.5 Features of the knowledge-intensive entities in the conditions of managing

The main specific features in the organization, management, conditions of managing of the knowledge-intensive productions is the following:

1) Their complex nature allowing solving all problems of creation of the equipment from scientific research and developmental works before serial production and operation;

2) A combination of a target orientation of researches, developments and production on specific result with the perspective directions of works of system-wide, fundamental appointment;

3) High scientific and technical level of the products thatdo not have foreign analogs or not yielding to them;

4) The large volume of the Research and Development, whichare carried out by scientific research institute, CB and the plants therefore at the last considerable production capacities are loaded by accomplishment of experimental product samples, their operational development during the whole time of production because of constructive changes and modifications. Such nature of production requires establishment of strong communications between participants of creation of the equipment, their organic compound in single scientific-industrial complex;

5) Domination of process of change of technology over stationary production and the need of regular updating of the fixed business assets connected with it, development of experienced and experimental base;

6) The considerable duration of complete lifecycle of the equipment reaching for some of its types of 20 and more years that complicates production management because of delay in time of effect of corrective actions and increases the responsibility for the choice of the development strategy;

7) The high dynamism of development of production which is shown in fixed updating of its elements (objects of researches, developments and production, technologies, circuit and constructive decisions, information flows, etc.), change of quantitative and qualitative indexes, enhancement of research and production structure and management. Dynamism of production in time complicates a task of uniform loading and use of potential of production;

8) Branched out inside - and the cross-industry cooperation caused by complexity of the knowledge-intensive products and specialization of the entities and organizations;

9) Intensive investment process - the most important factor of goal achievement of researches and developments of high scientific and technical level accompanying implementation of large projects;

10) Availability of unique collectives with a big share of the scientific, highly skilled engineering employees and production and industrial personnel in total number occupied in developments and production.

2.6 Effective use of the knowledge-intensive industries

The order of the Government of the Russian Federation approved "The main directions of the state investment policy of the Russian Federation in the sphere of science and technologies" which provide effective use of the state and non-state investment resources for the purpose of implementation of strategic interests of the Russian Federation (improvement of quality of life of the population, achievement of economic growth, development of fundamental science, education, culture, ensuring defense and safety of the country).

Resource providing the knowledge-intensive industries can be performed due to attraction of both budget, and extra budgetary funds, including:

1) allocation of budgetary funds to the state customers of the knowledge-intensive products rightfully orders the allocated funds within the corresponding budget items;

2) attraction and use by state bodies of the centralized off-budget funds formed for an acquisition account from the entities when accounting centralized contributions to cost values of the corresponding products, other non-budgetary sources;

3) attraction of own enterprise assets received including due to the depreciation charges and the preferential taxation or tax exemption in case of their target use on technical development, creation of new workplaces, etc.;

4) attraction of financial resources of foreign customers of products of the entities;

5) attraction commercial (including foreign) investments and the credits, including on the basis of the state guarantees to investors;

6) attraction of financial resources of the Russian individual entrepreneurs;

7) involvement of others, the established legislation of the Russian Federation, borrowed funds.

Achievement of effective objectives is performed on the basis of integration of efforts of the state and an economic business sector of economy, acceleration of implementation of modern investment and financial and motivational mechanisms of attraction of the Russian and foreign equity into the sphere of science and technologies. Along with enhancement of forming of federal target programs in the sphere of science and technologies development of system of measures of economic and other stimulation of investors. First of all the entities of the material sphere and credit institutes, due to increase in the volume of investment into scientific research and innovative process, for the purpose of implementation of the innovative projects which are based on world-class scientific results is provided.

In 1984 the American scientists M. Maydik and R. Heys proved that effective management of high technology production is impossible without concentration of production or researches only on one or on two products, flexibility (including organizational), organizational unity, entrepreneurial culture (creation of scientific divisions in firm with separate financing from several sources), feelings of integrity with workers, suppliers, partners, etc., active top management. But this list already quite obsolete, modern American scientists consider that factors of strong partner connections and a cooperation, tolerance to defeat, riskiness, awareness on opportunities of the market, competence of marketing and highly skilled personnel shall be added. The American scientists also emphasize need of creation of advanced tools of risk management for the high-technology sphere which, unlike tools in other industries, insufficiently effective and efficient. Unlike Japanese, the American models consider basic researches, system integration, design of a new product, etc.

The Japanese researchers determine other elements of effective management of innovative activities: independent monitoring of technological trends in the world, independent studying of technology, and independent creation of technology. The Russian scientist Romanov Yu. R. considers that shall be priority tasks in management of the high-technology entity: development of forecasts for production specialization, reasons for the directions of researches, routine planning of product development, training of highly qualified personnel and advanced training of heads. Structural divisions, inherent only for the high-technology entities, which are integrated into an organizational structure, shall implement these tasks. Other scientists also suggest dividing for optimization of management production into subsystems, each of which within the orientation would achieve the objectives of the organization of high technology production. (*Ivanova, 2016*.)

Results

3.1 Acceptance of management decisions

Effective management of the high-technology entity consists in search of acceptable options of acceptance of management decisions for ensuring steady functioning and competitiveness of the high-technology entity. Considering specific features of such production in management, the organizational problem resolution of decision making in high technology production, which is carried out by tools of the organizational and economic mechanism of decision making, becomes a considerable task.

Acceptance of management decisions in high technology production is the difficult and systematized process, which consists of consecutive stages and depends on results of the previous decisions. (*Bugaeva, 2016*)

In literature on management of high and knowledge-intensive technology production, the term "organizational and economic mechanism" meets very often in different aspects. However, definitions it is given quite seldom and if it is given, then in a confined sense, that the mechanism of this phenomenon or process is researched. In addition, if in spheres of production of low technological ways the system of the organizational and economic mechanism is more or less debugged, and its components are clear and known: authors divide them into organizational and economic subsystems or social, economic, and organization-legal subsystems. That in the innovative sphere of high technology production is not present experience of development and sale of such mechanism.

The organizational and economic mechanism of decision making in high technology production is a component of manufacturing execution system, which shall provide productive implementation of all stages of decision making on production of a high-technology product and, as a result, increase production efficiency.

3.2 Principles of decision-making

Based on generalization of developments of scientists and the analysis of the mechanism of decision-making, we will mark out the following principles of management of the knowledge-intensive entities:

1) Orientation to the innovative processes connected with development and development of technological innovations, production and promotion to the consumer of the knowledge-intensive products. Taking into account the innovative potential which is available now the competitive strategy of the domestic knowledge-intensive enterprises shall be directed to development and implementation of the technological innovations including new products (product innovations) and new production technologies of these products (process innovations);

2) Priority of development and deployment of investment projects of an innovative orientation. Innovative processes in market economy are characterized by high risk level and require attraction of large volume of financial resources, as a rule, on the basis of use of nonconventional financial instruments and development of non-standard schemes of financial engineering (venture and project financing, financial leasing, etc.);

3) Orientation to creation of "breakthrough" technological innovations. With such technologies, the domestic knowledge-intensive enterprises with the still remained traditions and the developed infrastructure of fundamental science have an opportunity to take the worthy place in world economy;

4) Management of innovative changes of competitive strategy. Change management is meant as process of forecasting of future changes and their planning. In case of change management in the competitive strategy of the entity their monitoring for the purpose of coordination of separate functional strategy and activities of the relevant structural divisions of the entity is performed;

5) Forming of optimum structure of assets of the entity. First, it concerns that part of intangible assets of the entity that is created on the basis of accounting of intellectual property rights;

6) Orientation to modern methods of automation of production processes and use of high-technology organizational production structures, including flexible production systems complexes. When forming the business strategy of the knowledge-intensive entities there is a task of management of organizational innovations, including

optimization of structure of production systems and an efficiency evaluation of their functioning;

7) Use of nonlinear organizational management models innovative activities of the knowledge-intensive entity. Transition to such models (the system integrated and network models) is connected with globalization of the processes covering the knowledge-intensive entities, reducing terms of lifecycle of product innovations, variety of sources of innovations;

8) Use of methods and controls investment projects;

3.3 Features of the knowledge-intensive production

Features of the knowledge-intensive production:

1)high uncertainty of accomplishment scientific and production processes and a resulting effect with the set or expected characteristics that results in need of decision making in the conditions of risk;

2) simultaneity of implementation of innovative processes of creation of a product, technology and the organization, their coherence in case of release of new knowledge-intensive Products (especially in the electronic industry);

3) availability of the planned technological losses in production of the knowledge-intensive products;

4) high requirements to qualification and experience of the employees involved in Research and Development;

5) difficulties of control of creative process;

6) need of use of special methods of motivation and stimulation of developers;

7) need of development of special tools and evaluation methods of a contribution of specialists to development and production of the knowledge-intensive products;

8) high rates, annual increase in production;

9) continuous growth of the nomenclature, new products;

10) high intensity of updating of products;

Discussions

Process of forming and implementation of competitive strategy of the knowledge-intensive entity can be characterized as set of investment projects. Application of methodology of project management in activities of the high-technology entity allows to build a hierarchical structure of project objectives, to develop business plans, to perform system resource planning, to plan and consider different types of risks, to organize effective control of quality of performance of works. (*Shmakova, 2016*)

The scale and condition of modern Russian technologies and the industry are that that budget financing is not able to solve this main economic problem. The entities for ensuring own survival and effective functioning are interested in variety of sources of investment providing.

Conclusion

Main goal of the entities of the knowledge-intensive industries in the developed economic situation is search and effective placement of resources, and, mainly, investments.

Summing up the result, it should be noted that management of the knowledge-intensive entities, is a complex challenge, but its implementation will allow the domestic companies of high-technology business to gain a steady position in the Russian and world markets.

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FORMATION OF A POSITIVE IMAGE AND REPUTATION OF THE COMPANY

Abstract

This article is devoted to the formation of business reputation and image of the company. The image of the company is always associated with his trademark and, of course, depends on advertising, you also need to remember about the positive feedback from customers. The good reputation of the company has to earn for years, but thanks to her income is improving, new opportunities, and on the part of customers and partners more confidence.

Keywords

image, business reputation, goodwill, competition, advertisement, company, consumer

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Introduction

1.1 Urgency of the problem

In today's world the problem of image and business reputation of the company is very crucial. In the business world, this topic is very popular and so it becomes the subject of many surveys. The company's management is aware that the image and business reputation formed a very long time, even may take decades, but owners and managers do not aspire to a serious action and changes in the field. (Bugaeva and Kobtseva, 2016).

1.2 The value of the market

Although the high prestige and reputation in the market offer great benefits companies. Among these benefits can be stable demand for manufactured products, the expansion of economic and business ties, provided benefits and advantages in macroeconomic events. It should also be noted that the formation of a positive business reputation is inextricably linked with the creation of the corporate image of the company. Over time, any company faced with the need to shape your reputation. This need is increasingly caused by competition from other companies, attracting investments and dynamic development of the company.

Methodological Framework

2.1 Species image

By - We believe that goodwill - a set of rational opinions of all the organization of agents that in what - either the sphere of interaction with it. Reputation reflects the nature of socio - economic relations, which have developed in the external and internal environment of the organization. Concepts such as «goodwill» and «image» are closely related, but they can not be identified. In our view, we can speak of two varieties of image. The first - a «tacky» image, which can be modified using a variety of advertising campaigns, thereby mislead people and with virtually nothing is changing in the organization. The second type - a «good» image, this type is based on rehearsal and performance reflects the real features. To sell a product or service to attract the buyer or be successful in the competitive market, you need to create your own image. It is necessary for any kind of social activity, and this confirms the long-standing practice.

The image of the organization can be defined as formed, effective, emotionally charged image of an organization or its individual components, endowed with certain characteristics based on real or perceptual properties attributed to a specific organization, have social significance for the perceiver.

Factors affecting the formation of a positive image: the financial situation of the organization, the history of the organization, company, its tradition and reputation, the identity of the head, publicity - advertising fame, caring staff, social responsibility to the community management of the organization, corporate identity and ethics activities and relationships.

2.2 Factors affecting the image

It should be remembered that the formation of the image of the organization - it is a very long process and to reach the desired result, you can not stop. But creating and maintaining it requires high costs and long time. The positive opinion is necessary to always maintain and promote its widespread. Most enterprises image changes gradually and very slowly, if there is no strong influence on its change. Problems may arise from the image - of the negative reviews. It is necessary, first of all, the right attitude towards clients and the high professionalism of its employees. Also, problems may arise due to improper advertising and negative feedback former employees. A negative review can make more problems than a few positive. Therefore, it is necessary that the image of the company engaged professionals. (Ivanova, Zagorulko, and Pisarev 2016).

2.3 Image creation

Creating the image can be seen as a local tactical reception, but the reputation building - is a complex strategic task. Reputation formation occurs mainly as a result of a public organization. One of the most popular and most effective ways to generate the image and reputation is advertising. More one way - it's presentation. The greater the likelihood of getting them something free, the more the client's interest in visiting the company and, consequently, the image of the organization becomes more positive. But many managers do not realize the need to have a good image of the enterprise, for them it seems more useful expenditure of money on advertising companies. (Kobtseva, and Shmakova,2016).

The managers of any organization sooner or later still become involved in building the image of the organization, and then they perform a series of consecutive actions, such as the image of the measurement, its evaluation, the development of the construction of the image of the program and implementation of the program.

Of course, the image is always associated with the brand and advertising symbols, and also includes a personal image of the owners and managers of the company. When forming the image can not forget about creating a logo or trademark. They will be the signature style of organization, without which no company can not do without.

2.4 Goodwill

Reputation - is a dynamic characteristic of the behavior of the company, formed in the society for a long enough period of time. It is composed on the basis of aggregate information about how and what methods their conduct business structure in certain situations. If a favorable image to attract new partners and customers, it created a reputation over the years forces them to remain faithful to one day make a choice. Reputation indirectly ensures that the organization «will not fail». Image largely reflects the emotional perception of the company (like - not like) and can be folded without direct experience of interaction with the company. Reputation is based on accurate knowledge and estimates (reliable, convenient, user-friendly partner, for example), ie It assumes a rational, analytical approach, often reinforced by their own experience of interaction. Reputation of the company to a greater extent than the image, determines the decision counterparties («for» or «against») on cooperation with it in one form or another.

The study of business reputation, as well as the mechanisms of its formation and development can help answer the question of whether the organization problems associated with a lack of awareness of consumers and businesses about it or still the case in the image. The Company can not give itself the necessary amount of information intentionally. However, most companies later have to pay for it. If the manufacturer is a positive image, and then the buyer will not have to worry about the quality of the purchased products. Also, the lack of information can lead to difficulties in recruiting staff in the company. Many employees will give preference to companies with a high business reputation. (Tolmachev and Ivanova, 2016).

Owning a perfect product - this is not the most important thing at the moment. Decisive for the buyer becomes the company's position in the market and the highest position of the image of the company becomes the perception by consumers, so a good reputation is becoming a necessity. Customers with products acquire relevance to the company, and this is a very important component of intangible value for the company.

The reputation of the company in a different way is called goodwill, which translated to English means «goodwill». It is part of the intangible assets, and is dependent on a positive image of the company for stable business relations, as well as the great value has known brand name and branding. (Kobtseva, and Shmakova,2016).

Goodwill can arise only if the company receives consistently high profits, which is above the industry average. Goodwill can be assessed using qualitative and quantitative indicators, which will give a report on the implementation of treaties and agreements by companies in certain periods. If a company has a high business reputation, there is a confidence in the organization on the part of lenders, partners and consumers.

From the point of view of the consumer good reputation helps to reduce the perceived risk in buying goods and services, as well as reputation is the key to high-quality products. The person buying the company's products, should be assured of their reliability. For the partners of the company are the main components of the reputation of the conditions of contract and good faith, business ethics, as well as the company's business activity. The company's reputation is vulnerable, it is necessary to constantly maintain.

Goodwill – is a part of the company's market value. Due to the positive reputation the firm can achieve sustainable and long-term business success. According to many experts, the management of business reputation - is one of the most important weapons in the competitive struggle. A good reputation is beneficial for the company that, thanks to its easier access to financial, information and human resources, to obtain long-term loans at lower interest rates and collateral, as well as an opportunity to influence the structure of industrial markets. Obviously, a good reputation makes the company more attractive and helps to improve the income and the cheaper financing.

2.5 The collapse of the company Enron

Here is one very eloquent and well-known example - the collapse of Enron, the same one for the sake of which went to the fraud auditors Andersen. And they can understand: Enron was the largest trader in the US electricity, experts and analysts estimated it at $ 28 billion and named the market leader, and Fortune magazine declared it the most innovative company of the year. Enron sought to meet the company is so inflated expectations of society that involuntarily beginning to close their eyes to the difference between the desired and the actual state of affairs. For example, on its website, it has replaced the old slogan «Company - a world leader in the electricity sector» to a new, much more impressive: «Company - a world leader».

In an effort to replace the true reputation for spectacular image of Enron employees began to embellish financial performance, change for themselves figures in the balance sheet. For the scandalous revelations of fraud followed by mass dismissals of employees, who also lost their retirement savings, because the money invested in your own business.

Importantly, the reputation, and then the financial collapse of the company followed by no means due to the lack of financial resources, the reason is that a substantial part of these funds instead of having to go on business development, was to establish and maintain a catchy image, not confirmed real achievements.

PR people Enron, apparently did not take into account that the image - it is just a shell, bright packaging, whose mission - to attract attention, to talk about the advantages and benefits of the company. But these must really exist, otherwise the audience will feel cheated.

This does not mean that the image does not deserve serious attention. Any professional will confirm that the value of a bright, precise image positioning and promotion can not be overestimated, so the correct image of the company to be formed from the first day of its existence and evolve along with it - is the only way to fame and recognition. Moreover, good, adequate image of the company, becomes an integral part of its reputation, and thus also helps successful business growth.

Results

3.1 Consumer choice

Assessing the business reputation of the company, we should not forget that consumers make their choice when acquiring goods and it is much more important than the opinion of the customer at any other time. The company have more opportunities, and its activity becomes more effective if people hold a high opinion about this company. Companies with a bad reputation people tend not to trust and not to buy their products. Thus, we can conclude that the positive reputation of the company is profitable and practical, and with the financial side.

Those who are guilty of violating the goodwill, using false information, advertising and other means, as a result of which the organization suffered economic damage and moral damage, brought to justice under the law.

3.2 Perfect image

Only that the organization may not have the image that is completely closed to the public, and such organizations in fact do not exist. The absence of the image means that the company does not know, or are indifferent to it. Some organizations simply limited in their ability to create the image of advertising their products or legislation. Only a strong image of the company and its products confirms that the company has a unique business capabilities that enhance the value of products.

To create the ideal image in its formation should involve not only specialists who are responsible for public relations, but also to every employee. In this case, the company may become a real, strong competitor in the market and has every chance to become a leader. Also, we believe that the company should be a book of proposals and requests, and you need to respond to all comments, even if the review is negative, try to answer the most positive. (Us VA Litvinenko and Ivanova, 2016).

The optimum is when the image and reputation do not contradict each other, when they are formed parallel to each other.

Discussions

Then «image», as a specific phenomenon that has been adopted by the emerging political science, the experts saw it as an important area of work. Political scientist known works Niccolò Machiavelli «Sovereign» and G. Le Bon «Psychology of Socialism», which is given scientific and applied study the practical value of this phenomenon. Machiavelli clearly demonstrated the importance for the public entity has possession of the corresponding «guise» (mask), and interpret the meaning of Lebon imageology as a means to achieve political success due to the effect of «personal charm».

Psychological rationale imageology become the object and subject of study Social and Political Psychology. Possessing knowledge of the laws of social perception process and the subjective awareness of the external image, they have given the issue of theoretical and applied study.

In the reign of Elizabeth there was censorship of portraits of the Empress. Imperial decree was approved by a sample image of her painters. In 1886 he published a book P. Mantegatstsi «physiognomy and expression of feelings» in Russia. In 1925 in our country, a book was published Khatuntseva B. "On the nature of power. Previous research on the socio-psychological bases of power "in which personal charm was seen as a means of creating a subjective halo around him, does that subdue people and gain their acceptance.In the 70's image began to appear in the USSR in magazine and less newspaper articles as a negative category. He considered mainly as a manipulative technique of bourgeois politics and the media used for the purpose of indoctrination of mass consciousness of people. This attitude contributed to the image is not an objective interest in him on the part of Soviet scientists. One attempt to overcome this attitude to the image of those years was in an article in the journal «Problems of Philosophy» a talented scientist Professor O. Feofanova.

In our time, the image has become a hot commodity among all those involved in business and especially in politics. On its acquisition during the electoral events in the country spent huge sums of money, tens of thousands of dollars. Increased demand in the image uses the stage and the theater. Due to the image of a developed service industry has become a political and commercial advertising. The increasing demand for image spawned a new profession - an image-maker. It is a specialist in the design of the image of the individual, business and political structures (for example, a political party or public organization).

The image can be considered as individual look or aura created by the media, the social group or the individual's own efforts in order to attract attention to himself. « Some scientists consider the concept of the image only in relation to the organization. For example, a marketer Kotler defines the image as a "perception of the company or its products by society».

Conclusion

Do not equate «image» and goodwill» of the company, although these categories are closely related. The image (form) - a superficial, often artificially created in a relatively short time representation of the object, which is formed in the minds of people. Because people have different information about the company, not the same story of their relationship with the company, so far, and the image of the same companies in different forms in different people. The image may not reflect the underlying economic and social characteristics of the company, especially its behavior in the market and the consequences of its activities, often camouflaging the real principles and methods of doing business. The image can significantly change, while virtually nothing is changing in the company.

We can conclude that the achievement of an adequate level of reputation requires a lot of effort and money. Thus, if the development of the company is assumed by increasing its reputation, the top - managers need to have to understand the value of goodwill, and to make care of her main business objective. It is necessary to identify all the reasons due to which can occur a negative attitude to the company and to evaluate new risks as well as reputation - an asset that is very poorly protected against all kinds of risks and failures, but it opens to the company new opportunities and revenue.

There is nothing more important than the constant control and monitoring of the image, which was fixed for your company. If you are already treated as deceivers and swindlers, to restore the good name will be much more difficult than to constantly monitor all the information about yourself and, if necessary, to expose her adjustment. Of course, such actions will require the necessary financial effects that the «force» of many leaders to the path of renunciation of the policy of financing its reputation. However, the consequences of such short-sightedness may be critical in the first place, for the reputation. Secondly, for the entire enterprise, as the reputation, despite the fact that an asset that is difficult to assess the material, in the absence of control over it can lead to very impressive material losses.

Unfortunately, there are a large number of people who underestimate the importance of image in the business, even though we all know that «good name» always has to ensure that it has the best reputation.

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STATISTICAL METHODS IN THE ANALYSIS FACTORS OF WELFARE OF THE POPULATION

Abstract

The urgency of the problem under investigation due to the fact that the well-being of the population is the main objective of public policy and priority of long-term socio-economic development of the Russian Federation. The article aims to study the population welfare factors using statistical methods. The leading methods to the study of this problem are: analytical (factor) grouping and multiple correlation and regression analysis. With the help of analytical categories was found a direct correlation between incomes and indicators of socio-economic development of Russian regions. As a result, correlation and regression analysis, the most significant factors affecting the incomes of the population have been established, and a quantitative evaluation of this dependence. Article submissions may be useful for the development of programs for socio-economic development of regions with a view to improving the welfare of the population, as well as in predicting the level of income.

Keywords

well-being, incomes, wages, employment, methods of statistics, correlation, grouping

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Introduction

The level of socio-economic development of a country (region) is determined, first of all, indicators of the level of life (welfare) of the population, namely the size of the incomes of the population, the presence of the living space and other property, as, ultimately, the task any state - is to ensure a decent life of its citizens.

The concept of «well-being» is quite capacious, and one of the most important socio-economic categories.

Under the well-being refers to:

a) provision of essential material and spiritual wealth, that is, goods, services and conditions that satisfy certain human needs;

b) the availability of the necessary resources for a full life;

c) the value of assets owned by the person or group of persons.

Well-being is expressed in the system of indicators characterizing the standard of living of the population, the main ones include the following:

- Per capita income.
- The availability of real estate, consumer durables, financial assets, housing, comfort him.
- The volume and structure of consumption of basic food and non-food non-durables and services.

- Availability of work content and working conditions, the structure of motivation and job satisfaction, and others.
- Motivation structure of family and household activities and satisfaction of its duration and structure of leisure (free time) and others.

Materials and Methods

2.1 Methods and models in the analysis

To investigate the level and dynamics of the population's welfare, as well as the factors that determine it in science, the following methods: analytical groups, correlation and regression analysis, forecasting for the regression model, the construction of variational-dynamic tables, modeling of time series, as well as the construction of the cumulative curves of Lorentz *(Kabashova, 2015)*.

An analysis of the scientific literature shows that at the present stage formed the basic methodological position in the field of public welfare. However, not enough investigated and quantitatively comparable influence of various factors on the welfare of the population at the level of individual regions and the country as a whole.

In modern scientific literature devoted to the study of people's welfare, including the income of the population and their differentiation, there are the following models:

- A model of inter-regional differentiation of monetary income of the population of the Russian Federation; regression models depending on the size of households on the level of per capita income, depending on the structure of consumer spending on the level of per capita household income;
- Differentiated model of balance of income and consumption related to different social strata; econometric model of the relationship between differentiation and standard of living in the regions of Russia;
- Depending on the model of average disposable resources of households by type of settlement, the size and composition of the household, the number of workers in the household *(Kabashova, 2014)*.

Research methodology of welfare in general must continuously improve, evolve, adequately reflecting all processes, from the moment of formation of incomes before they are used in real-world conditions of time and place *(Kabashova, 2016)*.

2.2 Literature Review

In contemporary literature the results of the application of statistical methods in the assessment of well-being of the population (including the incomes and inequality), and the factors affecting it. Consider some of them.

Chernova T. in his work provides a comparative analysis of the principal components of inter-regional differentiation of monetary income of the Russian population.

For a comprehensive study of the regional impact of the environment on the differentiation of cash income was selected 23 factors, including: the number of students in higher and secondary educational institutions; the proportion of the male population of the region; specialization by industry regions, providing services and producing goods; the proportion of urban population in the region; unemployment rate; fixed assets in the region; a living wage, and others. An analysis of four major components have been identified: 1) the level of per capita incomes; 2) the concentration of productive capital; 3) the level of development of trade and services; 4) unemployment *(Chernova, 2003)*.

Study of regional differentiation also devoted to working Gerasenko V. Proposed methodology for monitoring the socio-economic development of the region is based on the use of multi-dimensional economic and statistical analysis.

Dubyansky G. for the first time in the economic literature has analyzed the dynamics of the various forms of wages for 1991 - 2001 years. Comprehensive analysis of the history, dynamics and wage issues was held in the year on monthly and measurement, as well as in the sectoral aspect.

Much attention is paid to the analysis of dynamics of correlative indicators on the problem of wage differentiation. The main method of studying the differentiation of wages was the development of the author of the special analytical tables as a major research tool and a consistent chronological analysis.

Surinov A. in the study population (household income) income using correlation and regression and clustering techniques. So, the author reveals the dependence of the size of households on the level of per capita income, dependence on consumer spending patterns the level of per capita household income.

In the study of income differentiation Surinov A., Suvorov A. used differentiated balance of income and consumption, which gives a quantitative description of the size and structure of income, expenditure and consumption of the population belonging to different social strata, and the relationship between these characteristics. Differentiated balance shows the distribution of income by source among groups of households in areas of expenditure and consumption of specific goods and services, while the share of households across the different types of it makes it possible to show the role of different social strata in these processes.

Sheviakov A., Kiruta A. based on regression analysis evaluated the importance of factors of social stratification of the population of Russia. The differentiation of the population by income in 1995, according to their calculations, was 34,1% due to the differentiation of wages, 8,4% differentiation of social transfers and 57,5% differentiation at the expense of business, income from property and other sources.

Scientists conducted an econometric analysis of the relationships between the differentiation and the level of living of the population in the regions of Russia. The dependent variables in the construction of regression models were used indicators of living standards: the nominal per capita income, subsistence minimum, as well as the growth rates of these indicators.

The main explanatory variables considered set of indices: differentiation factor; normal differentiation factor in the case, if all the incomes of the poor have been raised to the minimum subsistence level; half the sum of the Gini-index of differentiation of income and expenditure; population with per capita income below the subsistence level as a percentage of the total population of the region.

Tamashevich V., Bokun H. using correlation analysis investigated the dependence of the average disposable resources of households by type of settlement, the size and composition of the household, the number of workers in the household.

Nikiforov O., Filippov A. offered to analyze the dynamics of the two statistical indicators that in assessing the results of development of the region traditionally emphasizes - of the dynamics of output in sectors of the economy and incomes. However, the use of traditional methods of regression analysis to study the cause-and-effect relationships of variables presented in the form of time series, can lead to false results. To solve this problem, the authors used the method deviations from the trend, which is based on the transformation of the original series of levels in the new variables that do not contain the trend.

Correlation and regression analysis of the factors of territorial differentiation in living standards is given in Chudilin G., Ryabtseva V. Taking as a characteristic of the living standards of the population of the regions the ratio of cash income and cost of living, free from the influence of prices on consumer goods and services to regional differences, scientists have a complex multi-factor regression models of this indicator.

As arguments, factors are selected as follows: the average annual number of industrial production personnel in the regions; population density; proportion of the population of working age; the proportion of people employed in the private sector; the share of private investment; the share of investments directed to the technical re-equipment of production.

Khidirov R. in their work leads factor analysis indicators incomes. Four main factors have been identified that affect the characteristics of the population's income: the level of development of production; the presence of the country's natural, industrial, technological and financial resources; supply and demand in the labor market; sex and age factors. As a variable remuneration indicators were selected that are used in the calculation of income accounts indicators and indicators of per capita income and expenses: X_1 - the wages of employees; X_2 - the per capita cash expenditures and savings; X_3 - the average monthly nominal wage in the economy; X_4 - average per capita income of the population *(Khidirov R., 2004)*.

Currently, estimates of cash income differentiation of the population are mainly used two indicators - assets ratio and the Gini-coefficient. Kolmakov I. offers methodology of calculation and analysis of cash income differentiation of the population on the basis of integrated cash income polarization indices of population estimates.

The standard of living and welfare of the population studied and also from a gender perspective. So, Makasheva G. by the example of regions of the Republic of Kazakhstan carries out a statistical study of the welfare of women. To characterize the regional variation value women welfare indicators used by the standard deviation and coefficient of variation. The indicators characterizing socio-economic situation of women, the author considers the following: life expectancy, the combined share of enrollment of the female population between the ages of 6 to 24 years, average nominal wages, economic activity, the level of long-term unemployment and others. Spend a rating of Kazakhstan's regions in terms of the welfare of women, allowing not only to judge the degree of gaps in the welfare of women at the regional level, but also to determine the extent of the impact of negative factors on their level and quality of life.

2.3 Methodology of the study

In our study, for in-depth study of influence of factors on the level of welfare of the population conducted by the analytical (factor) group that identified the relationship between the studied phenomena and their characteristics.

Grouping is carried out according 75 regions of the Russian Federation for 2014. To ensure uniformity of data of the plurality of regions have been excluded: Moscow, St. Petersburg, Chukotka Autonomous Okrug, Magadan and Sakhalin region.

As of the effective feature we have chosen per capita real incomes, which act as the primary indicators of welfare.

All Russian regions were divided into three groups: group 1 – low income, group 2 – middle-income, group 3 – with high incomes. As independent variables the selected indicators characterizing socio-economic development of the country: X_1 – the share of the working-age population, %; X_2 – the level of employment, %; X_3 – the average monthly nominal accrued wages, rubles; X_4 – gross regional product (GRP) per capita, rub.; X_5 – investment in fixed capital per capita, rub.

The results of the analytical grouping of Russian regions by per capita money income are presented in table 1.

***Table 1**. Analytical group of Russian regions by the level of household income*

Group	Income, rub.	Number of regions	Average values of attributes					
			y	X_1	X_2	X_3	X_4	X_5
First	12398,0-21106,3	29	18449,2	57,3	62,3	22914,3	198591,8	56343,6
Second	21106,3-29814,7	37	24046,8	57,9	63,2	25915,3	269918,4	75630,0
Third	29814,7-38523,0	9	33709,9	60,5	67,4	41726,8	541050,1	166156,1
Average	x	75	25402,0	58,5	64,3	30185,4	336520,1	99376,6

The third group with the highest income includes the following nine regions: Tatarstan (29830 rub.), The Republic of Komi (30844 rub.), Khabarovsk (31703 rub.), Sverdlovsk region (32157 rub.), Murmansk (34149 rub.), the Republic of Sakha (Yakutia) (34205 rub.), Moscow region (34948 rub.), the Kamchatka Territory (37030 rub.) and the Tyumen region (38523 rub.).

Thus, in the third group of regions compared to low-income first group: average per capita income of more than 82,7%; the proportion of the working population - by 5,6%; employment rate - by 8,2%; average nominal monthly wages - by 82,1%; gross regional product per capita - more than 2,7 times; Investments in fixed capital per capita - nearly three times.

Thus, there is a direct correlation between the level of income of the population and factors of socio-economic development of the country.

To quantify the level of income, depending on the socio-economic and demographic factors, we performed a multiple regression analysis in the whole of the Russian Federation and in the context of three formed groups, thereby expanding the analytical group of regions.

Originally based on a qualitative analysis in regression model included the following factors:

X_1 – crude marriage rate, ppm;

X_2 – the proportion of urban population to total population in the regions, %;

X_3 – the proportion of the working age population in the total population, %;

X_4 – employment rate, %;

X_5 – average monthly nominal wage, rub.;

X_6 – the share of wages in incomes of the population, %;

X_7 – the share of income from the property incomes of the population,%;

X_8 – GRP per capita, rub.;

X_9 – the use of information and communication technologies in organizations, percentage of the total number of organizations surveyed;

X_{10} – investments in fixed capital per capita, rub.

Multiple regression analysis was performed using Statistica.

One of the conditions for a finding of multiple regression equation is the independence of the factors that disturbed the presence of collinear factors. On the basis of the matrix of paired correlation coefficients presence of collinear factors were found: the X_5 and X_6, X_5 and X_8. If factors models are collinear, they duplicate each other and one of them is recommended to be excluded from the regression. In our case, we exclude from the model X5 factor (the average nominal monthly wage).

In addition, the assessment of the importance of value-added regression coefficients using the Student's t-test showed statistically insignificant and unimportant parameters, hence factors: X_4, X_7, X_8 and X_{10} have been eliminated from the multiple regression equation.

Thus, in the whole of the Russian Federation after the multiple regression equation dropout factors is as follows:

$$\tilde{y} = -97870{,}72 + 2673{,}64x_1 + 113{,}96x_2 + 1298{,}63x_3 - 69{,}74x_6 + 202{,}15x_9 .$$

Results of regression analysis by groups of regions are presented in Table 2.

Table 2*. Quantitative assessment of incomes of the population depending on factors*

Group	Coefficient of correlation	Coefficient of determination	F-test Fisher
The first group	0,716	0,513	4,85
The regression equation	$\tilde{y} = 27990{,}36 + 430{,}20x_1 + 93{,}26_2 - 443{,}84x_3 - 55{,}91x_6 + 95{,}13x_9$		
The second group	0,535	0,287	2,49
The regression equation	$\tilde{y} = -2285{,}83 + 2551{,}20x_1 + 1{,}54_2 - 12{,}25x_3 - 93{,}21x_6 + 98{,}39x_9$		
The third group:			
X_1	0,631	0,399	4,64
X_2	0,013	0,000	0,0001
X_3	0,762	0,581	9,70
X_6	0,491	0,241	2,23
X_9	0,145	0,021	0,15
The regression equation	$\tilde{y} = -249{,}33 + 3768{,}59x_1$; $\tilde{y} = 33312{,}60 + 4{,}99x_2$; $\tilde{y} = -39312{,}15 + 1207{,}86x_3$; $\tilde{y} = 27905{,}64 + 110{,}84x_6$; $\tilde{y} = 5{,}44 + 0{,}04x_9$		

Results

As a result of the analytical group is a direct correlation between the level of income of the population and factors of socio-economic development of the country it has been identified. The group was supplemented by multiple regression analysis.

Let us analyze the main results obtained from the coefficients of the regression value-added. With an increase in the overall rate of marriages per mille incomes on average to increase by 2673,64 rubles, at constant other factors included in the equation. This is logical, since the family stimulates the production of higher earnings, the search for new sources of revenue.

Incomes in urban areas is higher than in rural, and therefore an increase in the share of urban population will contribute to the growth of per capita income in the region. Thus, by increasing the proportion of the urban population by 1% on the average per capita income will increase to 113,96 rubles, when other factors immutability. With the increase of the share of the working age population in the total population of 1% income increase by an average of 1298,63 rubles.

The relationship between incomes and the factors included in the regression equation, strong as multiple correlation coefficient is 0,787.

The quality of the constructed model as a whole assesses the coefficient of determination equal to 0,619, that is 61,9% of the variation of per capita income of the population due to the variation of the factors included in the equation.

In general, multiple regression model is significant, statistically reliable and can be used to analyze and forecast income levels.

Discussions

Among modern Russian researchers living standards of statistics, including the well-being of the population, it should be noted: S. Ayvazyan, I. Eliseeva, V. Zherebin, A. Kiruta, L. Nivorozhkina, A. Suvorov, A. Surinov, A. Shevyakova, T. V. Chernova and others.

In statistical science to date formed the basic methodological position in the field of public welfare. However, not enough investigated and quantitatively comparable influence of various factors on the welfare of the population of a particular region and the country as a whole.

Conclusion

Thus, in the analysis of welfare on the basis of economic and mathematical and statistical methods can identify and measure the quantitative relation between the studied parameters and factors influencing them. As a result of analysis (factor) group was found a direct correlation between incomes and indicators of socio-economic development of Russian regions. With the help of correlation and regression analysis it was established the most significant factors affecting the income of the population, and a quantitative evaluation of this dependence.

Recommendations

The results of the research can be used in the development of socio-economic development of regions of programs to improve the well-being of the population, as well as in predicting the level of income. The proposed method can also be used in the teaching of subjects "Statistics", "Econometrics", "Economic and Mathematical Modeling" in the educational process.

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PUBLIC RELATIONS IN USSR

Abstract

The relevance of the research problem due to the dynamic development of the PR industry around the world, raising public attention to PR as a science and the institutional approach to the study of PR-technologies. The purpose of this article is to describe the PR activities during the period of the Soviet Union, to distinguish methodological framework of «Soviet PR», and the formulation of the concept of "Soviet PR".A leading approach to the study of this problem was a detailed analysis of the economic ,social and political systems of the USSR and important geopolitical events of the time. In this work, we were able to identify unique Soviet mechanism PR, to characterize the level at which realized impact on the population , to determine the status of PR objects. The materials may be useful for the history of the development and expansion of the methodological base of the Russian PR.

Keywords

PR industry, PR industry, USSR, USA, institutional development,
global political processes, discharge, ideological warfare, propaganda

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Introduction

The history of science PR in the USSR has its own unique footprint in the global system of "Public Relations" due to many circumstances. It is possible to carry the features of economic , political and most importantly the uniqueness of the social system of the Soviet Union. The experience of studying the development of PR-science at the circumstances of the command-administrative rather than market economic system is unique. The peculiarity of this work is in the creation of basic levels of public relations, not naturally in an evolutionary way of development of society, an artificial way of building new public consciousness, "new thinking"

Methodological Framework

The methodological basis of Soviet-PR was based on a wide range of branches of the imperative method of impact on the audience. It has been used such instruments like: the political process, PR campaign, promotion, advertising, cinema . In result was formed the methodological base methods of influence on audience:

1) a method of creating artificial high level of public consciousness with the low level of development and the formation of the basis

2) method of propaganda to influence public opinion in connection with the instability of the basis when evolution of artificial high level change both levels

3) the method of large-scale propaganda PR campaigns

4) the method of aggressive advertising

5) the method of socialist realist cinema that forms the audience's image of the ideal existence.

Results

3.1 The formation of the superstructure of social consciousness

After the revolution of 1917 the population of Russia more than 80% were functionally illiterate , exactly to the same extent to solve social problems, to be involved in technological production, and to be, consequently, at a high level of socialization. The Soviet authorities began a campaign against illiteracy in 1917 and by 1939 illiteracy rate was 10%. This method is underlying the emergence of the Soviet PR, because its main task is the formation of stable public opinion on any question interesting in the first place of power, if to speak about a totalitarian state. Soviet PR was not working in the goods and services, he did not work on the market and its institutional structure, various business organizations and foundations. He worked for the state. The Soviet party elite very accurately interpreted and adopted to the dogma the words of an English banker Nathan Rothschild he said in the early 19th century: "Who owns the information, owns the world". Indeed, the Soviet Empire, located on the 1/6 part of the globe, exercised complete influence and control over all types of social relations within its borders. The country has given to all people the education, have formed their ideological system and as a result of the synergy of these processes can be increased of attorney to speak of the correlation of notions about the level of intellectual potential of the population and formation on its basis of the Institute of public relations in the USSR. All this contributed to the formation method of creating an artificial high level of public consciousness along with the low level of development and the formation of the basis.

3.2 The impact of Propaganda on public opinion

The second of January of 1942 in Moscow was established the Jewish anti-fascist Committee. JAC was a public organization created by the NKVD and involved representatives of the Soviet Jewish intellectuals to advocate achievements USSR abroad and solved the problem of the accumulation of funds through loans and direct donations from international Jewish capital. The organization has been very successful , collected "JAC" money was the acquisition but: 1000 planes, 500 tanks, as well as significant capital on a reducing-wide work in the country. Statements and appeals within the framework of the activities of the Committee were made by the Russian intelligentsia. n JAC included such figures as: S. A. Lozovsky (Director of the Soviet information Bureau) and Mikhail Borodin, the writers Ilya Ehrenburg and D. R. Bergelson, poets Marshak, and P. D. Marques, L. M. Kvitko, filmmaker S. M. Eisenstein, musicians Oistrakh, Emil Gilels, actor V. L. Zuskin, General J. G. kreizer, and A. D. Katz, hero of the Soviet-Union submarine commander I. I. Fisanovich, academicians A. N. Frumkin, P. L. Kapitsa, L. S. Shtern. Representatives of the "JAC" has performed in USA, UK, Canada and other countries of the world, thereby creating a positive image and positive public opinion about the Soviet Union in the international arena. However, after the war, in 1948, a case was brought against a group of Jew-ing public figures of the Soviet Union — members of the Jewish anti-fascist Committee (JAC) . Hearings on this case lasted until 1952. The investigation has been subjected to various kinds of repression 125 people, but the worst - formation in the public consciousness the image of "Jew= enemy". (Aleshina ,1997). The above geopolitical situation is a manifestation of the action of method propaganda influence the public opinion in connection with the instability of the basis when evolution of artificial high level of public consciousness change both levels

Another example of propaganda method and the impact on the public consciousness is the famous "doctors ' case". The member of this anti-Jewish campaign rooted in the treatment of a member of the Politburo of the USSR, Andrei Zhdanov. His doctor, Lydia Timashuk, on the basis of the electrocardiogram, diagnostic shaft Zhdanov myocardial infarction and prescribed him the appropriate treatment. However, the guide GlavLechUpr organization in which Timashuk pursued his professional activity , recognized diagnosis wrong and changed medical procedures course . Zhdanov died as a result. The world was a global political process on the establishment of the state of Israel. A possible place of creation of the first sovereign Jewish state had been the Crimean Peninsula. The Soviet side was naturally not very interested in the transfer of their territories to another state. The USSR was in debt of military loans to the West, and Golda Meir, conducted negotiations, performed with the support of the United States. Therefore, the Soviet Union was forced to engage in dialogue. In this situation, and was the actual case about the treatment of Zhdanov, because all guide GlavLechUpr(glavnoe lechebnoe upravlenie- not be able to translate) consisted of people of Jewish origin and related this datum - names . Began to shape up public opinion. Technology PR at the time had clearly expressed structure and spread to all levels of governance. The mechanism was layered. The draft TASS materials and media (in particular, of the newspaper "Truth") about the arrest of a group of "doctors-wreckers" was approved on 9 January 1953, the Bureau of the Presidium of the CPSU Central Committee (*Bourdieu P*), then their decision was interpreted by media announce. Of course ,media had disagreed with government line and then the process of transfer and implementation decisions to the all cities of USSR. Notably, significant that in those years people became afraid to go to doctors. The oxymoron "doctor-killer" or "killers in white coats" miraculously changed its lexical meaning, becoming a steady expression . The word "Zionist", which in the war years meant those ideas of creating and combining in one sovereign state all Jews in the world and the main Zionist of the world, particularly the Western media, called the Soviet leader Stalin (based on the fact that of organized JAC. Which showed the world that unlike Germany, in the USSR the rights of Judies are being fully observed), now in the late 1940s is synonymous with «traitor». Two of the above process enables to identify the surprising fact of how with the right application of PR technologies can be twice to change the public opinion of the vast country on the same issue, while not leaving the borders of the decade.

However, the culmination moment of a show of force and simultaneously test for the Soviet PR science were the events that followed the death of long-time leader of the country Joseph Stalin. In March 1969 the world came the first socialistically conflict. In open confrontation entered the Soviet and Chinese border guards. The conflict did not arose out of nothing. It was predictable. The tension between the countries existed before. It all started with the XX Congress of the Communist party of the Soviet Union - one of the greatest PR-projects of the Soviet state. The fact that the above-mentioned Congress was debunked and are subject to obstruction Stalin's personality cult. The new political elite has absorbed the old and without losing time, decided to significantly change public thinking. The transcript of the XX Congress was sent to all party branches in the country , the most active strata Council-civil society: young people, the agitators, the Komsomol, the party, etc. were in fact reprogrammed in a new way, and behind them, with their enthusiasm, new thinking began to spread in the USSR cover all segments of the society. Sustainable public opinion about the great and infallible "Father of Nations" broke into pieces after falling from the pedestal of history under the weight of open archives and the thousands of disclosed criminal facts. Of course, there were people not going into the following in the essence of political processes, did not read Newspapers and indifferent to all sorts of political disturbances. They did not take a new course. The benefit percentage is much inferior to the vast majority of so-vowel with the General line of the party. In all Soviet media was conducted a successful PR campaign aimed at blackening the personality of Stalin and all his minions, which the press denounced ,became abusive and incompatible with a successful career, in a word –"stalinisty". Surprisingly, ten years before the events described all the party members, managers of all levels, business executives, Industrialists at the inauguration called themselves "loyal Stalinists". Now the worship of or respect for the personality of the dictator became unacceptable and the public are shameful. For a better understanding of the situation and reflection of the process of changes of public consciousness, is to give an example of an interview with a significant Russian and Soviet poet Yevgeny Yevtushenko. Which took the journalist Leonid Parfenov for his documentary "Children of the XX Congress." "Yes, we all believed in him, but how else?. I remember than I wrote poems about his life , work. After that I wrote the Requiem dedicated his death. Cried. All people were cried . And then everyone found out. And the archives opened and the rehabilitation of the accused innocent "enemies of the people" began. Everything had changed"(Parfenov,2014). XX Congress of the Communist party of the Soviet Union as PR-project-the great Soviet is a operation PR higher management echelon; have had success and achieved the goal of domestic policy. In the framework of the external was the problem .The Soviet Union lost socialist ally. Billion China and its leader Mao Zedong, for which Stalin was, in a sense, a role model, considered the twentieth Congress of the Communist betrayal of the idea of crystals. The conflict on Damansky island, the Cuban missile crisis and the suppression of the uprising in Czechoslovakia - all these clashes seriously warmed world wide tension, as a global problem of the Soviet leadership. Needed militaristic world «discharge». Of course, «the discharge» has become another large-scale PR - project of the USSR in the twentieth century. To implement such a large project it was necessary to conduct some internal political processes, to prepare the public opinion. The country's leadership had to come to a consensus with the generals, because the generals, soldiers on both sides of the U.S.-Soviet Union were the initiators of the arms race, bloated military budgets, and as a consequence and increasing global danger. Despite all the logical arguments for the feasibility of «discharge», the arms race was gaining momentum and the number of produced nuclear weapons grew. Geopolitically began to emerge the tendency of dictation from the United States to the West regarding the nuclear program. Full control of the nuclear forces of the West by military analysts from the United States and ,as a consequence, the number of incidents with carriers of nuclear weapons, has caused increasing criticism of U.S. nuclear policy from the world of public relations. The contradictions in the principles of management of nuclear weapons in the NATO command led to France's withdrawal in 1966 from participation in the formation of the armed forces of this organization. January 17, 1966 was one of the largest incidents involving nuclear weapons: fired when refueling in the air, the B-52 bomber of the U.S. air force made an emergency discharged of the four thermonuclear bombs over the Spanish village of Palomares. After this incident, Spain refused to criticized France's withdrawal from NATO and limited military activities of the U.S. air force in the country, suspending the Spanish-American agreement of 1953 on military cooperation; negotiations to renew this agreement in 1968 ended in failure. In Germany the rise to power of the social Democrats, headed by Willy Brandt was marked by a new "Eastern policy", which resulted in the Treaty of Moscow between the USSR and the FRG, 1970, recorded the inviolability of borders, the rejection of territorial claims (East Prussia) and declaring the possibility of unification of FRG and GDR. All these facts were very by the way the Soviet leadership, PR-campaign in denouncing the United States has successfully worked, and Soviet diplomacy has won international victory. The Soviet leadership understood the need to reform the economy, development of civil sector, not the military. The failure of the West has allowed to establish in the public mind the image of the USSR as the greatest nation in the world, and a strong can afford the indulgence .A parity in strategic weapons between the USSR and the USA was reached during the second half of the 1960s and coincided with a global formation of sufficiently stable and right bipolar political system: the Eastern and Western blocks led by the USA and the USSR reached strategic equilibrium based on the doctrine of mutual assured destruction — USSR caught the USA in the strength of the nuclear forces , surpassed in size of the army and the size of the military budget and the production volume of the MIC(military complex) . In turn, the United States in the progress of the Apollo program did in the 1969 landing on the moon ahead of the USSR in the space race. Reaching approximate equality in the number of nuclear forces, the parties proceeded directly to the discharge . Was launched a joint Soviet program "Soyuz — Apollo", USA and the USSR signed the first Treaty on the limitation of strategic arms. In 1975 was under-written of the Helsinki agreement, one of the most important of which was the block on the observance of human rights. This portion of the document was made public in the Soviet Union, and the information about it was transmitted by Western radio stations (*Official website RASO,2015*). In the result of wise foreign policy the government start to invest money into the defense industry, and in agriculture, to have honest commercial ties with Germany and American corn at a lower price. The PR machine went off in fright. Misguiding the whole world is an illusion of unprecedented superiority, the Soviet Union received substantial dividend on the case with zero contribution.

3.3 Method of conducting large-scale PR-actions

In the Soviet Union actively promoted a healthy lifestyle. Throughout the country created a sports society, which would be appropriate to consider as agents of the PR activities, they conducted a large-scale PR - action, which is a significant method of formation of public consciousness. The sixth of July, 1936 at the red square in Moscow held a Grand football match. Honor to play literally in the heart of the capital went to Moscow Spartak. This day had to pass the parade of athletes and to effectively complete the occasion, the curator, Alexander Kosarev has offered to hold a football match (*Rozin,2003)*. For the game decided to make a huge felt carpet. Every one of Spartacus at nights with thick needles was pored over the canvas, which stretches from the Historical Museum to St. Basil's Cathedral. By morning the carpet was rolled to the walls of the Gum, so as not to impede the passage of vehicles. Painted in poisonous green color, lined with white marking; to players, the carpet seemed to be a thin case that covered the cobblestones of the marketplace. The coating was so hard that everyone falls on his kicker hardly felt the difference between him and the stone pavement. All the details were agreed and in front of the Mausoleum in front of the leaders of the country and everyone who came out to the parade of people turned football battle. Between played the main and backup compounds Spartacus, dressed in red and white colors ,respectively , thereby cultivating the club colors. The game originally was supposed to last half an hour and have drew end. Obligatory condition was the abundance of goals , scoring chances, hits, jump, kick, penalty. Usually in "contractual" matches, the aesthetic side of things does not happen at the proper height in the absence of the main driving force of any sports competition is the unpredictability that the match was not in sight. The game was as felt carpet that imitates grass. On guard stood Kosarev with a white handkerchief, agreed with Starostin conditional sign – waving, when the spectacle gets old. However, the game is so like Stalin, instead of half an hour the teams played 43 minutes. Opposition members of the teams ended with the victory of the basic structure with the score 4:3. Of course, such a large-scale PR campaign had to lead to a positive impact. So, to Spartacus came status and honorary title "people's team", while thousands of Moscow's boys from this day on ill football. In 1956 and 1960. the USSR team won the two most prestigious tournament in its history-the Olympic Cup and the European championship *(Utkin,2011*) in those teams the number of children "society Spartak" has prevailed. The effect on the minds of people bright colorful image of the obvious PR campaign gave an objective result, two decades later, therefore, it is possible to ascertain its success.

3.4 Method of aggressive advertising

Advertising is one of the most important PR tools in the world, the Soviet experience is no exception. The first Soviet large-scale Soviet campaign was launched in 1924 and was dedicated to "state" Money for it was allocated a little, but the problem was solved very original way: it is combined with another campaign - no more, no less, as with the campaign for re-election to the Boards(*Haywood, 1999*). Insurance agitators toured the villages and counties at the expense of the Communist party, and party and Komsomol activists were "for Soviet power", and in support of insurance. Ably co-operated, the budget for implementation ,it would seem that these different tasks led to their mutual decision. Advertising campaign state insurance had two directions in its activities. . On the one hand, the goal was to reduce the arrears of the accountant (mandatory) insurance that guarantees the necessary minimum insurance for shields, fire everyone, regardless of timeliness of payment of contributions. On the other, to coerce the people to insure the property voluntarily. Moreover, it was stressed the class difference between the Soviet insurance from pre-revolutionary: have the same rates and poor huts with thatched roofs and stone houses of wealthy citizens contrary to the laws of actuarial science. The formation of stable public opinion on the matter it was decided to conduct through Newspapers, meetings, and campaign literature. In particular, there was a whole series of leaflets "Insurance library farmers", however, the first time it was often used by the illiterate peasants on tobacco, and not for its intended purpose. There were familiar to us today booklets on various types of insurance, and guidelines for prevention: the heating stoves in the village, a safe roof covering, hygiene. The pioneers of the Soviet PR though and had a rich experience, but handsomely possessed intuition, therefore, was made more "popular" forms of agitation. The campaign was a collection of "Songs and ditties about insurance" Ermila Girina and Sergey Rozov. Absolutely revolutionary was the decision to remove a video is in the genre of short film and show, both in the cities and in the periphery. Issued a special "insurance film" called "a Fist in the side of the poor in the proc" enjoyed national popularity, but not as advertising, but as a complete cinematic product.

Discussions

All being PR industry, its market and the system in General , related to the institutional path of development. PR absorbs a number of branches , and therefore of the professions, such as PR, analyst, press Secretary, PR Manager, PR specialist outsourcing, etc. the Main feature of the functioning of PR industry in the USSR was the elitism of this kind of activity. She studied political elite and serving its organization. The first persons of the state was the so-called helpers, the polls had higher education and, as a rule, were academicians of the USSR. With the beginning of the Khrushchev thaw and the emergence of a generation of "the sixties", in public administration has changed personnel policy , and with it the principles of hardware-based thinking, and the result was transformed and the General line of the party. Academics Alexander Bovin and Arbatov Gregory, who served as consultants first persons of the country since the mid-1960s, they can be considered one of the founders and researchers of the modern domestic PR industry. The fact that the group of governmental consultants were engaged not only speechwriting, (one of the most important PR technologies) but also develop new formats of communication with the audience. For example , from 1969 to 1991, the CG of the Union to broadcast Soviet TV project called "international Panorama" *(Schiller,1980)* , which was considered a definite indicator of the development of the Institute of public relations of the country and the brainchild of the chief editorial Board for information of the Central television. The transmission went out every Sunday at 18:00 with the slogan: "the week's Events: a chronicle, facts, comments!" and had a steady audience over 100 million. Soviet society was unaware of both the economic and social crisis thanks to the skillful work of «propaganda machine» managed by competent PR experts, engaged in activities of the moderators of a certain closed-loop system, controlling the flow of information processes, thereby protecting the society from various kinds of disturbances and perturbations.

Conclusion

Thus, the institution of "Public Relations" in the Soviet Union had a key role because of global indoctrination, the ideological opposition of socialism and capitalism, concluded in the framework of the cold war. Those ideas are what the country lived, the principles which have guided the population in its everyday life , it was extremely important to guarantee the internal harmony, concentration of economic, industrial and social forces to continue the confrontation with the Western antagonists. In terms of the denial of any religion its functions transferred to the ideological machine. The state created tiered ideological mechanism that had a significant impact on Soviet society for almost all the years of the Soviet regime. The power invested in the people(education , health, stable prices). which in turn was to recoup the cost a hundredfold. The government was obliged to form the idea, to interest and to skillfully coordinate the social processes and mood. Surprisingly, given the world order has been able to access the best in people quality and build confidence in the future. When the level of subordination of object-subject, where the object is the population, rather than a subject state ,a priori prevails imperative method of impact. The paradox lies in the fact that 57% of the people who lived in the Communist era, I remember it as the best and free period of life . It can be concluded that the Soviet PR technologists engaged in domestic and foreign policy, was a very talented and professional people.

Recommendations

This work can be a contribution to the study of history and the methodological techniques of the Russian PR-of the Institute. It considered and selected methods of operation and impact on the audience of Soviet PR, defined level, which was concentrated impact on the target audience and which social group it was carried out. Formulated system propaganda machine that was able to implement adding artificial basis of social consciousness on the territory of the vast country. Attempts to validate the position of the viability of the concept of "Soviet - PR" and evidence of the insolvency of the opinion that "Public Relations" occur only in a market economic model.

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PSYCHOLOGICAL CULTURE AS A FACTOR OF OVERCOMING INTERPERSONAL CONFLICTS IN THE ORGANIZATION

Abstract

The relevance of the study is also determined by the fact that the development of psychological culture of employees of the organization as a mechanism for the prevention of interpersonal conflicts in the organizational environment is rarely reflected in experimental studies that could be effectively used to explain and control of organizational conflicts. The article presents the results of an experimental study of psychological culture as a factor in overcoming interpersonal conflicts within the organization. The composition of the study group consisted of 36 people ranging in age from 26 to 45 years old. The general hypothesis of the study was in the statement that overcoming of interpersonal conflicts in organization should be contributed to the appropriate level of psychological culture including a high level of constructive communication, good psychological self-regulation, the ability to know and to assess their personality realistically.

Keywords

psychological culture, interpersonal conflict, organization

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Introduction

In modern conditions in the Russian society it has formed a clear need for both fundamental and applied knowledge about the nature, the laws of development and methods of prevention of interpersonal conflicts. The solution of the problem can help to overcome the difficulties, which become apparent in connection with the need for conflict management in the organizational environment.

Conflicts in management systems are discussed in detail in the works of A.Ya. Antsupov, V.G. Zazykin, A.L. Zhuravlev, D.L. Moiseev, A.V. Filippov, A.I. Shipilov and others. The problem of prevention of interpersonal conflicts is essentially deep akmeologic because it is based on the main principles laid of acmeology: activities subject (B.G. Ananiev, K.A. Abulkhanova-Slavskaya, A.V. Brushlinskii, A.A. Derkach, E.A. Klimov, etc.).; potential and actual (S.L. Rubinstein et al.); optimality (V.G. Aseev, V.A. Bokarev, etc.)

Industrial conflicts is a specific form of expression of the contradictions in the relations of production workforce. They occur between people who work together. They are characterized by common goals and interests, internal compartmentalization of functions and roles; they are in direct connection and relationship. For example, employees of the department are competing with each other trying to make a favorable impression on his boss *(Denisov, 2000)*.

Externally relations between employees look as though decently. But in the depths everyone is ready to put another "fatal" blow. The struggle between them is a very veiled, employees used different techniques: subtle hints, desire in the eyes of others to create the impression of capable and responsible employees, revenge, a manifestation of hostility. The reason for the conflict is the incompatibility of the interests of employees.

Conflicts may arise due to the perception of the behavior of members of the small group as not conforming to the standards accepted in the team. For example, violation of one employee a labor discipline may void the award of all other participants in employment and cause conflict.

Managers should improve their ability to guide the behavior of employees in the way that to achieve the objectives of the organization involving personnel with traits desirable for this task, and at the same time to create a work environment that could conducive to the maintenance of these characteristics (*Spivak, 2004*).

Currently, to the problem of formation of psychological culture and its component, conflictological culture, is paied more attention because modern society is characterized by increasing levels of competition, and continuous and rapid changes and transformations, which lead to an increased number of conflicts. Recognition of the conflict as an inevitable phenomenon actualizes the problem of the development of specific norms and rules of behavior in conflict situations, as well as individual personal qualities that contribute to a constructive solution of problems. Psychological awareness of personality and its ability to predict, prevent, resolve conflicts make up the concept of psychological culture of personality (*Samsonova, 2003*).

N.V. Samsonova analyzing the problem of the formation of psychological culture highlights the concept of "conflictological culture of personality" and "conflictological culture of specialist". The "conflictological culture of personality" is expressed in the human aspiration and ability to prevent and resolve social conflicts: interpersonal and inter-ethnic. Psychological culture of specialist is characterized by absorption and the use of professionally oriented psychological knowledge necessary for the perception of conflict-professional environment and further realization of professional features in a professional conflict. Under the "psychological culture of specialist" N.V. Samsonova understands the qualitative characteristics of fashion professional life in the professional environment.

N.V. Samsonova and N.V. Kukleva are considering the psychological culture as a kind of professional culture of specialist, which integrates the functions of the other components of professional culture: the communicative culture, informational culture, methodological culture and conflictological culture. Implementing the structural features of the conflict, conflictological culture signals of outbreaks of social tension, expands opportunities for information of organization. It contributes to a deeper understanding of the conflict parties to each other and their problems. It weakens the mental stress and creates intellectual and emotional tension that accompanies collision of different strategies of behavior, prevents destructive conflict and confrontation of conflict participants and unites the members of the staff (*Samsonova, 2003*).

E.S. Kolmogorova classifies psychological culture as a higher level of psychological preparation, which also includes conflictological levels of literacy and communicative competence. By studying the problem of forming conflictological culture, the author emphasizes the psychological context of this concept. According to research by E.S. Kolmogorova, psychological culture involves maturity not only specific knowledge and practical skills, but also a number of specific skills that are the basis for a better understanding of others and yourself, for self-improvement, self-realization. Based on the definition of the conflict as a confrontation accompanied by negative emotions of the conflicting parties, the author points out the relevance of specific behavioral skills, as well as the inner qualities that provide a constructive solution of problems (*Kolmogorova, 1999)*.

I.S. Pochekaeva shares the view of E.S. Kolmogorova believing that constructive engagement in conflict situations contribute to the personal qualities of the participants of the conflict, which must be developed. I.S. Pochekaeva defines psychological culture as "integral personal formation, features of which determine its leading specific characteristics: awareness of the need to prevent and resolve conflicts constructively, understanding of conflict as a positive value; implementation of the internal regulation of the conflict; the ability to apply this personal formation in practice of prevention and constructive resolution". Based on the determination the author identifies the following structural components of conflictological culture: rational, emotional and behavioral components (*Pochekaeva, 2010*).

Materials and Methods

Realizing that the level of psychological culture is not always conducive to conflict-free interaction, we conducted a study to examine the psychological culture as a factor in overcoming interpersonal conflicts within the organization.

The study was conducted on the basis of Company "System" in Moscow. The composition of the study group consisted of 36 people ranging in age from 26 to 45 years old. Experimental work carried out in several stages.

The first stage - preparatory. At this stage we studied the psychological literature on the problem of psychological culture and interpersonal conflicts in the organization, we set goals, objectives, developed the hypothesis of the study. We determined the sample of the study.

The second stage – theoretical. At this stage we carried out the study, generalization and systematization of information on the issue of psychological culture, the history of its formation, the problem of implementation of the activities of organizations in terms of psychology, revealed the components and the main components of the psychological culture of the person.

In the scientific literature the numerous studies permit the subject of the problem of conflict, methods and characteristics of their occurrence. In the works of foreign scientists (R. Dahrendorf, M. Deutsch, G. Zimmel, L. Coser, K. Lewin, K. Horney et al.) as well as in the works of Russian researchers (K.A. Abulkhanova-Slavskaya, A.Ya. Antsupov, N.V. Grishina, A.I. Dontsov, F.I. Erina, V.I. Zhuravlev, N.I. Leonov, V.C.Merlin, V.N. Myasischev, V.V. Novikov, N.N. Obozov, L.A. Petrovskaya, B.I. Hasan and A.I. Shipilov et al.) developed the theoretical and methodological approaches to the analysis of interpersonal conflicts, presented different views on the nature of the conflict, its social role, considered ways of preventing and conflict resolution.

The third stage - experimental. At this stage a diagnostic program for studying psychological culture and interpersonal conflict in the organization was developed and implemented. As a hypothesis we have suggested that the appropriate level of psychological culture, assuming a high level of constructive communication; good psychological self-regulation; knowledge of his personality and behavioral traits contribute to overcome interpersonal conflicts in the organization.

Based on the objectives of the study and the results of theoretical analysis of the socio-psychological literature we used the well-known diagnostic methods:

1. Method of "Psychological culture of personality" (O.I. Motkov);
2. Test to assess the level of personality’s conflictness (A.V. Morozov);
3. The questionnaire "The style of self-regulation of behavior" (V.I. Morosanova) (*Morosanova, 2002*);
4. Method "Assessment of ways to respond to the conflict" (K. Thomas).

When selecting methods we tried to take into account the positive assessment of the use and reliability of the method according to a number of foreign and Russian researchers; availability of techniques for participants; the possibility of qualitative and quantitative analysis of the results.

Results

As a result of the method "Psychological culture of personality" it can be seen that on a scale of "A" (the degree of aspiration) that the average level of harmonious psychological culture dominates (55%). It means that the desire to change themselves for the better, to know their inner world, to analyze themselves can be traced quite strongly.

In turn, on the scale of "B" (the degree of aspirations' realization) the low level of psychological culture dominates (40%). Accordingly, it can be concluded that the degree aspirations' realization in this test group does not correspond to their aspirations but rather stands on the lower level. It means that only 40% of this group are already at a high level of implementation of their psychological tendencies.

According to the results of test to assess the level of personality's conflictness, 24% of the examinees revealed a high level and 12% - a very high level of conflictness.

The results of the questionnaire "The style of self-regulation of behavior" suggest that the vast majority of examinees (75%) are able to plan their activities and behavior; capable to realize important conditions for achieving the goals, both in the current situation and the promising future (85%); able to think the ways of their actions and behavior in order to achieve the objectives of developed programs (75%); have developed and adequate self-esteem (85%); demonstrate the plasticity of regulatory processes (85%) and show their independence, flexibility and appropriate responses to changing conditions (80%). However it is revealed a certain number of examinees whose need for conscious planning and programming of their behavior has not been formed, they are more dependent on the situation and the people's opinion.

According to the results of method "Assessment of ways to respond to the conflict" the rank showed a compromise (39%); whereas 26% of the examinees tended to adapt and 14% of the examinees showed a trend to competition. Of the entire sample only 13% of the examinees are willing to cooperate. Life observations show that those who are inclined to stick to the tactics of competition, they relate to the criticism with prejudice. This type of people as if blocked by understanding the needs and aspirations of others, the satisfaction of their claims they put in the first place. Such types are often carriers of conflict (*Kulikova, 2013*).

Psychological analysis of the process of the conflict situation in view of its nature, objectives and possible trends gives grounds to draw conclusions, the implementation of which in the practices of personnel management of the company or the department gives perspective maintain healthy moral and psychological climate in the collective and prevent social and psychological (interpersonal, intergroup) and business (professional) conflicts.

In order to establish the correlation between the level of psychological culture and constructive communication of employees of the organization, as well as determining the effect of separate components of psychological culture and constructive communication, the criteria pair correlation (r-Pearson) was held on (Picture1).

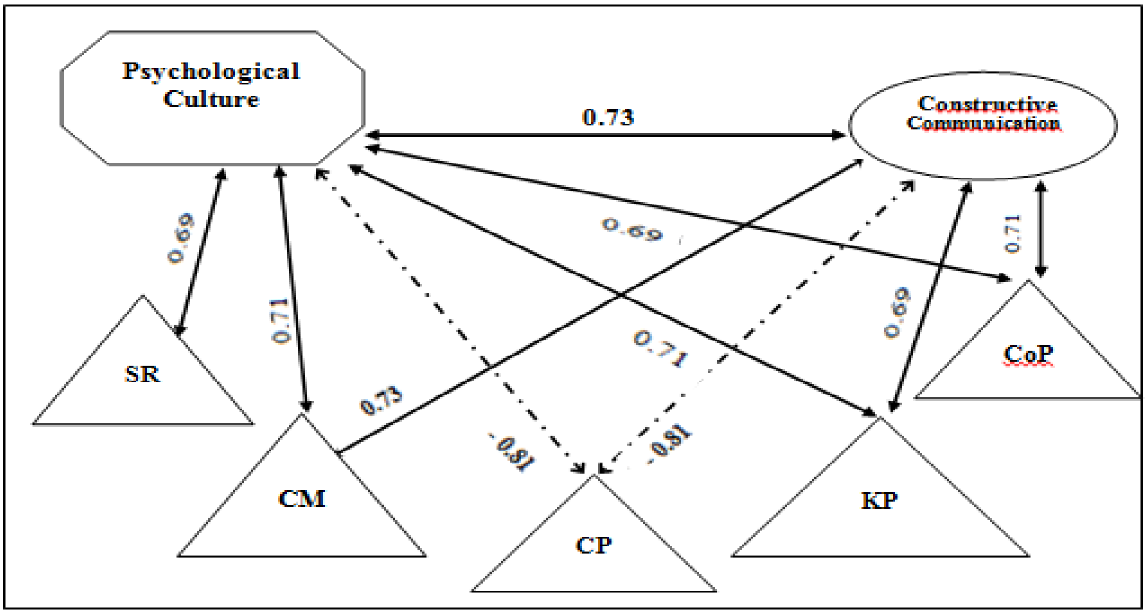

***Figure 1**. Correlation between the level of psychological culture and constructive communication of employees of the organization*
(Note. In the figure the following symbols: SR – self-regulation, CM – Compromise, CP – Competition, KP – Knowledge of personality, CoP – Cooperation)

The analysis of the statistical processing of the results of pair correlation allows us to state the following:

1) there is a positively directed relationship between the level of psychological culture and constructive communication. The correlation coefficient in this case was r = 0.73, (by the level of significance p=0.05), which indicates moderate correlation;

2) there is a positively directed relationship between the level of psychological culture and **SR.** The correlation coefficient in this case was r = 0.69, (by the level of significance p=0.05), which indicates moderate correlation;

3) there is a positively directed relationship between the level of psychological culture and **SM**. The correlation coefficient in this case was r = 0.71, (by the level of significance p=0.05), which indicates moderate correlation;

4) there is a positively directed relationship between the level of psychological culture and **KP**. The correlation coefficient in this case was r = 0.71, (by the level of significance p=0.05), which indicates strong correlation;

5) there is a positively directed relationship between the level of psychological culture and **CoP**. The correlation coefficient in this case was r = 0.69, (by the level of significance p=0.05), which indicates strong correlation;

6) there is a positively directed relationship between constructive communication and **CoP**. The correlation coefficient in this case was r = 0.71, (by the level of significance p=0.05), which indicates strong correlation;

7) there is a positively directed relationship between constructive communication and **KP**. The correlation coefficient in this case was r = 0.69, (by the level of significance p=0.05), which indicates strong correlation;

8) there is a positively directed relationship between constructive communication and **CM**. The correlation coefficient in this case was r = 0.73, (by the level of significance p=0.05), which indicates strong correlation;

9) there is an inverse relationship between the level of psychological culture and **CP**. The correlation coefficient in this case was r = - 0.81 (by the level of significance p=0.05), which indicates strong correlation;

10) there is an inverse relationship between constructive communication and **CP**. The correlation coefficient in this case was r = - 0.81 (by the level of significance p=0.05), which indicates strong correlation.

It is necessary to bear in mind that presence of correlation relationship does not establish relationship of the sequence between the reason and the consequence but only indicates that two variables are interrelated to a greater extent than we can expect by random coincidence.

Discussions

The basis of the conflict situations in the group between individuals is a clash between the oppositely directed interests, opinions, objectives, different ideas about how to achieve them.

Personality traits are a strong factor for success in the work. These individual physiological qualities of a man, manifested in features of temperament, self-assessment, in the way to respond to the words and deeds of people. It follows that in the conflict situation or in dealing with a difficult person, we should try to see in him not only a friend, but also his other qualities. As we cannot change his system of attitudes and values, his psychological features, i.e. you need to pick up for him a "key" and not to complicate the situation and not to bring the person to the stress.

Conflict resolution contributes to everything that ensures the preservation of normal business relations, enhance mutual trust and respect (*Puzikova, 2003*). Conflict resolution is, first of all, co-operation of its members and aimed at ending its counteraction and solve the problem that led to the collision. Resolution involves the activity of both parties to transform the environment in which they interact, to eliminate the causes of the conflict.

The most promising is the prevention of conflicts at the early stages of development and, above all, at the stage of its inception. The decisive condition for conflict prevention is a healthy moral and psychological climate in the team. It is characterized by respect for human dignity, self-criticism, of benevolence, the planned working rhythm, the supreme authority of the head. To maintain emotional stability, professional competence and human dignity of every employee, partner, customer means to avoid many conflicts and keep the focus of the team, the department to address the major problems of activity (*Morosanova, 2002*).

Preventing of conflicts requires not only knowledge of ways to influence on the collective, group psychology, but also the knowledge of individual psychology, the ability to influence on the behavior of individuals.

General recommendations were made to all participants of the study.

1. Correctly assess the situation and act according to the situation.
2. Show attention to the interlocutor and patiently listen to him.
3. Find out and use the information that allows you to judge the individual characteristics of people.
4. Prevent and resolve effectively the conflict situations, find the ways to constructively out of difficult situations.

Conclusion

The present study investigates the psychological culture as a factor in overcoming interpersonal conflicts within the organization. The decisive condition for the prevention of conflicts is the level of psychological culture **of employees of the organization**. The indicators of psychological culture are the following: a high level of constructive communication; good psychological self-regulation; knowledge of personality and behavioral traits. A central place among the control actions in relation to the conflict occupies its permission. Conflict solution is the elimination in whole or in part the causes of the conflict or change objectives to the conflict. Conflict management is the purposeful action to address the causes of conflict or to correct the behavior of participants in the conflict situation.

The theoretical significance of our study is to identify the main approaches to the definition of psychological culture and understanding of the conflict as a socio-psychological phenomenon in the works of foreign and Russian psychologists; development of methodological support for research of the problem: the compilation of diagnostic technics, drafting correctional and development program for the development of psychological culture. The practical significance of this work is determined by the ability to use the research results in practice of psychologists in the workforce, as well as the heads of the various organizations and departments for the prevention of interpersonal conflicts.

Analysis of conflict researches in psychology and allied sciences lets say that the practical aspects of working with conflicts is increasingly coming to the forefront in the field of organizational psychology. Psychological culture is seen as a part of the organizational culture which is understood as a set of rules, regulations, customs and traditions, shared and adopted by employees of the organization. It is obvious that if the culture of the organization is in line with its overall goal, it can be an important factor in organizational effectiveness. Moreover, the corporate culture is one of the essential elements of the company's image (*Kulikova, 2017*).

Thus, the need for formation of psychological culture in the organization determines, in our view, a promising direction for further research - development of the concept of psychological culture of the head and its structural and functional model.

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FORMATION OF PRESCHOOLERS' CONSTRUCTIVE ABILITIES BY MEANS OF THE LEGO CONSTRUCTOR

Abstract

The relevance of the problem is caused by the developed need to expand the maintenance of preschool education, develop methodical providing for organization preschoolers' Lego design, which would conform to requirements of the innovative and socially adapted orientation of educational activity in kindergartens. The purpose of the paper is to justify the technique of formation constructive abilities among advanced preschoolers, when using the LEGO designer both at the lessons, and in free children's activity. The leading approaches to the research are system-activity, integrative and competence-based approaches. The author presents the developed technique for constructive abilities formation among 5-7 year-old children when using LEGO and the pedagogical conditions for its realization. The materials of the paper can be useful to optimize the process of Lego design organization for children at preschool educational organizations.

Keywords

LEGO design, constructive abilities, LEGO constructor, advanced preschoolers, preschool education organization

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Introduction

1.1. Statement of a problem

The statement and introduction of the Federal State Educational Standard (The order of the Ministry of Education and Science of the Russian Federation of 17.10.2013 No. 1155) put in front of preschool teachers a problem of revision of the content on children's construction, considering the modern principles of preschool education. Special attention should be paid to such principles, as assistance and cooperation of children and adults; recognition of a child as a full-fledged participant (subject) of educational relations; support of children's initiative in different activity types; formation of cognitive interests and informative actions of a child in activity different types *(The federal state educational standard of preschool education, 2016)*.

Preschooler actively aspires to know the world around, shows interest to everything unknown, asks many questions. The unique tool to develop children's cognitive interest is LEGO constructor, by means of which it is possible to build models and thus to be trained, playing with pleasure. Today LEGO appears the most preferable developing toys owing to the its universality.

When a child independently designs, he can feel himself as a professional engineer, mechanic, builder or great designer. The model can be remade and new forms can be designed. This activity is brisk and interesting; it opens new prospects, where there are no imagination limits. Designing promotes development of child's intelligence, imagination, creative abilities, abilities to concentrate, cooperate with other children.

1.2. The relevance of the research

The relevance of the studied problem is caused by the following contradictions:

–between the social order for education of preschoolers capable to show independence and activity in design and insufficient attention of teachers of preschool educational organizations to the problem of formation of preschoolers' constructive abilities;

– between the need to search theoretical justification for choosing the means, which develop preschoolers constructive abilities, and insufficient theoretical justification for using LEGO as a mean for formation of preschoolers' constructive abilities;

– between the requirement of practice to scientific-methodological ensuring of the studied process and the lack of scientific-methodological development on use of LEGO in kindergartens.

The allocated contradictions allowed to formulate the research problem: "What are the theoretical and methodological bases for formation of constructive abilities among advanced preschoolers in preschool educational organizations?"

The standard-legal basis of the research are The Federal Law of 29.12.2012 No. 273-FZ (edition of 28.06.2014) "About Education in the Russian Federation" (on December 29, 2012); the Concept of the Federal Target Program of Education Development for 2016-2020 (on December 29, 2014 No. 2765-r); the order of the Ministry of Education and Science of the Russian Federation of 17.10.2013 No. 1155 "About the Approval of the Federal State Educational Standard of Preschool Education"; the Concept of Preschool Education (1989); the Approximate Main Educational Program of Preschool Education (approved by the solution of Federal Educational and Methodological Association on General Education of 20.05.2015, protocol No. 2/15).

Materials and Methods

2.1. Methodological base of the research

The theoretical-methodological bases of the technique for formation constructive abilities among advanced preschoolers, when using the LEGO, define a complex of strategic directions of the research and set of the corresponding methodological approaches. We consider that the theoretical-methodological bases of the technique developed by us can be presented in the form of expedient integration of a system-activity approach (at the general scientific level), an integrative approach (at the concrete-scientific level) and a competence-based approach (at technological level).

A system-activity approach defines structure for the process of preschoolers constructive abilities formation, provides sequence of mastering abilities; allows to consider components of participants' activities on formation of this type of abilities when using LEGO in interrelation of means, forms and methods. The educational process at a preschool educational organization constructed on the basis of a system-activity approach is focused on children receiving knowledge in the course of independent constructive activity. It has motivational conditionality and assumes emergence of children’s independence, initiative development, manifestation of free choice, realization of abilities and educational requirements.

An integrative approach considers formation of preschoolers’ constructive abilities as a process and result of pedagogical integration (inter-subject, intra-subject, interpersonal and intra-personal).

Integration in kindergarten is realized through design of educational activity content, choice of the effective means, forms and methods of educator’s work united by the thematic principle, integration of types of children's activity (game, design, cognitive-research activity, etc.).

A competence-based approach considers process of formation of preschoolers’ constructive abilities within the logic of problem training techniques, statement and solution of problem tasks. The approach focuses teachers on a new design and realization of educational process. The basis of the approach is educator’s ability to consider a child as an activity subject, to interact with him in appropriate way, to build educational space on the basis of his interests, abilities and informative requirements.

Efficiency of solution tasks on formation of preschoolers’ constructive abilities by means of LEGO assumes accounting of the following principles: consistency, assistance and cooperation of children and adults, recognitions of a child as the full-fledged participant of the educational relations, integration of educational areas, age adequacy and individualization of education.

The following methods were defined to solve theoretical and practical problems of the research: theoretical research methods (theoretical-methodological, conceptual-terminological, standard-legal analysis of literature, synthesis, induction and deduction, comparison, theoretical modeling); empirical research methods (conversation, studying products of children's activity; method of diagnostic situations, content analysis of pedagogical documentation, questioning of teachers, method of expert evaluations; method of mathematical statistics).

2.2. Evaluation criteria and the results of ascertaining experiment

The carried-out analysis of scientific literature allocated the following criteria and indicators of formation of preschoolers’ constructive abilities:

1. Desire to design: choice of the most acceptable kind of activity for a preschooler.
2. Ability to design: reaction on a task, result of activity, independence in realization of a plan (choice of materials, originality and creativity, choice of original means of expressiveness).

The analysis of ways of action in construction and products of children's creativity was held to identify the level of formation of preschoolers’ constructive abilities.

Children were suggested to construct something unusual and interesting by using LEGO. After it, each child described the construction. Thus, comments of children and their interpretation of own work were considered *(Maksayeva, 2014)*.

The results of experimental activity showed the insufficient level of formation of constructive abilities among 5-6 year-old children (45%). Children negatively reacted to a task. It was difficult for them to image own design and choose necessary materials. Creating the constructions, preschoolers adhered to color combinations. However, many models were stereotyped. Preschoolers could hardly describe what they had constructed and for what purposes. Some children could not realize the ideas in an activity product. They independently thought up the design, but they needed the help of an adult to construct it. In this regard, pedagogical activities on formation of preschoolers’ constructive abilities by means of LEGO were organized.

Moreover, teachers' questioning was carried out to identify knowledge about development of advanced preschoolers' constructive abilities. The questionnaire included the following questions:

1. Do the children of your class like to be engaged in designing?
2. What types of constructors do you have in your class?
3. How do you think, what is constructive abilities?
4. Are you interested in constructive abilities development among the children of your class?
5. Do you carry out work with parents in this educational direction?
6. What organizational forms of mastering design do you use during the class and out-of-class activities?
7. What methods and receptions do you use for training children to design?
8. Does your class have necessary conditions for constructive abilities development?
9. How do you estimate an average level of constructive abilities development among the children of your class?
10. How do you think, do LEGO design classes influence on constructive abilities development?
11. Do you have difficulties in preparation (carrying out) of design classes?

Having analyzed the obtained questionnaire data, we concluded that teachers admit the problem of constructive abilities formation by using LEGO actual; it demands special consideration within the technique of preschoolers' designing. Educational process participants put into practice different ways of LEGO design, intuitively defining the degree of their efficiency in an educational situation.

In this regard, we concluded that there is a need to develop methodological recommendations for teachers in this educational direction.

2.3. The process and description of the forming experiment

Revealing pedagogical conditions for formation of constructive abilities among 5-7 year old children, we were guided by the requirements of the Federal State Standard and a tendency in change of the educational content for preschool educational organizations. As a result, the complex of conditions of substantial and procedural-technological character was defined.

First, it is the enrichment of the developing subject-spatial environment:

– providing organized space for individual and group design tasks;

– ensuring presence of different types of LEGO constructors considering age and gender features of preschoolers;

– ensuring existence of flow charts, auxiliary materials in the forms of illustrations, literature, technical journals, magazines about military equipment, children encyclopedias with technical orientation, visual aids to organize independent design activities of children *(Grizik, 2014)*.

Special attention was paid to the requirements of the Federal State Educational Standard to design of the developing subject-spatial environment at preschool educational organization. It is transformation of space, which assumes possibility to change subject-spatial environment depending on an educational situation and changing interests and opportunities of children. Multi-functionality of the environment gives an opportunity for various use of various components of subject environment, existence of multifunctional (not rigidly fixed direction of use) subjects, materials for different types of children activity (including subjects-substitutes in children game) in classes.

It should be noted that sets for 5-7 year old children help to create initial knowledge of modern science and equipment. The sets contain bolts, axes, gears, levers, etc.

Children do not simply collect equipment (planes or ships), but they are acquainted with the difficult principles of mechanics, features of elementary mechanisms in an available, attractive form. During LEGO design, child imagines a complete image of an object, allocates its main parts, defines its place on the plane, investigates the real world and defines essence of subjects and phenomena.

Real life construction motivates children to LEGO design activities. In this regard, during walks and excursions, the special attention of children was paid on architectural features of constructions, developing abilities to compare constructions and their purpose, design, ornaments. Acquaintance with builders' work and construction equipment also interests children.

An important condition of formation of preschoolers' constructive abilities was use of different educational forms in different sequence, which forming depends on a designing type, combination of individual and collective forms of children activity.

Designing on a sample was carried out the following way: children were offered the construction models made from LEGO details and they were showed the ways of their reproduction. This form of training presents the direct transfer of ready knowledge and ways of actions based on imitation to children. Let us notice that use of LEGO samples is a necessary learning stage, when children seize construction technology.

Designing on a model was carried out the following way: children were shown an example model with the outline of separate components hidden from children. In this case, children has a certain task, but not a way of its solution. For the most effective use of models, children were offered to master various designs of the same object expressed in a model. Based on their analysis (allocation of the main parts, their spatial arrangement, functional purpose, etc.) children received general concepts about the designed object. General concepts created during designing on a sample allowed preschoolers to carry out more flexible and intelligent analysis when designing on a model.

Designing under the terms has essentially other character. Design tasks are expressed through conditions and have problem character (as ways of their decision were not defined). During this activity, teacher forms an ability to analyze conditions and to build practical activities with rather difficult structure basing on this analysis. Children acquired the general dependence of design structure on its practical appointment.

Designing on a plan has great opportunities for expansion of children creativity, manifestation of their independence Here a child decides himself what he will design. Organizing such type of desig, we considered that children have to have general concepts of the designed object, own the generalized ways of LEGO design and be able to look for new ways *(Kozlova & Kulikova, 2012)*.

In the process of constructive abilities formation, we used various methodological receptions: demonstration of a sample, display of construction ways with explanation of design methods, statement of a problem task (reconstruct garage for 1-2 cars), statement of a subject and the corresponding conditions (build a room for a certain family members).

During experimental activity, we organized child-adult and child-child interaction. It differs from the existing monological tradition. The situations, when the child who had seized new constructive abilities trained other children, were created. Teacher was just watching. For example, we organized the competition on construction of a new kindergarten, where three subgroups on 5-6 preschoolers participated.

Each child had opportunities to use various LEGO materials in independent activity. LEGO design was included in a wide range of children life that provided its connection with other kinds of activity and allowed to act as the integrating beginning *(Paramonova, 2001)*. For example, models from LEGO were used as auxiliary material in subject role-playing games. Creating them, children copied a sample from world around. Therefore, the more complete and emotional their impressions were, the more interesting and various the creation were. By means of such models, it is possible to create the environment for the dramatized, didactic games (scenery, attributes, heroes of fairy tales).

It is important to provide time and place for LEGO games. Such games demand concentration of thinking and attention. Racks for games should not disturb children.

Special attention was paid to careful attitude to the constructions made by children. Usually children like "to come back" to constructions and make changes. Therefore, it is necessary to bring up careful attentive relation to own and others constructions among all preschoolers; show construction of companions to a child; learn to notice progress of others and to rejoice them.

The following methodical recommendations were offered teachers to increase level of professional competence in LEGO design organization.

1. Enrichment and improvement of the developing subject-spatial environment.
2. Use of various forms of LEGO training organization.
3. Creation of problem situations, which solution should motivate children to repair mechanism, car, construction.
4. Creation (together with children) of albums with schemes of children constructions, albums with photos of constructions and children stories about these constructions.
5. Orientation on the subject interesting to children when choosing a scope.
6. Combination of individual and collective activities during lessons.
7. Creation of such situations, when a child, who seized new constructive abilities, will train other children.
8. Special attention of children should be paid on on originality, choice of materials, combination of color scale and quality of the performed work.
9. Special attention of children should be paid on careful attitude to constructions, made by children. It is necessary to define a place for constructions ready or unfinished constructions.
10. Hold exhibitions of works, where parents see children achievements. Tell parents about LEGO and its developing effect, types and series, which can be used for advanced preschoolers design.
12. Give seminars, practical works, open classes, where parents can see how to learn children at home.

Results

In the course of experimental work, groups of the preschool educational organization had the steady tendency for acceleration of process of formation children’s constructive abilities. It was expressed in saving time for LEGO design training, decrease of each child of feedback achievement, increase of preschoolers’ activity and independence in solving constructive tasks, reduction of educators’ help.

Verification confirmed the validity of provisions of the technique. The results of its substantial-semantic filling and practical realization confirmed efficiency of process of formation of preschoolers’ constructive abilities by means of LEGO.

Discussion

The history of pedagogics has been describing games with construction material for a long time. They are presented in many educational systems for preschoolers (F.Frebel system, "Waldorf education", L.K.Shleger system, etc.). Various aspects of formation of preschoolers' constructive abilities are considered in the works of Russian scientists, as V. G. Nechayeva, Z.V. Lishtvan, A.N.Davidchuk, L.A. Paramonova.

The researches in the field of educational LEGO design of children of preschool age for preschoolers are presented in the works of L.G. Komarova, T.S. Luss, O. A. Maksayeva, M. A. Sklyarova, O. L. Smelaya, E.V.Feshina, et.al. However only the small part of researches on this problem is devoted to development of methodological tools for formation of constructive abilities by means of LEGO.

Conclusion

Requirements of the Federal Educational Standard to the results of mastering the Program are presented in the form of target reference points of preschool education, which represent social-standard age characteristics of possible achievements of the child at the end stage of preschool education. One of such reference points is child's mastering the main cultural ways of activity. The preschool child shows an initiative and independence in different types of activity – game, communication, informative-research activity, design, etc.; he is capable to choose an occupation and participants of joint activity *(The federal state educational standard of preschool education, 2016)*.

This fact was the inducing factor to scientific-applied development, creation of a technique on formation of advanced preschoolers' constructive abilities by means of LEGO and pedagogical conditions of its realization.

The main idea of the technique is that a child is led from imitation of adults' actions to the independent solution of constructive problems with increasing difficulty. Children get basic skills and then transfer them, change, supplement and vary in independent games with LEGO.

The sources of the presented technique were the social order realized in normative documents, objective requirements of society and individual; international and domestic pedagogical experience, traditions of its development in the field of the studied problem; the theoretical concepts fixing a modern level of preschool education development; the practical experience of LEGO design organization in kindergartens, including techniques and methods.

Recommendations

Theoretical and applied provisions of the paper can form scientific-methodological basis for improvement and modernization of the existing programs of preschool educational organizations, development of methodological recommendations for tutors of kindergartens about LEGO design optimization and purposeful formation of constructive abilities among 5-7 year-old children.

The research does not settle all the aspects of the considered problem. Its further studying can be continued in the following directions: development of creative activity among advanced preschoolers by means of LEGO design, development of theoretical-methodological and methodical aspects for development children's constructive abilities at different age stages of the preschool childhood, formation of constructive abilities among advanced preschoolers, when using robotics in kindergarten.

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THE ROLE OF SMALL BUSINESSES IN THE CURRENT ENVIRONMENT. SMALL BUSINESS PROSPECTS IN RUSSIA

Abstract

This topic is particularly relevant for Russia today. Small business plays a very big role in the national economy, its development affects economic growth, the acceleration of scientific and technological progress, on the saturation of the market required quality products, the creation of new jobs, that is, to solve many pressing economic, social and other problems. The experience of developed countries of the modern world clearly demonstrates the need for any national economy highly developed and effective small business sector.

Keywords

small business, tax revenues, entrepreneurial activity, sanctions, support programs, development difficulties

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Introduction

1.1 *The* urgency of the problem

Russia's economy is now in its infancy. Although Russia recognized as a country with a market economy, it would have been more correct to call this feudal economy that lives by its own laws. Management of development today has been reduced to the creation of favorable conditions for exporters at the expense of the rest of the population. The actual development of the controls in the Russian economy does not exist - the reason for the sharp slowdown in economic growth. Apparently, in its development, Russia must actively use the rich experience of the economically developed countries, often begin their ascent from similar situations. One of the ways to ensure the sustainability of economic growth, repeatedly confirmed by international practice, is the development of small businesses - the most mobile, risky and competitive segments of the economy of any country.

Materials and Methods

Almost a third of the population of Russia, one way or another, connected with a small business. This multi-million real owners, managers, financiers, organizers of production. For all the years of reform, it is actually a small business was the only growing sector of the economy.

But at the same time, the small business is still enough to play a minor role in the Russian economy remains "in the shadows". Meanwhile, the only reasonable scope of products and services produced by small businesses are able, first, to saturate the market with competitive products, and secondly, to create new jobs, thirdly, to begin the formation of the foundations of society in any civilized country - the average class.

Result

Thus, further development of the situation without the active and positive government intervention can lead to a reduction of this sector of the economy with a corresponding worsening of economic problems and increasing social tensions. Continuation of the policy of reforms requires the support of citizens' private initiative and small business development in our country has become an essential part of the national doctrine held by the socio-economic transformation.

Discussion

4.1 Place the small enterprises in the economic structure

Understanding the role of small business requires a clear idea of what place it occupies in the national economy and what are its distinctive features. The formation and development of market relations requires the free and equal coexistence and development of different forms of ownership and different sectors within each form of ownership. Considering the private sector, we can speak of three groups of companies, which in common terminology is defined as large, medium and small businesses, depending on their size. Owners of these companies united by a common corporate interest - the preservation, development and protection of private property - which are due to similarities in their behavior in all respects relating to the property. However, business in general, is very nonuniform, each of these three groups has its own domestic interests, determine the strategy of economic behavior, attitude towards the state and its policy, socio-economic, political and national issues. *(Kolomyts O.N., 2016)*

Big business is mainly determined by economic and technical power of the country. For the purposes of self-preservation and development, it tends to integrate by absorbing or controlling the smaller partners, on the one hand, and on the other - together in international organizations, partially losing their independence, and falling under the influence of the more powerful partners. At the same time, guided by the situation on the international market and fulfilling the will of the stronger partners, big business becomes an instrument of the international expansion of business structures in the domestic market. In certain conditions, this dependence leads to the internationalization of big business interests at the expense of national interests.

Medium business increasingly relies in its activities on the domestic economic situation and forced to compete within their own group, as well as with large domestic and foreign capital. This determines the interest of medium-sized enterprises in protecting the domestic market by means of protectionist state economic policy and formation of certain rules of market economy, which determines a closer link medium-sized businesses with national interests.

Small business, or small business, is the most numerous stratum of small owners, who by virtue of its mass is largely determined by socio-economic and partly political level of the country's development. By their standard of living and social status they belong to the majority of the population, at the same time being as the direct producers and consumers a wide range of goods and services. small business sector forms the most extensive network of companies operating mainly in local markets and directly related to the mass consumer goods and services. In combination with the small size of small enterprises, their technological, industrial and managerial flexibility it allows sensitive and respond to the changing market conditions. *(Tolmachev A.V.,2016)*

small business sector is an essential, objectively necessary element of any developed economic system, without which the economy and society as a whole can not normally exist and develop. Although the "face" of any developed state are large corporations, and the presence of powerful economic forces - big capital largely determines the level of scientific, technical and productive capacity, the true foundation of life of the countries with the market economic system are small businesses as the most massive, dynamic and flexible form business life. It is in the small business sector is created and circulates the bulk of national resources, which are a breeding ground for medium and large businesses.

High flexibility and massive coverage of virtually all areas of the internal market ensures sustainable development of the economy and contribute to the stability of the political climate.

One of the reasons for the successful development of small and medium-sized businesses in the advanced economies is that large-scale production is not opposed to the small. In developed countries, the principle of co-cultivation of large and small enterprises, with large associations do not suppress it a small business, and mutually complement each other, especially in the area of specialization of individual industries and in innovative developments.

The functioning of the local market, rapid response to changing conditions of the market, the direct relationship with the consumer, specialization in a particular segment of the market of goods and services, the opportunity to start their own business with a relatively small start-up capital - all these features of small business are its advantages, increase resistance to the domestic market, but are disadvantages under certain conditions, hindering his development. On the one hand, rapid response to changes in small businesses operating conditions makes it more mobile and adaptable, and on the other - depending on market conditions, the dynamics of the external socio-economic and political conditions. Relatively small capital narrows the scope of production, limits the ability to attract additional resources (scientific, technical, financial, industrial, labor, etc.). The limited scale of production and a small number of employees rise to the simplicity and efficiency of enterprise management.

4.2 Features of small business in Russia

Small business in Russia has some distinguish it from the majority of small business features of foreign countries. Features its alignment within a single small business of several activities, the inability in most cases to focus on single-commodity model of development; the desire for maximum autonomy, while a significant portion of foreign small businesses working on the terms of the subcontract, etc .; - General low technological level and low technological equipment in conjunction with a significant potential for innovation. *(Kobozeva E.M.,2015)*

Russian small businesses have a high degree of adaptability to the difficult economic situation, aggravated by the disorganization of the system of public administration and the growing criminalization of society. While the lack of development of the system of self-organization and infrastructure support to small enterprises have a negative impact on the functioning of the sector.

An important condition for the economic formation of small businesses, which largely depends on the efficiency of public administration, management and control is the presence and degree of development of the market of production factors such as capital market, labor market, market of capital goods, including land and other properties.

This implies not only the existence in Russia of these markets and the availability of appropriate infrastructure to ensure their efficient operation, but also the ability to access them small businesses to increase their role in the formation of the demand, as well as full and accurate information about the state of the markets, and nationally .

4.3 The role of small enterprises in the Russian economy

- Social role

The social importance of small business is determined by the mass groups of smallholders - small business owners and their hired workers, the total number of which is one of the most important quality characteristics of any country with developed market economies. It is this group of active population serves the bulk of consumers, producing complex products and services in accordance with the rapidly changing market requirements.

Development of small business contributes to the gradual creation of a broad stratum of small owners (middle class), providing their own well-being and a decent standard of living, which is the basis of social and economic reforms, the guarantor of political stability and democratic development of society.

It should also be noted that small business employment is not only a source of livelihood, but also the manner of disclosure of the internal potential of the person. Objectively, the inevitable restructuring of the economy is forcing a growing number of people to do self-employment.

small business sector can create new jobs, and therefore, can provide a reduction in unemployment and social tension in the country. Mass development of small enterprises contributes to changing social psychology and life goals of the general population, it is the only alternative to social dependency.

- The political role

The political influence of small businesses in various countries is large enough, as this social group has long been a foundation formed middle class, the most representative in terms of numbers and is the spokesman of the political preferences of a significant part of the population. In the context of sustainable socio-economic and political development of society characterized by small entrepreneurs greatest commitment to the principles of democracy, political stability and economic freedom. Layer smallholders is most active, and even aggressive in the event of threats to the property, as opposed to large and medium-sized owners for small business owners their property is often the only means of livelihood, and the most important way of self-expression. The middle class or forms its own political movement, or becomes the object of the struggle of various political forces for votes.

This factor determines the continuity of the connection of small business with the interests of local and regional communities, which makes it dependent on a national basis and is a breeding ground for his patriotism. At the same time, as evidenced by the historical experience of Russia and other countries, patriotic sentiments among smallholders in the economic downturn and political instability can take extreme forms, and push them to support the most extremist political forces.

-The economic role

The essential role of small businesses in the economic life of countries with market economic system is determined by the fact that in this sector operates the vast majority of enterprises are concentrated most of the economically active population and produces about half of the gross domestic product.

small business sector is the fastest-developing new products, and economic niches, develop in sectors unattractive to big business, etc. The most important features are the ability of small businesses to accelerate the development of investment and high turnover of working capital. Another characteristic of this sector is an active innovation and accelerate the development of various sectors of the economy in all sectors of the economy.

The inherent flexibility of small businesses and high adaptability to market conditions variability contribute to the stabilization of macro-economic processes in the country. However, the sector characterized by a relatively low yield, high labor intensity, the complexity of the introduction of new technologies, limited own resources, and increased risk of acute competition. This leads to a constant renewal in the MF sector as a result of massive bankruptcies or reorientation activities. In 2002, the number of registered small enterprises has increased by 5.1%, amounting to 880.6 thousand last date. According to all indicators in 2002 compared to the same period last year recorded an increase, which gives hope for the continuation of this trend over and 2003 city

4.4 Small business and public policy

Small business without state support and without their own intragroup interactions are not always able to successfully resist the competition to big capital, to defend their economic, political and social interests.

On the definition of public policy objectives and targets for the enterprise dominates the purely fiscal approach is applied, which is caused by the same utilitarian understanding of the place and importance of the business sector in the economy. Small business is considered only as one of the possible additional factors that affect the reduction of unemployment, the intensification of innovative processes, the development of competition, saturation of certain segments of the market in goods and services, etc., ie, as a tool for solving various social and economic problems, the use of which depends on a number of objective factors, and is not mandatory.

In Russia observed a dangerous trend. Economic policy continues to focus on the support of large government and the post of state economic structures and their associations, primarily financial and industrial groups. The emerging state - monopolistic economic system, small businesses are represented as a kind of foreign body, and their existence may be mainly used for filling niches unattractive for big business, the establishment of financial dependence and integration into the structure of big business, to perform the most difficult, time-consuming and less profitable operations .

With access to significant material and financial assets, large enterprises have more favorable access to credit and the possibility of obtaining more favorable bank loans, the founders of which they are. New small company it is often impossible to break long been divided monopolized market to gain access to government contracts, as well as to the media, reaching the so-called "support the national economy." The head of a large company, of course, easier to "break through" profitable for him an administrative decision, especially at the local level.

4.5 State policy in the sphere of small business

The existence and significance of such a potentially powerful and dynamic social and economic phenomenon, as a small private enterprise, involves the formation and implementation of specific public policies to ensure favorable conditions for the development of small business and including legal regulation, tax, financial and credit incentives, special public institutions, providing the enforcement of such a policy. Currently, the state policy in relation to small business in the Russian Federation is still emerging, determined by its purpose, direction, implementation mechanisms. Made only the first is not always correct and consistent steps towards the formation of a coherent policy of support and development of small business and the creation of mechanisms of its implementation. Many measures of state regulation of small businesses are contradictory. For example, the extension of tax benefits for income tax combined with a general increase in both federal and local taxes, and the introduction of a simplified tax system for micro-enterprises - with a tendency towards total abolition of tax breaks for small businesses.

Small businesses by their very nature has a strong regional orientation. Small businesses typically base their activities based on the needs and opportunities of the local market saturation, volume and structure of local demand. They provide jobs to the local population. In the context of small business economic independence of regional development can be seen as an important means of optimizing the structure of regional economy.

As noted by Tolmachev AV, Lisovskaya RN and Ivanova IG government policy in respect and entrepreneurship in general and small businesses in particular can be effective only if its orientation coincides with the vector of internal development of the enterprise. The support of the state can be nothing other than just support the business process of self-development, aimed at mitigating or eliminating the obstacles to this self-development, with a wide range of instruments and incentives in achieving the overall socio-economic objectives that every entrepreneur alone in front of as a rule, do not put.

From the point of view of the entrepreneur state must create the conditions in which it can effectively achieve their goals, especially economic (profit maximization, efficiency of investments, own well-being, the victory over the competition, risk minimization).

From the point of view of the state entrepreneur aims to provide realization of the goals and interests of a higher order. It is in the area of the intersection of the objectives and interests of the state and business can be an effective public policy.

The main principle of state support of small business should be to create a predominantly economic and legal conditions for the normal conduct of market economy. State support should be expressed in the formation of economic and legal conditions, incentives for self-development and the competitiveness of small businesses, taking into account sectoral, geographical, national, historical features and traditions as well as international experience. state support of small business important task is to provide small businesses the same rights, to minimize the gap in terms of economic opportunities between small and larger enterprises in the competitive market competition, create equal opportunities for doing business in the conditions of freedom of choice of its forms and self-manifestation techniques and enterprise.

The successful development of small business is possible only if there is political will of the state to form a favorable social, economic, legal, political and other conditions, the maintenance and strengthening of which, in turn, provides a large-scale development of small business.

4.6 Small business potential

Small business potential remains unrealized. There are serious economic and administrative barriers to entry of new companies into the market and the development of their activities.

Provisions for the development of small businesses related to the release of property and large enterprises capacity, their monopolization, downsizing, liquidation or reprofiling, not used. Interests small business practically not taken into account in the allocation of public investment resources, the organization of deliveries for state needs, the formation of the tax system, the customs and foreign trade regulation.

Focusing primarily on macroeconomic reforms, the State is essentially removed from the responsibility for the fate of the economically active citizens working in the small business sector, believing that his development is not a decisive factor in carrying out economic reforms. In other words, the view and position of the representative of small business, his group pressing needs, problems and concerns are taken into account by the state to a minimum extent.

In summary, we can say that in the current environment small businesses are in the most precarious position, which is determined by a number of points.

Ideologies reform is absent, the core of which should be an integral state policy in relation to small business and a systematic approach to solving its problems. The common was the thesis that small business is growing rather than because of, but contrary to public policy.

The lack of settlement of economic relations does not allow owners to fully enjoy the pledge and guarantee a right to attract loans and investments, which often leads to clotting activity of many small businesses.

The main problems are also fashionable attributed the reluctance of the state to see in the small business sector an equal subject of economic relations, the most active and the moving party's market transformation process, which is at the minimum own resources provides a high turnover of capital. Small owner does not have any significant advantages in credit and financial and tax systems, customs protection, experienced significant obstacles in business development, operating in extremely difficult conditions for survival. For a small business becomes unprofitable any business activity in the sphere of production, and the more it seeks to establish itself in trade or mediation. *(Lisovskaya R.N,2016)*

The relationship of small businesses with the local authorities are complex and controversial. On the one hand, small businesses are becoming a natural, objective and reliable support of the authorities in dealing with economic problems at the local level, which provides the sector some support. On the other hand, a small business at the local level is fully dependent on the bureaucracy in the face of officialdom. The unresolved legal status of the civil servant allow the official to use his official position for the removal of significant financial and material resources in small businesses, in exchange for the issuance of certain permits, he must deliver in operation.

Conclusion

Small business - an essential element of the market economic system, without which the economy and society as a whole can not normally exist and develop. Small businesses are the most numerous stratum of private owners, and by virtue of its mass play a significant role not only in the socio-economic, but also in the political life of the country. Small entrepreneurs provide the strengthening of market relations based on democracy and private property, and on the economic situation and living conditions are close to most of the population and constitute the basis of the middle class, which is a guarantor of social and political stability.

In the conditions of Russia, located at the initial stage of development of market relations, namely the creation and development of a vibrant small business sector should become the basis for the social restructuring of society, providing training of the population and the transition of the entire economy of the country into the world market economy.

Measures that have hitherto been taken by the state in the sphere of small business, are contradictory and inconsistent. Provision of some benefits is inevitably accompanied by the tightening of other measures to counteract the development of this sector of the economy. The neglect of the state to the interests of small businesses adversely affects the political preferences of entrepreneurs.

Given the complexity of the transformations taking place in Russia, it should be borne in mind that the basis of these reforms and the guarantor of their irreversibility can only serve as a large middle class of society. The basis of the formation of the middle class make it small entrepreneurs, who represent one of the real forces that ensure socio-economic revival of Russia, strengthening its statehood, preservation and development of democracy. *(Ivanova I.G,2016)*

Thus, due to objective reasons and factors at the present stage of socio-economic reforms in the Russian questions of support and development of business, and especially small business, will inevitably be imposed in public policy center. Analysis of the situation shows that small business is playing an increasingly important role in the development of the national economy, it is becoming an important factor of social and political stability in the society. In fact, for all the years of reform, it is a small business was the only growing sector of the economy, providing a return on investment and efficient use of resources. He absorbs the bulk of the working population, released from other sectors, thus removing the acute social problems.

Recommendations

This article may be of interest to all interested people economically, especially for small businesses.

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THE PECULIARITIES OF ADOLESCENTS' MOTIVATION IN COMPARISON WITH SENIOR SCHOOL STUDENTS' MOTIVATION TO STUDY

Abstract

In this article some facts about adolescents' motivation to study in comparison with senior school students' motivation are shown. Adolescents have not so much strong motivation to study but they have strong motivation to know about themselves, they want to show their own identity.

Keywords

motivation to study, adolescents, senior school students, general motives, learning motives, social motives

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Introduction

Nowdays there is a tendency that more and more students become to be alienated from the school, also they try to avoid solving school aims, tasks and problems appearing during a school activity. Scientists say that the reason of it is a reducing of students' motivation, an absence of desire to display independence in solving study tasks. In this article here is an attempt to reveal, to understand the peculiarities of adolescents' motivation in comparison with senior school students' motivation to study.

Also psychologists and pedagogs are eager to know what is the main factor in a student's formation of his identity during studying. So it is extremely important to know the peculiarities of students' motivation. It will help teachers to organize a lesson in a way of an effective perceiving of knowledge by students. The knowledge of students' motivation also will help pedagogs and psychologists to follow the students' development what is one of the most foreground aims of the Federal state educative standards of secondary full education. More than that, this question is also important in a way that nowdays education has not a knowledgeable component but an identity-oriented component.

Here is an aim for a teacher to motivate modern students, not to let students to be in the same level of knowledge but to make tasks difficult step by step, gradually. It is known that modern students have not so much strong motivation in comparison with the students 30-40 years ago. Modern students need more stimulation from a teacher than it was earlier. So it is really important for a teacher to motivate and stimulate a student and do everything for an effective getting of knowledge.

Also nowdays adolescents and senior school students mostly differ from the students of their age earlier. Even relations between students and teachers have strongly differed. Perhaps it is connected with social changes in education. A social role of a teacher changed. Now he/she (mostly she) only serves students' needs. The teacher is not perceived as a role model by a society (by students, by their parents) any more. The teacher takes a lot of stress at work teaching students. In these circumstances it is very difficult for the teacher to be a good teacher, more than that to motivate modern students, as it was said earlier. Students also have changed. They do not want to be good students (to be polite or to do teachers' instructions). They (students) need more action in lessons. There are a lot of overactive students in our schools. As it was said it is very difficult to motivate modern children. There are a lot of facts of it. The most popular reason of that a teacher is not the only source of information as it was earlier. Modern students can get information from different sources. But there is a question: is students' knowledge true, can a student choose true knowledge. Even he (a student) can choose right information he/she cannot perceive wisdom, life experience from the Internet, for example. Only constant conversations with a teacher can show a real life, morality and an assessment of students' behaviour.

Also social directions of students are changing. Students do not want to study in the same way that it was earlier. They want get knowledge in a positive and a creative way. There are individual educational trajectories for each student. It means that every student choses extra-curriculums which they will need in their future life.

At the same time education has a practical-oriented face: a country gives instructions how much educated and skilled students it (a state, a country) wants. Schools implement a social order in education of a country.

Adolescents have strong desire to know and assess their own identity. To know more about themselves they apply to adults' or of the same age students' opinion. So they become dependent on the other people's assessment. The result of this desire is offensiveness, vulnerability and unusual reaction to other people's words and behaviour.

During education and learning activity there is the development and the transformation of the motivative structure of an activity's subject. This process has two ways. Firstly, general motives of a person are transformed into study motives, secondly, the structure of learning motives are changed due to the development's level of study skills' changing. It is naturally that the diversity of adolescents' needs cannot be locked on the learning activity. Here they can satisfy only the part of their needs. Thus the process of learning motives' formation is contained in the foremost exposure students' possibilities in learning on students' satisfaction in different forms.

Senior school students have much more stronger motivation than adolescents. But their interest to study has not a surface character as adolescents have (to study only for a study itself or to be the best student in the class) but it has a deep and a conscious sense. Senior school students begin to appreciate the value of their interest to this or that subject and try to make profit from it. The subjects of their interests become a base of their future self-identification. As some authors say it is connected with the fact that senior school students have a new motivation structure of a study. The main place is taken by motives of self-identification and motives of preparing to a future life. These motives have a personal sense and are becoming effective.

Methodological Framework

Here is the idea about learning motivation of A. K. Markova and L. I. Bozhovich. According to their theory of motivation general motives are divided into two big categories: cognitive motives and social motives. If a student has an orientation to a learning activity, he/she has cognitive motives. If a student has an orientation to other people during a studying process, he/she has social motives. Cognitive motives have three levels: broad cognitive motives (the orientation to mastery of knowledge – facts, phenomena, appropriatenesses); learning cognitive motives (the orientation to mastery of self-dependent getting knowledge's means); motives of self-education (the orientation to getting some extra knowledge and further improvement of it). Social motives can have the levels: broad social motives (duty and responsibility, understanding of social learning's importance; narrow social or positional motives (aspiration for taking a definite position in relation with others, to take an approval from them); motives of social collaboration (the orientation to different means in interaction with the other person).

According to the researches adolescents mostly have social motives, senior school students have cognitive motives.

Results

- The first peculiarity of adolescents' learning motives is the beginning of steady interest to a concrete subject. At this age students begin to understand their own interests, they realize what is important for them and what is not. What subjects they will need in their future professional life. But still their interest to a study has not a surface character as adolescents have (to study only for a study itself or to be the best student in the class) but it has a deep and a conscious sense. Senior school students begin to appreciate the value of their interest to this or that concrete subject (what is in their sphere of interests) and try to make profit from it. The subjects of their interests become a base of their future self-identification.
- The satisfaction by learning activity increases with the growing of a subject's difficulty. L. S. Vygotsky has said: "If a teacher wants students to have strong motivation he/she should give them (students) not so easy and not so difficult tasks. Tasks should be difficult step by step by knowing more and more information and having more and more practice. Only in this case tasks will be interesting to be done by students. Senior school students do not have a need in a teacher's stimulation. Mostly they have so much strong motivation that they are ready to do all difficult tasks themselves.
- Learning failures lead to negative learning motives. It is not a secret that even adults do not want to do something after failures. Teachers should smooth over students' failures and they should not let negative learning motives to be prevailed in students' learning activity. Senior school students are not afraid to be failed: they choose only some school subjects which they will need in their future career and put all their effort on them, get only good marks on these subjects. Fails in other subjects are not important for them.
- The level adolescent's self-assessment of his/her abilities mainly influence on learning motivation. Positive learning motives lead to students' positive mood and a big desire to learn. Here teachers should use methods of positive self-assessment during students' learning activity and should remember about constant formation of positive learning motivation. Senior school students also need in self-assessment and positive learning motives. But in comparison with adolescents' motivation senior school students' motivation has more constant features and need in less stimulation.
- High successfully adolescents realize their attitude to learning and their cognitive interests take a big place in their motivation. Students' success in learning activity leads to higher successfully studying and learning. Senior school students do everything possible to save their positive learning motivation. Even not high successfully senior school students gave strong learning motivation in comparison with not high successfully adolescents.

Discussions

Many scientists have considered the question of learning motivation but there is no a unique idea of adolescents' and learning motivation. Also they do not have a definite concept about senior school students' motivation. In this article the author (of this article) has tried to collect all ideas about adolescents' and senior school students' motivation and give her own concept of this problem.

The first person who has ever said about learning motivation is L. I. Bozhovich *(Bozhovich, 1972)*. This scientist with A. N. Leontyev *(Leontyev, 1971)* divides all learning motives into two big categories. The first category is directly connected with the maintenance of learning activity and the process of cognition (cognitive motives); the second category is connected with broad interrelations with social environment (social motives). Besides there are also inner learning motives and outer learning motives. Inner learning motives are connected with the process of cognition and social interrelations, also some personal formations as self-esteem and self-assessment. Outer learning motives are connected with stimulation and the usage of a system of encouragement and punishment. But these researchers do not say and explain which learning motives prevail in each age.

But L. I. Bozhovich *(Bozhovich, 1972)* is determined in that not all motives have a stimulating power for students of different ages and for some students in individual purposes. One of these motives are paramount and the others are secondary, collateral and not having an independent meaning. At the same way secondary motives are subordinated to paramount motives. In one case the paramount (the leading) motive is a desire to be the best student in the class, in the other cases – a desire to get a higher education, the third purpose can be a desire to get knowledge, an interest to study.

The objective data of her research works say that these both categories are necessary for not only a successful studying but even for doing another activity. The motives are coming from an activity itself directly influence on a subject helping with meeting with difficulties which resist to purposeful and systematical realization.

A.K. Markova *(Markova, 1983)* thinks that the motives can have different levels and pass definite steps in their development. This researcher has considered that learning motives can change and transform during a child's life, development and education.

Thus cognitive motives have the levels: broad cognitive motives (the orientation to mastery of knowledge – facts, phenomena, appropriatenesses); learning cognitive motives (the orientation to mastery of self-dependent getting knowledge's means); motives of self-education (the orientation to getting some extra knowledge and further improvement of it). Social motives can have the levels: broad social motives (duty and responsibility, understanding of social learning's importance; narrow social or positional motives (aspiration for taking a definite position in relation with others, to take an approval from them); motives of social collaboration (the orientation to different means in interaction with the other person).

These motives pass several stages: the actualization of usual motives, the raising of new goals due to these motives, the positive corroboration of a motive during a realization of these goals, subordination of different motives and the construction of their hierarchy, the appearance of some motives of new quality (independence, stability).

Vodyaha S. A. *(Vodyaha, 2012)* says that students in senior school have a steady interest to concrete subjects which are necessary in their future profession. Also he says that the main psychological formation of this period is a choice of future profession.

Some scientists as L. I. Bozhovich, A. K. Markova, E. V. Shorohova, V. G. Aseev, B. I. Dodonov, I. A. Zimnyaya *(Bohovich, 1972; Markova, 1983; Dodonov, 1978; Zimnyaya, 2004)* say that motives can be divided into two categories: inner motives and outer motives.

Outer motives – punishment and rewards, threat and a demand, a financial advantage, a group' s pressure, expectations of future blessings, etc. All these motives are only outer regarding to a direct learning goal. The knowledge and abilities only are means of other goals' approaches.

Inner motives – the interest to his/her knowledge, curiosity, a desire in growing a cultural and a professional level, necessity in new and active information, otherwise everything that induces a person to learning as his/her goal. E. P.Ilyin *(Ilyin, 2002)* after G. Rozenfeld singles out some categories of learning motivation:

- learning for learning itself, without any pleasure from an activity or without interest to a learning subject;
- learning without a personal interest and a benefit;
- learning for social identification;
- learning for success or because of fear of failures;
- learning under compulsion or pressure;
- learning based on conceptions, moral duties or generally accepted norms;
- learning for getting goals in everyday life;
- learning based on social goals, demands and values.

V. V. Davydov, D.B. Elkonin, A. K. Markova *(Davydov, 1986; Elkonin, 2007; Markova,1983)* think developing of a cognitive interest has three main levels: a situated, cognitive interest appearing in conditions of new situations; a steady interest to a concrete activity in a concrete subject; inclusion of a cognitive interest to a general person's orientation, to the system of his/her vital values and goals.

M. V. Matyuhina *(Matyuhina, 1984)* claims senior school students' motivation grows in comparison with adolescents' motivation. But senior school students have not surface interest as adolescent's motivation (learning for learning itself or to show himself/herself among classmates) has but it has a deliberate and a profound sense. Senior school students begin to see value of their interest to this or that subject and try to take a benefit from it. Subjects of their Interests are the base of their professional self-determination. As the author is determined it is connected with senior school students' formation of new motivation structure. The main place is taken by motives which are connected with self-determination and preparation for an independent life. These motives have a personal sense and they become effective.

Also broad cognitive motives (which consist of a desire to be a fully fledged member of a society, to give a profit to people, a motherland, conviction that science has practical value for a society) take a big place in high senior student's motivation system.

E. P. Ilyin *(Ilyin,2002)* is determined in main factors which influence on formation of positive steady motivation to study. They are:

- a maintenance of a school subject;
- an organization including three main stages: a motivative stage, a cognitive-operational stage, a reflective-evaluative stage;
- collective forms of a studying process;
- an assessment of a studying process;
- a style of a teacher's behaviour.

Also this author gives reasons of negative motivation to study. Here they can be both reasons: objective and subjective reasons. Objective reasons can be continued with the teacher's activity, for example:

- a studying material does not further a supporting of curiosity, does not appropriate to mental development of students and to a level of their knowledge;
- teacher's means and methods do not appropriate to an awakening of students' activity and self-independence;
- means of inducement do not appropriate to reasons of negative attitude to study.

All this information is important for a teacher to be acquainted with successful formation of positive motivation to study.

G. I. Tchukina *(Tchukina, 1979)* supposes that a cognitive interest takes one of the main places among other studying motives and as a motive to study has an unselfish character.

D. I. Feldstain *(Feldstain, 1995)* says about including of senior school students into a choice of a future profession at the appropriate time. As he says it is connected with a motive which is connected with a formation of a goal setting's high mechanism. It is shown in some "intention", in a plane of the life which are connected with an ability to realize self-determination into the future not only as an arrangement of definite goals but even as a self-projection.

Conclusion

So there are given some facts about the peculiarities of adolescents' motivation to study in comparison with senior school students' motivation to study above. We see that there are a lot of differences between adolescents' motivation to study and senior school students' motivation to study. If adolescents mostly to study to be the best student in the class or to show parents or other adults that he can study senior school students mostly have much more stronger motivation than adolescents. But their interest to study has not a surface character as adolescents have (to study only for a study itself or to be the best student in the class) but it has a deep and a conscious sense. Senior school students begin to appreciate the value of their interest to this or that subject and try to make profit from it. The subjects of their interests become a base of their future self-identification. As some authors say it is connected with the fact that senior school students have a new motivation structure of a study. The main place is taken by motives of self-identification and motives of preparing to a future life. These motives have a personal sense and are becoming effective.

Also there are some facts about different categories of learning motivation in this article. *The first group*: cognitive motives and social motives. The first category is directly connected with the maintenance of learning activity and the process of cognition (cognitive motives); the second category is connected with broad interrelations with social environment (social motives). Besides there are also inner learning motives and outer learning motives. *The second group: inner learning motives and outer learning motives.* Inner learning motives are connected with the process of cognition and social interrelations, also some personal formations as self-esteem and self-assessment.

But still there is no a clear classification between adolescents' motivation to study and senior school motivation to study, and there is no a vivid description what to do for teachers to motivate both adolescents and high school students.

Recommendations

This article will be useful for psychologists, parents, teachers and pedagogs who work with adolescents and high school students. They will know how to motivate this category of students, what mistakes they can do and how to escape them.

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FINANCIAL AND ECONOMIC ANALYSIS OF ACTIVITY PJSC "GAZPROM NEFT"

Abstract

The paper deals with financial standing of the company condition. It is characterized by a system indicators reflecting the presence, location, use of financial resources and all the financial and economic activity of the company. The main indicators of financial activity of the "Gazprom oil" enterprise are studied.

Keywords

finance, economy, analysis of activity, Gazprom, organization

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Introduction

1.1Actuality of the problem

Financial analysis is a process of selecting, evaluating, and interpreting financial data, along with other pertinent information, in order to formulate an assessment of a company's present and future financial condition and performance.

Analysis of financial and economic activity plays an important role in improving the economic efficiency of the organization in its management, in enhancing its financial standing. It is an economic science, which studies the economy of organizations and their activities in terms of their assessment of the implementation of business plans, assess their property and financial condition and to identify untapped reserves of increase of efficiency of activity of the organizations.

Financial standing of the company condition is characterized by a system indicators reflecting the presence, location, use of financial resources and all the financial and economic activity of the company.

1.2Explore importance of the problem

While financial statement analysis is an excellent tool, there are several issues to be aware of that can interfere with your interpretation of the analysis results. These issues are:

1. Comparability between periods. The company preparing the financial statements may have changed the accounts in which it stores financial information, so that results may differ from period to period. For example, an expense may appear in the cost of goods sold in one period, and in administrative expenses in another period.

2. Comparability between companies. An analyst frequently compares the financial ratios of different companies in order to see how they match up against each other. However, each company may aggregate financial information differently, so that the results of their ratios are not really comparable. This can lead an analyst to draw incorrect conclusions about the results of a company in comparison to its competitors.

3. Operational information. Financial analysis only reviews a company's financial information, not its operational information, so you cannot see a variety of key indicators of future performance, such as the size of the order backlog, or changes in warranty claims. Thus, financial analysis only presents part of the total picture.

Methodological Framework

2.1 Research methods

There are two key methods for analyzing financial statements. The first method is the use of horizontal and vertical analysis. Horizontal analysis is the comparison of financial information over a series of reporting periods, while vertical analysis is the proportional analysis of a financial statement, where each line item on a financial statement is listed as a percentage of another item. Typically, this means that every line item on an income statement is stated as a percentage of gross sales, while every line item on a balance sheet is stated as a percentage of total assets. Thus, horizontal analysis is the review of the results of multiple time periods, whiile vertical analysis is the review of the proportion of accounts to each other within a single period. The following links will direct you to more information about horizontal and vertical analyis:

- Horizontal analysis
- Vertical analysis

The second method for analyzing financial statements is the use of many kinds of ratios. You use ratios to calculate the relative size of one number in relation to another. After you calculate a ratio, you can then compare it to the same ratio calculated for a prior period, or that is based on an industry average, to see if the company is performing in accordance with expectations. In a typical financial statement analysis, most ratios will be within expectations, while a small number will flag potential problems that will attract the attention of the reviewer.

Financial analysis is an aspect of the overall business finance function that involves examining historical data to gain information about the current and future financial health of a company. Financial analysis can be applied in a wide variety of situations to give business managers the information they need to make critical decisions. The ability to understand financial data is essential for any business manager. Finance is the language of business. Business goals and objectives are set in financial terms and their outcomes are measured in financial terms. Among the skills required to understand and manage a business is fluency in the language of finance—the ability to read and understand financial data as well as present information in the form of financial reports.

The finance function in business involves evaluating economic trends, setting financial policy, and creating long-range plans for business activities. It also involves applying a system of internal controls for the handling of cash, the recognition of sales, the disbursement of expenses, the valuation of inventory, and the approval of capital expenditures. In addition, the finance function reports on these internal control systems through the preparation of financial statements, such as income statements, balance sheets, and cash flow statements.

Finally, finance involves analyzing the data contained in financial statements in order to provide valuable information for management decisions. In this way, financial analysis is only one part of the overall function of finance, but it is a very important one. A company's accounts and statements contain a great deal of information. Discovering the full meaning contained in the statements is at the heart of financial analysis. Understanding how accounts relate to one another is part of financial analysis. Another part of financial analysis involves using the numerical data contained in company statements to uncover patterns of activity that may not be apparent on the surface.

2.2 Original source

The three main sources of data for financial analysis are a company's balance sheet, income statement, and cash flow statement:

1. The balance sheet outlines the financial and physical resources that a company has available for business activities in the future. It is important to note, however, that the balance sheet only lists these resources, and makes no judgment about how well they will be used by management. For this reason, the balance sheet is more useful in analyzing a company's current financial position than its expected performance.

The main elements of the balance sheet are assets and liabilities. Assets generally include both current assets (cash or equivalents that will be converted to cash within one year, such as accounts receivable, inventory, and prepaid expenses) and noncurrent assets (assets that are held for more than one year and are used in running the business, including fixed assets like property, plant, and equipment; long-term investments; and intangible assets like patents, copyrights, and goodwill). Both the total amount of assets and the makeup of asset accounts are of interest to financial analysts.

The balance sheet also includes two categories of liabilities, current liabilities (debts that will come due within one year, such as accounts payable, short-term loans, and taxes) and long-term debts (debts that are due more than one year from the date of the statement). Liabilities are important to financial analysts because businesses have same obligation to pay their bills regularly as individuals, while business income tends to be less certain. Long-term liabilities are less important to analysts, since they lack the urgency of short-term debts, though their presence does indicate that a company is strong enough to be allowed to borrow money.

2. In contrast to the balance sheet, the income statement provides information about a company's performance over a certain period of time. Although it does not reveal much about the company's current financial condition, it does provide indications of its future viability. The main elements of the income statement are revenues earned, expenses

incurred, and net profit or loss. Revenues consist mainly of sales, though financial analysts may also note the inclusion of royalties, interest, and extraordinary items. Likewise, operating expenses usually consists primarily of the cost of goods sold, but can also include some unusual items. Net income is the "bottom line" of the income statement. This figure is the main indicator of a company's accomplishments over the statement period.

3. The cash flow statement is similar to the income statement in that it records a company's performance over a specified period of time. The difference between the two is that the income statement also takes into account some non-cash accounting items such as depreciation. The cash flow statement strips away all of this and shows exactly how much actual money the company has generated. Cash flow statements show how companies have performed in managing inflows and outflows of cash. It provides a sharper picture of a company's ability to pay bills, creditors, and finance growth better than any other one financial statement.

2.3 Users of financial statement analysis

Financial statement analysis is an exceptionally powerful tool for a variety of users of financial statements, each having different objectives in learning about the financial circumstances of the entity.

There are a number of users of financial statement analysis. They are:

1. Creditors. Anyone who has lent funds to a company is interested in its ability to pay back the debt, and so will focus on various cash flow measures.
2. Investors. Both current and prospective investors examine financial statements to learn about a company's ability to continue issuing dividends, or to generate cash flow, or to continue growing at its historical rate (depending upon their investment philisophies).
3. Management. The company controller prepares an ongoing analysis of the company's financial results, particularly in relation to a number of operational metrics that are not seen by outside entities (such as the cost per delivery, cost per distribution channel, profit by product, and so forth).
4. Regulatory authorities. If a company is publicly held, its financial statements are examined by the Securities and Exchange Commission (if the company files in the United States) to see if its statements conform to the various accounting standards and the rules of the SEC.

Results

3.1. Analysis of the main indicators of the organization

Analysis of assets carried according to accounting statements. This data is collected over several years, in order to determine the dynamics of changes in the value of assets.

In analyzing the result economic activities of the organization established causes of loss, outlines ways to eliminate these reasons, we study the influence of individual factors on the amount of profit made recommendations for maximizing profits through the use of identified reserves of its growth and outlined ways to use them. We analyze the main indicators of financial and economic activity of PJSC "Gazprom Neft" (see Table 1).

Based on the accounting statements, share non-current assets increased in 2015 in relation to 2011 by 306.1%, or 621.1 billion rub., while the share of current assets -.. 7.4% or 39.6 billion rub. There is a general tendency to increase the assets of PJSC "Gazprom neft" in 2015 with respect to 2011 by 89.3% or 660.7 billion rub.

***Table 1**. Basic indicators financial and economic activity of PJSC "Gazprom Neft", ths. rub.*

Indicators	2011	2012	2013	2014	2015	Absolute and relative deviation in 2015 by 2011, ±	
	ths. rub.	ths. rub.	ths. rub.	ths. rub.	ths. rub.	ths. rub.	%
Revenue from sales of goods and services	824385284	1129875141	1178063787	1249467114	1272981108	448595824	125,8
Prime cost of sales of goods and services	652901291	764099211	820138131	851124055	1020658612	367756721	156,3
Gross profit	171483993	365775930	357925656	398343059	252322496	80839503	147,1
The level of gross profit, %	20,8	32,4	30,3	31,9	19,8	-1,0	-
Commercial costs	56062787	284302141	258450958	298366226	206620311	150557524	368,6
Management costs	9694954	13638359	15175631	20354789	23104119	13409165	238,3
Sales profit	105726252	67835430	84299967	79622044	22598066	-83128186	21,3
Profitability of sales, %	12,8	6,0	7,2	6,4	1,8	-11,0	-
Other income	536386559	140125500	42235879	10218820	34460865	-501925694	6,4
Other expenditure	539481106	142568704	48966538	86339691	100681794	-528799312	18,7
Before tax income	96305722	96869985	82088622	36606012	22270062	-74035660	23,1
Net profit	76608243	84505249	67139724	14131483	16145750	-60462493	21,1
The level of net profit, %	9,3	7,5	5,7	1,1	1,3	-8,0	-

The level of gross profit decreased in 2015 relative to 2011 by 1%. The highest rate was in 2012 and amounted to 32.4%. cost effectiveness profitability of sales in 2015 relative to 2011 decreased by 11.0% and reached the lowest figure for the entire study period. The level of net profit in 2015 compared with 2011 decreased by 8.0%. However, the lowest figure was in 2014 and was 1.1%, while in 2015 it increased by 0.2% and reached 1.3% at the year end. The largest indicator of the level of net profit was in 2011 and amounted to 9.3%.

The level of net profit reflects is how profitable the company operates, or how profitable its sales. The calculation of net profit helps managers assess the level of profitability of the enterprise. Profitability ratio can be calculated in relation to the total income of the organization for the selected period of time to the volume of sales. But net profit reveals the prices that put the company employees and their ability to support a high level of income and expenditure. The net profit is used to evaluate the effectiveness of the institution, check the selected strategy and profitability.

Paying capacity and liquidity are the main characteristics of the financial condition of the organization. It is necessary to distinguish between the paying capacity of the company, that is the expected ability to eventually repay the debt, and liquidity of the company, that is the sufficiency of available cash and other funds to pay debts at the moment.

3.2 Calculating the coefficient of total liquidity and the coefficient of quick and urgent liquidity of PJSC "Gazprom Neft"

Liquidity balance is defined as the degree of coverage of liabilities of the organization of its assets, the term of transformation in that money matches maturity obligations.

The company is considered to be liquid if it can repay its short-term creditor debts due to the implementation of current (circulating) assets. The company can be liquid to a greater or lesser extent as current assets include diverse types, which are marketable and illiquid assets.

The coefficient of total liquidity of PJSC "Gazprom Neft" at the end of 2015 is 1,125. Meaning of this ratio is considered to be below normal, since it is not included in the range of 1.5 to 2.5, therefore, PJSC "Gazprom Neft" illiquid.

The quick and immediate liquidity of PJSC "Gazprom Neft", equal to 1,070 and 1,090, respectively, indicate that the cash and future revenues from current activities cover the current debts of the organization.

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The current ratio of PJSC "Gazprom Neft" is 1.125, which is normal and describes the enterprise as a solvent.

3.3 Assessment of the effectiveness of use of current assets

Assessment of the effectiveness of use of current assets long-term liabilities and short-term liabilities is based on turnover rates and duration of turnover (Table. 2).

***Table 2**. Assessment of efficiency indicators of use of circulating assets*

Indicators	2011	2012	2013	2014	2015	Absolute and relative deviation in 2015 by 2011, ±
Coefficient asset turnover	1,259	1,512	1,424	1,240	0,990	-0,269
Coefficient consolidation	0,794	0,661	0,702	0,806	1,010	0,216
Coefficient receivables turnover	1,920	3,401	6,174	5,891	5,578	3,658

Coefficient of turnover of creditor indebtedness	8,143	10,313	10,569	6,902	6,362	-1,781
Current assets turnover period	290	241	256	294	369	79
Receivables turnover period	190	107	59	62	65	-125
Creditor indebtedness turnover period	45	34	35	53	57	12

According Table 2, we can conclude that in 2015 production of PJSC "Gazprom Neft" has not made even one full revolution. The coefficient in 2015 was 0.990 times that 0,269 fewer than in 2011. The greatest values were observed in 2012 and is 1,512 times.

Consolidation ratio describes the average size of the cost of of current assets per 1 ruble of sales volume. In 2015, 1 ruble of sales volume accounted 1,010 rubles of current assets, which is 0,216 rubles more than in 2011.

Receivables turnover ratio indicates how many times, on average, turned into cash within one year receivables. In 2015, the average accounts receivable turned into cash 5.578 times, which is 3,658 times more than in 2011. The largest component of this factor accounts for 2013 and is 6,174 times.

Turnover ratio of accounts receivable shows how much speed is needed to pay bills. In 2015, it is necessary for the payment 6,362 of revolutions invoices that turnover 1,781 less than in 2011. The largest number of turns for the payment of invoices for the year was in 2013 and amounted to 10,569 of revolutions.

The duration of current assets turnover characterizes the duration of turnover of current assets, showing the average residence time of current assets in the process of circulation in days. In 2015, the duration of turnover of current assets was more than a year and amounted to 369 days, 79 days longer than in 2011.

Receivables turnover ratio shows the average number of days required for payment of receivables. In 2015, it took 65 days of payment of receivables that by 125 days less than in 2011.

Term payables turnover shows the average period of repayment of debts of the enterprise (with the exception of liabilities to banks and other loans). In 2015, it took 57 days to return the debt to the enterprise, which is 12 days longer than in 2011. The lowest term debt repayment accounts for 2012 and amounts to 34 days.

Discussions

Benjamin Graham and David Dodd first published their influential book "Security Analysis" in 1934. A central premise of their book is that the market's pricing mechanism for financial securities such as stocks and bonds is based upon faulty and irrational analytical processes performed by many market participants. This results in the market price of a security only occasionally coinciding with the intrinsic value around which the price tends to fluctuate. Investor Warren Buffett is a well-known supporter of Graham and Dodd's philosophy.

The Graham and Dodd approach is referred to as Fundamental analysis and includes: 1) Economic analysis; 2) Industry analysis; and 3) Company analysis. The latter is the primary realm of financial statement analysis. On the basis of these three analyses the intrinsic value of the security is determined.

Investors typically are attempting to understand how much cash the company will generate in the future and its rate of profit growth, relative to the amount of capital deployed. Analysts may modify ("recast") the financial statements by adjusting the underlying assumptions to aid in this computation. For example, operating leases (treated like a rental transaction) may be recast as capital leases (indicating ownership), adding assets and liabilities to the balance sheet. This affects the financial statement ratios.

Recasting financial statements requires a solid understanding of accounting theory. Once the cash flow in future years is projected, a discount rate or interest rate will be applied to measure the value of the company and its stock or debt.

Conclusion

Financial analysts typically have finance and accounting education at the undergraduate or graduate level. Persons may earn the Chartered Financial Analyst (CFA) designation through a series of challenging examinations.

In this way, we can conclude that, in spite of worsening economic situation in the country, the main indicators of financial activity of PJSC "Gazprom oil" are above average.

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THE SYSTEM OF PUNISHMENTS IN THE ANCIENT ROME

Abstract

The need to define the highest limit of criminal and legal impact on the criminal setting "ladder" of punishments in society defines the relevance of the studied problem. The purpose of the paper is to analyze and give the characteristic of the system of punishments in the Ancient Rome for crimes of public and private character. The leading research method is the system-structural method. The author studies the system of punishments in the Ancient Rome and concludes that it was applied according to the principle of justice, which was understood specifically in relation to living conditions of the antique society. The materials of the paper can be useful to scientists studying the Roman right, to students studying law and masters of law.

Keywords

system of punishments in theThe Ancient Rome, death penalty, forced labor, exile, corporal punishments, imprisonment, penalty

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Introduction

Many figures of antiquity, in particular, during an era of the Ancient Rome comprehended the essence of punishments for the committed crimes. Nowadays possibility of death penalty as a punishment for a criminal offense a is also a subject of public discussions. As N. Khomenko notes "it mentions political-legal, social-economic, moral-religious, cultural-psychological and other spheres of activity" *(Khomenko, 2004)*.

The researcher N. P. Nikonova emphasizes that possibility of deprivation of life can be considered as a measure of criminal penalty. The specified term is multiple-valued and serves for designation of a limit of something. The highest limit of criminal-legal influences sets a system ("ladder") of punishments. It is caused by the essence of punishment shown in it *(Nikonova, 2004)*.

In this regard, studying of the system of punishments in the Ancient Rome is actual, since the Roman right had a great influence on legal systems of the modern world. The purpose of the research is the analysis and characteristic of the system of punishments in the Ancient Rome for public and private crimes.

The following tasks were set to achieve the purpose:

- investigate history of the system of punishments in the Ancient Rome (the imperial period, the periods of the republic, principate, dominat);
- analyze structure of crimes against the government, religion and the Christian Church in Rome;
- analyze structure of crimes against personality in the Roman society;
- analyze structure of crimes against property in the Ancient Rome;
- define efficiency of this system of punishments.

The object of the research is the public relations, developed during historical and legal development of punishments as a social-legal phenomenon and state-legal institute in the Ancient Rome of system. The subject of the research is the analysis of standard-legal regulation of institute of punishment at various stages of the Ancient Rome development.

The major concepts used in this paper are "crime", "punishment", "criminal trial". The Roman right understands crime as designation of the requirement about the punishment made during the public charge. Criminal action was as the most dangerous to the Roman society *(Prudnikov, 2010)*. The researcher A.A. Ivanov specifies that the crime in the Roman right was designated by the phrase *'crimen publicum'* (the state charge), which contained ascertaining of fault, brining a charge from the state *(Ivanov, 2012)*. According to the scientist O. A. Omelchenko a crime was an action made deliberately and with special malignity *(Omelchenko, 2000*).

According to the contents and orientation, punishment had to have legal character, i.e. to be the provided by the Roman right in connection with a concrete crime and to represent a public assessment of actions of the criminal *(Prudnikov, 2010)*. According to A.A. Ivanov, material compensation ("penalty fee") was the most widespread reaction to an offense in the ancient time. Later in practice of the Roman magistrates there was a concept "coercion" meaning application of punishment concerning various offenders *(Ivanov, 2012)*.

The following definition of criminal trial is used here and further: it is the activity established by laws and other legal acts of government bodies allocated with appropriate authority on identification, prevention and disclosure of crimes, establishment of the persons guilty in their commission, application of criminal penalty measures or other influence, and also the legal relations arising in connection with this activity between the bodies and persons participating in it. The purpose of criminal trial is to protect the rights and legitimate interests of persons and organizations; protect the personality against illegal and unreasonable charge, condemnation, restriction of its her rights and freedoms.

Literature Review

The massif of sources of the Roman right for studying was the following: Law of the Twelve Tables (for example, about application of the death penalty for certain types of crimes), the Institutes of Gaius (for example, about punishments for theft, personal offense), the Digest of Justinian (for example, about purpose of punishments for "an insult of the greatness of the Roman people", embezzlement of public funds, conditions of carrying out interrogation with application of tortures, etc.).

We used comments of the Roman lawyers about crimes and punishments for them: Julianus, Ulpianus, Paulus, Libanius, Themistius, et.al.

The XVI book of the Codex Theodosius (408 - 450) "About Universal or Catholic Church" is of great interest. The book presents the complexes of religious precepts of law, including the laws which contain the formulation of the concept "religious crime", defining punishments for crimes against Christians and Church.

Much attention was paid by the author to studying the treatise of the judge and teacher of Pisa university S. Bartolus (1313 or 1314 — 1357) "About distinction between the initial right and civil", since it reflects features of development of the initial right in the Roman legislation.

Theoretical basis of the paper are the works of Russian and foreign scientists studying the Roman right in its different aspects: P.G. Vinogradov, A.A. Vishnevsky, O.A. Omelchenko, A.A. Ivanov, M N. Prudnikov, et. al. For example, the famous scientists I.B. Novitsky and I.S. Peretersky gave a general characteristic of the obligations following from delicts (offenses). The researcher C. Sanfilippo proved that it is necessary to allocate theft, stealing and robbery from such delict.

The big contribution to studying the subject was made by modern Russian historians-jurists. Topical issues of the Roman criminal law are discussed at scientific-practical conferences of different levels. K.V. Verzhbitsky analyzed the processes about "a greatness insult" in the Ancient Rome during the reign of Tiberius (*Verzhbitsky, 1999),* Yu.V. Pershina studied various aspects of the Roman criminal trial *(Pershina, (2015 (IV)).*

Materials and Methods

The methodological basis of the paper is the general methods (historical, logical, classification method) and a number of private-scientific methods. The main approach to the research is a system-structural method allowing to see integrity of the system of punishments including the separate interconnected parts in both development and structure of the developed system of punishments. From private scientific methods the author used chronological, retrospective, comparative, legalistic methods, methods of typology and actualism *(Prudnikov, 2010).*

Results

In the early Roman right, condemnation (criminal penalty) made abstract sense, the concrete form of its application was established at the discretion of the highest magistrates. With development of the criminal legislation, punishment became concrete depending on a look and concomitant circumstances of crime commission. It became the coercive measure appointed under sentence of court.

Gradually the developed Roman right developed some criteria for definition of a measure of punishment, according to an overall objective of criminal punishment and clarification of society from criminals, granting them in the power of the punishing gods.

According to the contents and orientation, punishment had to have legal character, i.e. to be the provided by the right in connection with a concrete crime and to represent a public assessment of actions of the criminal. Punishment had to be concrete and connected with a crime assessment. On the social and legal purpose punishment had to make preventive and preventive sense, i.e. to correct people.

The principle of inevitability of punishment had the same purpose: it was impossible to leave the criminal unpunished for the interests of society, i.e. the other person could not think about crime commitment. The Roman justice interpreted inevitability of punishment in respect of its expediency.Social expediency of punishment often dominated over legal criterion.

Punishment had to correspond to a crime on legal justification. The Roman justice treated this principle in practical sense: compliance of a punishment form of public danger and severity of criminal act.

The Roman justice attempted to construct a system of hierarchical "ladder" of criminal penalties to define the principles of their definition for various types of crimes. A punishment, which had personal, especially physical, character admitted heavier, than property collecting (corporal influence stood "above" a fine on "ladder" of criminal penalties).

Mutual "absorption" of criminal penalties practiced. There were many situations, when a court appointed to criminal more punishments and they did not coincide on the real importance and consequences for the condemned. Therefore, more strict punishment began "to absorb" the moderated one (for example, the appointed to death was not punished to be sold in slavery, etc.) *(Prudnikov, 2010).*

The concrete way and method of punishment application were established by the law concerning a certain type of a crime, legal tradition or judicial discretion, proceeding from "quality" of a crime, according to the criminal's identity and the allowed types of punishments in the Roman legal practice. The main place was taken by punishments, when the criminal was exposed to condemnation from the people equal to him in the status, lost privileges, opportunity to encroach on a law and order in the future *(Omelchenko, 2000*).

The Roman right had a certain system of punishments. There were two big groups. The first group was made by punishments for serious crimes, which were called the Capitols ("the punishments concerning life") *(Ivanov, 2012)*.

The death penalty (poena capitis) headed the "ladder" of punishments. It was appointed because of special public danger, impudence of a crime, infringement of foundations of the Roman society. Beheading and stabbing by a sword, hanging, drowning in the sea or river were usual ways of the death penalty during a classical era. The criminal's body during an era of paganism was given out to relatives for burial.

Special types of the death penalty were crucifixion on a cross, burning, giving at the mercy of wild beasts during circus representations, immurement in a wall and burial alive, dropping from the rock. In the Middle Ages, the body of the executed, as a rule, was not buried; it was given to desecration. The "house" types of the death penalty were expressed in suicide commitment (drink poison, open veins in a bathtub, etc.). The death penalty usually was followed by confiscation of property *(Prudnikov, 2010)*.

In The Ancient Rome, the priestess goddess Vesta had a privilege. She had the right to pardon the criminal, if he saw her on the way to an execution place. The vestal had to swear that their meeting had inadvertent character *(Loginov, 2010)*.

In the period of the Roman republic, the Esquiline field was one of the main places of sentence execution. Originally, the Roman cemetery was on the Esquiline hill. At the time of the Roman Empire, the Campus Martius was chosen as an execution place; its closed application became more widespread: in prison or other jails. During the Empire, the sentence could be carried out with a delay (from 30 days to one year) *(Omelchenko, 2000*).

There were two main types of forced labor: on mines (for "an insult of greatness of the Roman people", war crimes) and at school of gladiators (instructor, fighter, "doll" for trainings). The second type of forced labor was more favorable, as it gave a chance to receive release after successfully carried out fight *(Omelchenko, 2000*).

The condemned could be sentenced to work in fetters in mine and out of it (in particular, to ore melting, its sorting), and also to auxiliary types of works: most often they were carried out by women *(Prudnikov, 2010)*. Deprivation of the national rights was a preliminary condition of this type of punishment for the Roman citizen. Thus, the condemned was considered as "an eternal slave" of the state *(Ivanov, 2012)*.

In the period of the republic, there were such types of punishments, as "removal in exile" and exile (deportation). The property of the banished was confiscated. He lost legal status. Derogation could be maximum – in the form of deprivation of the rights of the Roman nationality (exile from a community, sale in slavery out of the Roman territory) – or partial. Partial deprivation of the rights of nationality followed after condemnation for a crime against relatives, disgraceful acts *(Prudnikov, 2010)*.

Deportation usually was compulsory eviction on the island; there were cases of settlement in the remote Roman provinces on the won territories. The mode of exile could be various. If the condemned was sent from Rome without designation of the concrete place of residence, he could be in a place, where there were no objections of local authorities. He could be banished in a certain place, and the authorities watched he did not leave it *(Omelchenko, 2000*).

Exile (dispatch) meant "deprivation of the homeland, change of a residence and loss of protection of birthplace laws". Based on these provisions, it was traditionally considered: "There are three types of exile: residence ban in a certain place; residence ban in all places, except one; exile to the island" *(Ivanov, 2012)*.

The sentence could provide possibility of homecoming after some time; if it was no term, the banished could not come back. The only unpunishable reason, when the banished could return from exile, was the desire to see the emperor or to have petition before him (if the emperor did not forbid such petition earlier) *(Omelchenko, 2000*).

The second group included less heavy punishments for crimes.

During the most ancient period, paid mutilation was allowed within a law of torts. Corporal punishment (flogging) was considered shameful: it was used only for slaves (they were beaten by a special scourge, which was painful and dishonoring tool).

Free Roman citizens were beaten by sticks or birches. Magistrate imposed this punishment in police-and administrative order. The bunch of birches with the axe enclosed in them was a sign of the official (lictors carried them). It softened public and moral consequences of flogging. The most important was the fact that imposing of corporal punishments attracted restriction of some civil rights, including withdrawal of some property.

Imprisonment was allowed to slaves — for offenses, disobedience, refusal of testimony, etc. Prisons were in temples, underground rooms at circuses, schools of gladiators and other public institutions. There was no regulation of imprisonment terms; everything depended on administrative practice in each case *(Omelchenko, 2000*).

The famous Roman prisons were the Mamertine Prison near the Forum. It was the narrow and long room with a vaulted ceiling in rock. Its underground part (Tullianum) was used for execution. The executed bodies were pulled down from the Capitol Hill to Tiber. This last road received the name of "a ladder of sobbing". The Lautumius punishment cell was near the Capitol.

Ergastulums were in large manors. These were the rooms in the buildings standing separately on the territory of the estate, serving as a punishment cell for punished and prison for slaves. Also the special prison for the Roman citizens, where the creditor supported debtors using them for daily works, was called Ergastulums (Ivanov, 2012).

The penalty was a special type of punishment. Property collectings were appointed for small offenses. The penalty could be expressed in material and monetary forms. The penalty was applied in magistrate-comitial jurisdiction. Its application according to provisions of the law was often senseless, since over time property collecting turned into the sum, insignificant for the criminal *(Omelchenko, 2000*).

The Roman right divided all population on free people and slaves, the Roman citizens and non-residents, representatives of the highest and lowest estates. In this regard, application of punishment in each case was specific.

In the period of the Roman Empire, class accessory of the victim and criminal became the main criterion for type and measure of punishment. Senators, riders, decurio and some other categories of the population were exempted from penal servitude and forced labor, corporal punishments, etc. They were replaced by an exile. In the period of principate, privileged persons could be punished by death penalty only for murder of relatives; in the period of dominat – for murder, arson, magic (sorcery), "an insult of greatness of the Roman people".

Legionaries had some privileges. They were not punished by hanging, work on mines though on a number of crimes their responsibility was more strict, than for other citizens. The Roman justice was especially severe to representatives of the lowest estates of Romans and slaves. Here all range of heavy punishments was applied.

The criminal offense meant existence of criteria of the action, which were the cornerstone of offense. The Roman court had to define its reason. In definition of the crime maintenance, there was no distinction between by active and passive actions, which result was an offense. The difference between commission of crime and partnership in it, instigation, direct or indirect execution was not admitted. It was considered that the one, who agreed was the subject to the same punishment, as the one, who acted. It formed the basis for criminal liability for not informing in cases of crimes against the Roman people, the emperor.

These features of qualification of penal action in the Roman right were connected with features of understanding of criminal and legal fault as conditions of responsibility execution. The existence of fault (the subjective relation of the criminal to punishable action) admitted obligatory accessory of criminal liability definition. The Roman criminal law did not consider the relation of the guilty to the committed action. The main thing was what was made, who made it and under what circumstances.

There are no direct mentions of two forms of fault (intention and imprudence) in legislative texts and treatises on the Roman right. The Roman right recognized that existence of intention was obligatory for punishability of action. Unintentional actions, i.e. made on imprudence, improvidence, occasionally, etc. were not considered as criminal offenses.

At private delicts there were two forms of fault, when responsibility acted: deliberate infliction of harm and its careless causing. Deliberate infliction of harm is the heavier form of fault. Degree of imprudence could be various: rough imprudence or easy negligence.

Differentiating rough and easy negligence, the Roman lawyers were guided by abstract criteria: "good person", “careful owner". Rough imprudence was allowed by the one, who did not provide, did not understand that provided and "the average person" understood. Easy negligence in relation to the private delict was the behavior, that would not be allowed by the good, careful owner. Owing to this general prerequisite, the Roman right has the only form of criminal fault – the form of criminal intention.

The objective need in fault promotion for the Roman right in number of the principles of legal regulation was caused by three factors: barrier against prosecution of any offenders; indispensable condition of approachability of the legal purposes; additional criterion of an individualization of responsibility *(Prudnikov, 2010)*.

The Digest of Justinian has the specific treatment of understanding of the Roman justice: "Justice is invariable and constant will to grant everyone his right... Justice is knowledge of divine and human affairs, science about fair and unfair" *(Isaeva, Mayak, 1992)*.

Discussions

The Roman criminal law was a subject for historians of XIX – beginning of XX centuries. The big role played the German researchers, for example, T. Mommsen (the work "Roman Criminal Law"). Similar problems were studied in other European countries: britishmen A. Greenidge, J. Strachan-Davidson, frenchman P.F. Girard. It is possible to allocate common features of their works: the actual material was investigated, the analysis of reference base was given, the emphasis was placed on legal aspects of activity of the Roman criminal courts.

In pre-revolutionary Russia, F.F Zelinsky (the subject – the Roman criminal trial) and I.A. Pokrovsky (the subject – bodies of criminal justice in the Ancient Rome from the imperial period to the late empire) wrote works on history of the Roman criminal law *(Khrustalyov, 2013)*.

Modern Russian scientists brought the big contribution to studying initial and criminal law of the Ancient Rome. In particular, O.A. Omelchenko investigated development of criminal justice in the Ancient Rome *(Omelchenko, 2000*). A.V. Shchegolev researched the Law on "an insult of greatness of the Roman people" in political history of Rome in I BC – I AD *(Shchegolev, 2000)*. K.V. Verzhbitsky studied development of system of principate during the reign of Tiberius in 14-37 AD *(Verzhbitsky, 2000)*.

The monograph of A.I. Boyko "The Roman and modern criminal law" is also of great interest. In particular, it gives the following assessment to the Roman state in respect of legislative activity: "The mighty empire was lost, but marvelous remains of its legal spirit still light up public life. This way the far and unknown quasars pulse the energy. For certain, this unfading light tones up criminal and legal reflections" (*Boiko, 2003)*.

The subject of the paper was partially touched in dissertation work of S.V. Aleksandrovskaya, where the anti-corruption concept in the right of the Ancient Roman republic was studied *(Aleksandrovskaya, 2004)*. A.V. Marey analyzed the obligations following from delicts in Alphonso X statement *(Marey, 2005)*. D. A. Makarov studied the system of the right of the Byzantine empire *(Makarov, 2007)*. I.S. Semenov considered international legal aspect of the right for life *(Semenov, 2009)*.

M.N. Prudnikov allocated the following principles of the Roman criminal law: legality, equality of citizens before the law, justice, personal responsibility, inevitability of punishment *(Prudnikov, 2010)*. A.A. Ivanov suggested to adhere to a certain classification of crimes, gave definition of the concept "punishment", used in this paper *(Ivanov, 2012)*.

V.K. Khrustalyov studied activity of the Roman criminal courts in the period of the late Roman republic *(Khrustalyov, 2013)*. B.A. Molchanov analyzed criminal-legal views on crime subject when forming legal bases in the states of the Ancient world *(Molchanov, 2014*). Yu.V. Pershina considered punishments for crimes against religion and Christian Church *(Pershina, 2015 (I))*, "an insult of greatness of the Roman people" *(Pershina, 2015(II))*, fofficial and military crimes *(Pershina, 2016)* in the Roman criminal law, feature of criminal trial in the Ancient Rome *(Pershina, 2015(III))*.

The modern foreign researches concerning the general questions of the Roman criminal law contain works of A. Jones, R. Bauman, A. Riggsbi, O. Robinson, V. Kunkel. Extensive literature is devoted to problems of evolution of the Roman criminal legislation and activity of the separate constant criminal commissions: on cases of "a greatness insult" (de maiestate), extortion (de repetundis), illegal harassment (de ambitu), and violent acts (de vi) *(Khrustalyov, 2013)*.

The carried out analysis of literature showed that the level of study of the subject is insufficient. Nowadays there is no the generalizing research devoted to the characteristic of the system of punishments in the Ancient Rome.

Conclusion

The system of punishments in the the Ancient Rome was applied according to the principle of justice, which was understood specifically in relation to living conditions in antique society.

Recommendations

The materials of the paper can be useful to the scientists investigating the Roman right, students studying law and masters of the right.

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THE THEORETICAL FOUNDATIONS OF HUMAN RESOURCE MANAGEMENT PHILOSOPHY OF THE TWENTY-FIRST CENTURY

Abstract

To date, human resource – one of the main bases of the enterprise. Personnel management philosophy – the whole of principles, moral, as well as administrative rules, which were developed in the organization and which equally divides each of its employees. This philosophy - this is one of the most important components of the company philosophy. The philosophy of management personnel of the organization - it is a some document, which demonstrates that the person has the right to work in safe workplace, he has the right to freely express their views, he has the right to use his abilities fully.

Keywords

human resource, personnel management, philosophy, management methods, motivation

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Introduction

1.1 Actuality of the problem

The success of organizations increasingly depends on people-embodied know-how- the knowledge, skill, and abilities imbedded in an organization's members. This knowledge base is the foundation of an organization' core competencies (integrated knowledge sets within an organization that distinguish it from its competitors and deliver value to customers). HRM plays important role in creating organizations and helping them survive. Our world is an organizational world. We are surrounded by organizations and we participate in them as members, employees, customers, and clients. Most of our life is spent in organization, and they supply the goods and services on which we depend to live. Organizations on the other hand depend on people, and without people, they would disappear.

1.2 Explore importance of the problem

As far back as the early 20th century the emphasis was on technique and equipment, while the man was considered as an addition to this, but now but now the equipment is in human supervision. In connection with this new, modern styles and human resource management practices have been developed. There is increases proportion of managers, highly skilled workers, increases the amount of capital, which may be increased by one worker. The labor force is no longer so important. The company increased the need to own spoken and written language, have conceptual skills. Growing need for workflow control by the employee, which is one of the motivational theories.

The development of HRM has been slow but a steady process. Arguably, HRM has become the dominant approach to people management in most of the countries. However, it is important to stress that human resource management has not 'come out of nowhere'. HRM has absorbed ideas and techniques from a number of areas.

In effect, it is a synthesis of themes and concepts drawn from over a century of management theory and social science research. There is a long history of attempts to achieve an understanding of human behavior in the workplace.

Throughout the twentieth century, practitioners and academics have searched for theories and tools to explain and influence human behavior at work. Managers in different industries encounter similar experiences: businesses expand or fail; they innovate or stagnate; they may be exciting or unhappy organizations in which to work; finance has to be obtained and workers have to be recruited; new equipment is purchased, eliminating old procedures and introducing new methods; staff must be re-organized, retrained or dismissed. Over and over again, managers must deal with events which are clearly similar but also different enough to require fresh thinking.

We can imagine that, one day, there will be a science of management in which these problems and their solutions are catalogued, classified, standardized and made predictable. Sociologists, psychologists and management theorists have attempted to build such a science, producing a constant stream of new and reworked ideas. They offer theoretical insights and practical assistance in areas of people management such as recruitment and selection, performance measurement, team composition and organizational design.

Methodological Framework

2.1Research methods

Methodology of management staff of the organization - a term that involves consideration of staff as the managed object corresponding to the objectives and plans of the organization. Human Resources Management System - is the formation of functions, objectives and the organizational structure, personnel relationships with the leaders in the process of making and implementing decisions taken by the management staff. Personnel Management Technology - an organization of the recruitment and selection of new employees, evaluation of their skills, adaptation, promotion, work motivation and conflict management, and stress management. Personnel management functions - is the area of knowledge aimed at providing qualified personnel in the organization. Methods and personnel management functions are very closely related. Personnel management philosophy, which is the basis of its management, is no less important than the above described system.

These include methods of personnel management. This concept includes the following items:

- Development of personnel management methodology;
- Development of human resources management system;
- Development of human resource management technologies.

Results

3.1 Comparative characteristics of the human resources management philosophy in different countries

Personnel management philosophy - a set of principles, moral, as well as administrative rules, which were developed in the organization and are equally divided by each of its employees. . The philosophy of management personnel of the organization - it is a some document, which demonstrates that the person has the right to work in safe workplace, he has the right to freely express their views, he has the right to use his abilities fully. Employees have the right to work in a relationship of trust with the team in a friendly and united team. management philosophy varies widely in different countries. first of all it is connected with different cultures. Comparative characteristics presented in Table 1.

Table 1*. Comparative characteristics of personnel management philosophy in developed countries*

Country	United Kingdom	Japan
Main idea	The theory of the relationship between people and national values	The tradition of collectivism and the high level of employee loyalty to the organization
Brief description	Respect for the individual workers, promotion and motivation of labor achievements	Respect for elders, high social guarantees, life employment and moving up the career ladder

Russian philosophy of personnel management is varied and includes are many common features that are listed above. Its form is largely depend on the size of the organization and forms of ownership the organization. So large organizations continue to work in conditions of strict discipline, teamwork, but in smaller organizations, things are much worse - leaders do not differ too polite attitude towards its employees, the minimum democratization.

Recently, the well-established truth have been modified - each organization creates its own philosophy, depending on the form of ownership, specialization, specific features and other important factors. Based on the organization's management philosophy, each manager chooses one of the methods and styles of leadership personnel, which are partly based on principles such as scientific, democratic, planning, common stewarding, selection, recruitment and placement of personnel, the combination of collective leadership, centralization and decentralization, and performance monitoring solutions.

3.2 Comparative characteristics of methods of control

Traditionally, there are distinguish the following control methods:

1. Administrative (including organizational-management and organizational).
2. Economic.
3. Socio-psychological.

Administrative methods are most often used in large organizations. They are prescriptive, mandatory nature and are distinguished sufficiently rigid. Administrative personnel management methods are based on the following factors:

1. Operational Management System.
2. Systems plans, programs and jobs that are being developed within the organizations themselves.
3. The system of regulations adopted in the higher management structures.
4. The system of the Russian Federation.

Administrative personnel management methods are characterized by compulsory and unquestioning execution of regulatory or administrative documents, the relevant administrative regulations governing bodies. There are the following methods of administrative influence on the staff: financial liability, disciplinary liability, administrative penalties.

Economic methods of management involve the economic relationship between the employer and the employee, which are based on mutual benefit. An employee coming to work in the organization, there is expects to improve the standard of living at the expense of wages, while the boss expects from the employee's productive work. This form of motivation, of course, is quite effective, because almost every employee in the company is to earn it.

Main personnel management methods here - it's salary and premium, which are directly dependent on the of employee performance. In other economic levers of influence on employee in such organizations are the various allowance scheme and benefits.

Social and psychological methods are based on theories of social psychology and sociology, affect a person, a group or team using personal interests. These methods of influence aimed at ensuring conditions for employees to improve their performance and, as a consequence, increase the success of the company.

Methods minimizing conflict, management formation career of each employee, ensuring a healthy climate in the team and favorable conditions for work, questionnaires, interviews, sociometric method, observation, interview, partnership include for the basics of these.

***Table 2**. Comparative characteristics of management practices*

The criterion	Administrative	Economic	Social and psychological
Advantages	The unity of the will of managers in achieving the goal. Not a large amount of material inputs required. Operational objectives and rapid response to changes in the external environment	The flexibility of the impact on staff by material interest. Incentives take the initiative on the basis of material interest. Implementation of creativity on the basis of the interest of workers in improving wages	Workers be included work motivation mechanisms that have nothing to do with material needs. Material costs practically not required
Disadvantages	There are suppressed the initiative of employees. There are no effective labor incentives, so that there may be disincentives. In large organizations, highly qualified - a phenomenon quite rare as managers are not interested in it	Interests, which lie beyond the material values are not met or partly or fully, that may cause of efficiency reduction of employees	There is unused material motivation - a very important aspect of the successful work of employees. It is difficult to predict the results of applying this method

3.3 The development of the human resource Management Philosophy

The development of the human resource Management Philosophy is a long term process. The philosophy is usually informal and respects values and opinions of the main stakeholders. The leader of the organization has a significant influence on the human resource Philosophy. The human resource Leader is the next one influencing the philosophy significantly. The informality of the human resource Management Philosophy is important. It differentiates it from the human resource Strategy. The philosophy is the set of values, behavior and practices. The practices are extremely crucial for the leader. The leader is not interested in written formal human resource policies. The leader is interested in the real decision processes in the organization. They can be really different from the written rules (as people do not follow them, they follow the philosophy).

The main factors influencing the human resource philosophy in the organization:

- Leadership style;
- Corporate culture;
- Corporate values;
- Market competition.

The leadership style is extremely important. The leaders of the organization are the role models for managers and employees. The manager always try to act as the leader does. The behavior is observed and spread across the entire organization. The leader sets the basic expectations from all employees and managers. They adjust their behavior to be fully compliant with the leader's expectations. The human resource Management Philosophy is the same story. The leader is usually the person, who starts the change or the re-design of the human resource Management Philosophy. The leader observes the behavior in the organization and requests several changes. The leader usually calls a new HR leader, who is responsible for the leadership in the change management. The biggest task is to change the behavior of the leader.

The corporate culture and the corporate values define boundaries for the human resource Management philosophy. The human resource Management cannot be in the conflict with the corporate culture. It has to be a natural part of the culture. In case of the changes in the human resource Philosophy, the human resource team has to start influencing the corporate culture. It has to be adjusted as well. The change of the corporate culture is the joint effort of the leadership management and Human Resources. It has to be changes by changes of the living examples. The employees will follow the changes naturally.

The external market and the direct and indirect competitors have the influence on the human resource Management Philosophy. The competitors define the industry standard. The completely different approach usually builds the organizational weakness. The human resource Philosophy has to be better, it cannot be completely different. The leader usually compares the performance of the organization with the direct competitors on the market. The leader identifies weaknesses and advantages. In case of the need, the leader provokes the change of the corporate culture and the human resource philosophy.

Human resource management relates to strategic and coherent approach to the management of human resources of an organization. It involves a set of interrelated policies with ideological and philosophical orientation and forms a business-focused approach to manage people for competitive advantage. The starting point for HRM is to define philosophical orientation which helps in defining visionary long – term concepts of organization its mission and policies.

Philosophy, in the context of management of an organization, consists of an integrated set of assumptions and beliefs about the way the things are the purpose of the activities. And the way these should be . These assumptions and beliefs of those who create an organization (owners) and those who manage it (managers, specially the key decision makers) become base for defining vision of the organization. These assumptions and beliefs are sometimes explicit, and occasionally implicit, in the minds of the decision makers. The philosophy of a person has its origin in two premises in two premisesfact premises and value premises. Fact premises represent our view of how the world behaves. They are drawn from research findings and our experiences. Value premises represent our view of the desirability of certain goals and activities.

3.4 Various beliefs about human resource management

Human resource philosophy revolves around management’s beliefs and assumption about people their nature, needs, values, and their approach to work. These beliefs and assumptions then determine how people should be treated. There are three approaches for treating people:

- commodity approach - a person is treated like a commodity who can be bought or sold at a price as was the practice in old slavery system;
- machine approach - a person is treated as a part of the machine that can be fitted like any other part;
- humanistic approach - a person is treated as human being having psychological.

Human resource philosophy should be based on the following beliefs:

1. Human beings are the most important assets in the organization.
2. Human beings can be developed to a great extent as they have creative energy which is utilized only partially.

3. Human beings feel committed to their work in the organization if they develop belongingness with it.
4. Human beings are likely to develop a feeling of belongingness if the organization takes care of them and their need satisfaction.
5. Human beings contribute to the maximum if they get an opportunity to discover their full potential and to use it.
6. It is the responsibility of the organization to create healthy and motivating work climate characterized by openness, enthusiasm, trust, mutually, and collaboration.

Human resource philosophy- cardinal beliefs:

1. Self-Managing Resource- we believe that the human being is a fundamentally different and unique resource in that he/she is at the same time a source, a resource and the end of all economic and social activity. He/she is the means as well the purpose.
2. Potential-we believe in the inherent potential of people. There are different kinds and degrees of potential which can be developed and utilized in the context of task challenges, responsibility and commitment.
3. Limitations-we believe that any apparent limitations in people are the results of a variety of situations and factors, and can be overcome with support.
4. Quality of Work Life- to believe that a business institution can provide a high quality of work life for all its members. Through opportunities for a meaningful carrier, job satisfaction and professional.
5. Meritocracy- to believe that people accept meritocracy as a just and equitable system and contribute best under conditions of open opportunities and challengers and different rewards proportionally to performance.
6. Actualization- to believe that design, implementation, and update of human resource management systems is able to enrich the skills and creation of good climate in the organization.

Discussions

R. Negandhi (1971) defined management philosophy as "the expressed and implied attitude of the managers of an organization toward its external and internal agents such as consumers and employees," Philosophy gives a direction to one's attitudes, beliefs and behavior, and provides a guide for choosing among various means and ends. Andrew F. Sikula (1976) described managerial philosophy as an executive's internal system of interpreting knowledge, facts, and events according to his inherently based assumptions, about and conceptualizations of, reality, validity, and value. In this research, managers' attitudes and beliefs toward employees, namely human resources are explored according to their underlying ideas and assumptions. For this purpose the theories of the two leading analysts Douglas McGregor and Chris Argyris will be reviewed (Gellerman, 1966), as well as other relevant studies. In his book The Human Side of Enterprise, McGregor (I960) mentioned that, "perhaps it is now clear that the all-important climate of the supervisor-subordinate relationship is deter mined not by policy and procedure, nor by the personal style of the supervisor, but by the subtle and frequently quite unconscious manifestations of his underlying conception of management and his assumptions about people in general".

Haire, Ghiselli and Porter (1966) said that, "the way in which managers work with people presumably depends upon their assumptions about what people are like and how people can most effectively be led by a supervisor". They also mentioned that, "the crucial point is not what abilities and traits the employees actually have, but rather what their capabilities are as seen by their immediate and higher level supervisors." It is for this reason that it is important to learn about managers' assumptions concerning human nature and about their attitudes toward the way in which subordinates should be supervised.

Personnel management concept is a theory and techniques aimed at understanding the goals, objectives and principles.

Conclusion

As important as a manager's self-study is the company sponsored management development program. They are mutually interactive and reinforc ing. Self-studying, enthusiastic managers will be more receptive to company sponsored learning programs, and thus company-sponsored programs are likely to stimulate more self-studies. An encour aging learning environment will nurture more selflearning managers, and learning-oriented managers will help create an organizational learning environ ment. Shifting personal, organizational and social values will force organizations to expand their roles as educators.

Modern personnel management practices based on the individuality of each employee, his intelligence and efficiency. Established traditional management methods are out of date, though in some cases their use was unavoidable. Creative work is incompatible with material premiums if their receipt is directly connected with the results of creative activity. It even prevent it, as concentrates thinking, without giving space to imagination. Creative work requires internal motivation.

Modern philosophy of personnel management suggests that intrinsic motivation is very important. It allows you to work much more productive simply because the process of work like an employee. If he engaged in least favorite thing, even a lot of money is unlikely to bring a big efficiency. Staff work should be based on "three pillars": independence, professionalism and focus.

Thus, human resources management philosophy is the theory and techniques aimed at understanding the goals, objectives and principles. Each company has its own philosophy. But in general terms it allows employees to exercise their right to work in a relationship of trust with the team in a friendly and cohesive team.

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ABOUT THE NEED OF TERRITORIAL COMMUNITIES ASSOCIATION WITHIN DECENTRALIZATION OF THE UKRAINIAN POWER

Abstract

The relevance of the studied problem is caused by the need to change the system of local authorities in Ukraine and create new institutes of self-government. The purpose of the paper is to study the processes connected with elimination of the centralized system of public administration. The system allowed ruling regime to establish dictate of monopoly on adoption of political and economic decisions in the country, to abolish legislative and executive bodies in the form of local councils and regional public administrations and to create the communities capable for effective territorial operation. The partnership between the central power and representatives of communities can become implementation of the positive scenario for the country's development. First, due to inclusion of local elite in development and adoption of the state decisions. The analysis of changes in a social-political paradigm is the leading research method. The analyses allowed to build the concept of modern political development of Ukraine and to predict results of the reform of local government declared by the Ukrainian government. The system analysis of a local power defined the optimum balance between central and local powers in Ukraine to create public control over activity of new public institutes and favorable conditions for their development and successful functioning. The main research result is the concrete recommendations for creation a new model of public self-government taking into account scientific theories and a practical advice of experts relying on the existing international experience. The paper can be used for development of special courses "A paradigm of modern political development", "Political process in Ukraine", "Bases of social forecasting". The materials can be useful for the subjects Political Science and Social Forecasting and listeners of departments of sociology and political science of the Dnepropetrovsk National University of O. Gonchar.

Keywords

paradigm approach, decentralization of power, social obligations of state, territorial arrangement, state subventions, social paternalism, principle of subsidiarity, self-government hierarchy

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Introduction

1.1 The relevance of the study

Formation of the independent Ukrainian state happened in the conditions of the territorial device characterized by a number of shortcomings, which constrained development of a democratic legal framework. It is necessary to distinguish high extent of centralization of management vertically, the low level of the administrative services provided to the population, lack of necessary resource providing tasks and functions of local government, the competition between the local executive authorities and local governments.

The system developed for years was reduced to dictatorship of the center in relation to regions, including formation of local budgets. The existing legislation does not allow to optimize it according to the modern European standards, which provide participation of the regions' population in their direct development.

The developed imbalance led to the fact that the central power was not able to solve topical problems (first, social ones) on places. It contradicts the principles of social justice, fixed in the Constitution of Ukraine. The problem became actual (if not critical) after the prompt increase of utilities tariffs during 2015-2016, that led to the need to reform the Ukrainian territorial structure and to create the effective management mechanism.

The modern Ukrainian science poorly applied a paradigm approach for studying the processes connected with decentralization of the power. For 25 years of independence, only feeble attempts were carried out to weaken the power of the center and to give to independence the regions. However, they had no system character and were not supported with the corresponding legislative base. The concepts of the territorial and administrative-territorial device are debatable and uncertain. Normative legal acts of Ukraine do not install the system and levels of administrative and territorial units. It is necessary to emphasize on the fact that sooner or later it will be necessary to define social-legal status of Donbass occupied territories that will effect on a complete picture of territorial administrative management in the country.

The essential contribution to the research of general-theoretical problems of the territorial device, development of definitions of its basic concepts and categories and ways of carrying out reform of the administrative-territorial device was made by such scientists,as V.A. Androshchuk, M. O. Baymuratov, O. V. Batanov, Ya. V. Vermenich, A.C. Vrublevsky, I.Ya. Zayats, O. V. Klinchenko, V. V. Kravchenko, A. M. Kolody, M. I. Marchuk, V. V. Mishchuk, B. P. Novick, M. O. Pukhtinsky, T. M. Tatarenko, M. P. Honda, V. I. Shabelnikov, et. al. However, we believe that it is necessary to pay attention to the researches of foreign scientists, especially natives of the countries of the former Soviet Union, where decentralization process yielded positive results.

1.2 The hypothesis of the research

The analysis of the theoretical works and practical activities on the problem showed that theoretical bases of functioning of the constitutional and socially oriented state demand reduction in compliance to the country constitution, which states social obligations of the state to the people. That they are not carried out on various pretexts is continuation of defective social policy of totalitarian society with all its negative components. Orientation to positive experience of carrying out reforms taking into account national features and realities of today have to become priorities for the reforms urged to provide to Ukrainians worthy life, protection of their rights and freedoms.

Materials and Methods

2.1. Theoretical and empirical methods

To achieve the object set in work we used both general scientific and special research methods, as descriptive method, method of the system analysis, discursive and content analysis of regulations. The descriptive method promoted to study the scientific category "paradigm" as a model and methodology of scientific knowledge. It allowed to present features of development and change of paradigm dominants in social-humanitarian sciences. The traditional (unformalized) analysis allowed to establish existence of regularities in studying the existing social-political paradigms. The method of system and discursive analyses helped to allocate resistant signs and features of the studied objects, to define the negative tendencies slowing down the reforming process. Content analysis of regulations and documents showed the need to adopt important laws and governmental decrees.

2.2Methodological framework

Fundamental works on sociology and political science by V. Androshchuk, I. Zayats, O. Klinchenko, V. Kravchenko, A. Kolody, R. Kolyshko, A. Lelechenko, A. Matviyenko, M. Haritonchuk and other scientists formed a methodological basis for studying the problem. Theoretical questions, complex understanding of the organization and activity of the public power are analyzed in works of such Ukrainian scientists, as O. Lazor, A. Trachuk and others. It is worth remembering such the European scientists, as G. Hollisa and K. Plokker, M. Horvat's Tamash, who considered features of decentralization policy in Europe.

Thus, the analysis of scientific literature allowed to construct the scientific base in the conducted research and to make certain amendments and forecasts concerning their quality and terms of carrying out.

The works of Thomas Kuhn, who opened the concept "paradigm" in philosophical-methodological and historiographic contexts, became the general theoretical base for a paradigm approach to the problem.

2.3Base of the research

The base of research are Dneprovsk and Kharkov areas – regions where decentralization process is the most active (the Dneprovsk area) or the most careful (the Kharkov area). Some other Ukrainian regions and areas, which created prerequisites for modification at the legislative level, are also considered.

Results and Discussion

Legislative activity concerning decentralization of the Ukrainian power for all years of independence has never been system and logic. On the one hand, the central power understood that the regions should give more independence and the times when Kiev rules will end eventually. And the main thing is to finance. On the other hand, the accurate power vertical allowed to restrain the local elite, regulating the sizes of the state subventions and grants at discretion. The system of social paternalism was promptly developing (*"Paternalism as the sociological category…", 2003*). Thanks to it, the ruling regime steadily bought loyalty and patience of the most part of the country's population of the country. The liberal system, not providing wide social guarantees, has to replace it. However, it will inevitably cause falling of citizens' standard of living. The correct exit is the power decentralization, gradual transfer of many authority powers from the center to the regions.

It is necessary to notice that such attempts have been carrying out for a long time, since the independence of by Ukraine. There is the chronology of events.

The law "About the Representative of the President of Ukraine" of March 5, 1992 said that the representative of the President of Ukraine is the head of local public administration and only the President of Ukraine can fire him *("The law of Ukraine 'About the Representative of the President of Ukraine'", 1992)*. The President of Ukraine issued the Decree "About the Provision on local public administrations" on April.14, 1992. According to it, the local public administration is the system of bodies of the state executive power; it is formed by the corresponding Representative of the President of Ukraine or it is a part of administration by the principle of double subordination *("The decree of the President of Ukraine 'About the Provision on local public administration of April 14, 1992'", 1992)*. In fact, these two acts liquidated an off-line control and put the fat end to a question of operating territories. On March 26, 1992, the Verkhovna Rada of Ukraine accepted the new edition of the law "*About local Councils of People's Deputies of the Ukrainian SSR and local government* " (on December 7, 1990). It defined legal, financial and economic bases of local government of Ukraine *("The law of the Ukrainian SSR 'About local Councils of People's Deputies of the Ukrainian SSR and local government'", 1992)*. The law "About formation of local authorities and self-government" of February 3, 1994 distributed powers, rights and obligations of local government. The law defined rural, settlement, regional, city, regional councils as the local government. Chairmen of these Councils were subordinated to the Cabinet of Ukraine and the chairman and executive committee of the Council of the highest level *(The law of Ukraine 'About formation of local authorities and self-government'", 1994)*. The Law of Ukraine "About elections of deputies and heads of rural, settlement, regional, city, regional in the cities, regional councils" of February 24, 1994 defined that chairmen of all level councils have to be elected by the population, but not to be appointed by public administration or the president (*"The law of Ukraine 'About elections of deputies and heads of rural, settlement, regional, city, regional in the cities, regional councils'", 1994*). Thus, 4 years later after declaration of independence in Ukraine, the Soviet system of the power was restored. The subsequent laws and decrees of Presidents significantly did not change anything.

The Constitution of Ukraine was adopted on June 26, 1996. It proclaimed the principles of combination of centralization and decentralization of the government in implementation of balance and social-economic development of the regions, taking into account their historical, economic, ecological, geographical and demographic features, ethnic and cultural traditions. The concept "territorial community" as a form of self-organization of citizens was for the first time enshrined in it. De jure, it was allocated with powers to operate the territory; de facto local councils and local public carried out administrations these powers.

According to a new approach to decentralization of the Ukrainian power, the basic value is allocated for the integrated territorial communities. The initiated process of the power decentralization in the country assumes modification of the Constitution of Ukraine, which withdrawal from the centralized model of management is fixed in the state, ability of local government is provided and the new system of the territorial organization of the power in Ukraine on the basis of the principles of subsidiarity, omnipresence and financial self-sufficiency of local government is installed. It can significantly influence social processes and problems, which the state cannot solve yet.

According to the project of changes to the Constitution, the territorial community consisting of residents of the settlement(s) carries out local government, being guided by will of the people living on in this territory. According to the law, this body of population's self-organization directly or through community's local governments is allocated with the following rights and powers:

1) It operates the municipal property.
2) It approves the budget of the corresponding community and controls its execution.

3) It approves programs of social-economic and cultural development and controls their performance.

4) It establishes local taxes and fees.

5) It provides realization of results of local referenda.

6) It forms, reorganizes and liquidates the municipal enterprises, organizations and establishments, controls their activity.

7) It resolves other issues of local value carried by the law.

Thus, the territorial community has the powerful financial advantages, allowing to resolve many burning issues, including acute social value. The experts consider that the carried-out reform of decentralization will provide huge investment interest in development of the regions. Territorial bulks have an opportunity to form partnership with investors at qualitatively new level, providing all conditions for implementation of investment projects (first, social ones).

The law of Ukraine "About voluntary association of territorial communities" (No. 157-VIII of February 5, 2015) is the main document, which allows to carry out integration of communities without modification of the Constitution of Ukraine *("The law of Ukraine 'About voluntary association of territorial communities'", 2015)*. On April 8, 2015, the Cabinet of Ukraine approved the Resolution No. 214 "About the statement of the Technique of formation of capable territorial communities" (*The resolution of the Cabinet of Ukraine No. 214 'About the statement of the Technique of formation of capable territorial communities'*). Both acts allowed to create 159 integrated territorial communities before January 1, 2017, which had already proved their solvency. In August, there were already 184 communities. The experts claim that budgets of communities increased from 3 to 8 times in a year.

34 integrated communities act in Dnepropetrovsk area as of 11.01.2016. It is planned to create 84 communities. They earned nearly half a billion hryvnias in 9 months of 2016. It is 1.7 times more than in 2015. The integrated communities of the region aimed additional 200 million hryvnias at own development. The chairman of the Dnepropetrovsk regional state administration Valentin Reznichenko reported about it (*Decentralization in operation)*.

The change of the administrative organization of territories can be traced on the example of the Kharkov area. During the reforming system of local government and the power decentralization, 459 communities of the Kharkov area are planned to unite in 62 territorial communities. In the regions the association will happen as follows.

Region	Existing communities	Planned communities
Balakleysky	25	5
Barvenkovsy	13	1
Bliznyukovsky	20	3
Bogodukhovsky	24	1
Borovsky	10	3
Valkovsky	20	2
Velikoburluksky	18	4
Volchansky	27	4

Dvurechansky	14	1
Dergachevsky	15	2
Zachepilovsky	10	1
Zmiyevsky	16	2
Zolochevsky	14	1
Izyumsky	18	1
Kegichevsky	16	1
Kolomaksky	5	1
Krasnogradsky	14	1
Krasnokutsky	13	1
Kupyansky	20	1
Lozovsky	18	2
Novovodolazhsky	15	2
Pervomaisky	19	1
Pechenezhsk	5	1
Sakhnovshchinsky	16	3
Kharkov	30	9
Chuguyevsky	18	3
Shevchenkovsky	16	1

Today the process moves slowly in the Kharkov area (only about 10 percent united from the presented list). However, experts consider that we should not force the events: the quantity, but not the quality is important here.

The Kherson area, as well as many other Ukrainian regions, has a number of problems, slowing down the reform. First problem is information. Local journalists think that some areas (Bilozersky, Verkhnerogachiksky, Gornostayevsky, Novovorontsovsky) do not hold explanatory work on places. Not everyone understands the reform in villages. Therefore, the government initiative can be braked because of elementary slowness of officials, misunderstanding the importance of the transformations.

Discussions

The carried-out reforms outlined both supporters, and opponents. Lack of accurate scientific paradigm approach to the problem creates many unanswered questions. The main is lack of necessary legislative base for full activity of associated territorial communities. First, the relevant law does not define procedure of such association. The question of so-called white spots (communities, which were not ready for association and then there was nothing "to attach") is not adjusted. Secondly, associated territorial communities still do not dispose their lands – there is no such law. Thirdly, the integrated territorial communities still cannot independently solve a number of social questions, as repair schools and out-patient clinics, transportation of children to educational organisations, etc. It is necessary to make many changes in the budgetary code for complete financial independence of associated territorial communities.

Critics of the chosen technique of the power decentralization note unsteadiness of the relations between the center and the regions. It is characterized by fragile balance of centripetal and centrifugal tendencies. Lack of effective system of the state regional policy and model of reintegration of the country programs collision and the conflict of centrifugal and centripetal forces. In the conditions of financial and economic crisis and military aggression, any local conflict in the region can easily develop into a political clinch in the relations between the center and the regions.

Deepening of disproportions in development of the regions is also followed by serious risks. The economic crisis and falling of GNP, loss of some territories and considerable parts of industrial and export potential undermine not only financial opportunities of the state, but also its ability to pursue the effective regional policy directed on smoothing of interregional disproportions. The military and economic crisis provoked deepening of a gap between regions on welfare and their economic development.

Standard and legal openings of the Bill on changes in the Constitution (about the power decentralization), which can be used for usurpation of the power in the regions, cause concern. Self-government institutions, which operate on regional level, are inclined to "self-eating" of subordinate levels of self-government (the area and territorial bulk). Probability of "privatization" by clans of regional councils and the prospect of combination of the regional council head and the regional executive committee head bears risk of usurpation of the power and suppression of functional autonomy of local government at the level of territorial communities. Hierarchy of self-government will lead to its self-discredit and search of "the kind tsar".

In the circumstances, according to the author, use of scientific approach and the existing foreign experience for choosing techniques and accounting all existing risks would be most reasonable. Answers to many questions can be found in the works such researchers, as Tamash M. Horvat (*Horvat, 2000*), O. Lazor (*Lazor, 2008)* and in the works of other scientists, including the one, who "were dipped" into metaphysics.

In Kuhn's methodology metaphysical assumptions are the necessary prerequisite of scientific research; incontestable metaphysical ideas of the world are obviously expressed in initial laws, the principles and rules of a paradigm; at last, a certain metaphysical picture of the world implicitly is imposed by supporters of a paradigm by means of samples and examples. It is possible to tell that Kuhn's paradigm is the enormous metaphysical system determining the bases of scientific theories, their ontology, experimental facts and even our reactions to external influences (*Kuhn, 1977*).

Conclusion

The Verkhovna Rada of Ukraine submitted the bill of reform of the power decentralization for an extensive discussion and experts assessment. Thus, the central government has to keep powers for service and protection of country's national interests; local elects have to receive powers, which will allow them to meet the needs of the regions. Despite many obvious miscalculations and defects, decentralization in general stands to win, as authoritative and centrist styles of the management are the past remnant. Besides, the country needs the initiative and strong leaders for management on places, who know well the problems of the territories, have ardent desire to work and enjoy unconditional authority at compatriots. The begun reforms will lay the foundation to formation of the new management teams ready to replace old guard of adherents of command system. For the fastest change of shots, it is necessary to break the resistance of those officials, who oppose to changes and create artificial obstacles for reforms.

The Ukrainian people will support the power decentralization in the governmental edition in the case they understand unconditional advantage of the offered changes and will feel it on themselves. First it concerns social sphere – medical care, education, culture, –and also overcoming of the imbalance caused by unreasoned social standards and low consumer ability of the population. Changes have to be made in the Constitution taking into account opinion of the maximum number of citizens, irrespective of the social status, education and post.

According to experts, process of the power decentralization in Ukraine has to take 1,5–3 years. It is very short deadline for so large-scale reform in the country with the low level of political education, where the supreme power constantly discredits itself. People will believe the power only when it proves the honesty and commitment to democratic transformations.

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THE CONTENT OF THE CONCEPT «PROFESSIONAL SELF-IMPROVEMENT OF THE TEACHER OF PRIMARY EDUCATION»

Abstract

This paper deals with the problem of professional self-improvement of the teacher of primary education. The article clarified the content analysis of the concepts of "professionalism" (derived from his "professional" term) the concept of professional self-improvement of the teacher of primary education, is presented and "cultivation" allows you to highlight these structural components of professional self-improvement of the teacher of primary education, which is a holistic, system quality, professional competence, professional orientation and professional flexibility.

Keywords

professionalism, self-improvement, professional self-improvement, teacher of primary education

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Introduction

Currently, the professional activity of teachers takes place in a complex and contradictory conditions. One reason for this is that there is a discrepancy between, on the one hand, between the level of competence that meets the professional status of the teacher exhibited by cultural specialist level, and on the other - by the real possibilities that are available to achieve them. Before society is to create a cadre of pedagogical potential, adequate preparation for their level of professional culture and integrated into the current socio-economic conditions.

Meanwhile, the lack of clear guidance in the area of educational policy adversely affects the content of teaching. As a result, many teachers are passive, the reluctance to change anything in their work, are biased against objectively overdue innovation, largely due to personal characteristics of teachers, such as low social professional activity, conservatism, indifference, which becomes an obstacle to the reform of the education system. In this regard, there is a need definition of theoretical and methodological bases of pedagogical support of professional self-development of the future teacher of primary education.

To date, gained great theoretical and practical material that provides implementation of many aspects of the professional-pedagogical preparation of students, but not a system of pedagogical support of professional self-improvement, resulting in the need for additional research.

However, analysis of the scientific literature shows that there were certain preconditions for the implementation of the theoretical understanding of the pedagogical phenomenon:

- defined conceptual bases of formation and development of primary education teacher identity (S.I. Archangel, E.P. Belozertsev, V.A. Bolotov, V. Bocharov S.G. Vershlovsky, N.V. Kuzmina, Y. N. Kulyutkin, M.L. Levitsky, I.D. Lelchitsy, V.A. Slastenin, G.S. Suhobskaya etc.).;

- developed approaches, contents and methods of formation of is professional-pedagogical culture of the teacher of primary education, vocational and significant qualities (A.M. Akhmedkhanov, I.D. Bagaeva, I.G. Bezuglov, E.G. Bulanov, V.V. Boutkevitch,
M. J. Wilensky, I.F. Isaev, V.A. Kan-Kalik, V. Maksimov, N.D. Nikandrov, N. Nikitin, I.V. Strakhov, A.V. E.Tamarin, I. S. Yakimanskaya, D.S. Yakovlev, etc.), pedagogical skill of the teacher of primary education and professional skills in the field of educational technology (general pedagogical, didactic, communicative, organizational, prognostic, diagnostic), the significance of which podgotovke future teacher of primary education show in his works Y.P. Azarov, O.A. Abdullin, T.Y. Baskakov, J.K. Vasilyev, I.A. Zyazyun, M.M. Levin, A.K. Markov, A.I. Mishchenko, V.A. Sitarov, N.I. Fateeva, N.D. Hops, etc .; professional consciousness and thinking of primary education teacher (L.M. Michiya, V.N. Koziev, J.N. Kulyutkin, V.V. Stolin, I.M. Yusupov V.I. Slobodchikov, I.V. Vachkov etc.).;

- determined the nature and content of the concepts of «self-improvement», «professionalism of the teacher of primary education», «readiness of the teacher of primary education for pedagogical activity», «support» (K.A. Abulkhanova-Slavskaya, S.V. Vaskovskaya, A.A. Derkach , L.A. Korostyleva, E.A. Klimov, V.G. Maralov, L.M. Mitin, A.K. Markov, E.I. Rogov, T..I Rudnev etc.).

However, the category of outstanding are questions about the purpose of training in accordance with the changing paradigm of education in unity with its modernization, the means of preparation for solving professional problems in a dynamically changing professional work environment, on the approaches to the creation of systems that support the development of personally significant properties of a teacher of primary education and the criteria for assessing the quality of vocational and teacher training at the university.

Material and Methods

The basis of this study is philosophical, psychological, pedagogical research on professioalnom cultivation, modern psycho-pedagogical theory of personality, psychological and pedagogical theory of learning activity, conceptual idea of complete pedagogical process theory, the theory of the activity approach, the concept of student-centered education.

In order to achieve reliability in consideration of the problem the following methods were used: the study and theoretical analysis of philosophical, psychological and pedagogical literature on the research topic; study of teaching experience; theoretical generalization, data synthesis.

Results and its discussion. Among the many problems of theoretical and practical interest, pedagogy studies teacher professional self-primary education problem.

Educational activity is the process of solving the countless number of problems - functional and pedagogical. Functional tasks aimed at finding tools and pedagogical task - to find the pupil transition from one environment to another state. The pedagogical problem arises when more than one possible solution, and involves finding the preferred method of achieving the desired result. Thus, the result of the decision of pedagogical tasks required orientation for the future, and therefore continuous operation of the teacher of primary education for self-improvement, which is also the personal quality, a certain integrity.

Thus, the specificity of the developing modern education requires retraining of teachers and training on a new basis, in a mode of continuous pedagogical education, success is not possible without the readiness of the teacher of primary education for self-improvement.

Continuous teacher training involves the development of social and cultural experience with the use of all parts of the educational system and the means of their succession. It represents a great potential for the formation of readiness of the teacher of primary education to improve themselves as implementing a number of functions: compensating (fill gaps in basic education); adaptive (operational training for teaching in a changing professional environment); developmental (meeting the spiritual needs of the individual, creative development needs). As pointed out by G.M. Kodzhaspirova *(Zimicheva, 2001),* continuous education, not because people are constantly moves from one form of education to another, so that when necessary he can expand and complement the existing education, but it must be installed on self-improvement. It should be a conscious part of the future teacher of primary education in the improvement of their professional activities.

The professionalism of teachers of primary education is reflected in its behavioral characteristics, resulting from the possible realization of themselves as individuals, the desire to look for different ways to solve the problems, the ability to self-criticism, self possession of technique and goal-setting activities, a focus on self-transformation in the process of interpersonal interaction. The main feature of the teaching position is behavioral flexibility. At the same time, emotionally rich relationships, their cognitive complexity can cause emotional burnout (emotional syndrome (A.N. Mokhovikov) or professional burnout (NA Aminov) *(Zimicheva, 2001)*. Burnout syndrome is defined as a negative emotional state, or psychological exhaustion from prolonged stress created during the solution of pedagogical problems. Reduced emotional stress, anxiety, discomfort and preserve a positive self-image is achieved by implementing a system of psychological defense mechanisms. Acquisition of professional competencies provides a successful adaptation to the specific educational activities, promotes the selection of an adequate solution of the situation.

Thus, the complexity of the process requires a pedagogical support, which entails a reliance on a number of approaches to training in pedagogical high school. Thus, an integrated approach allows us to represent a complete picture of the professional environment, the specifics of the decision-making in the conditions of innovative educational activities. Cultural approach contributes to the selection of readiness diagnostic tools to pedagogical activity, awareness of personal limitations in the professional sphere. Personality oriented approach aims at developing methods of regulation of their activities, self-development and self-improvement. As a result, the pedagogical function of the adaptive system is realized, related to the development of abilities to adapt and reorient future teachers to work in a dynamically changing environment, to self-knowledge and self-improvement, which is a database of professional stability.

The need to rethink the problem of personal and professional formation of the future teacher of primary education as a holistic problem solving that is necessary in the educational space of the university to form the identity of the future teacher of primary education, capable of professional self-improvement is due, firstly, the fact that the student is trying to see in this period the contours of a future profession. Terms objectively encouraged him to solve immediate problems associated with the current progress, the delivery of the next exam, etc. Second, the teacher relies on the opinions of its staff, its traditions, requirements management, wealth of past experience studying and working at the university, and the student is the only member of the academic team, the first time he does not exert substantial assistance. Third, the teacher (supervisor) has the knowledge of the student's personality, watching her improvement is better than the student and the academic group. Fourth, students will learn the individual characteristics of the teacher than the latter knows the characteristics of students, so it needs to carry out an individual and differentiated approach to education and training. Fifth, a professor at the university excellent knowledge of the conditions and requirements in relation to the educational process, the student is aware of them when entering into a new social situation of development for him. Sixth, teaching staff, more or less vague about the distribution of absorbable material for courses and semesters, the student is familiar with this as the transition from the junior to the senior course. Seventh, the student meets the university with a relatively greater mass education and the requirements of universalism. An understanding of these circumstances and their individual psychological characteristics peculiar accents bring in his understanding of university conditions, specific forms of training and education.

In fact, it is none other than the difficulties and contradictions faced by a student from the first day of training at the university. These contradictions do not act, however, clearly and prominently, they are hidden behind the overall progress of the educational process, current concerns and activities. The manifestations of deficiencies in the development of students' professional aspirations and training attracted the attention of teachers, as a rule, only to the extent that they hinder the student's work on the assimilation of a specific discipline. Student and teacher most intensively «find out the relationship» in the most «nodal period», for example, during performance tests.

Mass forms of learning in high school, the lack of orientation of students in the new conditions of training and education, their knowledge of only some of the individual characteristics of the teacher, but not the identity of the in general, ignorance is essentially self, a fuzzy idea of controlling the timing of the study of various disciplines, involuntary isolation and strangeness «social autonomy» - all this gives to the actions and deeds of students reflection certain originality. The principal characteristic of the operation of these factors is as follows: the student comes to school, to be found here that is a response to its requests for a future profession, but reveals a complex set of educational activities, rather than integrative reinforcement of their professional and personal expectations.

The need to address the problem of professional self-development of the future teacher of primary education, the formation of his preparedness for such self-improvement throughout the period of independent work in the educational institutions due to the fact that professional self-improvement of the teacher of primary education is the link between the humanization, humanization of education and the formation of moral, humanistic Normal relations between actors. Professional self-improvement of the teacher of primary education gives the process of humanization of educational integrity and dynamism.

Firstly: the teacher-professional - a teacher, a good guide to the major trends in civilizational processes of the modern world with its global challenges. It is distinguished by the ability to relate with any knowledge of the man, with all them that dwell on the earth, with nature and its protection - all these are signs of humanistic oriented consciousness of the teacher of primary education *(Zimicheva, 2001)*. Secondly (this follows from the provisions of G.S. Suhobskoy oriented humanistic consciousness of the teacher of primary education): the evolution of philosophical views on human causes its setting in the center of the scientific world, in the center of the universe. At the fore the teacher as a person and as a professional (not abstract, as it was earlier in our society, but real), which acts as a powerful factor of humanization of education, public relations, human relations, problem solving factor of modern education.

In disclosing the content of the concept of "professional self-improvement of the teacher of primary education" the main meaning it bears the term "self-improvement", and its substantive content, it receives through the involvement of the term "professional". Professionalism person, according to E.I. Rogov, there is a set of psycho-physiological, psychological and personality changes taking place in it in the process of acquisition and long-running activities obespe¬chivayuschih a new, more effective level of professional solutions to complex problems in the special conditions.

E.I. Rogov argues that the formation of professionalism comes in three main areas:

- change the whole system of activities, its functions and the hierarchical structure; during the development of appropriate labor skills is a movement of the person on the steps of professional skills, developing specific ways to perform system activities - formed personal style activities;
- change the subject individual, manifested both in appearance (motor skills, speech, emotion, forms of communication), and the respective elements of the professional consciousness (professional attention, perception, memory, thinking, emotional and volitional), which in a broader sense can be considered as becoming a professional outlook;
- changes in the relevant subject install components in relation to the object of activity, which is manifested in:
- cognitive - the level of awareness of the subject, the degree of awareness of its importance;
- emotional sphere - interest in the project, in the propensity to interaction and satisfaction from this interaction, despite the difficulties;
- practical sphere - the knowledge of their real possibilities of influence on the object.

Analysis of the definition of «professionalism», the proposed E.I. Rogov and grounded scientist direction of its formation in humans give us reason to believe that the competence of the teacher of primary education (under certain conditions) develops in the long-running activities. Directions of formation of professionalism, strictly speaking, there are areas of competence of the teacher of primary education.

However, professionalism in the sense that it is understood by E.I. Rogov, primarily associated with the work, and then - to the activities *(Derkach, 2000)*.

In terms of breeding concepts of «primary education teacher professionalism» and "competence of teachers of primary education" interest position GV Sukhodolskiy that the professional activity of the person is a variation of his work *(Zimicheva, 2001)*, or labor. Professional work of teachers of primary education as a type of his work is none other than the teaching activities. The term «teaching» reveals an individual's membership in the teaching profession, which caters to teaching activities.

Virtually identical views on the concept of "basic education teacher professionalism" we find in L.M. Mitya, which is part of the conceptual scheme of work of the teacher of primary education is similar to the structure of pedagogical activity: setting master of pedagogical goals and objectives, the choice of methods of solving pedagogical problems, analysis and evaluation of educational activities *(Sergeeva, 2015)*. Maturity of these components is, from the point of view of a scientist, an indicator of the maturity of pedagogical activity.

Close to the point of view of A.K. Markova regarding professionalism we find in A.A. Derkach, which is based on the fact that the professionalism - is an integral characteristic of the person, assuming the presence of a high level of professional activity, and the maturity of his personality, professionalism subsystem allocates such as professional competence, professional skills at the level of professional skills *(Sarsenbayev, 2005)*.

So common in views A.K. Markova and L.M. Mitya is that scientists are exploring the problem of professionalism from the position of the three parties to the educational activities based on the psychological structure of pedagogical activity. Common in views A.K. Markov and A.A. Derkach is that scientists as a necessary condition for human development as a professional isolated professional competence and professional skills.

Thus, clearly distinguishable component of the professional self-improvement is the professional competence. In professional orientation can be identified as the other component. This is explained by the fact that AK Markov and A.A. Derkach in the structure of professional identity is isolated orientation values and meanings.

In terms of disclosure of the content of the concept of «professional self-improvement» interest is the idea of L.M. Mitya that the psychological basis of personality of future professional in any field of human activity is a behavioral flexibility or flexibility behavior of the teacher of primary education *(Sergeeva, 2016)*.

The flexibility, ductility behavior scientist understands the ability of teachers of primary education is easy to give up non-compliant situations and problem behaviors (activity - *Zimicheva, 2001*), thinking methods, means of action and to develop or adopt new, original approach to solving the problem situation under constant principles and moral of life grounds. Understanding this definition shows that the leading aspect of the flexibility of the professional activity, the behavior is the ability of teachers of primary education to process information about the situation and how to remove it problematical.

An analysis of the scientific literature shows that scientists who study the problem of professional self-improvement as a specific type of professional activity, first of all, note that the focus of future specialists for professional self-improvement is an integral part of training. Secondly, there is professional self-improvement personal-social phenomenon.

Suffice it clearly personal aspect professional self-improvement specialist in the study disclosed D.V. Ageykina «personal-professional self-improvement - a requirement of the motivational readiness and student commitment to the development of a system of actions, the adequacy of its individual features and aimed at successful implementation of their professional and meaningful goals» *(Sarsenbayev, 2005)*.

Understanding the definition of "personal and professional self-improvement", proposed by D.V. Ageikin shows that it is in its first part (need-motivational readiness) and fits into the open structure of our readiness of the future teacher of primary education for professional self-improvement in a side of professionalism, disclosed A.K. Markova as motivational sphere of personality. This aspect of professional self-identifies and professional direction of the teacher of primary education, which is one of the professional self-components. The focus, as you know, is the result of having a future teacher of primary education a certain structure of the motivational sphere in which some motives dominate, dominating the action of the other *(Sarsenbayev, 2005)*.

As a social phenomenon, it shows the social significance of specific activities, serving the profession. In this case, teaching activity serves the teaching profession. As a personal phenomenon, it shows how the profession requirements define the meanings of professional activity, the orientation of the teacher of primary education in the education and training of students, etc. In this case we are talking about socially mediated, which is due to the fact that «objectifies children mastered knowledge, as well as the fact that the teacher centration of primary education per pupil as a subject of activity is based on the reflection of the teacher of primary education» *(Sergeeva, 2015)*.

With existing differences in the interpretation of the concept of «self-improvement» scientists as structural components distinguish the professional competence and professional qualities. «Professional self-improvement - it is a conscious, purposeful process of raising the level of their professional competence and development of professionally important qualities in accordance with the external social requirements, terms and conditions of professional activity and personal development program» *(Derkach, 2000)*.

The analysis of this definition shows that it coincides with the professionalism of the phenomenon in part related to professional competence and professional and personal qualities (A.A. Derkach, A.K. Markov, L.M. Mitin). Otherwise, it cannot be, because the term «professionalism», «professional» are associated with the term «self-improvement» in the phrase «professional self-improvement». Both terms are defined meaning, crossing in terms of content with each other, and therefore complement each other.

From the above definition of «professional self-improvement» implies that professional self-improvement experts sources lie in the social setting: to the person of the expert, there are requirements on the part of society, and on the part of the profession that are higher possibilities of the individual. The conscious acceptance of requirements is the basis of formation of an image I-perfect professional. At the same time, each expert based on their understanding of the individual and the success of its activities there is an idea of the already existing level of professionalism, I am a real professional.

Correlation of images «I am a perfect professional» and «I am a real professional» and revealing the contradictions between them is the basis for professional self-improvemen.

The aim is to achieve a professional self-special image and assimilated («ideal») highly qualified specialist. And since then the conclusion is a specialist requirements are growing that the cultivation process - continuous, evolving dialectic and «limit development of the person» does not exist *(Derkach, 2000)*.

In cultivation considered two plans: personal (self-education) and activity (self). Personal Plan is implemented through a systematic focus on the formation of human activity, the development of positive qualities and eliminate the negative. In the activity plan is included updating and improving existing specialist knowledge and skills to achieve the desired level of professional competence.

Further analysis of the scientific literature shows that scientists comprehend the concept of «self-improvement» in correlation with such concepts as «self-development», «self-realization», which is undoubtedly of interest in the differences between these concepts and the concept of «self-improvement».

So, L.A. Korostyleva investigating the problem of self-realization, he says that self-realization is impossible without self-improvement. Note that the scientist does not define the concept of «self-improvement», but operates defined by K.A. Abulkhanova-Slavska, according to which there is a kind of self-cultivation the highest stage of the development of a mature personality, the result of personal growth and development *(Derkach, 2000)*.

It should be noted that the understanding of K.A. Abulkhanova-Slavska phenomenon self-identity as her initiation to the culture continuously improve the level of their knowledge and active implementation of themselves in life, in its second part fits into the cognitive component of readiness of the future teacher of primary education for professional development.

Professional self-improvement, which is carried out in the context of the development of the future teachers of culture and its forms (ostensive, axiological, imperative forms and form-principles), shows that the source of professional self-improvement is in culture, in society, and such professional side, and therefore, self-improvement, as a motivational sphere - in the person of the teacher of primary education. From this provision follows a pedagogical requirement - to create conditions for the development of professional activity, its movement and shape the needs and motives of mastering its contents.

Further analysis of the scientific literature shows the existence of such a point of view of «self-improvement - this is the most adequate form of self-development. It means that the person himself (alone) tends to be better, tends to a certain ideal, it acquires the traits and qualities of the person, which he is not possessed by those activities which it does not possess» *(Sarsenbayev, 2005)*.

Conclusion

So, the analysis of the concepts of «professionalism» (derived from it the term «professional») and «self-cultivation» allows to allocate such structural components of professional self-improvement of the teacher of primary education, which is a holistic, system quality, professional competence, professional orientation and professional flexibility.

Recommendation

Article submissions are valuable bachelors, masters, post-graduate students in the direction of teacher education at primary education program, as well as teachers of primary education, as well as a wide range of experts in the field of education.

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ANALYSIS OF RECREATIONAL-ECONOMIC ACTIVITIES BASED ON SIMULATION MODELING

Abstract

Relevance of the research problem is caused by the need to improve the theoretical and methodological support to the analysis of economic activities related to the provision of public services in rest and recovery. The purpose of the article is to build the offers on the analysis of recreational-economic activities based on simulation modeling. The main results is the development of generalized scheme of simulation modeling the recreational branch functioning taking into account the direct and indirect relationships between agents who are interested in recreation. The materials of the article can be useful for anyone who is studying recreation, for recreation specialists and managers of enterprises, and public authorities in regulating the functioning of recreational industry.

Keywords

recreational-economic activities, simulation modeling, maximization of functional utility

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Introduction

The recreational-economic activity, i.e. activity within functioning and development of recreational sector of the national economy is a complex object of research. Detailed analysis of its strengths and weaknesses is possible on condition of modeling recreational activities. It is required an approach that will allow a comprehensive look at all the direct and indirect relationships between entities of recreational-economic activities. We should take into account the nature of recreation as a socio-economic phenomenon, in particular its close relationship with natural resources such as climate, spa resources, partly forest, water and other resources. Also it is important the issue of human resources with the necessary knowledge and skills to work on recreational enterprises, particularly in motels, tourist bases, etc., as well as for recreational management.

Methodological Framework

Both theory and method used in this research are reflected in the title of article. Using mathematical or less clear descriptive models together, simulation modeling as is known allows to look at the problem and to implement a long-term forecast and analysis of the current situation between economical subjects or agents. So often when we use this type of modeling to research economic and social processes we talk about the agent simulation modeling. Generally when modeling recreational socio-economic activities the creation of simulation models substantially reduces the time of the study, can play several different situations and, accordingly, reduce the costs of such research. Thanks to agent simulation modeling the cover of all possible relations between the subjects of recreation activities allows for a fresh look at already known problems, as well as open new relationships and perhaps fundamentally new vision for development of recreation.

Literature Review

The scientists *(Regional, 2016)* have developed the structure of agent-based simulation model of resource management, which allows solving problems of decentralized planning at the regional level. The authors of work *(Voloshchuk, 2015)* have proposed the simulation system-dynamic model of market diffusion of innovations at the enterprise level. The work *(Andrusyak, 2011)* has generalized the methods and models that are used for researching the territorial-recreational systems, particularly the model of recreation system accommodation with the calculation of the flow of tourists. The scientists *(Kutya, 2012)* have researched the features of the spatial structure of forest recreation and health by the urban area using the method of simulation modeling. Authors of the work *(Artemenko, 2014)* have analyzed the features of information technology at modeling the processes of tourist complexes. The economist *(Sahalcova, 2015) has researched* the methodology of simulation modeling the pricing for the tourism product. The scientists *(Lew, 2006)* have analyzed the tourist movements through their modeling within local destinations. Author of the article *(Hrabaryev, 2012)* have proposed the simulation model for the life cycle dynamics of a tourist-recreational complex.

However, theoretical and methodological issues of analyzing the recreation and economic activity on the basis of simulation modeling need to have further research and improvement.

Results

Recreation has been researched in this paper in terms of economics, primarily as a branch of the national economy. However, the nature of recreation is diverse and requires a comprehensive approach to its study, including the issues of modeling. The work *(Kontorov, 1999: 34–35)* reveals the specifics of modeling in the economy compared to physics and other natural science fields. In particular, it is about following: coefficients of economic equations are situational; these coefficients should reflect the factor of human relations, but quantify this can not precisely implement. Human factor is associated with natural factors, and therefore the economy as an object of modeling is more complex than for instance physics. To resolve these and other problems associated with modeling the economy, it has been proposed on the basis of a system thinking approach and by the following:

– finding out the deep nature of the economic phenomenon or process;

– rationale of a measurement system for investigated economic entities;

– matching the economic value of each unit of measure;

– establishing the formal communication between units of economic variables and values of a different nature in the context of a comprehensive research of economic entities.

Issues of control (‘control’ – more mathematical; for economics – ‘management’ or ‘regulation’ on the macro-level) are essential for economic or social issues. Due to the mathematical modeling, the appropriate relationship can be studied based on the optimal control theory. In particular, according to Kenneth Arrow (*Mathematical*, 1974: 7–9), when we study recreational activities the object of research is appropriate recreational socio-economic systems, dynamic developed and are thus at any given time in a certain state, while at the same time at any given time in a certain condition that is described by the number of relevant factors of production, including natural recreational resources.

In the interpretation of optimal control theory, the functioning and development of the recreation area is a functional:

$$\int_0^T U[x(t), r(t), t]dt + P[x(T)] \to \max \quad (1)$$

where *U* – functional of economic and social utility through the implementation of recreational activities;

x(t) – a set of economic conditions (conditioned by the funds) of recreational activities;

r(t) – a set of management tools (or administrative decisions) of recreational activities, in particular the implementation of regulatory policy, resource allocation, taxation, etc;

t - time during which the recreational activities is implemented and investigated ($0 \le t \le T$);

P[*x(T)*] – the accumulated over a period T economic potential of the recreational industry.

Maximizing this functional is the main purpose of recreation industry of national economy. In the context of the research of management issues we are interested in the choice of instruments *r(t)*, taking into account the fact that limitation of this choice depends on the current values of variables *x(t)* and initial conditions *x(t)=0*. So, let *r*(t)* – a choice of tools (according to *Pontryagin, 1983*) of recreational management, that maximizes the functional of utility (1). Then there are supporting functions of time *s(t)*, one for each variables *x(t)*, such that for each point of time the set of management tools *r*(t)* maximizes the Hamiltonian function *H*[*x(t), r(t), s(t), t*], where

$$H(x, r, s, t) = U(x, r, t) + s \cdot T(x, r, t) \quad (2)$$

The function *s(t)* satisfies the differential equation:

$$\dot{s}_i = -\frac{\partial H}{\partial x_i} \quad \text{by } x=x(t),\ r=r^*(t),\ s=s(t) \quad (3)$$

In the context of the economic interpretation the supporting variable *s(t)* measures the contribution of the respective variable *x(t)* in functional of utility at the time t_0. The product:

$$s_i \dot{x}_i = s_i \cdot T_i \quad (4)$$

is the growth rate of utility caused the current growth rate of variable x_i. Thus, the Hamiltonian function *H* is the current flow of utility from all sources, such as those used at present moment – *U*, and those to be used in the future – *s·T*. The choice of current tools is carried out so that they maximize function *H*. Condition (3) is a condition of equilibrium that appears in the following: variables x_i remain constant at any given time; the amount of the utility increase and probable income must be zero. If it is not, a subject of recreational businesses would have less or more, that gives him the variable of condition x_i.

The authors of work *(Burkov, 2003: 7–22)* have written that the game simulation modeling approach provides a new knowledge of economic mechanisms and experience in using them. When conducting a simulation game the processes of these mechanisms functioning are investigated, which are considered as systems over time. That game takes place in three stages: gathering of relevant data, planning and implementation. Management decisions have been formed at the planning stage; on the stage of implementation the values of loss (or cost) function have been defined.

When deciding on financing investment recreational programs, like any other complex programs of industry development, the expert committee determines the expected effect of the preferred direction. As part of the simulation game is an opportunity not only to get the final peer review and assess good faith of experts. At that it is assumed that each expert has his own view of the project and its evaluation, accordingly, his assessment can differ considerably from his true assessment.

Decisions made in the management of such socio-economic systems as recreation are in most cases discrete, i.e. are made on continuums “to allow – to prohibit” (for example, in matters of environmental safety during outdoor activities) or “to strengthen – to weaken” (for example, in determining the real values of the fee rate for use of recreational resources). It is about a feasibility of forming a complex of aggregated qualitative indicators with little of value gradations.

Based on the foregoing and the recommendations contained in the works *(Prokhorov, 2016; Voloshchuk, 2015; Hrabaryev, 2012)* we proposed the following simulation model of the recreational activity (fig. 1).

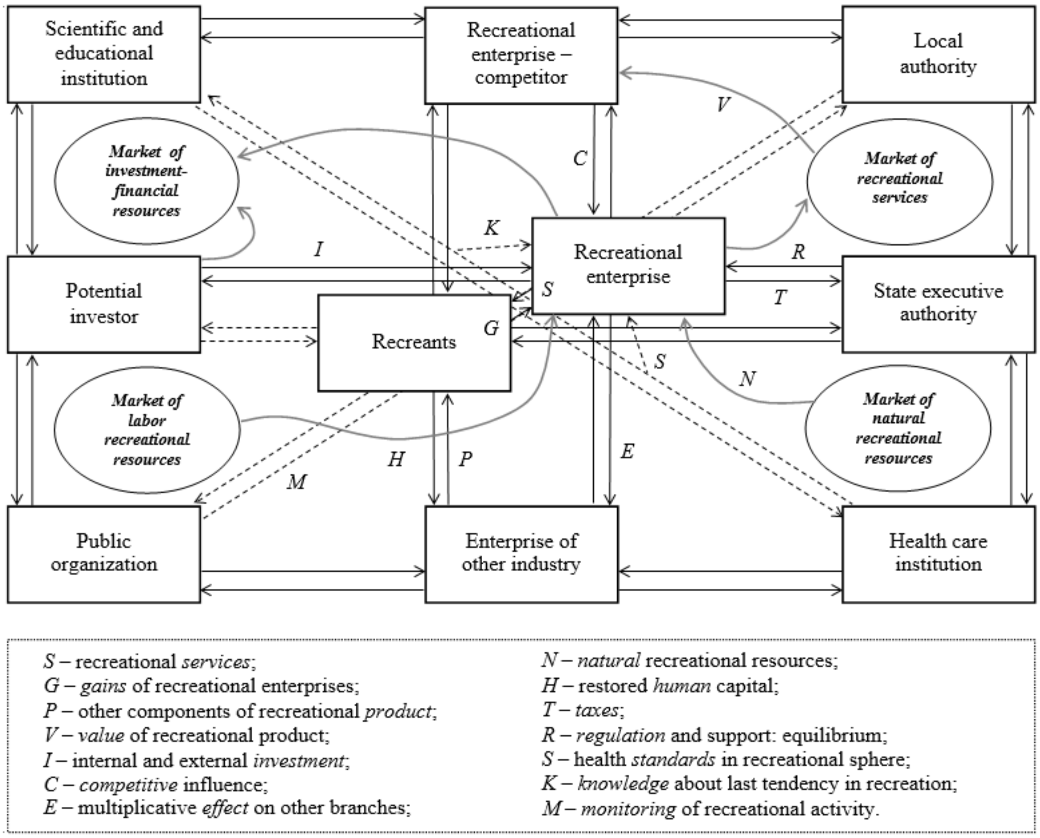

Figure 1. *The simulation model of the recreational branch functioning and managing it the market conditions of economic activity*

The principle of showing on the circuit of relationships between the main agents of recreational activities, especially among a recreational enterprise, a tourist and a national authorities, in this research is not the ability to quantify the maximum file them in a model, and in reflecting the basic relations to build some extent universal model. Of course, this universality is ideally impossible, and applying this model in certain situations will require a careful research of the relevant situational factors. However, achieving the theoretical and methodological level of a universality will somewhat simplify the analysis of recreational activities when it re-conduct, and focus on the most important fundamental factors that influence such activities.

Discussions

Simulation modeling in its theoretical and methodological context is in many ways an ideal method for using it for analysis of recreational socio-economic activities. However some controversies cause the issues about mathematical interpretation of this type modeling, and in accordance with relatively low efficiency of this method in terms of quantitative assessment of the results of functioning and development of the recreational sector of national economy.

Conclusion

As a result of the research there are the following conclusions. First, it is proved that the agent simulation modeling of relationships between subjects of recreational activity allows for a fresh look at the problems and prospects of recreational development.

Second, in the work it is proposed the schematic interpretation of the simulation modeling of relationships between agents of recreational activities at the national economy, particularly between recreational businesses, recreants and tourists, companies of other industries, state and local governments, community etc.; the formation of these relationships are presented in the context of markets of recreational services and resources. Third, the functioning and balanced development of recreational industry are interpreted in the context of optimal control theory.

Recommendations

The results obtained in this work can be used in the economic and management practices of recreational activities with additional analysis of relevant situational factors.

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AGE-RELATED IDENTIFICATION IN THE SOVIET IDEALOGICAL DISCOURSE: THE IMAGE OF THE CHILD

Abstract

The article describes some mechanisms of propaganda, which formed the concept of the child's role in the Soviet society and included the prototypical image of "Soviet children" made up by the Pravda newspaper in 1930s and 1940s into the ideological system of socialization.

Keywords

propaganda, ideological regulative, prototypical image, "Soviet children", the Pravda newspaper

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Introduction

An attempt of cognitive-discoursal and sociolinguistic analysis of headlines, which are considered as a supertext is made in this research. The general hypothesis lies in the fact that the supertext of headlines is a unit for discourse analysis that allows reconstructing the categorization of socio-cognitive phenomena in institutional (Soviet ideological) discourse through fixation of stereotypic core of knowledge, opinions and images determined by the official propaganda during the period under consideration. To describe the “universal stereotypic meanings” retranslated in the supertext of headlines a concept of “ideological regulative” is introduced in this research. This term denotes the mode of behaviour (in a broader meaning – subject’s viewpoint) which is conditioned by a stereotypic ritual situation and determined by an axiological mode (a norm of behaviour predetermined by a bipolar type of evaluativity and constructed by presuppositions like obligatory/non-obligatory, expected/unexpected, desirable/undesirable progression of events).

The ideological regulative may be represented as a model designing a *scenario* of subjects’ interactions, which in turn fixes the *positions* of all the participants as well as their typical, expected *characteristics, traits*. It is believed within cognitive linguistics that the scenario may be based upon the differentiation of thematic functions of its participants. Hence ideological regulative may be described through status and thematic models. Social status system is presented in this research on the basis of the identifiers: 1) biosocial (gender *man–woman*, age *senility–youth, adult–child*, “nationality” *Soviet–non-Soviet*); 2) status (profession/social class *intellectual sphere–physical sphere*); 3) position (subordination and collateral subordination relations *subject–hyper-subject, Leader*).

The purpose of the research is to describe the model of the subjects’ interaction on the example of the results of age identity analysis, and namely **(adult) - child** opposition.

Materials and Methods

The main method of the research is discourse analysis of headlines in the texts of the Pravda newspaper (1930s and 1940s).

Results

Opposition (взрослый) – ребенок ((adult) – child)

The semantics of the word *взрослый (adult)*, that externalizes the meaning «родитель, родители» (parent, parents) is non-relevant for soviet ideological discourse. In the analyzed data there are only three headlines with this meaning included. They are: *Съезд родителей* («*Киев. 800 делегатов постановили построить дворец пионеров в каждом колхозе*») (1935) (Parents Congress (“Kiev. 800 delegates made a decision to build a Palace of the Pioneers in every kolkhoz”); *Отзывы родных о геройском поступке штурмана Еренкова и летчика Высокоса* (1935) (Appreciation Of The Feat Of Flight Navigator Erenkov And Pilot Vysokos By Their Relatives); *Лекции для родителей* (о детских болезнях) (1936) (Lectures For Parents (On Infantile Diseases)).

Besides, the word *родители* (parents) (as well as the word *родственники* (relatives)) is seldom present to some articles and crossheadings: *Гордимся тем, что являемся гражданами такой великой страны, что у нас такое правительство и такая партия* (подзаголовок: *Телеграмма родственников героев-челюскинцев тт. Сталину, Молотову, Ворошилову, Куйбышеву*); (We Are Proud That We Are Citizens Of Such A Great Nation, That We Have Such A Government And The Party (the crossheading: A telegram by relatives of hero sailors of The Chelyuskin icebreaker to comrades Stalin, Molotov, Voroshilov, Kuibyshev)); «*Могли ли мы когда-нибудь* *мечтать о такой великой чести» (*подзаголовок: *«Письмо родителей академика К. А. и Т.Д. Лысенко товарищу Сталину»)* (1936) (Could We Ever Have Dreamed Of Such A Great Honour (the crossheading: A letter by K.A. and T.D. Lysenko, the parents of an academician, to comrade Stalin).

As the core audience of the Pravda newspaper are *adults*, the *child* in this case is primarily an object (of care), it is also an object type actant, but in the analysed data examples of subject type actants are present as well. At that a usual form of plural noun *дети* (children) is used and adjectives – *юный/юношеский* (young/junior) (10%): *Страничка юного коммуниста* (1920) (Young Communist Page); *Юные изобретатели* (1935) (Young Inventors); *Юные художники* (1935) (Young Artists); *Походы юных туристов* (1940) (Jourmeys Of Young Tourists); *Цех детской обуви* (1934) (Children's Shoes Workshop); *8000 детских велосипедов* (1934) [1] (8000 Children's Bicycles); *Советским детям – образцовые ясли (*1935) (Ideal Nursery To Soviet Kids); *Борьба с малярией у детей* (1936) (Eradication Of Children's Malaria); *Кино для детей* (1937) (Films For Children); *О детской игрушке («необходимо создать Всесоюзный центральный государственный научно-исследовательский институт игрушки»*) (1940) (On Children's Toys ("It Is Necessary To Establish An All-Union Central State Toys Research Institute")); *Летний отдых детей* (1944) (Children's Summer Holidays); *Всесоюзный юношеский шахматный турнир* (*«в Ленинградском дворце пионеров открылся всесоюзный шахматный турнир»*) (1945) All-Union Youth Chess Tournament ("All-Union Youth Chess Tournament Started In Leningrad Palace Of The Pioneers "). The word forms of *детский, дети* (children's, children) are the most frequent ones at the realization of the seme 'ребенок' (child): *О детской повести* (С. Маршак) (1934) (On Children's Stories (S. Marshak)); *Окружим детскую литературу любовью* (К. Чуковский) (1934) Let's Hedge Children's Literature With Our Love (K. Chukovsky); *Дети революции* (в Артеке) (1935) (Children Of The Revolution (in Artek)); *40 млн. детских книг* (1936) (40 mln. Children's Books).

The main determinant in this series is the word наши (our): *Театр наших детей* (подзаголовок: *«Вольные фламандцы» по роману «Тиль Уленшпигель») («…детям не понравилось. Слабейшее место всех детских театров – это их репертуар»)* (1935); Our Children's Theatre (the crossheading: "Free Flemish" based on the novel "Till Eulenspiegel" ("…children didn't like it. The weakest spot of all children's theatres is their repertoire".); *Наши дети* (передовица) («*Только в школе и пионерской организации можно воспитать культурных, отважных, веселых ребят, дружных в учебе, в работе и отдыхе, страстно любящих жизнь и свою великую родину*») (1938) (Our Children (front page article) ("Only in school and the Pioneer Organization we can bring up educated, brave, merry children who are team-minded during study, work and vacation, who passionately love their life and their great motherland")); *Мир нашего детства* (рецензия на фильм Р. Быкова «Автомобиль, скрипка и собака Клякса») (1971) (The World Of Our Childhood (a review of a R. Bykov film "Automobile, Violin and Dog Named Klyaksa")

The lexical items *школа, школьник, школьный* (school, pupil, related to school) are second most frequent ones at the realization of the seme 'ребенок' (child): *Школьники Ленинграда товарищу Сталину* (решение собрания школьников-ударников Москвы) (1935) (Pupils From Leningrad To Comrade Stalin (decision made by the meeting of Moscow's proficient pupils)). The determinants here are the words

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[11] Let us compare with the heading *Детские автомобили* (1934) (Children's Automobiles) which implies a numeric indicator (150 units). Numerals were included in headings and were their compositional means only when they exceeded 1000. This feature may be called a "quantitative technique" in the composition of a Soviet headline: *От имени 300.000 инженеров и техников Советского Союза* (1930) (On behalf of 300,000 Engineers And Technicians of the Soviet Union).

советский, наш (Soviet, our): *Культура советского школьника* (1940) (Culture Of The Soviet Pupil); *Новый учебный год в советской школе* (1949) (New Academic Year In Soviet School).

The third most frequent lexical item is *пионеры* (Pioneers): *Да здравствуют пионеры, любящие труд и учебу!* (1935) (Long Live The Pioneers Who Are Fond Of Work And Learning!).

As for other words that realize the said seme their usage is occasional as it was mentioned above. In stylistic terms connotatively marked words (*дитя, карапуз, ребята* и т.п.*)*(infant, tot, youngsters) are disused or included into negative headlines: *Ребята и пострелята («В Ярославле закрыты лучшие технические станции. … Когда ребят никто не воспитывает, они сами себя воспитывают»)* (1934) Youngsters And Scamps (The best service stations have been closed in Yaroslavl. … When youngsters are not being brought up they start bringing up themselves).

For example the word *малыш* (baby) has been registered just one time in the headline of a short article: *Занимательные игрушки для малышей* (1937) (Interesting Toys For Babies). Irrelevance of the word *октябрята* (Little Octobrists) may be explained by the different intended audience of the studied newspaper. As it is known Little Octobrists, or "Lenin's grandchildren" are the pupils of 1-3 forms, i.e. they are too young to be the object for attention from the state, to become the object of the official propaganda. That is why the separation of this hierarchic item from the hyperonym *дети* (children) is not quite relevant. At that Pioneers and Little Octobrists are distinctively differentiated: *О перегрузке школьников и пионеров общественно-политическими заданиями* (1935) (On Overload Of Pupils And Pioneers With Socio-Political Assignments). Besides the semantic component 'школьная молодежь' (school youths) is incorporated into the meaning of the word *пионер* (Pioneer): *Воспитание школьной молодежи* (о пионерах) (Bringing Up The School Youths (On Pioneers)); *Школьной молодежи – коммунистическое воспитание* (о пионерах) (1935) (School youths must have communist education (On Pioneers)); *На повестке дня партактива – коммунистическое воспитание детей* (1940) (Communist Education Of Children Is On The Agenda Of The Active Party Members). Cf. *Коммунистическое воспитание трудящихся* (1939) (Communist Education Of Workers). Hence Soviet ideological discourse depicts a "*compulsory growing-up*"[2] of Pioneers by including them into the social group *молодежь* (young people) and makes this category of children a direct object to agitation and propaganda: *Школа – участок фронта борьбы за социализм* (1931) (School Is A Part Of The Front Line In The Struggle For Socialism); *На повестке дня партактива – коммунистическое воспитание детей* (1940) (Communist Education Of Children Is On The Agenda Of The Active Party Members); *Будущее школы* («*Одной из важнейших задач советской школы, выдвинутых XXIV съездом КПСС, является воспитание граждан с высокой коммунистической сознательностью, людей творчески мыслящих, способных овладеть достижениями современной науки и передовой практики*») (1971) (The Future Of School (One of the most important tasks for Soviet school determined by the 24th Congress of USSR Communist Party is education of citizens having high communist consciousness, people with creative way of thinking, capable of mastering all the achievements of modern science and advanced practical knowledge)

[2] In the preface to a book by N. Nosov (Selected Stories. Moscow, 1961) V. Katayev marks that: "Nosov doesn't write about some ordinary boys, he writes about *Soviet boys, little citizens* of our great country" (p.7).

The headlines (95%) in which the seme 'дошкольники' (pre-schoolers) is realised are the factual material for demonstration the increase in birth rate *Ещё*[3] *4 близнеца* (1935) (Again Quadruplets); *Увеличилась рождаемость детей* (1935) (Birth Rate Has Risen); *Рост рождаемости и снижение смертности в СССР* (1936) (Rise In Birth Rate And Fall In Death Rate In The USSR); *Трое близнецов* (1936) (Triplets); *Близнецы Журавлевы* (тройня; +фотография детей) (1936) (The Zhuravlevs Triplets (The Photo Of The Children Included)). It is marked by some researchers (Shteiner 2002; Kelly 2003) that propaganda focused on children had existed ever since early 1920s and it was meant to popularize Soviet state power among the "new generation", to bring up children as law-abiding citizens: *Великое в малом («чувство социалистической собственности в детях: государственное – значит мое»)* (1936) (The Great In The Small ("the feeling of socialistic property in children: all that belongs to the state, belongs to me")). This required incorporation of invariable stereotypes and behaviour norms. Child's role is constituted by two ideological regulatives which are marked through their divisibility, specificity.

Child's role is made up by **the ideological regulatives**:

- **«счастливое детство»** (happy childhood). Specified by three stereotypic directives (propaganda aspects):

«прекрасное/светлое настоящее/будущее детей» [4] (wonderful/happy present/future of children): *Лагерь счастливых* (об Артеке) (1935) (The Camp Of Happy Children (about Artek)); *Прекрасное будущее раскрывается перед нашими детьми* (1935) (Wonderful Future Lies Before Our Children); *Поколение великого будущего* (дети) (1935) (Generation Of The Great Future (children)); *Счастливое детство* (+фото) (1936) (Happy Childhood (including photos)); *Родина Радости* (о детях СССР, перевод с фарси) (1936) (the motherland of happiness (about Soviet children, a translation from Farsi)); *В детском саду («Все заняты они своим делом – радостные, шаловливые умницы, неистощимые оптимисты…»)* (1936) (In A Kindergarten ("They all are occupied with their little business, they are full of joy, playful, smart, always optimistic…")).

«массовость детского творчества» (mass scale of children's crafts): *Пионеры-авиамоделисты у тт. Косиора, Постышева и Попова* (1935) (Pioneers Aeromodellers Visit Comrades Kosior, Postyshev And Popov); *11.500 детских картин и скульптур* (Киев: областной детский конкурс) (1935) (11,500 Children's Pictures And Sculptures (Kiev: a regional children's contest)); *Дети в лимузинах* (подзаголовок: *Выставка детского технического творчества в Москве*) (1935) (Children in Limousines (the crossheading: Exhibition of children's technical creativity in Moscow)); *Моцарты Страны Советов* (*маленькие виртуозы*) (1935) (The Mozarts Of The Soviet Nation (little virtuosos)); *25.000 художников школьников* (Ленинград: *выставка «Творчество сталинского детства»*) (1936) (25,000 Schoolchildren Artists (Leningrad: exhibition "The Art Of Stalin-era Children")); *Всесоюзный смотр детских театров* (1938) (All-Union Festival Of Children's Theatres); *Смотр детской художественной самодеятельности* (1939) (Children's Amateur Arts Festival).

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[3] The adverb *ещё* (again) in the given context was used in the meaning "already, in the past". It should be pointed out that neither in this issue, nor in the previous one such an event as a birth of quadruplets was not described.

[4] 60% of headlines that implement the propaganda aspect of «счастливое детство» (happy childhood) are dated 1935. Some researchers point out that this was the year when children were paid special attention to in mass media. (Kelly 2003). At that C. Kelly believes that the theme of "happy childhood" is the children's equivalent of "happy life" which Stalin had promised (Kelly 2003). We think that it's only logical not to divide the single propaganda issue into two categories. Cf.: «Октябрята – дружные ребята, читают и рисуют, играют и поют, *весело живут*»(Little Octobrists are friendly kids, they read and paint, play and sing, and *live happily*) (Comrade… 1961: 124)

«физический рост детей» (physical growth of children): *На советской земле растут и крепнут советские богатыри* (+ фото колхозных детей в яслях) (1935) (Soviet Bogatyrs Are Growing Up And Getting Stronger On The Soviet Land (including the photos of the kolkhoz children in nurseries)); *Как быстро растут люди в нашей стране* («… *посылка с изумрудами от бывшего студента техникума. Три четверти окончивших техникум, стали инженерами…»)* (1936) (It Is So Fast That People Grow Up In Our Country ("… a parcel with emeralds from a graduate technical school student. Three quarters of all technical school graduates have become engineers…")); *Вес новорождённых увеличивается («… особенно благоприятные показатели физического развития новорожденных в семьях квалифицированных рабочих»*) (1936) (Newborn Babies' Weights Are Increasing (" …*especially favourable indicators of newborn babies' physical development in the families of skilled workers*")).

The main task of the ideological regulative of «счастливое детство»(happy childhood) is to serve as an argument of the Soviet regime universality: *Так заботится о детях только советская власть* (1935) (Only The Soviet State Can Take Care Of Children So Well); *Сталинская забота о человеке, матери и ребенке стала краеугольным камнем общественного строя («Социализм – это быстрый рост населения и оздоровление всего человечества»)* (1935) (Stalin's Care Of Every Man, Mother And Child Became The Keystone Of Our Social System (Socialism is a rapid growth of population and wellness for the whole mankind)); *Забота о детях, уважение к матери* (передовица) (1935) (Care Of Children, Respect To Mothers); *Забота социалистического государства о матерях и детях (*1943) (The Care Of Mothers And Children By The Socialist State); *Созидательная сила советского государства* (1945) (Creative Power Of The Soviet State).

- «детский патриотизм» (children's patriotism) is represented through «любовь к Родине/ Сталину/ Ленину» (love towards the Motherland/Stalin/Lenin): *Я передала букет Сталину!* (рассказ Н. Строговой, + фотография Сталина с девочкой) (1935) (I Presented Flowers To Stalin! (a story by N.Strogova + a photo of Stalin with a girl)); *Счастливое детство* (+ фотография: Сталин обнимает Г. Маркизову) (1935) (Happy Childhood (+photo of Stalin embracing G.Markizova)). An image of the Leader with a child supported mythological idea of Soviet people's (and children's) love towards Lenin/Stalin as well as the idea of the great Leaders' special care of an "ordinary", "common" person[5]: *Вожди и народ («… Мы ещё покажем миру, на что способен народ, который любит своих вождей, и что могут сделать вожди, любящие свой народ»*) (1935) (The Leaders And The People (" … We will show the whole world what the people who love their Leaders are able to do, and what the Leaders who love their people are able to do")); *Сталинская забота об учителе* (повышение заработной платы) (1936) (Stalin's Care Of Teachers (rise in salaries)).The propaganda of children's love towards the Motherland was based on the idea of the readiness to self-sacrifice, as well as the idea of usefulness of every USSR citizen for the country.

The idea of children's (or studying youth's)"usefulness" connected with their duty to study well: *Самое важное* («*самое важное для школьников хорошо учиться*») (1935) (The Most Important Duty ("the most important duty for schoolchildren is to learn well")); *Учиться и дерзать (эта двуединая задача, которую ставит перед молодежью наша страна)* (1936) (To Learn And To Dare (these are two sides of the task which our country sets for the young people)).

«Советские дети горячо любят свою родину, свой народ, великого Сталина, на сталинскую заботу они отвечают стремлением хорошо учиться, чтобы стать образованными и культурными людьми и быть полезными своей стране» (Soviet

[5] "… everything is done for the people, the Party and the Government, our great Leader comrade Stalin always try to improve the life of working people" (Primary School 1950: 170).

children passionately love their Motherland, their nation, the great Stalin; they respond the Stalin's care for them trying to learn as well as possible, to become educated and well-bred people and be of use for their country (Primary School 1950: 170). The ideals, role models of a Soviet schoolchild as a number one in learning were incorporated: *Школьники-ударники едут на Беломорско-Балтийский канал* (1935) (The Best Schoolchildren Go To The White Sea-Baltic Sea Canal).

The idea of children's self-sacrifice was associated with the cult of "martyr pioneers" (like Kolya Myagotin, Valya Dyko, Pavlik Morozov etc.) which had been formed in early 1930s. The images of the martyr pioneers were meant to illustrate the children's heroism and the inhumanity of the Enemy (as a rule from within). *Хулиганское нападение на пионерку Иванову* (Воронеж: *«одну из лучших учениц ранил ножом ученик соседней школы»)* (1934) (Hooligan Assault On Pioneer Ivanova (Voronezh: "a pupil from a neighbouring school wounded one of the best schoolgirls with a knife")); *Пионер Сенин и его убийца* (1935) (Pioneer Senin And His Murderer); *Акт классовой мести («расследование убийства пионера Сенина»*)(1935) (A Case Of Class Revenge ("an investigation of pioneer Senin's murder")). Since 1940s the idea of "self-sacrifice for the sake of the Motherland" has been transformed into the idea of "readiness to protect the Motherland": *Сумеем водить машины* («*Машины мы* (учащиеся средней школы-*Т.Ш.*) *хотим изучить отлично, чтобы стать хорошими трактористами, работать в колхозах. А если нужно будет – каждый из нас сможет стать водителем боевой машины, защитником родины»)* (We Will Learn To Drive Vehicles ("We (secondary school pupils – T.Sh.) are willing to study the functioning of vehicles and become proficient tractor drivers to work in kolkhozs. And if the need arises everyone of us will be able to become a combat vehicle driver.") (May, 1941) Cf.: *Готовы сменить плуги на винтовки* (1930) (Ready To Change Ploughs For Rifles).

Thus ideological regulative «детский патриотизм»(children's patriotism) is formed of three stereotypical ideas: «любовь к Родине/ Вождю» (love towards the Motherland/the Leader); «полезность»(usefulness) of a subject, i.e. fulfillment of a socially approved function that is partially predetermined by the age; «готовность защищать Родину» (readiness to protect the Motherland). This ideological regulative had formed by the early 1940s and existed up to 1980s.

Conclusions

So the child's role was meant to include the prototypical image[6] of Soviet children grown up under unique conditions provided by the state into the ideological system of socialization[7] (young Octobrist – pioneer – Komsomol member – communist) which was made up in the Pravda newspaper. The ideological regulatives building up this role were a part of the Soviet propaganda. Though C. Kelly believes that the official adult culture and the children culture are antagonistic semiotic systems (Kelly 2003) the data analyzed shows something completely different. In the Soviet ideological discourse the propaganda

[6] This image was described in a front-page article "Our Children" in 1936: "…Only in school and the Pioneer Organization we can bring up educated, brave, merry children who are *team-minded during study, work and vacation, who passionately love their life and their great motherland.* The italicized fragment also reflects the image of a child as a rightful citizen of the country.

[7] Socialization may be executed through the practice of transitional rituals, a sort of initiation. These rituals are joining the organizations of Little Octobrists or Pioneers, or the Party etc. At that even pioneers' summer camps according to some researchers had a function of age initiation, and "in the absence of conferring individuals authorized by society (for example for peasant girls these were adult women) the place of the conffering individual remains vacant. The Soviet age invented a special social role for this purpose the functions of which were determined by the very term – a Pioneer leader." (Adonyeva 2003: 330).

points (patriotism, labour, discipline, learning[8]) are not differentiated depending on the addressed audience, it is the illustrative data that is changed: *Дисциплина в школе* (1939) (Discipline In School); *Школа должна готовить к труду* (1940) (School Must Prepare A Child For Labour). Cf.: *Растить в комсомоле дисциплинированных тружеников социалистического общества* (1940) (Komsomol Should Educate Disciplined Labourers For The Socialist Society).

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[8] As is known in the Soviet Union pupils' and students' learning activities were equal to labour.

AN "IDEAL" MODEL OF LEGAL CONSTRUCTIVE BEHAVIOUR IN THE DEMOCRATIC STATE (BASED ON THE PERCEPTIONS OF STUDENTS, THE ASU LAW FACULTY)

Abstract

The article is devoted to definition of the "Ideal" model legal constructive behavior through the context of the democratic state in the views of participants of educational process by results of sociological research.

Keywords

model of legal behavior, good behavior, law, legal installation

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Introduction

1.1. The urgency of the problem

The problem of legal nihilism and legal idealism is one of the typical problems of legal science. The causes of these phenomena: the failure of the administrative apparatus, lack of law awareness between the population, the willingness of people to destroy rules and regulations. Therefore, it seems important to build an ideal model of lawful behavior. This will help to explore ways of overcoming the deviant forms of legal behavior.

1.2. Features of legal culture of Russians

Legal culture plays the major role in society. The legal culture reflects progressive social processes. Progress is associated with the actual creation of legal values; it builds a legal model of behavior, analysis of legislation and legal component of society. Legal culture is the generating component of legal values: statehood, law and order, legal system. In Russia's legal nihilism has deep roots. Even Alexander Herzen noted that the injustice of one half of the laws taught the people to hate the other. Complete inequality before the court has killed people in all respect for the rule of law. Russian by passes or violates the law wherever it can be done with impunity.

Materials and Methods

2.1. Objectives of the study

During the research the following tasks were solved: 1) to identify the characteristics of legal culture of Russians; 2) to study the legal nihilism and legal idealism; 3) create an "Ideal" model of legal constructive behaviour in a democratic state; 4) to develop practical recommendations on overcoming of legal nihilism and legal idealism.

2.2. Methodological Framework

Systematic and logical methods (allowed to reveal the peculiarities of the phenomena), systemic-structural method (to identify the constituent elements of the right of the right nihilism and idealism), questionnaire method (to build the "Ideal" legal model constructive behaviour in a democratic state), ranking method (systematization of the characteristics of lawful behavior), generalization (summarizing research) were involved in general and special methods of research analysis (in the definition of legal nihilism and legal idealism).

2.3. Empirical base

The empirical basis of research conducted in different groups of Altai state University (law faculty) on techniques:

- methodology of qualitative differential adapted by the staff of the neuropsychiatric Institute. V. M. Bekhterev;
- author's technique ranked number; the author's questionnaire "What is good behavior?".

Results

3.1. Legal nihilism and legal idealism

Causes of legal nihilism include: ignorance of the laws, regulations, inability to enforce regulations due to certain circumstances, wilful failure to comply with the laws by reason of unreasonableness.

Analysis of sources and literature helped to identify three levels of manifestation of legal nihilism in Russian culture: theoretical, ideological, spiritual. The theoretical level is characterized by the domination of positivism in the domestic theory of state and law. (Semitko,1992). The positivist concept of law acoustilay with a system of laws, set of norms protected by the state. This theory is embodied in the rejection of the natural rights and freedoms of man and citizen. Human rights equate to the establishment of the state embodied in the legislation. This led to the formation of legal consciousness, which in the right norm began to see not a legal conviction, based on the values of freedom, equality, justice, the idea of natural human rights, but only an external rule. (Berdyaev, 1990).

Researchers of legal nihilism note that it is the totality of three components: 1) internal understanding (personally motivated) or recognition (intuitive or experienced confirmed) insolvency law (norms, institutions, industries) as the objective value, 2) personal relationships to the right or proactively position (active or passive), which depends on the level of development and personality and a behavioral incentive, 3) motivated behavior (lawful or unlawful) of the subject, aimed at the achievement of its goals. (Pevtsova,2004).

In line with legal nihilism is the opposite phenomenon – the legal idealism (romanticism). Legal idealism – an exaggeration of a real regulation legal form. This phenomenon is accompanied human civilization for almost all the way of its development. Plato believed that the primary means of his conception of the construction of the ideal state will perfect the laws, published by wise rulers. In the age of Enlightenment was considered sufficient, destroying old laws and make new order in society and state will triumph. Today, many people mistakenly lay the law with too much hope, thinking that the law can resolve any situation, to resolve various disputes, disagreements, conflicts. (Korelskiy, 2003).

In the legal literature it is stated that doctrine in Russia reflect a range of perspectives – from legal nihilism to legal idealism.

If legal nihilism undervalues law, legal nihilism it overestimates. Both of these phenomena have a uniform soil legal ignorance, deformation and deviation from the norms of legal consciousness, low level of legal culture, education and upbringing. These two extremes collectively will generate terrible consequences, even in spite of their different nature. Legal idealism is more hidden traits of symptoms, compared to legal nihilism, but the implications of any equal to him in strength. Legal nihilism is extremely destructive in its consequences. Therefore, focusing on the struggle against legal nihilism, we should not forget about the opposite phenomenon – the legal idealism (romanticism).

To lay on the right illusion it is impossible – it has no global Ecumenical temper. You should not demand more from law than it can give. Must be treated adequately by law, not extolling and not disparaging it.

Globalization is a fertile ground to strengthen, spread and eradication of legal nihilism and legal idealism. Promotion of unified stamps, curb national, national, linguistic identity, erasing the distinctive features caused human apathy and aggression to the system. People begin to resist, to defend, to ignore the laws, acts, there is a tendency to break the law in one word is generated legal nihilism. Spreading the idea of the power of globalization in the resolution of pressing issues, a decisive factor in the resolution of complex human problems, is made legal idealism. (Sorokin,2010).

3.2. An empirical study of the "Ideal" model legal constructive behaviour in a democratic state

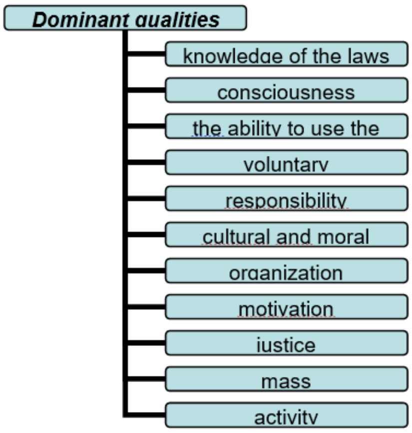
The combination of personal qualities shapes the way legitimate citizen in the views of different social groups. The analysis of works of V. V. Oksamytova, M. N. Marchenko, V. V. Turquoise, M. V. Oriha identified the main qualities of lawful behavior: social utility, mass manifestation, consciousness, activity execution law requirements.

To determine the "ideal" model of lawful behavior in this research questionnaire was made. The questionnaire contained closed questions, semi-closed and open type. Both direct and indirect formulations of questions were used. General population is the students of ASU law school. The characteristics of sample: age, specialty. We surveyed a total of 567 respondents (students of 1 course – 130 people; ; students of 2 courses – 260 people; students of 3 courses – 90 people; students of 4 courses – 87 people).

Using the author's method, four groups were asked to rank the key qualities, traits, lawful behavior required for enabling operation of the legal system and society. Based on these data, drawn from the ranks of the ranked qualities of lawful behavior with the division into dominant and peripheral.

Diagram 1, 2

Ranked number dominant qualities of lawful behavior in the view of 1nd year students



Ranked number of peripheral qualities of lawful behavior in the view of 1nd year students

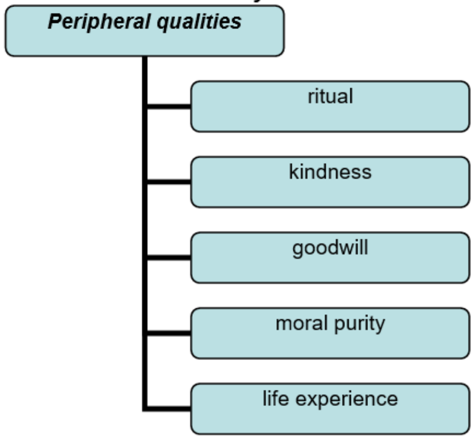
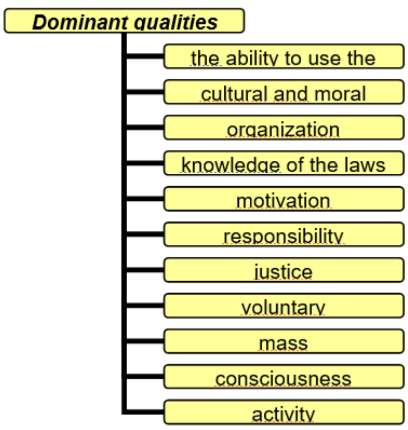


Diagram 3, 4

Ranked number dominant qualities of lawful behavior in the view of 2nd year students



Ranked number of peripheral qualities of lawful behavior in the view of 2nd year students

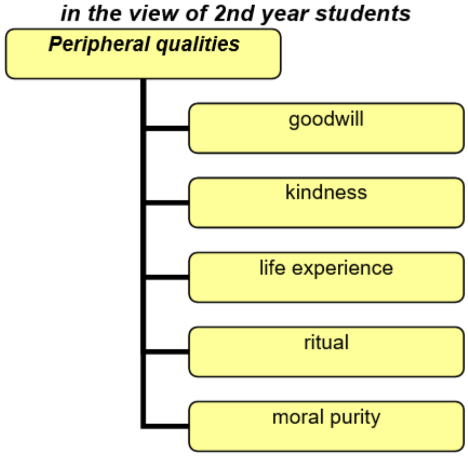
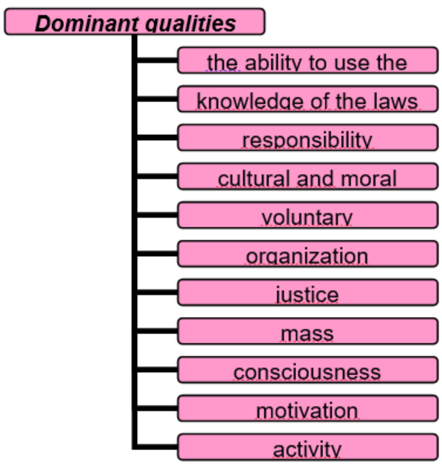


Diagram 5, 6

Ranked number dominant qualities of lawful behavior in the view of 2nd year students



Ranked number of peripheral qualities of lawful behavior in the view of 2nd year students

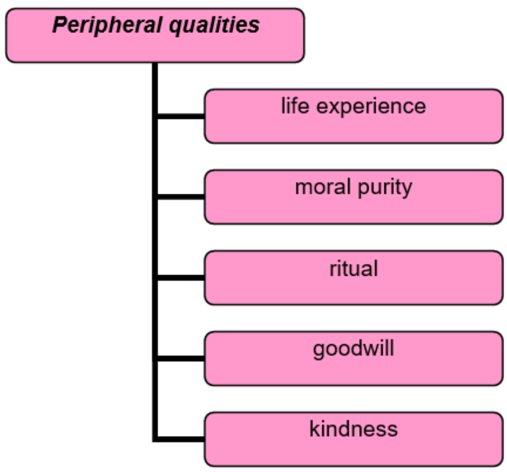
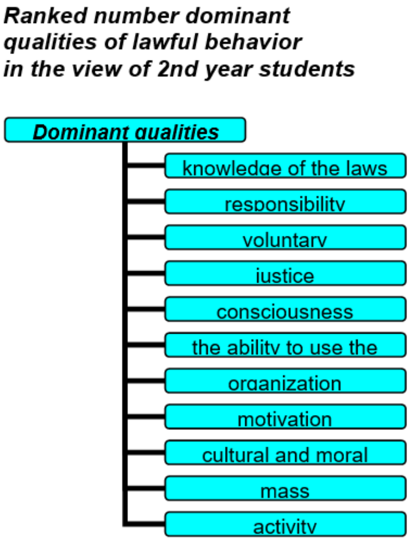
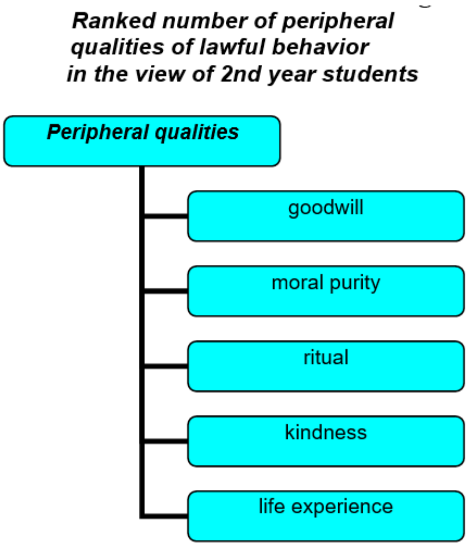


Diagram 7, 8



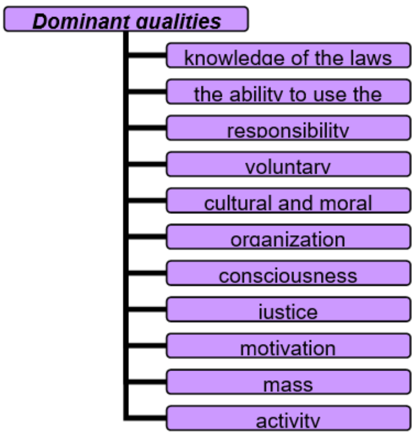


After analyzing dominant qualities, it is revealed that the students of all four courses is considered paramount, knowledge of existing laws and the ability to exercise their rights and responsibilities. The leading positions were held for them and the responsibility and voluntariness in the execution of the laws. In the first series of push and self-discipline, cultural and moral foundations of consciousness. Moreover, fairness and motivation are among the top five qualities only 1st year students, the rest of these figures are the average value. All respondents to the last place determine the mass and activity. Talking about the peripheral features of lawful behavior, it should be noted that the students of 2,3 courses of moral purity is in the first place, course 1 – second, and 4th year – the last one. Leading positions the students take courses of 1.4 kindness and life experience, for courses 2,3 – ritual.

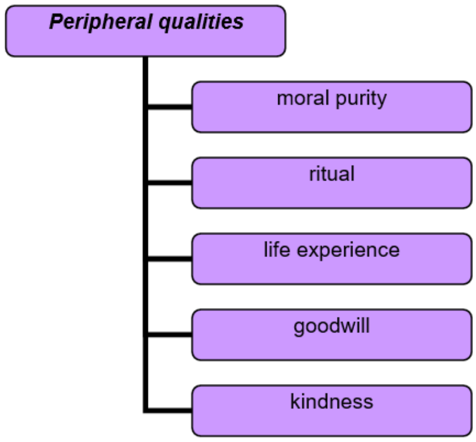
Ideas about lawful behavior require special study and subsequent integration. The method of generalization is composed of the array of dominant and peripheral qualities of lawful behavior in view of all of the survey participants. Dominant: knowledge of existing laws, the ability to exercise their rights and duties, responsibility, voluntariness in the execution of the laws, cultural and moral Foundation, discipline, conscientiousness, fairness, motivation, mass, activity. Peripheral: moral purity, benevolence, ritual, life experience, kindness, modesty.

Diagram 9, 10

Ranked number dominant qualities of lawful behavior in the view of 2nd year students



Ranked number of peripheral qualities of lawful behavior in the view of 2nd year students



According to the method of quality differential, focusing on peripheral quality, a certain degree of severity in lawful behavior. To this end, the process of the survey, respondents had the opportunity to express their opinion on the matter.

Diagram 11. *The severity of peripheral qualities in lawful behavior in the perceptions of students of 1 course*

Feature (-)	3	2	1	0	1	2	3	Feature (+)
Unattractive				▲				Charming
Weak					▲			Strong
Silent						▲		Talkative
Irresponsible						▲		Fair
Compliant			▲					Stubborn
Closed					▲			Outdoor
Selfish						▲		Good
Dependent				▲				Independent
Passive						▲		Active
Stale						▲		Responsive
Indecisive						▲		Strong
Sluggish					▲			Energetic
Unfair						▲		Fair
Relaxed				▲				Busy
Calm				▲				Fussy
Hostile						▲		Friendly
Unsure						▲		Confident
Unsociable					▲			Sociable
Insincere						▲		Honest
Dependent					▲			Independent

Diagram 12. *The severity of peripheral qualities in lawful behavior in the perceptions of students of 2 course*

Feature (-)	3	2	1	0	1	2	3	Feature o (+)
Unattractive					▲			Charming
Weak					▲			Strong
Silent						▲		Talkative
Irresponsible						▲		Fair
Compliant			▲					Stubborn
Closed					▲			Outdoor
Selfish						▲		Good
Dependent				▲				Independent
Passive						▲		Active
Stale					▲			Responsive
Indecisive						▲		Strong
Sluggish						▲		Energetic
Unfair						▲		Fair
Relaxed				▲				Busy
Calm			▲					Fussy
Hostile						▲		Friendly
Unsure						▲		Confident
Unsociable						▲		Sociable
Insincere						▲		Honest
Dependent					▲			Independent

Diagram 13. *The severity of peripheral qualities in lawful behavior in the perceptions of students of 3 course*

Feature (-)	3	2	1	0	1	2	3	Feature (+)
Unattractive						▲		Charming
Weak					▲			Strong
Silent						▲		Talkative
Irresponsible						▲		Fair
Compliant			▲					Stubborn
Closed						▲		Outdoor
Selfish						▲		Good
Dependent					▲			Independent
Passive						▲		Active
Stale						▲		Responsive
Indecisive						▲		Strong
Sluggish						▲		Energetic
Unfair						▲		Fair
Relaxed				▲				Busy
Calm		▲						Fussy
Hostile						▲		Friendly
Unsure						▲		Confident
Unsociable						▲		Sociable
Insincere						▲		Honest
Dependent							▲	Independent

***Diagram 14**. The severity of peripheral qualities in lawful behavior in the perceptions of students of 4 course*

Feature (-)	3	2	1	0	1	2	3	Feature (+)
Unattractive						▲		Charming
Weak					▲			Strong
Silent					▲			Talkative
Irresponsible						▲		Fair
Compliant				▲				Stubborn
Closed					▲			Outdoor
Selfish					▲			Good
Dependent					▲			Independent
Passive						▲		Active
Stale						▲		Responsive
Indecisive						▲		Strong
Sluggish						▲		Energetic
Unfair						▲		Fair
Relaxed				▲				Busy
Calm			▲					Fussy
Hostile						▲		Friendly
Unsure						▲		Confident
Unsociable					▲			Sociable
Insincere						▲		Honest
Dependent						▲		Independent

After analyzing the results, highlighted common features among the most pronounced qualities were reflected: honesty, activity, determination, energy, justice, friendliness, confidence and honesty. All respondents determine weakly expressed or not expressed at all compliance/obstinacy, weakness, tension. But some other indicators disagree. 3rd year students placed a higher value on openness. 4th year students in a less pronounced extent, the kindness, the students of 1,2,3 courses. Sociability more importance is attached to students of 2,3 courses. More autonomy is appreciated by students of the 3rd course, of less importance it is given by 4th year students. And reduce to the minimum this indicator is students 1, 2 courses. In respect of equanimity opinions also differ: students of 1.2 courses I think this position is ambiguous, a little more importance attached to it by the 4th year students, and the largest compared to the others, - 3rd year students.

Diagram 15. *The severity of peripheral qualities in lawful behavior*

Feature (-)	3	2	1	0	1	2	3	Feature (+)
Unattractive					▲			Charming
Weak					▲			Strong
Silent						▲		Talkative
Irresponsible						▲		Fair
Compliant				▲				Stubborn
Closed					▲			Outdoor
Selfish						▲		Good
Dependent					▲			Independent
Passive						▲		Active
Stale						▲		Responsive
Indecisive						▲		Strong
Sluggish						▲		Energetic
Unfair						▲		Fair
Relaxed				▲				Busy
Calm			▲					Fussy
Hostile						▲		Friendly
Unsure						▲		Confident
Unsociable						▲		Sociable
Insincere						▲		Honest
Dependent						▲		Independent

Conclusion

4.1. The "Ideal" model legal constructive behaviour in a democratic state

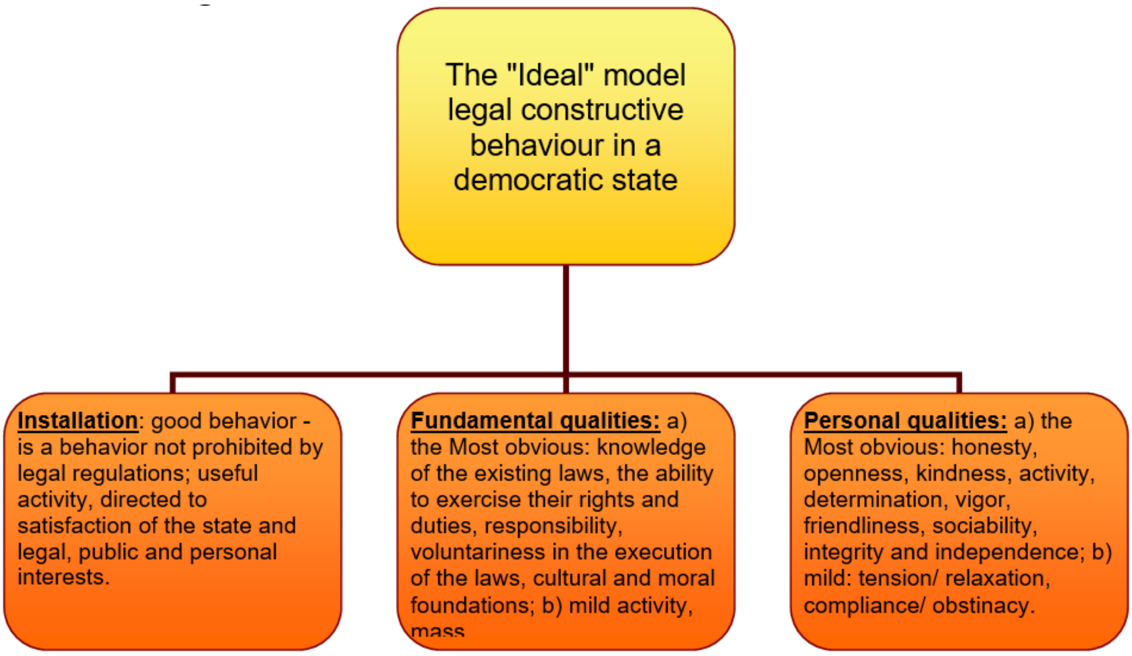
Based on the results of the study, defined the "Ideal" model legal constructive behaviour in a democratic state, which includes:

Installation: good behavior - is a behavior not prohibited by legal regulations; useful activity, directed to satisfaction of the state and legal, public and personal interests.

Fundamental qualities: a) the Most obvious: knowledge of the existing laws, the ability to exercise their rights and duties, responsibility, voluntariness in the execution of the laws, cultural and moral foundations; b) mild activity, mass.

Personal qualities: a) the Most obvious: honesty, openness, kindness, activity, determination, vigor, friendliness, sociability, integrity and independence; b) mild: tension/ relaxation, compliance/ obstinacy.

***Diagram 16**. The "Ideal" model legal constructive behaviour in a democratic state*



4.2. Practical recommendations aimed at increasing the level of legal culture

1. To enhance the legal education of youth through legal education, adequate propaganda. It is in this age period the process of the formation of the value – orientation of the system, the moral – cultural foundations of legal systems.
2. To eradicate the ancient tradition of the Russian population to flout the law, based on the positive examples of the practice of law.
3. To improve the work of law enforcement.
4. To increase the authority of the government . To create an image of a strong government, able to act on the basis of law and for the benefit of society.
5. To stop the war of laws at all levels of the legislature. Laws be made in accordance with Constitutiei and form a hierarchy according to their legal force.
6. To create a legal complex for the overcoming of legal nihilism and legal idealism.
7. Strengthen the right to religion and morality. To dilute the overly regulated and formalism moral and ethical principles.

Discussion

The nature and content of legal nihilism found in works by V. S. Harutyunyan, N. In. Varlamova, R. N. Donchenko, N. And. Matuzov, Molochnoy B. A., R.N. Pavelyev, S. A. Sirin, L. S. Frank, O. Spengler.

Different facets of deviant behavior was seen in the revolutionary work of prominent theorists of law N.M. Korkunova, P. I. Novgorodtsev, L. Petrazhitsky, B. N. Chicherina. Despite the diversity of the range of views of the data of Russian scientists, they are United in one thing: the denial of rights and lack of faith in the law – the main feature of the Russian people.

A great contribution to the study of the problems of nihilism has made domestic philosophers and writers, such as N.. Berdyaev, N. With. Bulgakov, F. Dostoevsky, L. Yu. Kiryushin, V. V. Sorokin.

Scientific novelty of research consists in the analysis of the participants of the educational process, Altai state University (law faculty) on legitimate behavior according to the results of the author's questionnaire "What is good behavior?". The definition of "Ideal" legal model constructive behavior in the context of a democratic state in the views of participants of educational process by results of sociological research.

Legal nihilism and legal idealism phenomenon should be combated and overcome. Deformed against the right of questioning the existing socio – legal system. To combat these legal disabilities requires a systematic approach. Legal education and training affect human consciousness. Legal training has the objective of advocacy of human exposure, and legal education affects the ideological side of consciousness.

Recommendations

Dunn's work can be used in the development of practical recommendations on overcoming of legal nihilism and legal idealism.

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TECHNIQUES OF SPEECH ACTIVITY OF YOUNGER SCHOOL STUDENTS

Abstract
The article is devoted to the problem of development of speech activity of younger pupils in elementary school. The problem is due to study the contradiction between the need of formation of speech activity of younger schoolchildren and the lack of attention of the modern school to the problem. In elementary school, the problem of speech is related, firstly, to the fact that students in his speech often repeated the same words; secondly, the inaccuracy of the use of words in speech; Thirdly, with the inability to use the trails and other visual means of language; Fourth, with the inability to properly build syntax. This article describes the psychological and linguistic basis for the development of speech activity of younger schoolboys. Presents the problems of formation of speech activity of younger schoolchildren. Also disclosed methodological foundation of development of speech activity of primary school children. The article presents the results of the pedagogical experiment to determine the level of aesthetic education of younger students.

Keywords
speech activity, methodical methods of development of speech activity,
younger students

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Introduction

Improving students' speech culture - one of the most urgent challenges facing the modern school. It is well known that the indicator of the level of human culture, thinking, intelligence is his speech, which should correspond to the linguistic standards. It was in elementary school, children begin to master the rules of oral and written literary language, learn to use the language means in different contexts of communication in accordance with the objectives of speech. In this case the teacher should help the children to understand the requirements of speech, to teach younger students in formulating thoughts monitor the correctness, accuracy, diversity, expressive language means. Enrichment of vocabulary students learning connected speech and the development of its expression - these are the main tasks to be solved in the practical work of practicing teachers and theoretical quest Methodists.

Modern society needs people who own word, able to stand up for their beliefs, attitudes, conduct discussion, creatively involved in the process of interpersonal communication. In this regard, one of the main tasks of modern school is to train graduate primary school, which would be able to communicate, to listen and to speak so that he listened, he knew how to evaluate other people's, and of course his speech.

A great contribution to the development of speech development problems in different years brought F.I. Buslaev, V.Y. Stoyunin, V.P. Ostrogorsky, L.I. Polivanov, V.P. Sheremetev, V.V. Golubkov, A.D. Alferov, M.A. Rybnikov, K.B. Barkhin, N.M. Sokolov, L.S. Trinity, S.A. Smirnov, N.V. Kolokoltsov, A.A. Lipa, modern scientists K.V. Maltsev, M.R. Lviv, T.A. Ladyzhenskaya, V.Y. Korovin, O.J. Bogdanov, N.A. Demidov, L.M. Zelmanov, T.F. Kurdyumova, N.I. Kudryashov, M.V. Cherkezova etc.

Teach younger schoolboy clear and grammatically correct to say, have a well-trained voice, to express their own thoughts in a free creative interpretations orally and in writing, to be able to express their emotions varied intonation means to comply with verbal culture and develop his ability to communicate - a complex and laborious business, requiring teachers of hard work, and most importantly - effectively acting approach to the development of speech in the broadest sense, his organization, and adjustment. To develop children's speech - then systematically working on its content, consistently teach the construction of sentences, thoughtful selection of suitable words and shapes are constantly working on building a literate mind.

However, it is a primary school education living word is often overlooked by teachers; zastarevayut speech defects and fix them later is already very difficult.

Materials and Methods

The basis of this study is philosophical, psychological, linguistic, pedagogical research on speech activity, the modern psycho-pedagogical theory of personality, psychological and pedagogical theory of learning activity, the conceptual ideas of the theory of integral pedagogical process, the theory of the activity approach, the concept of student-centered education.

In order to achieve reliability in consideration of the problem the following methods were used: the study and theoretical analysis of philosophical, psychological and pedagogical literature on the research topic; study of teaching experience; theoretical generalization, data synthesis, analysis of existing curricula of primary school age children.

Results and Discussion

Analysis of the latest achievements in the field of coherent speech training system show that research efforts are still focused on the development of theoretical (linguistic and psychological) the foundations of the system, to determine the content of training (knowledge and verbal skills) at its various stages, to improve teaching methods. There was a strong belief that a successful speech development is not enough a simple exercise in the selection of synonyms, in the drafting of proposals in telling and retelling - this training system is arming students understanding of existing speech laws, knowledge of a set of actions and how they perform when thinking of statements of criteria knowledge evaluation of established texts. In other words, such a system does not allow students to learn the conscious relation to the question that entails various kinds of speech defects.

The richness of vocabulary - a sign of high development of society as a whole and of each individual, so the work on the dictionary of students attached great importance to the school. The peculiarity of the dictionary in school (as, indeed, and many other types of work on the development of speech) is that it is carried out in the course of the entire educational work of the teacher *(Soloveitchik, 2000)*.

Comparison of current programs for primary schools, allows to identify the main directions in which the recess is provided on the work of development of coherent speech. As these trends include:

- Expansion of rechevedcheskih information and concepts;
- Deepening work on the types of speech (narration, description, reasoning) by the study of their species;

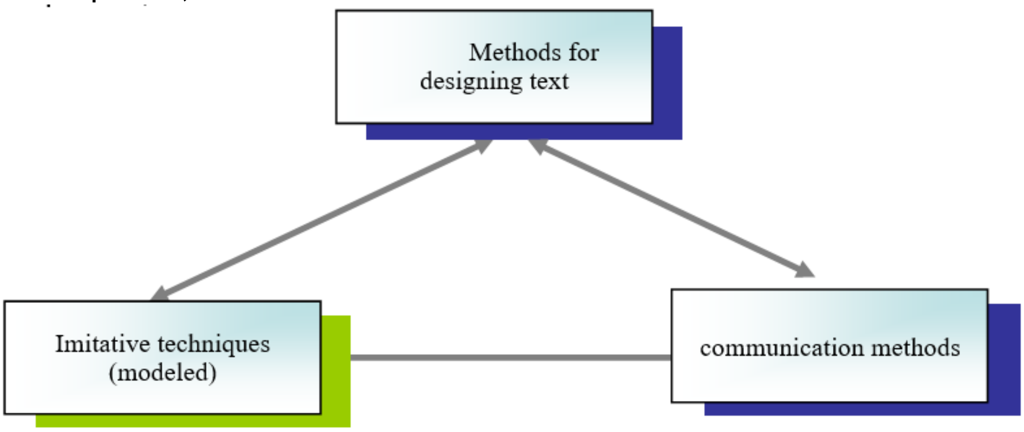

Figure 1. *Methods of speech development*

- The introduction of information on the style and work on texts of various styles;
- Clarification of the complex speech abilities, skills in the selection of private generalized structure of speech acts;
- The use of non-traditional exercises in connected speech;
- Increasing size and complexity of the system used in the training text.

It is important for the assimilation of new words not passed spontaneously to the teacher to manage this process and thus makes it easier for students, provided the correct, complete assimilation of words. The purpose of the dictionary work lies in the fact, to activate (ie move from a passive to an active vocabulary) the greatest possible number of words to teach children to use them correctly, in the strict sense, it is appropriate, learn to choose the right word, the word in the text was schoolboy correctly interpreted.

The content of the dictionary work in school consists of four areas:

– firstly dictionary enrichment, those the assimilation of the new words, which the students had not known at all, new meanings of words;
– secondly, clarification of the dictionary, that is, in-depth understanding of already known words, ascertaining their shades, the differences between synonyms, antonyms selection, ambiguity analysis, allegorical meanings;
– third, activation of the dictionary, that is, the inclusion of a wider range of possible words in the speech of each student, the introduction of words into sentences, learning compatibility of words with other words, the appropriateness of their use in a particular text;
– fourthly, the elimination of non-literary words used sometimes younger students, correcting erroneous accents, pronunciations.

However, this approach reflects the work of a teacher, as a rule, within the framework of the Russian language and literary reading lessons. Of course, the language for children: on the basis of reading, analyzing, memorizing passages formed it students, developing their linguistic flair and taste.

Modern methods of speech in its arsenal has developed three groups of methods, interrelated and complementary to each other, are shown in Figure 1.

It is traditionally existing imitative methods (for examples of training) has developed a negative attitude as to something undeveloped. At the same time, memorizing poetry, prose, aphorisms, phraseological units etc. very useful, since they enrich it, contribute to its development, enhance memory, provide the basis for development of expressive, to participate in social activities, in concert performances, that is, on the eve of art.

Given the characteristics of primary school age, and the fact that the development of speech covers all academic subjects, we note that the training on "sample" is in elementary school, it is one of the leading. For training:

- Numerous types of retellings read texts (close to the sample text, compressed, selectively, with creative additions and changes to the division of the text into parts, headlining parts, compiling reading story plan, too, in a written form);
- Written and oral presentation (reports) a variety of styles;
- Preparation and execution of their own statements (ads, applications, business letters, telegrams, diaries, etc.) According to the type of model or according to the statements of the genre (description, narration, reasoning) *(Barinov, 2007)*.

In other words, the model text serves as a main component in a broad stream of general linguistic influences on children - speech environment influences their emerging language flair. Increased autonomy and cognitive activity of pupils is just the use of simulation methods. However, the simulation method for all its popularity by itself may not be sufficient, since learning "models for" prepares students for other methods of language development.

The next group of methods of development of speech - communication techniques: The need to use them due to a number of requirements:

- Firstly, any student's statement (oral or written) derives from the need to get in touch, share their thoughts and feelings. This need stems from the so-called speech situation, hence the situation itself may be artificially created through communication methods (creation of artificial dialogue, debate, discussion, role-playing games, correspondence, conversations on walks and excursions, etc.). Even in situations of artificial motivation greatly increases the autonomy of students in speech activity;
- Secondly, the speaker (writing) must be adequately prepared to a meaningful utterance, ie it is necessary to have an extensive, reliable, meaningful material for his speech. the student can not be an act of communication without material fluency. The goal will not be achieved if the content is not subordinated to the author's intention, the narrative logic is violated;
- Thirdly, communicative goal will be achieved only if the student has sufficient linguistic means: rich and good-enabled vocabulary, the ability to quickly and accurately to form grammatical forms, to build sentences and link them in the text;
- Fourthly, we the students, his story play a role in communication. Even an ordinary student response to the lesson is a motivated statement, which is included in the cognitive activity of the whole class. If the answer is listened to and understood by the class environment caused some response, the communication was successful. However, it also is necessary to teach the younger students.

Communication methods are based on the theory of speech activity, in particular on the analysis of the speech act, because it takes into account all stages - and situational and motivational, and perception of the interlocutor, and feedback.

Communication methods have their own set of methods, training tools, tasks and types of exercises:

the creation of speech situations or select them from the stream of life;

role play, work, hiking and trekking, painting, specially organized surveillance;

verbal painting pictures, the introduction of notes and diaries; creating scenes from imagination, including the fabulous;

selection of different genres - reports, radio performances, TV shows, advertising;

"Pen test" - the literary and creative attempts in prose, in poetry, drama genres.

The third group of methods - Test method of construction - is a distinctly synthetic method. It is closely related to the first two, because the system of learning "models for" types of text are analyzed, modeled, and subsequently the construction associated with the communicative method, providing motivation speech, its effectiveness, determine the social and personal functions of speech.

In addition, the need to use construction methods due to:

- Firstly, grammar, and mainly - the syntax and lexicology, word-formation theory, the available elements of style, and for the oral version of the speech - phonetics, Orthoepy and intonation;
- Second syntax of the text, the theory of complex syntactic whole;
- Third, the theory of functional types of speech (and text);
- Fourth, the logic;
- Fifth, the theory of composition, figurative means of language; Finally, elements of stylistics and culture of speech, which includes spelling.

The method of constructing the text offers an extensive set of methods and types of speech exercises. Receptions are arranged in groups: the first of them - the work on the word dictionary or work:

interpretation of the meanings of words, tones of their values, emotional and expressive colors in the choice of words for specific situations;

Work with synonyms, antonyms, Paronyms, phraseological units, their inclusion in a specific text in its own proposals;

Work with dictionaries - sensible, word-formation, synonymous, spelling;

correcting word usage errors in speech and in written works.

The second group of techniques - work on the phrase:

- compilation of phrases with specific words - for text or phrases of a given type;
- reconciliation Collocations based on linguistic intuition or dictionaries compatibility;
- the introduction, the inclusion of phrases in the text of the proposal;
- detection and correction of errors in phrases, exercises, warning such errors.

The third group - techniques for working on a proposal:

- preparation of proposals on a given topic, using a set of words;
- drawing up proposals for a given type schemes - models;
- the expression of the same idea in different (synonymous) syntactic variants;
- intonation proposals, work on pauses, logical stress;
- the freedom to prepare proposals phrases;
- editing sentences, elimination of various defects in their construction and the other;

The fourth group - the logic:

work with the concepts and definitions of their construction, the comparison subjects, natural phenomena on their grounds;

Construction of generalized, inductive and deductive reasoning, evidence;

fix logical errors: undue repetition, sequence of thought disorders, filling skips something important, and the like.

The fifth group - the methods, based on the theory of the text:

Modeling structure of the text samples and submission own text to this model, Edit your text;

- testing of bond types in the text;
- compilation of texts of various functional and semantic types: description, narration and argument as well as different genres: narrative, landscape sketches, descriptions, pictures, essays, newspaper articles, letters, plays;

- plot the transmission in dialogue form.

All three groups of methods involve the development of a system of speech abilities of students, which are seven main groups of skills:

- associated with the theme of the presentation, with its understanding and definition of the opening of its borders;
- express his thought in saying (position, emotions, attitudes towards people of their deeds, and so on.);
- collect material, to select major and minor, in accordance with the theme and purpose;
- organize material, have him think about and prepare a plan;
- prepare a dictionary in accordance with the theme, select the word combination, the images;
- intone statement;
- improvise;
- improve the utterance (verbal / written), edit, check spelling, punctuation *(Leontiev, 1999)*.

Thus, the existing methods and the methods of development of speech activity are combined in the work of students and teachers, they complement one another and together create a basis for the development of the system of speech activity of pupils of primary school.

Modern man enough to know the rules of grammar, it should freely express their thoughts, to possess high culture of speech, therefore, like any other science, the technique of speech must answer the questions of social development.

The situation of the modern school requires students to meet the new active complex communication tasks, namely the organization of business dialogue of students with each other and with the teacher about the studied material. This approach is due to the basic principles of development of speech activity, which we have implemented in the formative stage of the experiment:

1. The principle of the development of speech-based situations.

Under the situation, we understand the totality of the conditions necessary and sufficient for the implementation of speech communication students. These conditions we have assigned: 1) the presence of speech partners (speaking and listening); 2) the relationship between them (role-playing, personality, activity, etc.); 3) means of communication (language, gestures, signaling, etc.); 4) methods of communication (oral, written, pin-remote, and others); 5) the time, place and duration of the communication; 6) the content of communication. Each of these conditions is determined by the degree of effectiveness of communication.

2. Principle of the priority of practice in such training, when every student is involved in the process of practical use of the language.

3. Principle of co-operation and co-creation of teacher and student.

This principle we have implemented through: 1) the establishment of confidence in the classroom, the relaxed atmosphere of dialogue; 2) collaborative problem solving perfection of speech culture.

4. Printsip voice training focus was directly related to the communicative factor. Communication skills training is not the intended use of language and speech exercises, which differ from the first presence of the speech partner, speech problems, the implementation of a specific impact on the interlocutor.

Work on the development of speech activity requires a variety of techniques and tools, as in the process of repeatedly changing lessons learning situation and motives of speech. Students that are expressed freely, perform the task that disciplines the mind and sends to the strict direction of speech activity *(Sergeeva, 2015)*.

***Table 1**. The complex methodological approaches aimed at the development of speech activity of younger schoolboys*

Levels of speech skills	Types of speech activities of students	Methods
1. Pronunciation and lexical level	Speaking,, individual speech	Methods: a) different interpretations (whispering, humming, with increasing strength of voice, intonation and emotional coloring): tongue twisters, chistogovorki, b) comparison, antonyms, synonyms, emotionally painted words): «Choose the word», «Replace word» c) mini-dialogues, dramatization: «Learn from the voice», «spoiled phone», «Game of words», d) terminology dictation
2 The syntactic level	Speaking, individual and collective speech, monologue speech	Playing tricks: «The story circle» «Relay - the story» contest for the best story on a given topic. «Finish the phrase» preparation of proposals for the beginning or end.
The level of the text	Speaking, individual and collective speech, monologue speech	Making puzzles, stories, essays, miniatures, coherent story, a message relating to a lesson Category «I'll start, and you continue ...», «Guess what I say»
Морфологический уровень	Speaking, individual and collective speech, dialogical speech	Playing tricks: «The word is like a magnet», «Familiar Strangers». text editing

Thus, practicing the stages of development of speech abilities of students in different school subjects, through the implementation of the principles of the development of speech, the students of the experimental class, there was a significant development of speech activity: increased and enriched vocabulary, become more complex grammar, phrase speech was evidence and saturated. At the same time we tried to use promotional comments such as «Interesting idea!», «Just see!». The complexity of the organization of work for the development of speech activity of students was that, acting in terms of the lesson, we tried to improve natural speech activity of children. It was promoted by a set of instructional techniques included gradual organization of work on speech development in speech of pupils at all levels of pronunciation, lexical, syntactic, and morphological level of the text level.

Analysis of the psychological and pedagogical literature on the research problem has shown that the current focus of the program on the development of speech activity of students raises the problem further methodical searches related to defining the role and place of lessons of development of speech in the system of teaching Russian language, finding and applying in practice the system of methods and techniques, contributing to a better development of speech, which is important for all parts of the school, because language development - through the line running through the program of the Russian language from 1 to 11 class.

Of course, there are certain requirements to be met by the speech of students from the beginning of schooling. As a rule, they constitute the ultimate goal of training in such subjects as the Russian language and the mother tongue: meaningfulness of speech (the main selection, the actual location of the material in the utterance in the correct sequence); speech logic (sequence, reasonableness of presentation); speech accuracy (the ability to choose to transfer information best language tools, due to the purpose of the statements); the richness of linguistic resources and their diversity; clarity of speech (accessibility, focus on the perception of its destination); expressiveness, accuracy (matching the literary norm).

Unfortunately, we have not found full voice in the development of research on other subjects. This gap is partly compensated by few methodological recommendations, which give the authors of modern communication-oriented programs.

However, given that children learn their native language through speech activity, through the perception of speech and speaking, we have assumed that the development of communicative skills (as they are the presentation of speech development), will develop successfully, if in the process of training to introduce students to the natural speech situations in stages at all levels of the development of speech: articulatory, lexical, syntactic, and morphological level of the text.

This was facilitated by working out and fast speech expression, oral speech exercises, showing the speech sample, relying on experience of students.

Work on this issue revealed by the fact that children often do not perceive information also because many do not know. It is easier to perceived material if given the preliminary information available. The main challenge was to remove the fear of performing unfamiliar tasks, a new job. Therefore, before a full presentation of the knowledge we held «funded» job for the selection of linguistic resources.

Another difficulty of the experimental work was to determine the level of development of speech activity with sufficient accuracy. The difficulty is primarily that currently available diagnostic methodology speech created primarily for the purpose of speech pathology diagnosis. Thus, the quality of research carried out by us full speech complex:

- Research productivity of verbal expression (as described in Ebbinghaus), taking into account permitted speech errors and defects,
- A study of oral communication at different levels of speech development (up to the level of the pronunciation of the text) by monitoring speech quality.

Analysis of the results of research starting level of language development showed that the speech development of third graders is almost at the same level as the level below the average observed in 11% of the students in both classes.

In the experimental class with students formative stage of the experiment was carried out purposeful work on development of speech activity not only in the Russian language lessons and reading, but also on the lessons of the world, and mathematics.

Analysis of the pilot phase of this study showed that the experimental class, students completed the final task with the lowest percentage of speech defects, showing a high result of success than the control class students. In particular, the experimental class was not marked by a low level of speech development, whereas in the control class, it was 5.5%.

Summing up the results of the study, it should be noted that:

1. The development of speech of younger schoolboys effective through practical activities of students, ie, maximal approach as a real-life situations.
2. Work on the development of speech and its content organization must ensure the improvement of emotional and intellectual expressions of students.
3. The combination of all levels of oral language development (of pronunciation, vocabulary, syntax, morphology and the level of the text) is an important aspect of creating speech environment in the learning process. Focus on only one of the levels reduces the effectiveness of speech development.

4. Verbal assessment pupils achieved level should become a compulsory component of each lesson, since the evaluation - an active stimulant to mastering speech skills and at the same time - an indicator of progress.

5. The use of instructional techniques and exercises should be varied, relevant and dosed allowing for the monologue and dialogue speech.

6. Work on the development of speech should be systematic, carried out on all school subjects and to take into account the level of the nearest development of students.

7. This teacher must be a model of utterance (wealth, imagery, diction, constant monitoring, correction of the exact wording, etc..), It is naturally organizes active speech activity of students.

Conclusion

The data demonstrate the effectiveness of the complex methodological techniques for the development of speech activity in the process of learning all school subjects. This suggests research problems successfully solved, the purpose - to reach and the hypothesis that the integrated use of teaching methods of work on the development of speech activity in the process of training of younger schoolboys will increase the level of speech development of primary school children - proved.

Recommendations

Article submissions are valuable bachelors, masters, post-graduate students in the direction of teacher education at primary education program, as well as teachers of primary education, as well as a wide range of experts in the field of education.

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CREATIVELY-DEVELOPING EDUCATIONAL SPACE AS A CONDITION OF FORMING AND DEVELOPING OF CREATIVE COMPETENCE OF A FUTURE TEACHER

Abstract

The article examines the phenomenon of «Creatively developing educational space, tendencies of development creatively developing educational space of pedagogical Institute in modern conditions of continuous pedagogical education of future teachers. The factors that affect the productive integration of TROP and the process of teacher education; the higher education technology vocational training creative for creativity in teaching.

Keywords

creative competence, the optimal model of professional creative self-development, system of continuous pedagogical professionalization

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Introduction

In the pedagogical science to refer to external factors of socialization and professionalization are increasingly beginning to use spatial and temporal categories: the "United world (European) educational space, information space, virtual space", etc.

We offer scientific justification of the phenomenon of "Creatively developing educational space", based on the study of trends in the development creatively developing educational space of pedagogical universities in modern conditions of continuous pedagogical education of future teachers. Historical background of the problem elaboration of pedagogical professionalization and long-term experience in the sphere of higher professional pedagogical education has allowed us to experimentally verify and justify the factors that affect the productive integration of TROP and the process of pedagogical education; presents the author's technology of professional training of future teachers to be creative in teaching.

Literature Review

In the philosophical literature, "space" is defined as a form of existence of matter. Space (and Time) is inseparable from matter. According to the teachings of dialectical materialism, space really exists outside and independently of our consciousness. Our idea of space is a reflection of objective space.

The socio-historical reality of the existence of a people includes the phenomena of teaching, education, development and self-development, which can be defined as pedagogical reality. Understanding of pedagogical reality as an integral component of modern life, i.e., it is difficult organized, ordered whole consisting of activities, development and self-development as individuals and social communities, it is justified and consistent with the General scientific approach to the study of pedagogical phenomena and processes.

According to the methodology and theory of educational systems and spaces, educational space is part of a form of existence, of the functioning of educational reality, which is predictable. Ordered, organized and recognized by the pupil as favorable a set of conditions for personal self-development. You can bring up "environment", "taking into account the influence of the environment", however, the environment is represented by a set of spontaneously affecting human factors. Therefore, in contrast to the environment - and it's still a reality in the totality of the natural, economic, political, demographic, national and cultural factors and educational space necessary to create, test, develop, predict, skillfully organize, adjust, and implement pedagogical management (governance) and monitoring of progress, results and prospects of the educational process *(Sokol'nikov, 2000)*.

A distinctive feature of the space-time factor is subjective from environmental contact, communion to objectively existing creative origin of Nature, of spirit, of Humanity. The creation of Man - it is the cultural heritage that has been built for centuries and periods in certain conditions, i.e. the circumstances, which provided the rise of the "spiritual States and spiritual abilities of man" and, thereby, caused their creativity.

Educational space is defined as a system that includes space development, education and training, the center of which - the identity of the child, i.e. educational space - a dynamic unity of subjecting the educational process and their relationships.

The concept of "educational space" has a profoundly human dimension, allows to specify qualitative communication of the student's personality and educational institutions, the mechanisms of interiorization and exteriorization, development and achievement of the learner in the educational process. Elements of educational process are: civil society, state, regions, pedagogical collectives of the schools, students.

The boundaries of the educational space delineate the field of cooperation of the student from learning in the family, learning in school, the early professionalization in institutions of further education - self-education, professional competence and creative self-development.

The most important functions of educational space, the researchers consider - the needs of the learner in the education, upbringing and self-realization *(Andreev, 2000)*.

Self-realization, as a rule, is accompanied by the creativity of the individual, the characteristics of which is introduced defining the term is a subjective mental space (reflection as a form of organization of individual experience of the individual). Consisting of cognitive structures and knowledge base of the subject of his mental space may vary depending on individual differences of the subject. Subjective mental space - a kind of "field" of intelligence, which determines the intellectual capacity of the subject and creativity as a form of its manifestation.

Materials and Methods

Tillers of intellectual gifts of a person can grow depending not only on a given «environment», but also on a predicted, ordered, organized totality of favourable conditions that create an atmosphere of collaboration and creativity. This part of pedagogic activity can be given a name – «creatively developing educational space» (TROP), or «TROPoshere». This abbreviated term contains a new meaning that differs from its traditional definition that is «integrated interactive unity of inspirited search for the unknown, intellectual paradox, realized feeling of a discovery». Unlike «Noosphere» by

V.I. Vernardsky, in other words, sphere of Mind or Universal Mind, TROPosphere is a layer of innovative Noospheric education that provides for favourable conditions for collaboration, multidimensional self-realization, and creative self-development of teachers and students. However, this very layer feeds all participants of innovative educational process with spirits of creativity and valour of discoveries (*Vernadsky, 2012*).

In Latin «trop» is a word or a phrase in an allegorical meaning. In this context of creative pedagogy abbreviative term «TROP» can be explained not only according to the first letters of basic characteristics of the projected professionalization space of a future teacher, but the term TROP also underlines the priority of a paradox, allegoric statement. A deep sense of such conclusions requires a persistent penetration into the essence of phenomenons, in other words, creative searches of a person who possesses a refreshing quality of integral thinking.

Educational space absorbs social, upbringing, and also internal and external environment of each educational process subject. It is mainly defined by enriching educational-training process with the spirit of learning «co-operation and co-creation». In other words, educational space is human-filled shell of various educational systems. Only under such shell an atmosphere of free search for knowledge and means of activity can exist. Mechanisms of intellectual development – motivational setting and creative activity of a learning person are activated during the process of business collaboration.

Modern pedagogy studies educational space as an important factor that provides for social progress and self-realization of a person. However, in order to solve strategic problem of creative development and self-development, one has to create corresponding, creatively-developing educational space (similar to how a person lives within a single space of a country and, at the same time, within a space of a town or village that feed a city – megapolis and the country with the trained talented people). In order to establish TROP of an educational institution or certain educational system, it is necessary to transform environmental factors of social-psychological direction into spiritually-enriched atmosphere of trust and creativity via realizing innovative ideas of collaboration pedagogy. At the same time, TROP fills subject of educational process with energy of intellectual activity and initiative that define an intense broadening of general outlook, creative way of thinking, and innovative behavior *(Derkach, 2004)*.

TROP should be studied as an atmosphere of collaboration that is created by pedagogically-organized system that directs personality of a student towards its creative self-development.

Educational space of a system of continuous pedagogic education that has a defined material and technical infrastructure and provides for solving problems of a specialist's professional training, includes social-cultural space that provides for humanistic direction and person-oriented approach towards forming of professional competence of a future teacher. In its turn, TROPosphere, as a sub-space of social-cultural area, establishes the possibility of self-definition and selection of «individual educational route» according to typological aptitude towards different types of creativity and pedagogic activity.

Building TROP is impossible without updating the content of educational programs, educational-methodical support of development of professional-creative competence in the process of teacher education and restructuring with a focus on innovative learning, all members of the creative professionalization: the heads of educational institutions of system of pedagogical education, pedagogical collectives (sections, of the subject and cyclic commissions, departments), individual teachers and finally students.

Decisive role in the formation of TROP plays the highest governing body of the educational institution (e.g. teacher training institutions academic Board). Whether the pedagogical Council of the school, pedagogical College, faculty Council of the University in teacher education they are integrated and, to a certain extent, Autonomous perform a coordinating function in building a unified educational space, orienting the falling of the pedagogical professionalization as students, and training on creative self-development and self-improvement.

In our experience, the scientific Council of the faculty of pedagogy and methodology of primary education by supporting innovative idea problematic groups under the guidance of the author of this work, coordinated efforts of all teaching staff and faculty members, motivating them to create the Troposphere through the development of language and methods, specific features of creative pedagogy and psychology of creativity; through the creation of conditions for integration studied by students and teachers, scientific disciplines, cultural base, special psychological-pedagogical and methodical disciplines of professional education.

Results

The conceptual apparatus "creatice" (creative pedagogics and psychology), methodology, techniques and specific features of innovative teacher education becomes an effective mechanism to build TROP.

The result is a scientifically based organization of professional training of teaching staff in education, formed and developed the "creative field" TROP that create conditions for manifestation and development of creative potential of future teachers and competence *(Bogoyavlenskaya, 2002)*.

Competence approach to professional training of future teachers, provide teaching staff of the departments (at the University) is to create and use the purpose of teaching it creatively developing educational space.

Thus, the specific objectives of this work are: the design and construction of the system is varied, including creative activities, allowing students and educators to actively enter the world of creative work of the teacher, "live" samples of pedagogical creativity, ensuring the development of abilities to self-actualization, understanding of their creative potential; design creative atmosphere, mood for the implementation of the educational-creative activity of students with the goal of expanding the opportunities for creative growth and self-improvement in professional and working life; use of resources and possibilities of specialization and optional courses the student-teacher; the use of information and media resources.

Basic factors that influence productive integration of TROP and the process of pedagogic education are: increase in significance of pedagogy, innovative education, spiritual and moral values, directed towards forming a creative person; broadening of creative component of pedagogic education with a necessity to define principles and methods of heuristic and logical activity; significant transformation of the system of interaction between subjects of pedagogic professionalization from «teaching-learning» to collaboration within training-creative activity and increase in part of independent activity and transiting from study-research to scientific research activity of students.

One of important directions of the refreshed professionalization system can be usage of potential TROPosphere abilities through enriching the process of pedagogic professionalization of future teachers with atmosphere of collaboration. As a result, spiritual mood, integration of spiritual conditions that transforms into activity with realization of spiritual needs such as creative activity, efficiency of thinking and acting arise.

Motivation that integrates intrapersonal mechanisms of psychological space of a student-pedagogue also encourages him to act creatively. We can outline the following stimulus of activating professional development of a person within educational system: psychological influence of social-cultural space, need to know creative pedagogy and psychology, standard of creative pedagogic activity and personal self-realization, favourable environment. A skillful usage of the listed conditions can not only provide for a relatively high level of professional creative competence development, but also create favourable conditions for creativelyenriched process of the whole pedagogic professionalization of a future teacher.

Discussions

In accordance with the General scientific system approach to the study of problems in the field of vocational education, we have identified a set of conditions of effective formation and development of creative competence of a future teacher. The most common organizational-pedagogical conditions of formation and development of creative competence of future teachers are: to provide a systematic approach to the pedagogical education of future teachers; science-based organization, administration and management of the pedagogical process of professionalization in the process of pedagogical education; the creation of a single creatively developing educational space at all levels of teacher education, developing a creative atmosphere at each training session; implementation of principles of continuity, continuity and system integrity in the organization of pedagogical process of professionalization *(Derkach, 2004)*.

The positive experience of creative activity of local educators-researchers is based on the "pedagogy of cooperation" The essence of efficiency of pedagogical technology cooperation is to create an atmosphere of partnership, co-creativity of the teacher and the student. The external factors - educational space - is becoming no less important than the innovative technologies of training and education, condition versatile, free and creative development of the student.

The inner psychological space of the person is integrated into the educational environment, rich atmosphere full of enthusiasm with the knowledge thus ensuring the development of a "Noosphere" thinking and creative behavior in different types of activities. Pairing resonance in the personal spaces of the teacher and pupils, with all the complexity of their operation, makes a holistic educational space and provides the possibility of entering the educational process beyond individual academic disciplines. In this substantive, conceptual, methodological extension is not formally on the level of methods, techniques, schedules, and perceived personal and rated by each participant of the educational process - the teacher and students.

The transformation of the environmental factors: educational, educational, educational, informational, energetic environment of institutions of primary, secondary and higher vocational education in uniform creatively developing space contributes to the streamlining of curricula, professional development and creative self-development relevant stages of pedagogical professionalization: introductory, systematic, scientific research (by analogy with the ideas of the scientific approach, S. I. Gessen).

The main psychological mechanism of transformation of the environmental factors, internal, "personal and interpersonal spaces", with the properties of the mutual interconversion is: a) the students-teachers of the accumulated scientific and empirical teaching experience; b) in conversion, enrichment and development of its existing teaching practices *(Hessen, 1995)*.

The strategy of interiorization, exteriorization, problematization and reflection implemented through a reinterpretation of the future teacher samples of creative activities of teachers, culture teaching and creative work of individual students. Own pedagogical heuristics of a student-teacher, passed "obkatku" in the process of professional learning that go beyond purely academic professionalization and find application in research activities, teaching practice at school, in extracurricular public interest, and finally leisure activities.

The main directions of formation of the Troposphere in the process of continuous pedagogical education, in addition to educationally organized training and education, and must become psycho-pedagogical support of creative self-development of future teachers, which is necessary to create a humanistic atmosphere of "cooperation and co-creativity" based on student-centered and competence-based approach *(Andreev, 2000)*.

Building TROP is impossible without updating the content of educational programs, educational-methodical support of development of professional-creative competence in the process of teacher education and restructuring with a focus on innovative learning, all members of the creative professionalization: the heads of educational institutions of system of pedagogical education, pedagogical collectives (sections, of the subject and cyclic commissions, departments), individual teachers and finally students.

Decisive role in the formation of TROP plays the highest governing body of the educational institution (e.g. teacher training institutions academic Board). Whether the pedagogical Council of the school, pedagogical College, faculty Council of the University in teacher education they are integrated and, to a certain extent, Autonomous perform a coordinating function in building a unified educational space, orienting the falling of the pedagogical professionalization as students, and training on creative self-development and self-improvement

In our experience, the scientific Council of the faculty of pedagogy and methodology of primary education by supporting innovative idea problematic groups under the guidance of the author of this work, coordinated efforts of all teaching staff and faculty members, motivating them to create the Troposphere through the development of language and methods, specific features of creative pedagogy and psychology of creativity; through the creation of conditions for integration studied by students and teachers, scientific disciplines, cultural base, special psychological-pedagogical and methodical disciplines of professional education. In our experience, the scientific Council of the faculty of pedagogy and methodology of primary education by supporting innovative idea problematic groups under the guidance of the author of this work, coordinated efforts of all teaching staff and faculty members, motivating them to create the Troposphere through the development of language and methods, specific features of creative pedagogy and psychology of creativity; through the creation of conditions for integration studied by students and teachers, scientific disciplines, cultural base, special psychological-pedagogical and methodical disciplines of professional education.

Private, methodical and technological conditions that influence the formation and development of creative competence of future teachers of music are: provision of competence approach in pedagogical education of future teachers; the implementation of the principles of flexibility, mobility and optimality methodological and technological support of development of creative competence of future teachers; mastering the future teacher's culture of pedagogical work, the innovative technologies of education, upbringing and creative development of schoolchildren; entry into the creative laboratory of teachers through the transformation of the educational and educational-research activities of students-teachers in research activities; intensification of research cooperation of the student and of the teacher-scholar.

Specific, personality-developing conditions of efficiency of formation of creative competence are: providing personal and developmental approach to teacher education of future teachers; enrichment of pedagogical professionalism of future teachers knowledge in the field of creative pedagogy and psychology: on creative pedagogical activity, substantive, methodological, communicative creativity of the teachers; ensuring the integration of psychological and pedagogical skills of future teachers in vocational and creative skills; the development of the structure of the creative readiness of the future teacher's personality to the teaching work through optimizing intellectual and spiritual, social and individual, normative and creative development.

Conclusion

The conditions can and should be implemented in unity and a certain hierarchy. Each of the conditions of development of creative competence of future teachers is quite independently by virtue of its specificity and purpose. Developing your creative potential they reveal most fully only in the aggregate.

Monitoring of the dynamics of development of creative competence of future teachers was carried out in the framework of a specific training course (pedagogy, psychology, private methods), from course to course (introductory, systematic, research), taking into account the effectiveness of innovative educational technologies and the set of pedagogical conditions. The evaluation was subject to the increment in the cognitive (CE – creative erudition), activity (TU – creative skill), motivational (TG – creative readiness) components of development of creative competence.

The procedure of finding indices of components and the total score of the indicator of development of creative competence was consistent calculation of generalized values for the development of the components of the desired quality in each subject, group of subjects at each stage of pedagogical education, and all experimental sample as a whole.

Comparative analysis of overall mean scores on the final stage to the previous stages showed a positive dynamics of development of creative competence of the future teachers *(Tutolmin, 2010)*.

Recommendations

We have developed the concept of formation and development of creative competence of future teachers is based on a systematic understanding of pedagogical reality. It is proved that the development of creative competence of future teachers depends on specially organized creatively developing educational space of the region (school-College-College-University), which takes into account the real educational opportunities, individual interests and abilities of students. This space features a creative atmosphere of cooperation and co-creation. In accordance with the vocational and typological affiliation of each student, the student is given the opportunity for self-selection of individual educational route of differentiated tasks for creative self-development.

Implementation we have developed the concept of formation and development of creative competence of future teachers in teacher education provides a new, evidence-based improving the quality of teacher education.

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FEATURES OF PR IN INTERNET NETWORK

Abstract

Relevance of the researched problem is caused by the fact that PR on the Internet is the communicative activities on the Internet directed to forming and maintenance of mutual understanding and a cooperation between the subject of PR (Internet representative office, Online project, the separate website) and the network public; and also on ensuring stable bilateral communication and receipt of feedback from target groups of the subject of PR. The purpose of article consists in studying of the theory which will help to come to understanding of correctness of own actions and universal laws of marketing and PR. The leading approach to a research of this problem applies the system approach allowing to consider set of methods and PR technologies on the Internet, the purposes and functions of all elements as components of single system of PR-communications. Article is result of a research of ours, PR on the Internet gains huge popularity every year, and is huge promotion in business as many entrepreneurs first of all begin to advance the company and to acquaint consumers with goods on the Internet. Materials, this article first of all can be useful to the beginning businessmen who develop the business from scratch, and also for people who has wide experience in the sphere of Internet PR.

Keywords

Internet, PR-Internet, PR campaign, "Media relations", "Group relations", online advertizing, professional PR, Electronic PR

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Introduction

1.1 Relevance

During an era of development of the Internet and social networks, their importance transships all imaginable limits. For 2015 every fourth resident of the Russian Federation uses the Internet.

And today we will in details talk about how to attract visitors with method of carrying out PR campaign on the Internet.

1.2 Theoretical aspect of PR on the Internet

Throughout almost all the activities of public relations relied on a seal. But this orientation promptly changes. From the beginning of the new millennium electronic media can become the main method of informing the population. Among them and the Internet, connecting more than 400 million persons.

Chronology application the Internet in business: *(Zakharchenko, 2014)*

1) services of e-mail

2) preparation and acceptances of management decisions on the basis of collection of offers and notes from partners and clients and distribution of answers to them.

3) advertizing, is dispatched in e-mail mode

4) teleconferences

since 1994 corporate

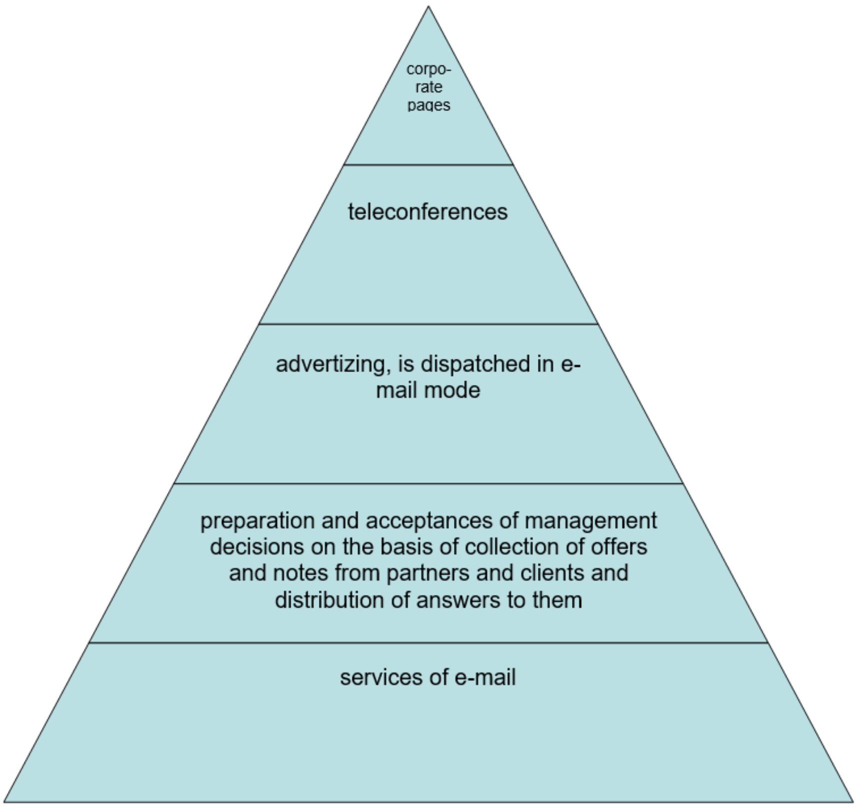

Figure 1. *Chronology application the Internet in business*

Methodological base

2.1 Types of methodologies of PR on the Internet

The PR methodology on the Internet can be divided into mass communication (mass relations), relations with groups (group relations) and the relations with media (media relations), at each of which — the tasks.

For "mass relations" it can be promotion of goods or the website. Promotion of the website became the most vostrebuyemy service when it is necessary to draw attention of target audience to the website and to create on it active community of regular customers of the website (community) which is the immediate business environment of the company, community permanent online which members have access to information and informative materials of the website can get advice, and also actively communicate with each other for the purpose of experience exchange on the field of activity and just for the sake of communication.

"Media relations" are any relations by means of media, interaction with mass media by means of use of opportunities of Network (mailing of press releases, creation on the website of the special section "for the press", writing of invited papers, etc.). *(Balakhonskaya, and Bykov,2014).*Today the majority of newspapers and other media in this or that form are present at Network (for example, kommersant.ru, izvestia.ru, vedomosti.ru). The relations with media, as well as in offline, continue to remain one of the most often used PR-activities elements.

"Group relations" are the relations of interaction on the Internet with the immediate environment of the company (with a target segment of the market), i.e. all those who need receipt of information on the company. *(Balakhonskaya, and Bykov, 2014).* The company can segment the business environment on certain groups and from each of them to hold events. For example, a set of actions for regular customers can be such: mailing of information on changes in the prices and new services, weekly mailing of a sector statistics, presentations invitation, congratulation on holidays.

2.2 Negative and positive sides of PR on the Internet

From the point of view of specialists in public relations, the Internet network, is the powerful tool for creation of an effective communication structure.

Internet stopped being something from the category of a fantasy. It is used everywhere. Besides, the number of users increases with an enviable permanency. The analysis of advertizing activities shows that the audience attracted by means of competent PR takes the powerful place in lump, so – work with users of Worldwide network shall be carried out surely, it is much cheaper and more productively than other marketing mixes.

Already now there are specialists who are engaged only in online advertizing. Allocation in the isolated group specifies them that these activities are especially demanded now.

Internet PR stopped being an insignificant part of advertizing policy. It turned into the most powerful method of involvement of the interested users which often acts as the dominating method.

It is remarkable that if there is such desire, then it is possible to work with each user individually.

As a rule, the interested audience is divided into groups on some signs (a sex, age, a profession, etc.). Preferences of this or that category are surely considered, as leads to increase in demand.

Pay attention to how the importance of own website quickly increased in activities of the company.

Still quite recently it was an indicator of progressive thinking of a management of the organization, and now – is an integral part of image.

Good resource – a respectability indicator so not to do without it in any way. Any marketing specialist shall consider this fact.

The negative moments - the Internet became mass, but not so qualitatively to cover all categories of citizens of the Russian Federation.

For example, pensioners will hardly purchase here goods as they have absolutely other stereotype of thinking. The most part of users – school students and students. It isn't enough really to advance trademark.

Besides, the result of PR not always meets expectations. A lot of things depend on quality of work of other specialists. For example, mistakes in case of determination of target audience will significantly reduce overall performance.

If this action is really well planned, then it reminds the infinite story about some brand. To prospective clients information moves so that they had a positive impression about object of PR. The narration never bothers as it always bears positive emotions. To reach excellent effect, the set of levers of impact is used.

2.3 PR campaign steps

Correctly and effectively to advertize (to promote) the goods or service on the Internet, it is necessary to know bases, namely PR campaign steps.

PR campaign has the following steps: *(Zakharchenko,2014)*

• information occasion. Its role can play any significant event connected with activities of the company or a resource on the Internet;

• articles about trademark placed in Worldwide network. The more such materials will appear on the websites, the better;

• blog-attack. It comes down to the room of data on trademark on author's and corporate resources;

• useful services. That it was more clear, visit a resource of some insurance company. You easily there will find the calculator of cost of policies. Such decision will surely attract users. The simplest option is creation and fixed updating of the section with articles or news on a subject;

• information mailing is a possibility of receipt of data by mail. It is very effective tool provided that it is competently applied;

• Internet scandals. They take place not always as the "black" publicity move can negatively affect a general state of affairs;

• interactive communication represents feedbacks, comments, answers to questions, etc. Dialogue with users shall be adjusted very well as it has huge value as a result.

Let's provide it in the scheme.

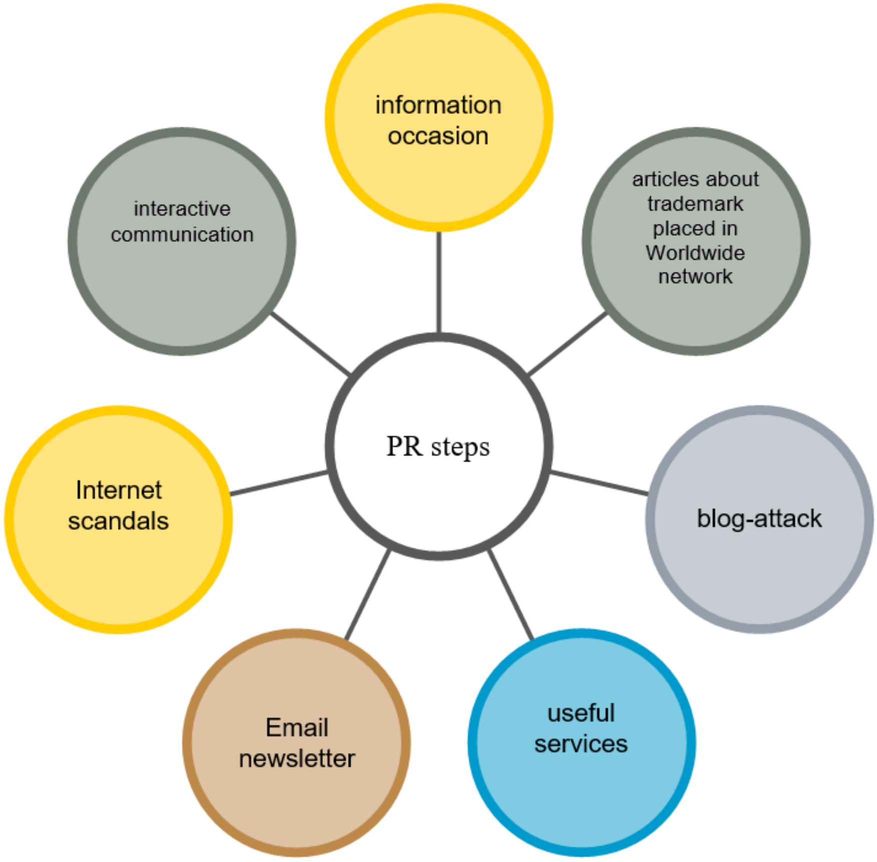

Figure 2. *PR campaign steps*

2.4 Professional PR

Any online campaign assumes availability of own website. If it is absent, then the effect will be not such impressive. Such resource will allow to provide the slightest details, it is created especially for some firm, the share, group of goods, etc. For example, it can be oriented only to entrepreneurs. Besides, the analysis of audience is available.

Professional PR includes a number of techniques. Here the most popular:

• work with own website;
• impact on users by means of other resources;
• "virus" advertizing.

Most visually they are reflected in the figure 3

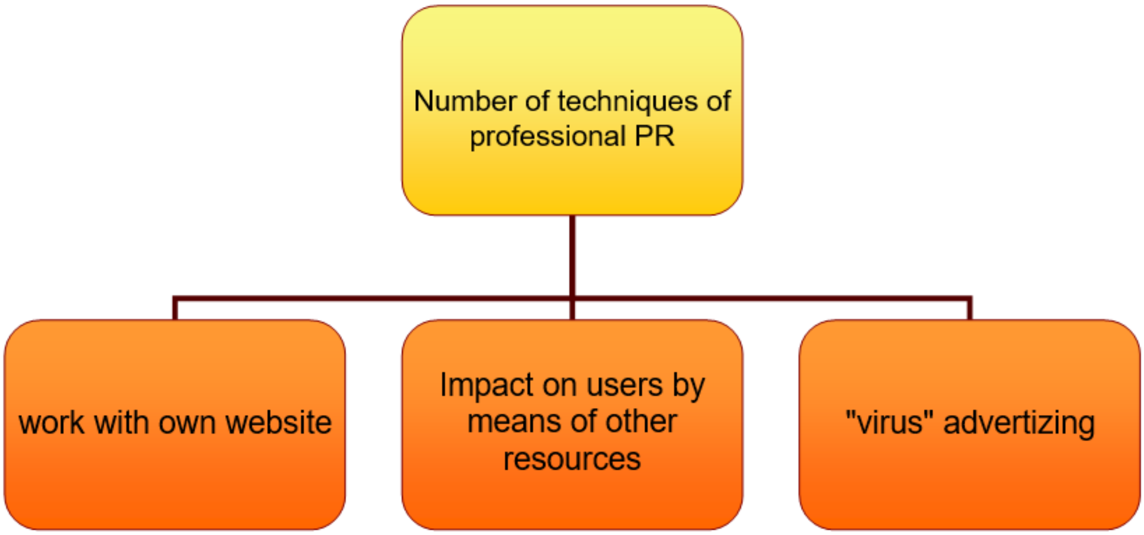

Figure 3. *Number of popular techniques of professional PR*

Results

3.1 Plan of PR campaign

So, plan of PR campaign. Conditionally all PR campaign from the moment of the decision to carry out it to assessment of results can be divided into 3 consecutive stages: *(Zakharchenko,2014)*

1. PR campaign development.
2. Carrying out PR campaign.
3. Assessment of effect of PR campaign.

Let's open stages of the plan of PR campaign in more detail.

PR campaign development. At this stage the basis and PR campaigns technology is planned. If you want to promote any goods, then it is necessary: *(Balakhonskaya, and Bykov,2014)*

A) To determine whom it is expected. If this car equipped with the latest technology, then persons with the income obviously above an average, most likely judges of high technologies in a car, for certain skilled motorists target audience.

B) To allocate its benefits and distinctive features that will distinguish it among others. Perhaps, it will be some essentially new function, or unique design. It is necessary to find that highlight for which it is possible that is called to hook on the viewer. Also you remember one important thing: To sell goods once, good packaging is necessary. But to sell goods the second time, it is necessary that it were the good goods (Silvius Chiz). So the goods, anyway, shall be high-quality and competitive regardless of it how many money you are ready to spend for PR campaign.

The following items are very important in PR campaign, and it is better to entrust them to professionals:

C) To create on the basis of the allocated benefits and features material for PR campaign. It will be a certain basis to which the PR manager especially shall pay attention.

D) To make material convenient for transfer and unique external. What bigger virality material will possess, that finally it will give big efficiency to you.

E) To think over the development plan for PR campaign. Here it is necessary to think over strategy and tactics of development of PR campaign. To determine quantity and quality of resources for placement. To determine optimum labor costs.

E) To make matching of platforms for placement. It is necessary to distribute efforts. Perhaps, some platforms will demand additional support.

G) To prepare platforms under placement. Under preparation the choice of locations in the resources approved for PR is determined. Quantity and quality of participants of PR campaign.

Discussion

4.1 PR as universal decision

Many believe that online advertizing – not the best decision. They specify a low performance of such PR. It is unlikely it is possible to agree with similar opinion, the Worldwide network constantly broadens the sphere of the influence. Each new day opens more and more ample opportunities therefore application of Internet technologies shall be considered. If to be overzealous, then any advertizing will be persuasive so it is simple to accuse of this online PR there is no sense.

Creative approach – an opportunity to glance in tomorrow

Modern situation such is that new technologies so quickly appear that old don't manage to accustom. For this reason it is necessary to think creatively though many PR-managers prefer not to deviate the settled templates though they are already perceived as frank spam. Search the rating and attention of clients will win those who use non-standard decisions.

We think that the role of the designer as he is capable to create a cover which will force to linger on the website in the future will strongly increase and to get acquainted with its content.

Besides, if you want to see to it about tomorrow's success already now, refuse cheap advertizing. It is too boring and monotonous. Services of professionals always are more expensive, but it is better to overpay, than to endanger all PR campaign.

PR – really universal decision

Public relations really can be used everywhere as among its benefits are available: *(Balakhonskaya, and Bykov,2014)*

• democratic cost in case of almost instant return;

• a possibility of work with target audience in case of very democratic censorship. It is possible to afford much more, than usually. Besides, there is an access to statistical data;

• interactivity against the background of steadily growing confidence to Internet sources. It turns out that it is really possible to influence users. It should be noted also the fact that it is possible to adjust the course of an advertizing campaign at any time;

• prospects. The role of online PR becomes more notable;

• advantageous position in relation to many competitors, some don't look at the Internet seriously yet.

In spite of the fact that the Internet market just accustoms, many already managed to win serious line items here. It is caused by the fact that the offline-PR which is applied in other spheres was universal, so – found application and in Worldwide network.

It doesn't mean that online marketing doesn't need to study, but even the person, remotely familiar with it, will feel quite surely at the beginning. Naturally, further activities are possible only provided that the advertiser will deal with specifics of Internet impact on potential buyers.

The appeal to a multimedia format significantly expands possibilities of PR-managers though often and becomes the quality degradation reason. Information is wrapped too quickly. Not all manage to check it properly. Despite the last feature, always pay attention to PR, it is similar to a beautiful wrapper. If the stuffing corresponds to it, then the advertiser is steadily waited by success.

4.2 Online advertizing problems

It is necessary to consider also that feature that PR and TITs of the website are capable to disappear in one moment. That it didn't happen, it is necessary to work constantly. Even if advantageous position is lost, it can be returned, but it is better not to bring a situation to such outcome. By the way, even provided that the provision isn't so successful in Google as it it would be desirable, the website is capable to bring in the stable income so all win.

It turns out that it is about integration of traditional advertizing and Internet PR. Practically all classical regularities are characteristic also of Global network.

That the picture turned out complete, we suggest to consider components of this direction of advertizing: *(Kobtseva, and Shmakov,2016)*

• creation and CEO promotion of a resource;
• work with mailing;
• use of databases, forming of target audience and interaction from media

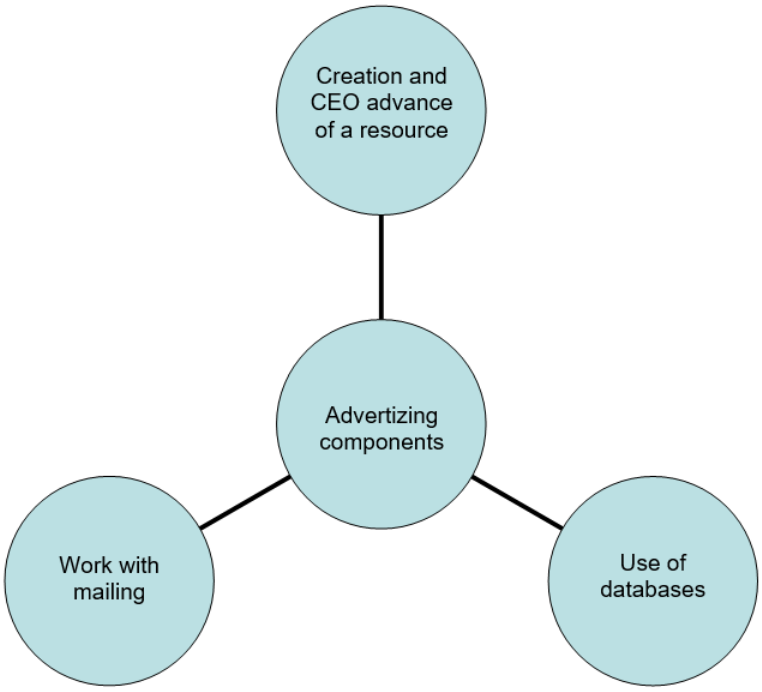

Figure 4. *Advertizing components*

If to speak about its problems, then it is worth allocating: *(Kobtseva, and Shmakov,2016)*

• insufficient development. Some categories of people use the Internet extremely seldom or in general I have a foggy idea of it;

• besides, the average frequenter of Network is more educated also obespechenny than the standard resident of the Russian Federation. It turns out that there is no objective picture, so – the publicity move shall be special. Unfortunately, not all this is considered;

• as a rule, it is not about achievement of result, and about the process. Speaking differently, the client pays not for the first place in search rating, and for promotion. It is necessary to transfer constantly money, but to be calculated not one-time with the contractor;

• it is necessary to consider also the fact that the thinking of our entrepreneurs differs from the western approach. At them it is necessary to move forward constantly, and at us – to work step by step. And, each course shall change significantly a situation to the best. Other option isn't accepted by domestic businessmen;

• still it is impossible to speak about complete use of opportunities of Internet network. Here it is necessary to open a lot of new so to specialists in PR is what to aim at;

• many advertisers are more engaged in offline, so – badly understand internet marketing.

So modern online PR and its problems looks. It is necessary to make much in order that the situation changed to the best though already now statement about prospects of this direction is an axiom.

4.3 Distinctive features of PR-Internet from other media

In addition to PR - the Internet, there are many other methods and options as it is possible advertize the business, for example, it can be: posters, booklets, stands, banners, leaflets and so on. But nevertheless, in what difference of PR – intrent from other media?

Distinctive features the Internet and its benefits in comparison with other media within goal achievement for public relations: *(Zakharchenko,2014)*

1. Interactivity, i.e. an opportunity to react immediately to addresses and market changes, a possibility of operational transfer of the staticized information;

2. A communication scope, not limited neither in time, nor in space. The Internet allows to be in touch all the time, going in contact with large audience.

3. Direct contact with audience by means of the websites, e-mail, debatable groups. Possibility of the statistical analysis of behavior of users; breakdowns of clients on groups;

4. Optimum transparency of the market - conditions of competitors can be found out in only a few seconds. On the other hand, if in the real world it is possible not to allow nazoyklivy curiosity at office, on the website all can smotkret. Competitors, investors, journalists and just nedobrokzhelatelny clients — all of them can visit the website of the company or read the messages and articles placed in on-line conferences. On the Internet the company is constantly open for the outside world and therefore everything that takes place online, can skakzatsya on reputation.

5. Accurately certain channels of access;

6. Predisposition of users of Worldwide network to receipt of information promotes more positive perception and high comprehensibility of PR-material.

7. Bilateral communication. A main goal of PR is the vystraikvaniye of bilateral communication between the organization and the public, svyazankny with it, as helps to ustanokvit strong and mutually beneficial relations. In the real world this opportunity is rare as traditional media limits participation of audience, leaving it a role of passive observers. On the Internet bilateral communication becomes possible thanks to the fact that the audience can freely communicate with you and with your business.

8. Profitability. While in the real world of PR from the point of view of finance costs it is more productive, than just than a reklakm, electronic PR is economically even more effective as there are no costs for office supplies and a seal.

Thanks to creation and functioning of numerous computer databanks and connection to them of corporate affairs of commercial structures it is much easier for services public relations to perform special PR-actions, PR campaigns, to come into contacts with target groups and as a result to create positive public opinion.

4.4 Electronic PR

In addition to program, technical PR there is an electronic PR. Let's consider this type.

Electronic PR consists of three main parts. . *(Kobtseva, and Shmakov, 2016)*

1. Web PR which includes:

- The interactive websites providing to the user the service FAQ (frequently asked questions) – bystry questions and answers;
- The web conferences which are taking place in various forms: text, audiovisual, visual
- The web presentations representing the interactive catalogs available to networks.

2. Net-PR which includes:

- Electronic mailing of press releases,
- Various chats and forums,
- Virtual organizations in the Internet

3. Online-PR to which carry:

- A possibility of on-line access to offline information (for example, articles from newspapers on the website)
- On-line informing by means of network resources,
- The electronic interactive database available through network. Online-PR allows specialists to deliver corporate information of target audience with guarantee.

The Internet became Wednesday, a competitive environment, became the market in which one offer services, and others consume, the Internet became the intermediary between the seller and the buyer. Each company to aim to take the place in the market, to draw attention of audience to itself including the audience Internet if of course it is provided in global network. The PR-company is also one of means of drawing attention of the people. As Stewart Henderson the Briton spoke: To do business without advertizing – all the same what to wink at girls in complete darkness.

Conclusion

And in the conclusion it would be desirable to tell that importance of development of PR campaign can't be underestimated. In fact, its success in many respects depends on success of development of PR campaign.

After PR campaign development is complete, pass to the main part – directly to carrying out PR campaign.

Carrying out PR campaign represents actually accomplishment of all that is planned at a development stage, namely placement and support of the material PR.

That you can expect from PR campaign:

First, awarenesses of the public on the company;

Secondly, trust to the company;

Thirdly, knowledge of the features of the company distinguishing it from competitors.

Indistinct and in figures them it is difficult to express words.

Assessment of effect of PR as you already guessed a thing individual.

The main thing for participants electronic PR – not to get lost in infinite open spaces of network and to carry out the main tasks of the carried-out PR campaigns:

- forming of positive opinion,
- campaign memorability, her reliable knowledge,
- simplicity of perception of information.

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