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POSITIVE FUNCTIONS OF POLITICAL CONFLICT

The article considers the positive functions of the political conflict. The political field of the study is the most topical in the modem world nowadays. There is a great need in the study for positive functions of political conflict as it is the least researched in fundamental and applied fields. The key notions of the description are politics and political power that are the main component of the most developed theoretical concepts, namely, the Marxist, behavioral, systemic and structural-functional theories. The conflict as a phenomenon is defined on the bases of two conflictological paradigms: antagonistic and systemic. The antagonistic paradigm is based on the works of L. Cozer, G. Simmel, R. Darendorf and other conflictologists and sociologists who interpret the conflict through clash and confrontation. The systemic paradigm is based on the Unified Theory of Conflict by V. Svetlov and the scientific studies of V. Semenov and M. Nevzorov this theory). Correlating the concepts of politics, power and conflictological approaches that are engaged in the study, the role of the conflict in politics is determined and the concepts of political conflict are defined. On the basis of the main fundamental works and the findings of research on conflictological paradigms, positive functions of social conflict were identified. These functions are extrapolated to the political field of the society; their application to real politics is described and backed up by historical examples interpreted in a number of scientific monographs and articles.
As a result, positive functions of the political conflict have been singled out according to antagonistic and systemic paradigms. It is concluded that for a more complete study of the role of a political conflict there is necessasity in a dialectical unity while considering the components of the political conflict, i.e. parties of the conflict and the political project. There should be studied components as interdependent and interconnected structural elements, i.e. as system of the conflict. In the terms of an eclectic logical construct is made a conclusion about a two-part nature of the political conflict.

Keywords
political conflict, positive functions of political conflict, policy, power, Marxist approach, behavioral approach, structurally-functional approach, system approach, conflictological paradigms, antagonistic paradigm, system paradigm, United conflict theory, group integration, group consolidation, group self-identification, system stabilization, system evolution

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1. Introduction

1.1. Relevance of the problem

The phenomenon and specific cases of political conflict have always been relevant for study by researchers of the global humanitarian and social scientific communities.

Scientists and public figures either used to substantiate the necessity and benefit of such a conflict for the party they took side of or condemn the any manifestation of this phenomenon and even the tendency to it.

Over time both science and society abandoned this understanding of a political conflict. A political conflict and a conflict in general as a phenomenon was primarily associated with violence and destruction in a society. Scientific communities have tried to abstract from any side of the conflict, seeking to study and describe the conflict as a whole. The numerous scientific fundamental and applied research, the monographs and articles showed that the conflict is a multifunctional phenomenon having both negative and positive features. In society there are doubts and objections to this ambiguous statement but in the scientific community it has become universally recognized over time. On the basis of this statement conflictological theories began to be created and worked out. Nowadays two paradigms of the conflict have formed and almost any conflictological concept can be attributed to them. The first concept interprets the conflict as antagonism as crash and struggle; the second one understands the conflict as a system, e.i. the structural interconnectedness of its constituent elements. In the works devoted to the political, economic, ideological, cultural and other social areas and conflicts in them there has been growing tendencies to abstract from the sides in conflicts and the desire to describe various cases from different points of view.

Nevertheless, when describing the conflict in general, the conflict as a phenomenon, in the study, are given the theses that are relevant exclusively to conflictology. With rare exception theoretical studies of sociology and / or biology can be used. When the question of a narrower area of research such as a political conflict the categories, works, methods of political science and interdisciplinary sciences are involved in the research rather than conflictology. The definitions, interpretations and classification system of conflictology are used rarely and only in a particular case when a very specific analysis is required. The same can be said about Economics, Cultural Studies and other social sciences and the Humanities. Their theoretical and hermeneutical bases are interdisciplinary with the theoretical and hermeneutical base of conflictology. Hence, there is no ability to bring fundamental and applied research on social conflicts into an integrated single common system, so it is consequently impossible to carry out a clear comparative analysis.

However, developing of approaches to social conflicts common basis of approaches to social conflicts it would be possible to compare not only intra-regional conflicts and conflicts of different social spheres. In the world's humanitarian and social scientific communities the both fields are considered to be interrelated. But when such an important part of their functioning and interaction as a conflict is actualized the research, as a rule, focuses on only one aspect of the conflict. The related conflicts are informally tabooed. And such concepts as political-economic, economic-ideological or ideological-cultural conflict almost never occur. We can talk about the principle of "Occam's razor" and the unnecessary multiplication of entities. Isn’t it worthwhile to absolutize these presumptions in this particular case?

According to the research work "Positive Functions of Political Conflict", there is a necessity of comprehensive and detailed interdisciplinary study in any conflictological field as well as of integrated approach to research the phenomenon of conflict as a combination of antagonism and the system.

2. Methodological Framework

2.1. Foundations of methodology

Political science: methodological approaches to politics and power: Marxism, behavioral concept, systemic and structural-functional theories.

Conflictology: conflictological paradigms: antagonistic (conflict as collision, confrontation) and systemic (conflict as a system, interconnectedness of structural elements).

Sociology: research related to the political and / or conflictological sciences supporting some scientific provisions and theses of individual scientists.

History: research related to the political science and / or conflictological sciences backing some scientific provisions and theses of individual scientists.

2.2. Logical structure

The object of our study is the phenomenon of political conflict in terms of various methodological approaches.

The subject of this work is the positive functions of the political conflict.

The aim of the study is to identify the interpretation of the positive functions of the conflict by applying various methodological approaches.

To achieve the goal means to solve three problems:

1) Define the policy and power in terms of different approaches to political science;

2) Identify approaches to understanding the conflict;

3) Identify the positive functions of political conflict at the domestic level.

The personal contribution of the author to this study is to examine the phenomenon of political conflict through various scientific approaches, to generalize its positive functions and to justify their stabilizing and constructive feature in the political system and political process.

2.3. Methods of research

Analysis of the sources of scientific information: monographs, selected works, articles, author's abstracts, etc.

Generalization: theory of politics and power, conflictological paradigms, positive functions of political conflict on the basis of these paradigms.

Comparison: antagonistic and systemic approaches to the phenomenon of conflict, positive functions of political conflict within these two approaches.

Classification: the positive functions of a political conflict according to the authors-supporters of the interpretation of the conflict as a collision and as a system.

Systematization: correlation of Marxist, behavioral, systemic and structural-functional concepts with antagonistic and systemic paradigms of a conflict.

Analogies, inverse interpolations and extrapolations: evidence-based analogies based on the distribution of the positive political conflict functions derived from antagonistic and systemic approaches to the political conflicts of the past.

Deduction and Induction: logical transition from general theses of antagonistic and systemic conflictological paradigms to the particular theses of the approaches mentioned above; logical conclusion from the particular positive functions of the political conflict according to the paradigms mentioned above to general inter-paradigmatic understanding the positive role of the political conflict.

2.4. Theoretical development of the research topic

The theoretical base is represented by the works of political scientists, conflictologists, sociologists and economists. They are "Manifesto to the Workers' Party" by K. Marx and F. Engels, "State and Revolution" by V. Lenin, "New Aspects of Politics" by C. Merriam, "Political Theory: What Is This?" by J. Catlin, "Power and Politics: basis of political research" by G. Lassuel, "Political System" by D. Easton, "On the notion of «political power»" by T. Parsons," Formation and essence of the system approach" by IV Blauberg and E.G. Yudin. These works helped to uncover such concepts as politics and power within Marxist, behavioral, systemic and structural-functional approaches. "Functions of Social Conflict" and "Conflict: Social Aspects" by L. Cozer, "Contemporary Culture Conflict" by G. Simmel, "Elements of Social Conflict Theory" by R. Darendorf, "Universal Evolutionism" by N.N. Moiseev, «Esperanto for conflictologists (on the way to the creation of the Unified Theory of Conflict)» by V.A. Semenov, «The Universal Model of Conflict» by V.A. Svetlov, These works were used to represent two conflictological paradigms, their correlation with the categories of power and politics in various scientific approaches and the identification of positive functions of a social conflict, as well as articles and monographs to comment on scientific theories, concepts and examples of the positive role of the conflict extrapolating to the political sphere.

In particular, these are the articles "The Popular Front: Conceptual Foundations, Historical Experience" by V.A. Trofimova, "History of CDU Development" by G. Bukhshtab, "Russia-NATO Relations: From Partnership to Hard Opposition" by A. P. Koshkin, A. E. Khmelov, "Two-party system of the USA: continuity and renewal" by V.V. Sogrin, "Why we will soon miss the cold war" by J. Mirsheimer, monograph "Portugal: the era of change" by N.M. Yakovleva, P.P. Yakovleva, V.M. Tayar et al., As well as an article by M.V. Nevzorov "Ethnopolitical conflict on the territory of the partially recognized state of Kosovo: the experience of modeling the situation."

3. Results

3.1. Politics and power: definition of concepts

Finding of the scope and subject of a political conflict implies the interpretation and description of such categories as politics and power.

3.1.1. The Marxist approach

The Marxist approach suggests understanding politics and power as the organized violence of one class to suppress the other one (*Marx, Engels, 1980*). The sources of power are seen by Marxists in capital and wealth (*Lenin, 1986*). It is suggested that political power belongs to the owners of the means of production, who use it to consolidate their economic position, i.e. key position in the sphere of material production and the concentration in their hands of the greatest possible share of social wealth. But at the same time, Marxist theory does not reject the need for power in general, since its impact must be turned against the ruling class, and the resources and strength of the state should be used at the initial stage of building a communist society (*Lenin, 1986*). Thus, Marxist theory outlines a very contradictory antagonistic society. Both contradictions and antagonism concern all spheres of social life including political one as well.

3.1.2. Behavioral concept of power

According to behavioral theory power is represented as the dominant of the human psyche (*Kathleen, 2008*), the desire for which largely determines the behavior of people, and politics creates a balance of these aspirations, the political system is understood as the "market of authorities" (*Anipkin, 2008*). Politics is a kind of game "will to power". In the opinion of the supporters of behavioral theory, human nature itself needs, therefore, the creation of power structures. At the same time, the desire for freedom from these structures, expressed in life, for example, in riots against the authorities, is not excluded. The aspirations to power and freedom are equivalent and natural

(*Dahl, 2008*). Between these aspirations is set a kind of market relations, in other words, the very "political market".

3.1.3. Systemic and structural-functional approaches

Systemic and structural-functional approaches define politics as a system interacting with other systems of society (economy, social and cultural spheres) to maintain their viability (*Mickiewicz, 2012*).

Thus, D. Easton defines the political system as a set of those interactions through which values are authoritatively brought to society. The environment is nothing more than a society whose life includes other spheres not only the political sphere. Responding to requests of the society in any way the political system receives the support of the society. Thus, the political system provides its own existence, maintaining stability and balance (*Blauberg, Yudin, 1973*)

Power according to these concepts is a mediator, that allows the political system to function being symbolic and a generalized tool governed by norms (*Parsons, 1997*).

3.2. Conflict and its place in politics: a clash and a system

Political conflict is a type of social conflict (*Repieva, 2015*). Hence, there is legitimacy of extrapolating a social conflict to a political conflict.

There are two main approaches to understanding the conflict: an antagonistic approach that explains the conflict as mutual rejection, clash and struggle, and a systemic interpretation of the conflict in the context of the system and its development.

3.2.1. The antagonistic paradigm

Understanding a conflict as a clash, confrontation, confrontation dominated in conflictology for many decades, science its origin. The founder of conflictology, L.A. Kozer, defined the conflict as "a struggle for values and claims for a certain social status" (*Kozer, 1968*). According to A. Kozer, the goals of the parties to the conflict are "to neutralize, weaken, damage or destroy the rival" (*Kozer, 1968*). An American economist and sociologist K. Boulding proposed to understand the conflict as "a situation of rivalry in which the parties realize the incompatibility of possible positions and each side seeks to take the position that is incompatible with the position the other side wants to take" (*Boulding, 2012*).

The similar definitions are given by Russian researchers interpreting the conflict as a clash and confrontation. According to a philosopher and political scientist Yu.G. Zaprudsky a social conflict “is an explicit or implicit state of confrontation between divergent interests, goals and trends in the development of social actors and processes in public life, a direct or indirect clash of social forces on the basis of the existing social order” (*Zaprudsky, 1992*).

The variety of concepts and interpretations of the conflict as collisions can be expressed most clearly by the word "antagonism" (an acute irreconcilable struggle). Thus, the definition for a political conflict according to the antagonistic paradigm can be formulated as follows: a political conflict is a clash of parties (social groups), the cause of which are mutual rejection, claims and struggles caused by different interests and values. The goals of this confrontation are to obtain the power resources, powers and benefits or certain possibilities for their distribution.

It is the context that the works of K. Marx are mentioned in conflictology. His concepts of politics and power were described in the previous some paragraph of this work (*3.1.1. The Marxist approach*). Marx and his followers saw the main cause of the revolution in the conflict between social productive forces and production relations (*Marx, Engels, 1959*). Marx calls the relations of production "... the last antagonistic form of the social process of production ..." (*Marx, Engels, 1959*). Here is the conflict that has a pronounced form of antagonism.

A certain antagonism is present in behavioral theories and represents a clash of aspirations to the power of various individuals. But here it is important to make clear that antagonism exists within the political system that balances these aspirations to power, and in which the aspirations are somehow embedded (*Merriam, 1996*). Therefore, we cannot talk about the concepts of power and politics of the behavioral concept in political science solely in the context of understanding conflict as a collision.

The antagonistic paradigm does not correspond to the theses of the systemic and structural-functional approaches. Within these theories, conflict is built into the logic of the system and its structure. The dynamics of the conflict is the continuation of social processes rather than the destructive deformation and confrontation of elements (*Solomatina, 2012*).

3.2.2. System paradigm

This approach has been recently developed and it is actively used by scientists and researchers at present (*Semenov, 2003*). In the opinion of the proponents of this approach the definition of conflict as a system and as a developing relationship allows to argue a conflict as one of the natural conditions for the existence of interacting entities, that help to develop the society, social organization and social evolution (*Moiseyev, 2003*). This point of view is close to the ideas of L.A. Cozer (*Cozer, 2000*), G. Simmel (*Simmel, 2006*), R. Darendorf (*Darendorf, 1994*).

However, understanding a conflict as a system needs a broader definition of the conflict, its embeddedness into the social, biological and psychological realities. For such an approach, an interdisciplinary character and an appropriate theory is required to structure, generalize and compile the findings of various sciences to some degree studied the aspects of conflict as a phenomenon. Nowadays, a Russian scientist V.A. Svetlov has been developing the Unified Theory of Conflict (ETK), who has made an attempt to combine system analysis and elements of graph theory, probability theory, dynamic analysis, game theory and hyper games (*Semenov, 2003*). Defining the conflict as an imbalance of the system, Svetlov suggests describing it according to the characteristics of the scientific theories mantioned above (*3.2.1., Antagonistic paradigm*).

According to Svetlov the conflict is "a form of self-regulation of the behavior of systems, is the search, creation of new forms of behaviour and transition from unjustified forms of behavior to new ones to achieve their internal goals" (*Svetlov, 2001*). And only conflict self-reflexivity gives the system the opportunity to implement a qualitative transition. In the field of politics, a political conflict should be understood as an imbalance of the system, caused by negative feedback between actors, the reason for which is due to different attitudes towards a particular political project. Moreover, its role also lies in the qualitative development, in this case, of the political system.

And if this approach is correlated with the above-described concepts of politics and power (*3.1 Politics and power: the definition of concepts*), then the positions of the systemic and structural-functional theories fit the categories of systemic understanding of the conflict and partly some statements of the behavioral concept.

The first two approaches, defining the political sphere as one of the systems (*Blauberg, 1973*) of society, built into interaction with other systems (*Parsons, 1997*), in the study of social conflict suggest focusing on the search and description of the components of conflict interaction. The conflict, according to the system and structural-functional approaches is a mobile phenomenon, but it also has stable elements (the object of conflict, the composition of its participants, the level of tension of conflict interaction, etc.), which are a structure, have certain functions and have systemic integrity (*Solomatina, 2012*). These theories do not determine the role of conflict as a form of self-reflexivity of the system and like the ETK they consider this phenomenon in a system context.

The behavioral theory is correlated less with two previous ones as far as approach to conflict as a system. There is no clear conception of conflict in behavioralism that is why in our judgments we proceed from the theses given in the first paragraph. According to G.D. Lassuel politics is a "market of authorities" within which clashes of aspirations to the power of individuals occur (*Anipkin, 2008*). There is a definite conflict in the antagonistic understanding of this phenomenon. But at the same time these clashes take place within the political system that balances the aspirations to power. According to the behavioral concept it maintains this balance and consists of political dynamics and development (*Anipkin, 2008*).

3.3. Positive functions of political conflict: theories and examples

3.3.1. Positive functions of political conflict: antagonistic paradigm

Positive functions of the conflict in the antagonistic paradigm are identified and described in the work "Functions of social conflict" by L.A. Cozer, a German and American sociologist, a founder of the theory of conflict. Our choice was due to the fact that L. Cozer studied all the works had been written on the subject (the main one is "Conflict" by German philosopher and sociologist G. Simmel), and he tried to generalize the functions of social conflict correlating them with scientific theories in sociology, economics and political science (in particular, the Marxist and structural-functional approaches). L.A. Cozer took into account the contradictions associated with the theories. (*Vasilyeva, 2015*)

Referring to theses given in L. Cozer's "Functions of Social Conflict" (*Cozer, 2000)* and to the writings of other authors the following positive functions of social conflict are singled out:

1) Group formation and integration;
2) Establishment and maintenance of group identity;
3) Maintaining the integrity of the social system;
4) Group storage;
5) "Safety valve" or the creation of substitute institutions;
6) Activization of social life;
7) Mechanism of adaptation of norms to new conditions.

Positive functions of political conflict understood as a collision are in its constructive and stabilizing influence on the group. Conflict can create a community since individuals are in confrontation with a common enemy. They realize that being united they can achieve their goals, consolidate and create a group (*Vasilyeva, 2015*). As for political parties they are united in a single party or coalitions. Unions and blocks are created between the countries. Antagonism helps self-identification processes and understanding the boundaries of your community and the alien area to be aware of selfness while struggling and being in collision. (*Vasilyeva, 2015*). A national factor is manifested in ethnopolitical conflicts, that unites people due to common identification based on their ethnicity. At the same time, the confrontation strengthens ties within the group convincing its members of the need for this association (*Vasilyeva, 2015*). Political leaders in the years of wars and trouble call on the people of the country to unite, to act as a united front. In the society there is consolidation. Social life also intensifies (*Vasilieva, 2015*), patriotic movements are created, people of different nationalities, religions, political opinions have a lot of in common, they share common values. The conflict is able to save from acute forms of struggle, because by expressing mutual claims the accumulation of internal tension can be leveled, that will protect social relations from "explosion" (*Vasilyeva, 2015*). In politics this thesis has long been adopted and the confrontation of certain political forces is translated into a peaceful form through rivalry in elections, internationally public discussions, bilateral meetings, compromises and agreements.

In the antagonistic paradigm there is an emphasis on the role of the conflict for the group to create and preserve the group. Tracing back to political history one can recall the unification of leftist parties of the National Front in France in 1936 (*Trofimov, 2014*), or the CDU/CSU (Christian Democratic Union / Christian Democratic Union) in Germany, which first entered the elective race in 1956. (*Bukhshtab, 2007*). The political struggle and common goals and values served as an integrative factor. A military-political bloc of the North Atlantic Treaty Organization (NATO) united the United States, Canada and Europe in 1949 to protect the countries from Soviet influence is a telling example of interstate cooperation. (*Koshkin, 2016*).

The role of conflict in society as a coherent structure in general terms is also reduced to maintaining the society and its steady development (*Vasilyeva, 2015*). Antagonism sets certain rules with which participants in social interaction are forced to reckon. The order is created and changes fit the order anyway. At the domestic level this function can be illustrated by bipartisan system of the United States where the competition between the Republican and Democratic parties over many decades has created a kind of political tradition, such values and relations that have become the "rules of the game" that set the formal and informal framework for the political process (*Sogrin, 2003*). At the international level there was integrity of the system clearly demonstrated at the second half of the 20th century, when a bipolar world order and a confrontation in the cold war between two superpowers, the Soviet Union and the United States, created a relatively stable order. The actions of any state fitted into it, world politics was constituted by global antagonism (*Mearsheimer, 2008*).

3.3.2. Positive functions of political conflict: a systemic paradigm

The explanation of the conflict and the logic of its development through the system needs understanding of this phenomenon as a form of its self-regulation. It is important to note that within the systemic paradigm attention is not focused on individual groups but rather on the integral interconnectedness of the system elements as individuals, political movements, states or alliances of states.

Political history gives us many examples of realizing the function of conflict. The first one is so-called Carnation Revolution in Portugal on April 25, 1974 and the second one is the ethnopolitical conflict on the territory of Kosovo, a state of limited recognition from 1989 to 1999.

The significance of the Portuguese military coup is described in detail in the collective monograph "Portugal: the era of change" (*Yakovleva, Yakovlev, Tayar, Palagin, Ermolieva, Konstantinova, Astashenkov, Udovichenko, 2014*). The overthrow of the New-State regime by the clandestine army organization Captains Movement and subsequent political changes led to Portugal's liberalization and democratization: compliance with the Constitution and the rule of law, guarantees of the fundamental rights and freedoms of the citizen, the principle of separation of powers, multi-party system, regular elections to all authorities and, if necessary, national referendums, etc. (*Yakovleva, Yakovlev, Tayar, Palagin, Ermoliev, Konstantinov, Astashenkov, Udovichenko, 2014*)

The case of Kosovo is considered within the Unified Theory of Conflict in an article by M. V. Nevzorov's "Ethnopolitical conflict in the territory of the partially recognized state of Kosovo: the experience of modeling the situation" (*Nevzorov, 2013*). In this paper the author shows that thanks to the conflict, "the system was transformed into a new quality" (*Nevzorov, 2013*). Namely, Kosovo became a parliamentary republic: free elections started, a state government was established. Conditions for dialogue between supporters and opponents of the independence for the region were also created. Through democratization, opponents received a platform for meetings and negotiations with a view to a peaceful settlement of the Kosovo issue (*Nevzorov, 2013*).

Thus, the evolution of the political system is expressed in the change of the political regime, the form of government, the territorial administrative system. Moreover, a positive qualitative change in the system is not just a matter of complicating the power structures, increasing the number of official and unofficial actors in the political process, and multiplying formal and informal ties between them. The positive qualitative change of the system is expressed first of all in increasing the level of efficiency of its functioning and interaction with the external environment. In other words, the new organization of the political system and political process must be built in such a way that their self-reproduction is more optimal than it was before, and the responses to the needs and demands of the society are more adequate and effective comparing to previous system states, other social systems interactions and relations with other political systems (in the case of interstate cooperation). For example, the global political process is more constructive and mutually beneficial.

3.4. Conclusion

Having defined politics and power from the point of view of various methodological approaches of political science and having correlated the interpretations with approaches to the conflict phenomenon (*3.1 Politics and power: definition of concepts*), positive functions of political conflict have been identified by applying two paradigms: antagonistic and systemic (*3.2. and his place in politics: a clash and a system*).

In the first paradigm the most attention is given to the integrative, strengthening and preserving value of the conflict. The conflict in the antagonistic paradigm has a positive value for the system. It contributes to the preservation of its integrity and the stability of the changes taking place in it. In politics these functions are reflected in political associations and cooperation of various parties, blocs, states and unions (*3.3.1 Positive functions of political conflict: antagonistic paradigm*).

In the systemic approach within the Unified Theory of Conflict, the positive role of the conflict is described through the evolution of the system. The issue of the utility of this phenomenon for an individual party or the group is practically not illuminated. The positive significance of the conflict is precisely elaborated for structural integrity as a form of self-reflexivity. It allows the system to make qualitative changes. The political aspect of this statement is expressed in the transformation of political systems, systems of relations between actors participating in the political process inside the countries and at the interstate level. Radical reforms resulted in social confrontations that are a medium of changes, revolutions, coups and other conflicts. These systems become more complicated and more complex. In the case the positive effect of the political conflict prevails it is more effective from the point of view of the self-reproduction of the system, its interaction with the external environment, other social systems as well as other political systems of a higher-level political process (*3.3.2. functions of political conflict: a systemic paradigm*).

The positive role of the political conflict is two-fold: for political actors, it has a constructive, integrative, identification, preserving and stabilizing significance; for political systems it has strengthening and evolutionary value. At the same time positive functions at both levels are interrelated and interdependent, they represent a dialectical[1] unity of the partial and the whole.

3.5. Relevance and novelty of the result. Prospective and significance of the conducted research

The relevance of the result of this study lies in a deeper and more detailed study of political conflict positive functions of through the interdisciplinary combination of a number of humanitarian and social sciences including the interrelated and coordinated use of fundamental theoretical positions and methods of political science, conflictology, sociology and history with the involvement of the factual basis of the latter and its various scientific interpretations in the analysis of specific cases of the political conflict.

The novelty of the work is that the analysis of specific cases of this phenomenon through the above-mentioned interdisciplinary combination is a potential new option for evaluating its functional effectiveness[2]. In other words, the operationalized combination of categorical methodological apparatuses of political and conflictological sciences foster a systematized analysis of political conflicts, the introduction of new classifications according to the certain criteria. An attempt was made to consider comprehensively the role of the political conflict as a bi-directional impact on its actors and system.

The perspective and significance of the conducted research are presented to the author in the further systematization of the analysis of the political conflict and its evaluation through functional effectiveness. To do this, it is necessary to continue studying the positive and begin to study the negative functions of the political conflict. It seems that the consideration of cases of a political conflict for a more complete study should be carried out in the context of the above-described integrated approach, through understanding its role as a bi-directional impact on its actors and system.

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[1] Obviously, the listed positive functions of a political conflict (*3.3.1 Positive functions of a political conflict: an antagonistic paradigm*) (*3.3.2 Positive functions of a political conflict: a systemic paradigm)* are always collectively present in each conflict case and complement each other. Thus, the stabilization of the political system may not contribute to its progressive development, but, on the contrary, to hamper this process and even have the opposite effect. Determining whether a particular positive function has been implemented in a particular political conflict, how it is related to the implementation of other positive functions, is a topic for the development of new methods for conflict analysis and conducting relevant research.

[2] Certainly, such a variant of describing the significance of a political conflict, as an examination of its functional results, can hardly be full, if we analyze its results only through the most obvious changes that this or that political has brought to politics and society. How can you determine, for example, whether the evolution of the political system has taken place? In one of the some paragraph (*3.3.2 Positive Functions of Political Conflict: Systemic Paradigm*), we have argued that a positive qualitative change in the system may be indicated by its more efficient functioning, primarily in interaction with society. But how to measure this efficiency? After all, changes can only be external. Creation of a design of democracy, modernization does not mean that the country has reached a qualitatively new level of development. Unfortunately, such topics are the subject of numerous political and social manipulations and even speculation in the scientific community. Therefore, in order to interpret the above indicators, it is necessary to develop variants of its channeling by creating analytical algorithms for the study of social conflict in order to avoid a new ideology of the humanities and social sciences. In order to determine the nature and significance of certain changes with high accuracy, it is also necessary to involve the exact sciences and use existing social development indices (for example, the Policy Activity Index or the Quality Index of Public Administration — Governance Matters) and develop new ones. Thus, the analyst of political and in general any social conflict will be more complete and systematized.

This issue needs a separate and more thorough study. It seems that, at the same time, it is necessary to use the existing developments in the field of political, conflictological, sociological and historical sciences, and to seek new opportunities for their interdisciplinary combined integration in the study of political conflict.

In the long run, similar work will be done to systematize the analysis of economic, ideological, cultural and other types of social conflict for further fundamental and applied research in these areas.

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THE EVALUATION AND MANAGEMENT OF RISKS IN FORECASTING OF SOCIO-ECONOMIC INDICATORS IN PUBLIC ADMINISTRATION SYSTEM

Abstract

The relevance of the researched problem is due to the high importance of forecasting and possible risks and consequences evaluation in the process of decision development and implementation at state and regional levels.

The purpose of this article is to develop a tool for evaluation the risk of socio-economic indicators deviations from the expected level in forecasting of regional development in the sphere of state decision-making.

As the main method for solving problems of system's socio-economic parameters forecasting the authors suggest a method used in forecasting the returns of financial assets in portfolio analysis.

The results of forecasting the most important indicators of the regional socio-economic sphere (per capita income and the composite index of population living standard) obtained with the use of proposed tool allow to evaluate the effects of administrative decisions and risks of their implementation, as the system response to the action of controlled and uncontrolled factors complex.

The article may be useful for government and municipal bodies when making administrative decisions and regulatory actions evaluation.

Keywords

socio-economic indicators forecasting, risk evaluation,
state and municipal administration, regulatory actions evaluation

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Introduction

The conditions of uncertainty and increased risks from political, economic, environmental, military and other factors demand from public authorities effective application of methods of strategic planning of socio-economic development of the state and its separate territorial units. Providing conditions for creating a controlled process of minimizing negative consequences of risks is a complex methodological (from the viewpoint of development and implementation of the applied methods and tools apparatus) and application task.

Disproportional regional development is a permanent problem for Russia, which tends to become worse and demands for the formation of an effective policy aimed at reducing socio-economic, demographic, budgetary and other differences. For this reason, scientists are showing increasing interest in the working up evaluation methods of regions' socio-economic development. Due to the fact that in recent years state and municipal administrations use program indicative planning aimed at sustainable development of the country, regions and municipalities, the need to establish a high-quality system for evaluation, monitoring and analysis of territorial unit's socio-economic development level increases. This system must certainly take into account the probabilistic nature of different factors and processes influence that take place within and beyond the studied area.

All world regions and countries pay more and more attention to studying the problems of territories development, which are characterized by disproportion in the rate and characteristics of development. The successful functioning of regional and whole country economy directly depends on the sustainable development of individual territories and effective government policy. Scientists and practitioners in the field of public administration developed a considerable number of approaches aimed at sustainable regional development.

Forecasting the development of any socio-economic system should take into account the high probability of external and internal environment parameters deviations, providing the possibility of regulatory action risk estimation on Federal and regional levels. In this regard, there is a need in constant search of the most perfect methods of socio-economic system development forecasting (Balashova, Chernetsov, 2009).

In forecasting socio-economic development of a region, it is assumed that the key parameters and conditions of national and regional systems are stable: external and internal risk factors influencing socio-economic processes in the country or region; the planned programs and reforms are implemented according to the main indicators governing them by appropriate acts and documents; the reproduction process occurs within the framework of the economic cycle planned by authorities; manufactured products and income are distributed efficiently. This strategic planning does not take into account a set of factors arising from the instability of economic and political environment, behavior of economic agents, changing social situation, etc.

Risk in this study refers to the probability of territorial system (country, region, municipality) socio-economic development parameters deviations from the expected (planned and forecasted) levels, wherein the indicated deviation can have any meaning (negative and positive). The following indicators are used as parameters of the socio-economic development: level of living (per capita income and expenditures of population, wages as the main component of income and other indicators, aggregated or not aggregated); dynamics of total product production and industry structure; investment activity of economic agents, estimated by the volume of investments in fixed capital; business activity of the subjects (the number of enterprises and organizations; the number of small and medium companies, etc.).

The traditional approach to territory development risk management includes the following stages: evaluation of risk level and qualitative analysis of a set of factors determining the emergence of the risk; development of measures preventing potential "threats" or "challenges" of environment and minimization of risk consequences in case of unfavorable situations for the system development; designing the system of territorial system management in a crisis.

The authors analyzed the factors of threats emergence, restricting the development of regional system (testing was conducted on example of Krasnoyarsk region), identified the main groups of risks affecting socio-economic processes in the region, proposed algorithm of evaluating the consequences of decision-making in strategic planning of regional development.

The introduction of decision-making and evaluation and management of territorial (specific) and systematic (general) risk mechanisms supporting system allows to raise awareness among authorities about the possible "threats" and "challenges" of environment in conditions of high uncertainty, and to improve the efficiency of the territorial administration.

Methods and ways of carrying out experiment

The authors propose modeling of regional socio-economic development with the use of risk evaluation tools as one of the methodological approaches to forecasting of socio-economic indicators within the framework of state and municipal public administration.

The theory and practice have at their disposal different methods for forecasting socio-economic development of regions and countries (Alexandrov, 2006; Koroleva, 2008; Pridvorova, 2013). The most commonly used and traditional forecasting methods do not take into account the instability of the economic and political environment, the behavior of economic actors, the social situation. They are based mainly on pessimistic, baseline and optimistic scenarios (Mukin, 2009; Nazarenko, 2012). The methodological approaches also differ by way of the description of the object and the environment in which it is evolving, by ratio of initial information and the method applied, by temporary possibilities of forecasting and its probability and by original purpose of the procedure (Ginis, 2009).

As the primary tool for evaluation of influence on complex and poorly formalized socio-economic systems, it is advisable to use dynamic simulation models that allow to study the behavior of systems in conditions of information uncertainty and a large number of stochastic nature factors activity, to play a large number of alternatives, scenarios and development strategies (Romashchenko, 2014).

Risk evaluation system in forecasting of regional socio-economic development includes: monitoring of system's socio-economic and financial parameters; the procedure for the identification of trends and patterns of territorial system development based on the statistical information analysis; forecasting regional production complexes condition as a basis for development of the entire socio-economic system; identification of market disproportions and growth points in the socio-economic system; analysis and quantification of different factors influence on the socio-economic situation with the aim of quantitative risk evaluation; system simulation of socio-economic development of the object based on different methods of risk evaluation; designing a mechanism for developing measures to prevent risks and minimize them; information and analytical support system of managerial decision-making, including multivariant scenario-type calculations of regions' socio-economic development and decision-making consequences evaluation.

The construction of a decision-making consequences evaluation system for public authorities, in contrast to business, is complicated by huge scale of information flow in the space of the entire country and its territorial units; high probability of random elements (events), which prediction is almost impossible; difficulty and complexity of the socio-economic problems; high probability of opposing trends that reduce the effectiveness of decisions; necessity of considering the conjugate action of several factors of different nature and orientation. (Chaplinsky, Plaksin, 2016)

The process of risks identification and analysis in the framework of socio-economic system development forecasting on macro level is the basis of the decision-making risk evaluation process for administrative bodies. (Maslova & Kuznetsova, 2012)

At present, three main methods of maximum risk characteristics evaluation, index VaR (Value at Risk), are elaborated. These include: delta-normal method, historical modelling method, method of stochastic simulation.

The authors evaluated risk by delta-normal method of calculating VaR index to predict possible (probable) changes in per capita income and the summary index of population living standard in the region (Krasnoyarsk region). This method is used in modern portfolio theory for financial assets. (Ufimtsev, 2012)

Availability of population living standard summary index calculations is associated with the availability of initial data, which is the standard for official statistics. The population living standard summary index can be built at different territorial levels (from municipalities via regional units to RF subjects) and different temporal scales (month, quarter, year). The index can be interesting for monitoring the socio-economic situation in a region and solving problems of state and municipal management; can serve as a quantitative measure of regional administration effectiveness; to be used as a criterion of regional investment attractiveness evaluation and in the development of Federal and territorial programs; can be used for the purposes of regions' socio-economic situation forecasting.

Evaluation of the territory development level requires the most accurate forecasts for the establishment of state regional policy effective measures, which necessitates the search for reliable methods of modeling. With integrated approach that allows to solve the main task of socio-economic policy – improving the population living standard.

The present study used as a measure of risk RMS deviation of per capita income. A set of risk factors for income changes represents a vector showing the linear sensitivity of average per capita monetary income of population to changes in selected risk factors (VaR-representation). Revealing influencing risk factors and plotting VaR-representation are key components of delta-normal method (decomposition of income by risk factors).

Elements of the vector VaR-representation in a specified multidimensional space are the indicators of income components sensitivity to risk factors changes. Sensitivity indices allow us to calculate the variance and RMS deviation of average income changes (in relative or absolute terms) through known variance and risk factors covariance.

In forecasting average per capita income values by delta-normal method, the following calculation steps were made:

1. The calculation of per capita income relative growth rate with the use of logarithms to reduce to normal distribution law:

$$T_{\text{р}} = \ln \frac{\text{СДД}_t}{\text{СДД}_{t-1}},$$

Wherein СДД $_t$ and СДД $_{t-1}$ - are per capita cash incomes in the current and prior periods.

2. The calculation of mathematical expectation, standard deviation and variance of the forecasted index.

3. Calculating of normal distribution function quantile (Gaussian function).

4. Calculation of the per capita income with a probability of 99% for the next time interval forecasting:

$$T_p^{t+1} = (Q+1) * T_p{}^t,$$

Where Q - quantile value for normal distribution of per capita income;

$T_p{}^t$ - value of per capita income relative growth rate at the current time;

$T_p{}^{t+1}$ - value of per capita income relative growth rate in the next moment.

5. Calculation of per capita income values for several forecast periods with a predetermined probability:

$$T_p^{t+n} = (1 + Q * \sqrt{n}) * T_p{}^t,$$

Where Q - quantile value for normal distribution of per capita income;

$T_p{}^t$- value of per capita income relative growth rate at the current time;

$T_p{}^{t+1}$ - value of per capita income relative growth rate in the next moment;

n - number of forecast periods (forecast interval).

The authors investigated the effect of factors on the change in the average per capita income of the population at 95% value of VaR. The following factors were chosen: index of industrial production (in percent to previous year), organizations accounts payable (excluding small business subjects, in mln. rubles) and accounts receivable (excluding small business subjects, in mln. rubles).

VaR index at 95% significance level for each component of the per capita income is calculated as follows:

$$VaR = 2{,}326 * \sigma_i * V_i$$

Wherein V_i - component value of per capita income, which includes wages, income from business activities, social benefits and other incomes;

σ_i - volatility of income component (standard RMS deviation of index);

2,326 - coefficient corresponding to 95% confidence level.

Proposed analytical method can be generalized to the per capita income index with arbitrary number of different components. In this case 95% VaR is calculated using the formula:

$$VaR_{СДД} = 2{,}326 * \sigma_{СДД} * V_i$$

Where $\sigma_{СДД} = \sqrt{\sum_i^n \sum_j^n \alpha_i \alpha_j cov_{ij}}$;

cov_{ij} - covariance of *i* and *j* factors influencing income index (СДД);

α_i, α_j - linear coupling coefficients between the components of per capita income and risk factors, evaluated by regression method by constructing linear univariate models;

n - the number of per capita income components (wages, social transfers, income from business activities, etc.).

Results and conclusions on the research topic

The resulting forecasted values of per capita income for the population in the region say that the value of the per capita income will not be above 34 723.6 rubles, 26 401.5 and 28 712.1 rubles in the first, second and third periods respectively.

TABLE 1. RESULTS OF AVERAGE PER CAPITA MONETARY INCOME FORECASTING FOR THE POPULATION OF THE REGION

Forecast period	Forecasting of the maximum value of average per capita money income (rubles)	Change of per capita income (rubles)
First (t +1)	34 723.6	-
Second (t + 2)	26 401.5	- 8 322.1
Third (t + 3)	28 712.1	+ 2 310.6

Calculations of minimum VaR value (probabilistic value change in per capita income) for forecast periods with probability of 99% showed that in the first forecast period, a quantitative evaluation of deviation from expected income level risk is 2 537.4 rubs., in the second – 2 625.2 rubs., in the third – 2 841.7 rubles.

The maximum value of the deviation is forecasted in the ranges: up to 3 567.1 rubles – in a first forecast period; up to 3 892.5 rubles – in a second period; up to 3 901.3 rubles – in a third period.

Actual values of population per capita monetary income were 32 223.7 rubles, 25 789.1 rubles and 27 534.9 rubles in each of the three forecast periods.

The prognostic value of population living standard summary index for the region is calculated in a similar manner. VaR value in this case is considered as a minimum value of region's population living standard summary index change. For the factors were chosen shipped products volume indicators from the section "Minerals mining" and expenses of the regional consolidated budget, that exerted a positive influence on the population living standard index.

TABLE 2. RESULTS OF LIVING STANDARD SUMMARY INDEX FORECASTING FOR THE POPULATION OF THE REGION

Forecast period	Forecasting of the maximum value of the population living standard summary index	Change of the living standard summary index
First (t +1)	1.78	-
Second (t + 2)	1.67	- 0.11
Third (t + 3)	1.73	+ 0.06

The actual values of population living standard summary index were 1.78, 1.64 and 1.71 respectively for three forecast periods - all values are within a forecast range.

The values of VaR, as a quantitative measure of researched and forecasted parameter deviation risk made (with a probability of 99%), 0.07, 0.07 and 0.04: for the first forecast period the range of quantitative measure for the population living standards index deviation risk from the expected level was [1.71; 1.78]; for the second forecast period - [1,60; 1.67]; for the third forecasted period - [1,69; 1.73].

The implementation of proposed method for regional socio-economic development modeling is necessary in the process of working out activities and making effective decisions in the economic policy sphere by administrative bodies.

According to the results of the research, the authors formulated conclusion that the regional population living standards modeling, identifying significant factors on the basis of econometric analysis, allows to evaluate the risk of each of these factors influence on the forecast value of the researched feature. In the presented examples of Krasnoyarsk region population living standards modeling they demonstrated the effective use of risk evaluation system for the study of socio-economic development of the territory.

The process of government decisions development and implementation traditionally includes a system of goals that contribute to the achievement of a single general purpose of the whole state and municipal administrative system, and a set of risk factors (risk system), the evaluation of which is restricted by the lack of information and the limitations of the methods and tools to identify these factors. So, the whole decision-making process is complicated, requiring the government to attract other subjects of social and economic system which are interested in the management process success. As a mechanism for economic agents attraction to the process of public decision-making, they use now the institution of regulatory action evaluation. This institution is an important component of the work to prevent the emergence of new and reduce existing risks and barriers to social and economic development of the territory. Regulatory action evaluation is invented to prevent and eliminate obstacles and risks on the way to improving the living standards of the population, the growth of manufactured products and surplus value, effective management of business activity, rational allocation of funds in the economy, development of competitive mechanisms, etc.

Regulatory action evaluation has been introduced in the practice of Western European countries since 70-ies of the XX century and is conducted to determine and quantify the effects of the proposed regulation before decision making. According to the authors, the risk evaluation system and the mechanisms of its management should be introduced by administrative bodies at the stage of the draft decisions preparation and included in the implementation practice of regulatory action evaluating mechanism.

The procedure of the problems and goals of government regulation analysis, search for alternative options to achieve these goals and associated with them benefits and costs for different social groups exposed to regulation is necessary to determine the most effective version of the regulatory action and evaluation of some risk factors of system-wide and specific nature strength and influence direction.

The concluding result of regulatory action evaluation is the improvement of public administration efficiency. An important element of this procedure is carrying out public consultations with the interested parties, that allows to define their position, to make the process of legal act draft consideration transparent, to provide free announcement of positions and taking them into account. All the above mentioned contributes to achieving the main goal - to minimize the negative effects of the stochastic factors combined action.

The process of regulatory action evaluation includes the following steps: studying of possible consequences and risks of decision-making; identifying causal relationship between the regulation implementation and the problem solution; the forecasted effects of the considered measures of administrative regulation is related to budget costs and costs of other economic parties (businessmen and consumers). In this regard, the most complex of the problems here is evaluation and analysis of costs (including probable) and benefits (effects) of the decision; the ability to predict social consequences and changes.

Carrying out complete and detailed analysis of costs and benefits for each of the possible regulation alternatives is complicated by the lack of established forecasting system based on a strict and accurate mathematical apparatus.

Regulatory action evaluation is a procedure during which the projects of government decisions are analyzed in order to identify their provisions, leading to the emergence of specific risks (the risks specific to particular sphere, territory and subjects), acting at the same time with the systemic risks (risks characteristic for the entire socio-economic system).

The use of evaluation tool allows to achieve significant results in the process of public administrating: to improve the business climate and the investment attractiveness of country or region; to ensure selection of the most effective options for regulatory decision-making; to make regulatory decisions exercisable for potential recipients of regulation; to restrict unreasonable costs for business and other parties; to reduce the risks associated with the introduction of new regulation; to increase the confidence of citizens and business in the decisions taken by the State. These parameters are the most important factors determining sustainable socio-economic system, reliability and stability of the business environment, well-being of population.

At the state level, risks can be expressed in the form of unstable conditions for authorities' activity, administrative system deformation, government programs and reform failure, obtaining budget revenues not in full, excess of expenditure over income, government debt and its servicing costs growing etc. Regarding system and specific risks, various public institutions (regional, local, sectoral) develop their own mechanisms and models to identify threats and calculate the risks, which are used in their practice.

At the basis of application models are predominantly principles of statistical (evaluation of events probability and quantification of the effects, calculated according to statistics of previous periods), economic (calculation of costs and effects ratio), social and psychological (forecasting the behavior of the decision maker, social reaction) analysis. The choice of approach sets the framework for risk parameters evaluation and determines the tactics of developing the structures of system administrating.

The reaction of administrative bodies to the results of the controlled system development forecasting should be in adaptation of decision-making processes structure, adjustment plans, objectives, programs indicators, time limits for their implementation, the amount of funding, specific activities. Creating a system of risks consequences compensation due to actions of probabilistic events is one of the most problematic aspects of forecasting and evaluating the development level and administrating socio-economic system.

Control and risk management at the national and regional levels are aimed at minimizing unpredictable consequences, as well as reasonable restriction of forecasting corridor in order to clarify the parameters of the plan. Control and risk management procedures include socio-economic monitoring activities; system tools for hypothetical risks foresight and avoiding them; risk preventing and risk insurance; decision-maker training for the most probable risks by developing a system of alternative solutions etc.

In a situation of instability in the development and implementation of the decisions at the state and municipal levels, an important point is to keep the priorities and goals set by the state on the way to achieving the general objectives of social and economic processes regulation. The main objectives of the national social system public administrating are meeting the needs of people, establishment of a civilized way of life adequate to modern conditions, formation of appropriate conditions for creative activity of society members, establishment of rational relationships between person, state and society.

They distinguish political methods of risk management at the national level, which are expressed in improving administrative bodies and their decisions publicity forms, including already mentioned institution of regulatory action evaluation; reducing the level of confrontation and conflict within the government machinery; increasing intensity of interaction with society and deepening the process of feedback from the controlled system; establishing reasonable and safe level of economy openness and its dependence on the outside world.

Analytical methods of risk management are based: on the results of ongoing socio-economic system monitoring; identifying trends, depending on the action of permanent and temporary factors; on simultaneous consideration of complex events that determine progressive cyclical development of the state or region; on the study of past experience and the consequences of taken decisions.

In addition, the risk management system includes the so-called social technologies designed to reduce the threshold of sensitivity and the reaction of certain social and economic groups to changes in environmental conditions and possible losses. The tools used within this approach framework are informing society about importance and effectiveness of the decisions, including unpopular ones; establishing adequate attitude of the subjects to the risks and development chances that are not familiar and desirable to the mainstream members of society.

The introduction of decision-making support system and regional risk management mechanisms evaluation system, described by the authors, can increase the awareness level of potential "dangers" and "challenges" of environment in conditions of high uncertainty, and at the same time, improve the efficiency of public administration.

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JUBILEE LITERARY DATES AND UNESCO

Abstract

This article describes the celebration of the literary date anniversaries under the aegis of UNESCO on example of Kazakh literature classics: Abay Kunanbayev, Mukhtar Auezov, Sabit Mukanov, Gabit Musrepov, Makhambet Utemisov. As a result of the festive events held in Kazakhstan and around the world, modern foreign writers had the opportunity to get acquainted with the work of the best representatives of Kazakh literature, as well as to establish personal contacts with modern Kazakh writers and scientists, literary critics. Cooperation with UNESCO (United Nations Educational, Scientific and Cultural Organization) brisks up international promotion of Kazakh literature.

Keywords

literary anniversaries, UNESCO, international relations, translation

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Introduction

In the modern period of literary process development, there are new factors contributing to the further evolution of artistic culture. Sometimes among these factors, extra-literary phenomena arising in the social and political field gain certain significance. With independence, the scale of Kazakhstan integration into the world community increased. One important aspect of this process is cooperation of Kazakhstan with international organizations. One of such organizations is UNESCO (United Nations Educational, Scientific and Cultural Organization) -one of the largest and most representative associations operating under the aegis of the UN. The official date of the organization establishment is 4 November 1946, when the Charter of UNESCO, approved by the representatives of 44 countries at the constitutive conference in London, came into force. The main objective pursued by this organization is the promotion of peace and security, contributing to cooperation among nations through education, science and culture, in order to ensure universal respect for justice, law, human rights and fundamental freedoms proclaimed in the UN Charter for all peoples, without distinction as to race, sex or religion. The main forms of UNESCO's activities are the organization of joint research, fund-raising, establishment of international institutions, mobilization of world public opinion through conferences, seminars and round tables on actual problems.

Mankind memorable dates Calendar development was one of the important factors of mutual acquaintance and discovery of new names in the world culture. It is intended to draw world attention to different figures of various national cultures. Kazakhstan joined this UNESCO initiative. In 1990-2000 at the global level were held the activities devoted to the anniversaries of Kazakh literature classics: the 150th anniversary of Abai Kunanbayev (1995), the 100th anniversary of Mukhtar Auezov (1997), the 100th anniversary of Sabit Mukanov (2000), the100th anniversary of Gabit Musrepov (2002), the 200th anniversary of Makhambet Utemisov (2003). All these anniversary dates were included in the Calendar of UNESCO memorable dates.

It should be noted that the celebration of anniversaries is a new form of literary connections. As a result of the festive events held in Kazakhstan and around the world, modern foreign writers had the opportunity to get acquainted with the work of the best representatives of Kazakh literature, as well as to establish personal contacts with the modern Kazakh writers and scientists, literary critics.

Literary anniversaries are contact-genetic literary relationships in the framework of comparative literature study. Moreover, the contact-genetic relations mostly are based on typological relations. Both of these literary relations are characteristic to literary anniversaries. Contact literary relations are divided into internal and external contacts. External contacts include such traditional forms of literary relations as meetings, discussions, conference reports; jubilee events at the international level can be referred to as external contacts. A manifestation of typological similarities is observed in the speeches of foreign participants at the anniversary meetings and conferences.

Methodological Framework

Theoretical foundation of the literary relations study is comparative study of literature or comparativistics, which priority is "comprehensive and many-sided study of the national literature dynamics joining the world art process" (Madanova, 2003). A wide range of comparative studies problems includes contactology (influences and borrowings), a term is proposed by Z. Konstantinovich (Konstantinovich, 1988), literary relations, literary translation. The underlying thesis in the study of the literary relations is this: "Foreign critic is the first representative of offspring for a writer " (Chernets, 2003). A comparative study of literary process incorporates the following methodological approaches: historical-genetic, historical-functional, systemic and psychological. The used research methods are: objective and analytical, textual, historical-typological, comparative. Interdisciplinary comparative researches, based on the "idea of a universal value of translation in the communication between Nations and people, about translation as the only possible form of communication between civilizations, ethnic groups, ideologies, etc." (Bagno,2004), are very promising in contemporary literary process.

Results and Discussion

The activities on celebration of the 150th anniversary of Abai Kunanbaev under the aegis of UNESCO opened a new modern period of intercultural cooperation for Kazakhstan. The celebration was attended by delegations from 25 countries and international organizations, headed by leaders of states, prime ministers, prominent statesmen and public figures. Large-scale events dedicated to the anniversary of the prominent Kazakh poet and enlightener were organized in Germany, France, the UK, the USA, Hungary, Turkey, China, Egypt, India, Pakistan, Mongolia etc. In Russia, Ukraine, Uzbekistan and other CIS countries, they also celebrate the 150th anniversary of Abai. In the embassies of Kazakhstan, Abai Days were accompanied by publications in the media, documentaries, exhibitions of books about the life and work of Abai.

Celebration of the 150th anniversary of Abai Kunanbayev was the first commemorative event for the literature and culture of Kazakhstan, which took place worldwide under the aegis of UNESCO. However, it should be noted that for UNESCO it was also the first anniversary date of Turkic literature and culture representative, which was decided to be celebrated on international level.

Celebration of Abai Days in Paris, where the headquarters of UNESCO are situated, was accompanied by an exhibition of decorative-applied arts of Kazakhstan, concerts of Kazakh ethnographic ensemble "Sazgen". In the framework of the jubilee events, the international conference devoted to creative work of Abai Kunanbayev took place. It was attended by Leon Robel, professor at the French National Institute of Oriental Languages and Civilizations, Chantal Lemercier-Calcia, professor of Social Sciences Higher School of France, Albert Fischler, honorary professor of Paris University, Alen Richard, Ambassador of France to Kazakhstan.

In London the celebration was attended by writers and poets, translators, musicians and singers from 146 countries. There was a presentation of the documentary "The World of Abai". During Abai Days in London, the famous Kazakh writer Rolland Seisembaev opened " Abai House " and held a series of activities to present creative heritage of the great Kazakh poet for English public. Under the aegis of Abai House in London, the translation of "Words of Edification" into English by poet and translator Richard McCain and into French by poet and translator Antoine Garcia was organized.

In Washington in honor of the 150th anniversary of Abai they arranged a ceremonial party, which was attended by representatives of governmental organizations, public funds, diplomatic missions, creative intelligentsia and business circles of the USA. During this party the excerpts from the poetic heritage of Abay were recited in English, well-known songs on his poetry were performed. The festive events devoted to Abai were also held in Boston, Seattle and Tucson.

The anniversary of Kazakh poet and thinker was widely celebrated in Turkey. The main celebrations were held in Istanbul. Concert halls of this city on the Bosporus attracted plenty of Abai's admirers – writers, poets, scientists and actors, Turkish Kazakhs and visitors from Kazakhstan. They recited Abai's poetry, excerpts from his poems "Iskander", "Mashud", "Legend of Azime" and "Words of Edification". The lectures on the life and work of Abai were delivered. Celebrations dedicated to the great son of Kazakh people were also held in Ankara, Izmir and other Turkish cities. Moreover, one of Ankara's schools was named after Abai, Istanbul, Izmir, Salihli gave the name of Abai to their streets.

In China, Abai Days were held in Beijing. At Xinjiang University, a course of lectures on the life and work of Abai was delivered, the conference "Abai in Kazakh literature" was held at Xinjiang Academy of Social Sciences.

In the jubilee year of Abai, books of his selected works were published in many languages. In Iran, the book "Works and thoughts of Abai" was published, and in Pakistan - "Selected poems of Abai". "Words of Edification" appeared in Chinese, Korean and Mongolian. In Mongolia in Ulaanbaatar the book "Abai Kunanbayev. Selected works" was published. Two books were published in French. The first collected "Words of Edification", poems "Iskander" and "Mashud", and the second – selected poems of Abai Kunanbayev. Albert Fischler and Christian Visante took part in translation work and editing of these books, they also prepared the prefaces to them. We cannot but agree with Christian Visante's words, that "the messages of Abai were far ahead of his time. ... His relationship with his people was that of the teacher with the pupil, and only after some time, the grown-up pupil begins to realize how much righteousness he received from his teacher". (Visante, 1995)

Many important events associated with the celebration of Abai Kunanbayev's anniversary took place in his homeland. Representatives of various countries arrived in Kazakh land in order to pay a tribute to the great poet. The ceremony was attended by the delegation of UNESCO. The representatives of many foreign countries delivered their speeches at international conference in Almaty, the Director-General of UNESCO, Federico Mayor, among them. He said that in Paris, in addition to events devoted to the life and activity of Abai, they published an album about Abai in Kazakh, English and French thanks to the collaboration of the permanent mission of Kazakhstan to UNESCO and UNESCO publishing house.

Albert Fischler, Jocelyne Perar and Marion Perrault spoke at the international conference in Almaty. In their speeches, French scientists presented the impressions about the life and creativity of Abai, gave a number of new and interesting comparisons and characteristics. Albert Fischler noted the progressiveness and foresight of Abai's ideas, he was struck by the depth and diversity of Abai's thoughts, who "in the twilight of his life made up his mind with questions about relations, feelings and faith of his countrymen" (Fischler, 1995). He finished his speech with a call to read Abai's works in French.

The report by Jocelyne Perar and Marion Perrault was called "Abai – existential thinker." In 1995, Jocelyne Perar was a rector, and Marion Perrault – a vice-rector of Université de Bourgogne. They devoted their speech to the philosophical essay of Abai "Words of Edification", comparing this work of the Kazakh poet with the work of the French philosopher Søren Kierkegaard "Stages of Life". French researchers find much in common in contemplations about life of Abai and Kierkegaard. For example, their respect for a faith, for an open faith, devoid of fanaticism. Accepting the philosophical doctrine of Abai, Jocelyne Perar and Marion Perrault summed up their speech with the words: "we call ourselves Abai's pupils... We can say that Abai has many followers". (Perar, 1995; Perrault, 1995)

In addition, this conference was attended by guests from Hungary and Germany: Hungarian statesman Andras Kelemen and well-known Hungarian specialist in Turkic philology József Torma, German specialists in Turkic Marcel Erdal and Mark Kirchner.

Semipalatinsk also met many guests from near and far abroad. The highlight was the opening of the state historical-cultural and territorial-memorial complex of Abai in Semipalatinsk, the guests of honor were the President of Kazakhstan N..Nazarbayev, Director-General of UNESCO, Federico Mayor, official representatives of many countries.

The next anniversary, which, thanks to UNESCO, was decided to celebrate all over the world, was the centennial of Kazakh writer, playwright, scientist and public figure Mukhtar Auezov.

The first of the foreign countries, that organized celebrations in March 1997, was Hungary. Having with the Turkic civilization both vital and friendly connections, this country showed great interest in the work of the outstanding Kazakh writer.

In June 1997, France played host to the Days of Kazakhstan, dedicated to the 100th anniversary of the great Kazakh writer Mukhtar Auezov. Those Days were marked by such events as a reading at International Diplomatic Academy, meeting at Paris National Conservatory, meeting at the Writers ' House, a gala party at prestigious Salle Pleyel. The main event was the international conference "Mukhtar Auezov: Great singer of national grandeur" in Paris. The conference was opened by Deputy Prime Minister of Kazakhstan I. N. Tasmagambetov and UNESCO Director-General Federico Mayor. The event was conducted by Kirghiz writer Chingiz Aitmatov.

From the Kazakh side the conference was attended by Kazakh writers and poets Abdizhamil Nurpeisov, Olzhas Suleimenov, Nurlan Orazalin, Saken Zhunusov, Serik Kirabaev.

The Director-General of UNESCO, Federico Mayor, delivered a welcoming speech in which he noted the relevance of the works by Mukhtar Auezov, as having shown the life of the Kazakh society in the distant past, he was able to interest descendants and make them to preserve the distinctive features of their culture. In addition, he noted that "UNESCO is very attentive to every cultural event, held in Kazakhstan" (Mayor, 1997).

Profound were the speeches made by French scientists Leon Robel, Chantal Lemercier-Calcia, Jacques Monnier, Rémy Dora, Albert Fishler. French linguist, ethnologist and professor at the Institute of Central Asia, Rémy Dora, began his speech in Kazakh language. The poet Leon Robel devoted his speech to the work of Antoine Vitez on translation of the novel "Abai's Way" into French. Albert Fischler, along with his wife, tried to make interesting tours of Paris and its surroundings for Kazakhstan guests. In the UNESCO building, the film "Beauty in mourning" and the documentary "In the memory of Mukhtar Auezov" were shown.

Vienna also celebrated the 100th anniversary of Mukhtar Auezov. In Austria, the Days of Kazakhstan coincided with the celebrations dedicated to the 200th anniversary of Austrian composer Franz Schubert. Kazakhstan cultural workers took part in concerts in honor of these two great men.

In Turkey in Ankara for the anniversary of the Kazakh writer, five-volume edition of Mukhtar Auezov in Turkish language was published. It included the novel-epopee "Abai's Way", short stories, novels, scholarly articles and publicism. Newspapers and magazines published articles about the work of Mukhtar Auezov. In particular, cultural and educational magazine "Bilig" published an article by Ali Abbas Chinar "The origins of Mukhtar Auezov's creativity".

In Iran they published novel "Abai's Way" in two volumes. Preface for this book was prepared by Iranian scholar Ali Asghar Shierdust.

Among the numerous festive events held in Kazakhstan, it is worth noting the anniversary session of RK Academy of Sciences General Assembly "Mukhtar Auezov – great writer and humanist of the twentieth century", which was attended by foreign scientists: professor at the French National Institute of Oriental languages and civilizations Catherine Pujol; Turkish literature specialists Sadiq Tural and Ali Abbas Chinar; a representative of Pakistan Academy of Literature Fakhar Zaman; Chinese writer Su Zhou Xun, Hungarian scientist-turkologist Jozef Torma and Dutch scientist, translator Robert Ermers.

The inclusion of the 100th anniversary celebration of the famous Kazakh writer and poet Sabit Mukanov in the calendar of memorable dates and anniversaries of UNESCO was another confirmation of the fact that, thanks to this world-renowned organization, Kazakhstan continues to develop international literary relations. Sabit Mukanov was and remains the outstanding personality in the history of Kazakh literature. The writer's works were translated into many languages. The first foreign translation was the poem "Sulushash " in French. In 2000, in the year of the jubilee events under the aegis of UNESCO began with the opening of the monument to Sabit Mukanov in Almaty, photo exhibition and opening of the renovated Museum of S. Mukanov. A concert of Kazakhstan masters of arts was held. The celebration was attended by guests from Russia, Uzbekistan, Kyrgyzstan and Turkey. Then, the series of festive events continued in the North-Kazakhstan region. At the birthplace of the writer were held thematic evenings, book exhibitions, literary readings, aitys of akyns, a scientific conference. The concert of the state orchestra of Kazakh folk instruments named after Kurmangazy and theatrical performances based on the works of Sabit Mukanov were organized.

In 2002 UNESCO celebrated the 100th anniversary of Gabit Musrepov, one of the founders of national drama, translator, theorist of literature. His works have been translated into many languages. Kazakhstan educational institutions and libraries hold scientific conferences. International scientific-practical conference dedicated to the work of the writer took place in Almaty. It was attended by scholars from Russia, Uzbekistan, Kyrgyzstan and other countries. The jubilee celebrations were also held in his homeland in the North Kazakhstan region where they organized a contest of poets-improvisers. A monument to Gabit Musrepov was opened in Petropavlovsk. Kazakh academic theatre of opera and ballet named after Abai was invited there. It presented opera "Kyz Zhibek", staged on a libretto by Gabit Musrepov. Honoring of Gabit Musrepov ended in Almaty by the opening of the monument in front of Kazakh drama theatre for children and youth named after him and a solemn meeting in the Palace of the Republic.

The next year was also significant for the cultural and literary life of Kazakhstan. UNESCO declared 2003 - the year of Kazakh poet and thinker Makhambet Utemisov.

The bicentenary of national hero and classic of Kazakh poetry was celebrated in France. Paris hosted an international conference dedicated to the work of Makhambet. The conference was attended by UNESCO Director General K. Matsuura, ambassador, permanent representative of Kazakhstan in UNESCO O. Suleimenov, Kazakhstan ambassador to France D. Kuanyshev, the state secretary of Kazakhstan Imangali Tasmagambetov, Kazakh Minister of culture D. Kaseinov. Kazakhstan delegation was represented by leading Kazakh scientists-academicians Z. Kabdolov and S. Kaskabasov. Z. Kabdolov made a report "Makhambet Utemisov – master of the Kazakh literature", S. Kaskabasov presented a report "The great spirit of independence: the fate and the message of a poet." In their informative reports, scientists analyzed the work of Makhambet and revealed the meaning of his poetry both for the history of Kazakh literature and modern social consciousness. O. Suleimenov made a presentation "Makhambet – a landmark figure in history and in Kazakh poetry". From the French side the speeches were made by professor Albert Fischler, the first ambassador of France to Kazakhstan Fessor Bertrand de Foucauld, director of oriental languages department Professor INALCO Michelle Bozdemir, director of publishing house "Caractères" Nicole Gdalia, poet, translator Jacques Jouet.

The main event of the conference was the presentation of a poetry collection by Makhambet in French language. A collection of Makhambet's poetry was published in publishing house "Caractères" with the support of information exchange Centre for literary translation at UNESCO. As it is noted in the book: "The collection is included in the list of historical and important works of UNESCO series... UNESCO believes in the importance of literary translation as a means of mutual knowing and dialogue between cultures and peoples". (Utemissov, 2003)

This book, published in French under the title "Red steppe wormwood" contains 79 of his poems, among which are the famous poems "Not changing the war horse under the saddle", "My name is Makhambet", "Son of Isatai Taiman", "The Word to Sultan Baimagambet," "Heroes we were, heroes", "Snow-storm whirls" and others. The preface was prepared by the famous French poet, translator, scientist-philologist Leon Robel. He has long been sincerely interested in Kazakh literature and his deep knowledge and sympathy are reflected in the preface. He does not only introduce to his countrymen the biography and work of Makhambet Utemisov, but also gives a brief insight into the history of Kazakh poetry before Makhambet, notes the types of oral poetic tradition and defines the features of Makhambet's poetry.

Describing the poetic world of Makhambet in general, the author of preface emphasizes the presence of lyrical basis, and the warlike spirit, and environmental motifs of nature with the description of the animal world, and philosophical reflections concerning history, life, death, and human destiny. According to Leon Robel, the life of Makhambet is inseparable from his work. All the events in his life were described in his poems, transrerred orally from generation to generation. In the annotation Leon Robel introduced the poet with the following words: "The poetry of Makhambet begins with the breath of the steppe, sounds in the roar of battles, is rich with amazing metaphors, exciting thoughts". (Utemissov, 2003)

In addition, in the preface to the book "Red steppe wormwood" Leon Robel highlights the talent and experience of Jacques Jouet as a translator, noting that "he tried to preserve the original Makhambet's images; to maintain a sense of rhyme enough not to fall into artificiality. Kazakh is an agglutinative language.

It needs far fewer words than French to express anything. The translator has to compress his text as much as possible". (Utemissov, 2003)

Presentation of Kazakh poet poems collection in Paris at an international conference in the year of the 200th anniversary of Makhambet Utemisov has a great importance for the promotion of the Kazakh literature abroad.

The French audience got acquainted with the musical talent of the poet-warrior. Kazakh musicians performed instrumental pieces (kuis) by Makhambet. There were shown excerpts from the film about Makhambet, shot on the script of Olzhas Suleimenov.

Ceremonial events dedicated to the 200th anniversary of Mahambet Utemisov were vividly celebrated in Russian cities Moscow, Astrakhan, Orenburg, and Uzbek city of Khiva.

Two more events in the headquarters of UNESCO in Paris are worth mentioning. In 1999 it hosted colloquium "The role of an intellectual in modern society, the world and a new era in Central Asia", in which frameworks the book by Mukhtar Shakhanov "Delusion of civilization" was presented. The presentation was attended by the creative delegations of Russia, Kyrgyzstan, Uzbekistan, Turkey, France and by some ambassadors, permanent representatives to UNESCO. In 2006, in Paris headquarters of UNESCO, Republic of Kazakhstan State program "Cultural heritage" presentation was held. This program was adopted in 2004 at the initiative of the President of the Republic of Kazakhstan N..Nazarbayev. Implementation of the program "Cultural heritage" took place in all areas related to the culture of Kazakh people. In the field of literature, folklore and art history they published 100-volume set of the best samples of Kazakh folklore "Ancestry Heritage", "History of Kazakh Literature" in 10 volumes, "Anthology of Kazakh Music" in five volumes. Presentation of the State program "Cultural heritage" aroused great interest in Paris with the French public, familiar with our country, and diplomatic missions of different countries, working in Paris. UNESCO Director-General Koichiro Matsuura commended our state efforts for the preservation of cultural, natural, tangible and intangible heritage.

Kazakhstan joining UNESCO, appeared among nearly 200 countries that became its members at the turn of XX-XXI centuries. During such a relatively short period of membership in the UN various countries of the world got the opportunity to get acquainted with the works of famous Kazakh poets and writers, and through their works – with the history, culture and modern development of Kazakh people. In addition to the above mentioned, celebrations devoted to the 100th anniversary of the scientist Kanysh Satpaev, the 1500th anniversary of Turkestan city and the 2000th anniversary of Taraz city were held during this time at the highest international level. Historical memorial complex of Khoja Ahmed Yassavi was included in the list of UNESCO world heritage. 500th anniversary of the epos "Kyz Zhibek" was included in the Calendar of UNESCO memorable dates.

Conclusions

In the modern world, UNESCO has a great influence on the formation of world public opinion. The anniversaries celebrations of outstanding Kazakh writers and poets at the global level under the aegis of this international organization in 1990-2000-ies contributed to the strengthening of artistic and cultural, spiritual and intellectual image of Kazakhstan in the context of the world community. Cooperation with UNESCO is intensifying the international promotion of Kazakh literature.

Recommendations

The materials of this article may be interesting for scientists, teachers, doctoral candidates, graduate students, undergraduates, students of philological faculties of higher educational institutions.

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INTEGRATION OF LOGISTICS COMPETENCES

Abstract

The article considers the key logistics competences and analyzes the methods of their integration from system interaction to synergetic organization of participants. The roles of strategic centers are considered. The economic component of the synergetic effect is shown in the transition from the competition of economic entities to system integration. The mechanism of interaction between producers, intermediaries and consumers in competitive and integrated environment is shown, sharp improvement in economic performance of their activities is justified.

Keywords

logistics competences, system integration, synergetic interaction, logistics centers

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According to J. Bowersox (2001), it is customary to present logistics as the integration of five key competences (Figure 1):

- formation of logistic infrastructure;
- information exchange;
- transportation;
- inventory management;
- warehousing, cargo handling and packaging.

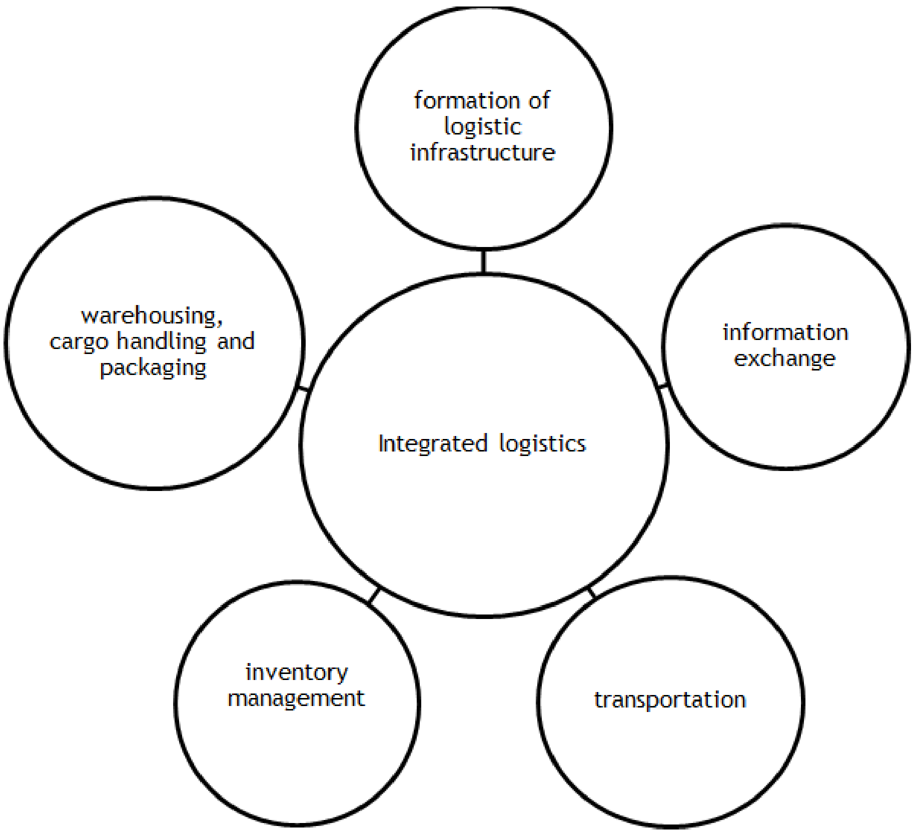

FIGURE 1. ELEMENTS OF INTEGRATED LOGISTICS

Under logistic infrastructure we understand the environment that provides logistics activities. In general, here you can include: enterprises of suppliers and consumers; warehouse complexes or logistics centers; acceptance and dispatch terminals; stores that sell goods; transport, ensuring movement of the commodity mass; information support and support of integrated logistics.

Formation of the logistic infrastructure is the main issue of ensuring efficient logistics. This requires careful analysis and monitoring of both current situation and long-term planning of cargo flows. Infrastructure is expensive, and its absence entails huge losses. The economic justification for infrastructure projects should take into account not only the financial inflows from the operating activities of infrastructure facilities, but also the reduction of total transportation costs, transaction losses, and time losses for economic entities. So, the cost of locating infrastructure can pay off by reducing transportation costs without taking into account operating income.

Taking into account geopolitical location of the region, the substantiation of the most important strategic projects for the development of the logistic infrastructure is given. The location of the regional transport and distribution centers of logistics in the most strained transport hubs of the region is justified.

Based on the analysis of the proposed options, the main conceptual directions and projects of regional logistics development program are selected.

The indicators of financial, regional, social efficiency of projects included in the development strategy are introduced and determined to assess their investment solvency and the most effective projects are selected in the current conditions.

The development of regional infrastructure is a long and cost-intensive issue. Its solution is possible if the efforts of local and federal sources are combined with the participation of all interested parties. However, the strategic initiative should come from the government of the region, which forms a strategy for the development of the region, taking into account the requirements of logistics.

To the development of infrastructure, as the basis of economy and logistics, it is necessary to approach systematically from the position of deep analysis of the current situation and forecasting of future processes. Point solutions here are ineffective, although they are attractive in terms of investment. The problem lies not only in roads and logistics centers, but in the context of coordinated operation of the entire transport complex (Nosov, 2009), legislation, financial security, insurance, customs issues, the formation of logistics services, etc.

The main tasks in the field of infrastructure development are as follows:

– determination of the necessary number of infrastructure facilities that provide the required throughput rate;

– choice of location for each object;

– distribution of functional responsibilities between existing facilities, coordination of their actions;

– distribution of stocks in the logistics network at all stages of material flow movement, justification for their optimal quantity;

– establishment of places for the collection of consumers orders for the services of logistics system and its participants.

Logistic infrastructure requires constant coordination of its capabilities with the requirements of market participants. The process of reorganizing the infrastructure must be continuous and promising in accordance with the changes in economic situation, being one step ahead of it.

The second key competence of integrated logistics is information exchange. Information flows perform connecting roles between the participants of the logistics system. Their quality determines the effectiveness of joint efforts.

The function of information exchange is timely efficient collection of information from the participants of logistics activities, its processing, accumulation, transfer to other participants. The purpose of information exchange is to ensure the processes of making managerial decisions, coordinated planning, use of information technologies.

Information exchange is characterized by reflection of the happening reality, timeliness of information flow, amount of data transmitted, speed of exchange, security of information and other indicators. Information exchange requires modern and expensive means of software and hardware, communication, processing and storage of information, allocation and accumulation of knowledge. These funds are elements of the information infrastructure.

Information is a strategic resource for both a separate company and integrated logistics in general. It determines the economic effectiveness of interaction, allows you to predict the amount and type of work, manage orders, suppliers, consumers. Modern information technologies, such as "just-in-time" (JIT), quick response (QR), continuous replenishment (CR), supply chain management (SCM) and others require perfect information exchange.

In integration processes, it is information exchange that is the means of establishing systemic links between the subjects of individual competences, transforming them into interacting elements of integrated logistics, considered as a macroeconomic system.

Transportation is the third key competence of integrated logistics. The bulk of the added value in regional logistics is due to the operation of the regional transport system. Analysis of transport using results on example of traffic volumes comparison on the basis of official statistics shows the level of development and direction of improving logistics infrastructure.

This competence is described by transport logistics and is characterized by the ability to physically move goods between objects of logistics infrastructure. The essence of transport logistics is based on the integration of transport, supply, production and marketing, in finding optimal solutions for the whole process of material flow in the sphere of circulation and production, using the criterion of minimum costs for transportation, supply, marketing, production.

In the field of transportation there is the largest reserve of efficiency. A large number of optimization methods can be found in transport logistics. It is important to emphasize that one cannot speak only of minimizing transportation costs, since this will lead to an inevitable increase in inventories and an increase in costs in areas adjacent to transportation. It is impossible to speak separately about minimization of transportation time, since the principle "just in time" assumes temporary synchronization of logistics processes and compliance with the speed of their planned implementation.

A characteristic feature of transportation is the fact that this competence is distributed among the largest number of its carriers and performers. This creates additional difficulties in the way of integrating transport competence into the overall logistics system. The difference between large transport companies and individual carriers is very high.

Inventory management is the fourth core competence of integrated logistics. The task of this area is to determine and maintain optimum levels of reserves in different elements of the logistics system that provide a given level of service.

In this area, there are the greatest contradictions between the concept of minimizing stocks throughout the supply chain (KANBAN) and the concept of instant customer satisfaction (QR), regardless of their location.

Warehousing, cargo handling and packaging are the competences of logistics centers, which are called to be strategic nodes of the logistics system, forming logistic infrastructure, providing information exchange, realizing inventory management and consolidating transportation.

In fact, this competence is auxiliary in integrated logistics, but it organizes supply chains, creates conditions for the movement of material flow, implements existing information technologies in the necessary place. Great and ubiquitous interest in the construction of large logistics centers confirms its exceptional importance.

The importance of logistics centers is due to their additional logistics competence, called system integration. This competence appears only in the process of purposeful activity in the direction of 4PL operator forming.

Key competencies in market economy are assigned to different operators with strategic capabilities in their fields. Their interaction generates a huge number of transactions, duplication of actions, counteractions, absorbing significant resources (Nosov, 2009). The release of these resources is the goal of integration.

There are different types of integration of economic entities, but all of them imply three basic conditions: common strategic goals; information exchange; coordination of actions (Figure 2).

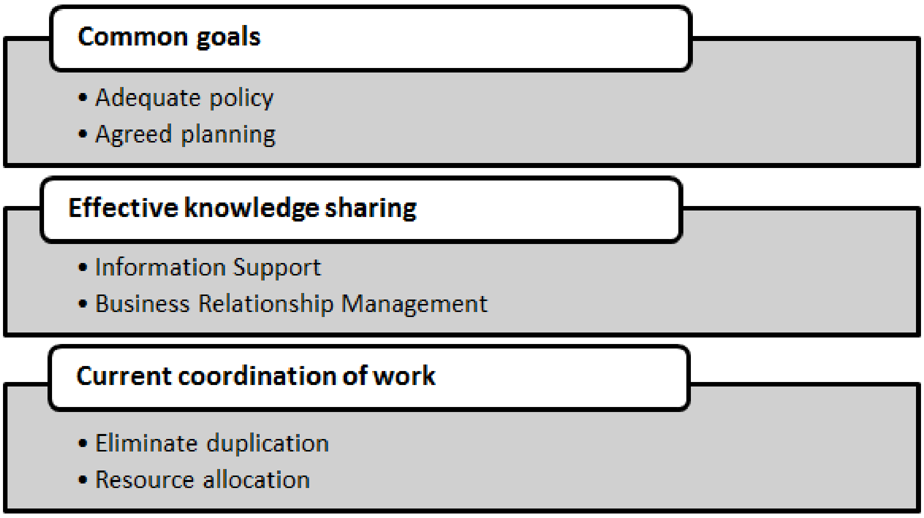

FIGURE 2. PRINCIPLES OF SYSTEM INTEGRATION

Since competencies in the economic space are unevenly distributed across all subjects of logistic activity, there is a need for their interaction (Vdovina, 2016). The simplest way of interaction is outsourcing, or contract logistics, in which the subject (the client) transfers some of the necessary functions to perform for another company (agent), chosen on the principle of an external resource purchasing ("make or buy" task – decision is "buy").

The next level of interaction is logistic integration. Integration presupposes the existence of an organizational and information association of subjects on the basis of joint planning and management of similar costs, accompanied by post-production stages of the product life cycle with the aim of increasing efficiency and minimizing overall costs.

The most perfect mechanism for integration is synergistic interaction. It is possible to define synergetic interaction as system integration of strategically relevant subjects, generating a nonlinear multiplicative effect.

The mechanism of synergy was investigated in the middle of the 20th century independently by Herman Haken (Hacken, 1985), Nikolis and Ilya Prigozhin (Nikolis, 1979) on the example of qualitative development of systems. As the number of elements of the system increases in the course of its evolution, the probability of nonlinear micro fluctuations associated with the individual freedom of choice of each element increases. While the system is in a state of equilibrium, the behavior of its elements is independent. As a result of external influence, the coordinated behavior of the elements appears, leading to the self-organization of the structure and the appearance of a new property that is absent in the elements.

The effect of synergetic interaction between economic agents is explained by multiple mechanisms, of which the following can be noted:

1) Addition of coherent actions when executing a business process. Nonlinearity arises because of the availability of unique resources and key competencies.

2) Selection of the best alternative. The subject with the best competitiveness and competences is most likely to become a co-executor.

3) Cumulative effect. Accumulation of the interaction results at each intermediate stage, enhanced by positive feedback.

4) Economic resonance. Nonlinear system's main economic parameters amplitude growth with the cyclical nature of the integrated business structure elements functioning.

Synergetic interaction of subjects releases efforts aimed at counteraction to competitors, turning them into an additive component of the result. Arithmetically, one can imagine that negative terms change their sign to positive.

$Ec = x1 + (-x1k) + x2 + (-x2k) + ...$

$Es = X1 + x1k + x2 + x2k + ...,$

where x1, x2, ... are the efforts of the subjects aimed at the direct result,

x1к, x2к, ... - efforts of the subjects aimed at counteraction to competitors,

Ec - general effective efforts of subjects in conditions of competition,

Es - general productive efforts of subjects in conditions of synergetic interaction.

From this it is clear that $Es = Ec + 2\ (x1k + x2k + ...)$, i.e. the overall effective efforts of the subjects in the conditions of synergetic interaction increase by a doubled sum of efforts previously aimed at counteraction to competitors.

Thus, the greater opposition of other agents you have to overcome in competitive environment, the greater synergistic effect can be obtained through interaction.

Synergetic interaction can take place in different forms and scale. You can distinguish marketing, operational, financial and management interaction (Table 1).

TABLE 1. FORMS OF SYNERGETIC INTERACTION

Form	Content
Marketing	The economies of sales scale, unified channels, sales promotion.
Operational	Production economies of scale firmwide reduction of fixed costs, the multifunctional use of resources.
Financial	Improving the conditions for attracting capital, a single financing system, price reduction for attracting capital, implementation of complementary projects.
Managerial	Coordination, minimization of management costs, combining key competences.

Interacting entities form relationships that establish inter-firm networks of various configurations that coordinate the work of firms. In the inter-company network there is a distribution of roles between its participants. This raises the task of a strategic center forming. The roles of a strategic center were revealed in the works of J. Lorenzoni and C. Baden-Fuller (Lorenzoni, 1995), the main ones are shown in Fig. 3.

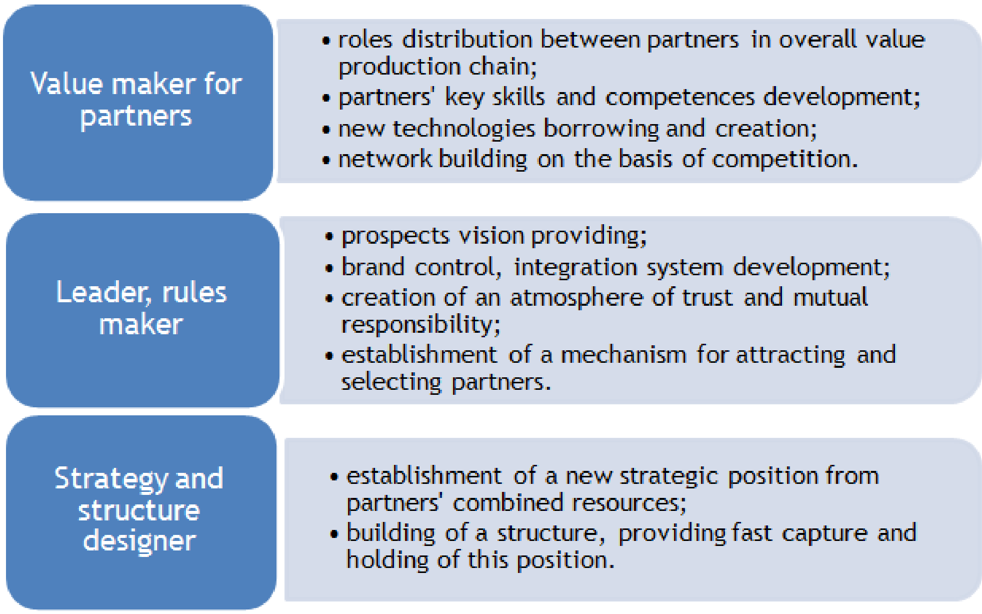

FIGURE 3. ROLES OF A STRATEGIC CENTER

It is possible to consider various options for establishing a strategic center based on the existing 4PL logistics operator in the region, or on the basis of the regional information and analytical logistics center (RIAC) formation (Nosov, 2006).

The most important condition for synergetic interaction is the coordination of processes. In any variant of establishing a strategic center, it is necessary to choose the most effective inter-firm coordination mechanism in existing economic relations. In our opinion, possible coordination mechanisms can be reduced to four groups: hierarchical, market, interactive, virtual (see Table 2). For each mechanism, the methods of interaction, the type of marketing and the corresponding logistics concept are presented.

TABLE 2. COORDINATION MECHANISMS

Coordination	Interaction	Marketing	Logistics
Hierarchical	Directive	Corporate	Planning (ERP)
Market	Contract	Transactional, competitive	Functional (3PL)
Interactive	Partnership	Supply	Supply chain (SCM)
Virtual	Network	Demand	Demand chain (DCM)

For a better understanding of the mechanism for coordinating the processes of managing the company's relations with partners, it is advisable to turn to the real practice of industrial companies and consider the model of coordinated planning, forecasting and ordering – Collaborative Planning, Forecasting and Replenishment (CPFR) (VICS, 2000) developed by the Voluntary Association for Interindustry Commerce Standards (Voluntary Interindustry Commerce Standards (VICS)). The CPFR model was developed as an algorithm-guide for coordinating intercompany interactions with the aim of increasing their efficiency and includes three subsystems: planning, forecasting and order generation, each of which is a set of measures (Table 3).

In the process of application in practice, the CPFR model is being improved and adapted to the real needs of companies.

TABLE 3. MODEL OF INTERCOMPANY INTERACTIONS CPFR

Subsystems	Activities
Planning	Cooperation agreement development
	Joint business plan development
Forecasting	Sales forecast development
	Sales forecast deviations detection
	Sales forecast deviations elimination
	Orders forecast development
	Orders forecast deviations detection
	Orders forecast deviations elimination
Order generation	Transfer of procurement plan in generated order

The introduction of logistics is impossible without strategic planning. The strategic logistics plan should include the following competence modules (Stock, 2005): 1) customer service; 2) designing of supply chains; 3) the formation of a transport and logistics network; 4) designing of distribution centers, warehouses and their operations; 5) transportation management; 6) material management; 7) information technologies; 8) management of the organization and changes.

For each of the eight specified modules included in the logistics strategy, one must obtain answers to questions related to these areas.

1. What are the requirements for servicing each consumer segment, service level, types of material flows?

2. How is it possible to achieve integration of various participants of supply chains at the operational level?

3. In what structure of transport supply chains are the costs minimal (taking into account the provision of a competitive level of service)?

4. What technologies of cargo handling and storage of goods help to achieve better objectives of customer service, while providing an optimal level of investment in storage facilities and equipment?

5. Is it possible to reduce the cost of transportation both in the short term and in the long term?

6. Can the current procedures of supply management ensure the meeting of more stringent requirements for customer service?

7. What information technologies are required to maximize the efficiency of logistics operations?

8. How should resources be organized to achieve the best service and operational goals?

Answers to these questions, obtained in sequence, become the basis for the development of an integrated logistics plan.

You can consider various options for establishing a strategic center on the basis of the existing infrastructure, or on the basis of a regional information and analysis center formation. You can consider the option of multiple strategic centers with the formation of synergetic coordination network structure.

As an example of system integration and synergetic effect, let us consider the interaction of regional economic entities in the existing conditions of competition and in the context of their economic integration. Fig. 4 presents three groups of participants in economic activity:

- S - suppliers of products, manufacturing firms, are marked with rectangles;
- W - logistics centers, wholesalers with their warehouses, are marked by circles;
- C - consumers of products, retailers, are marked by triangles.

In the conditions of simple competition, each wholesaler W considers the possibilities of forming links with all suppliers S and all consumers C. The total number of such links Nk is the product of the number of wholesalers | W | on the number of suppliers | S | and consumers | C |.

Nk = | W | × (| S | + | C |).

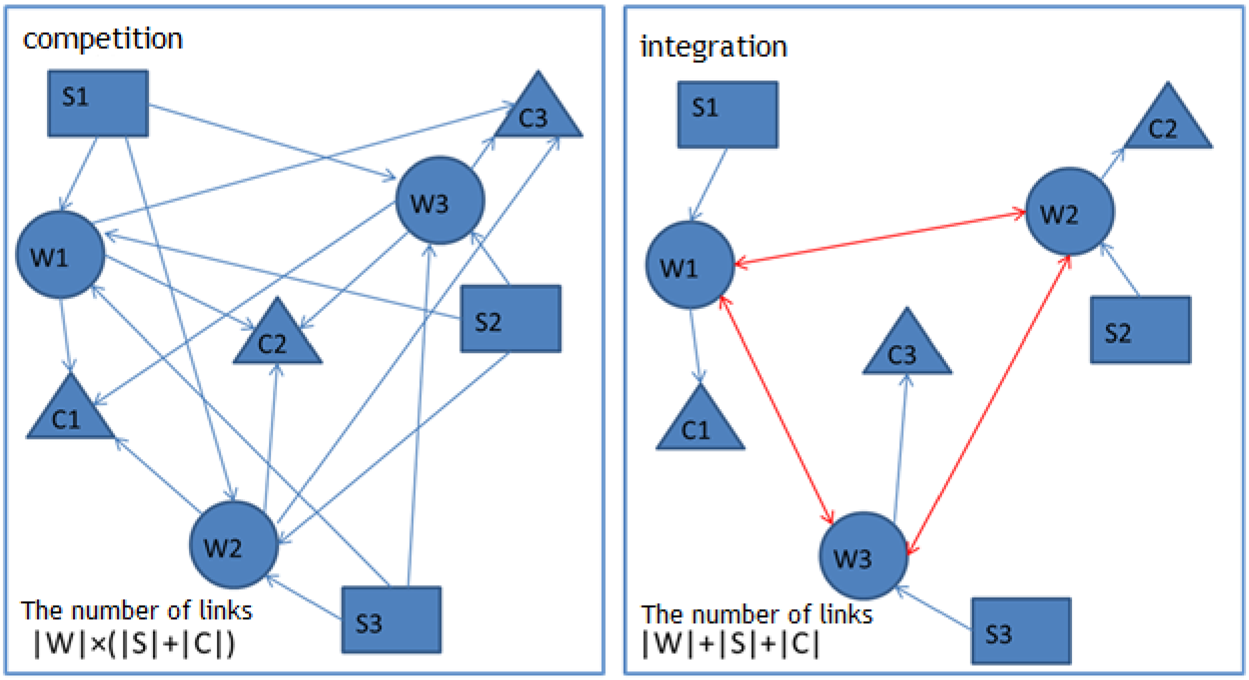

FIGURE 4. DIRECTIONS OF MATERIAL FLOWS IN THE ENVIRONMENT OF SUPPLIERS S, LOGISTICS CENTERS W, CONSUMERS C

For the given in Fig. 4 example, the number of such connections is 3 × (3 + 3) = 18. With an increase in the number of agents, the number of links grows exponentially. So, with an increase of participants group by one, we get 4 × (4 + 4) = 32, and 5 × (5 + 5) = 50 for 5 participants.

All material links for a given number of participants in the business environment are shown by the arrows on the left half of Fig. 4. It should be noted that each link requires organizational and financial costs for its operation.

The right half of Figure 4 shows the case of the mutual integration of logistics centers into an integrated logistics system (ILS), in which each logistics center (LC) works with the nearest supplier and the nearest customer. In case of the wholesalers transformation into logistics centers united in the integrated system, interaction of the subjects is simplified, communications with suppliers and consumers are established on a territorial basis, taking into account the minimum distances. Between the logistics centers, mutual supplies of the necessary resources are established (marked by two-way arrows). The total number of links is sharply reduced and equal to the number of agents, which makes it possible to reduce transaction costs and focus on the formation of own client base, while increasing income.

Ni = | W | + | S | + | C |.

In this case, 3 + 3 + 3 = 9. With an increase in the number of agents, the number of links grows additively, for groups of 4 participants the number of links is 12, for groups of 5 participants the number of connections is 15.

The synergetic effect is further enhanced by a sharp reduction in transaction costs.

Next, let us consider the change in the economic result in case of logistic integration of entities. Table 4 gives an example of operational activity indices for independent participants LC1, LC2 and LC3 in case of independent work under conditions of mutual competition. The total income is 260 million rubles, the total cost is 200 million rubles, the total profit is 60 million rubles, the profitability of costs is 30%.

We assume that the integration of their activities in the ILS will lead to increase in income by 15% and 10% decrease in costs. Then the total profit will increase from 60 million rubles up to 120 million rubles, so the profit growth will make 200%, and profitability of costs will increase in 2,2 times!

TABLE 4. OPERATING RESULTS

Agent	Income, mln. rubles	Costs, mln. rubles	Profit, mln. rubles	Costs profitability, %
Competition strategy				
LC 1	120	90	30	33
LC 2	85	70	15	22
LC 3	55	40	15	37
Total	260	200	60	30
Integration strategy				
ILS	300	180	120	67
Synergetic effect, growth %				
ILS	**+15**	**-10**	**+200**	**+220**

This example, for all its conventionality, shows the sources and mechanism of synergetic effect in economy and refutes the conventional wisdom that in synergetics two plus two equals five. Synergetics does not violate the rules of arithmetic, but it gives us a powerful tool for improving our activities.

Integration in logistics is an urgent necessity in accordance with the very concept of the term "logistics". For this, a system of strategic centers is needed at both regional and federal levels. One of the approaches to integration is the formation of regional logistics centers (RLCs) that are provided with delegated to them by participants of logistic activity the authority to assess and coordinate the processes of regional logistics infrastructure formation.

The RLC network should not be formed spontaneously. The state policy is needed in this area. Unified requirements to the RLCs, standards of their services should be worked out. It is necessary to design the spatial structure of RLC network within the state. For this work it is necessary to attract specialists, scientists, government, business. The RLC should not be turned into wholesale-trading bases. It is necessary to assign them largely information-analytical functions. It is important to ensure the availability of RLC services not only for large buyers, but also for individual retail consumers.

It is convenient to organize Internet commerce of goods through the RLC in the regions, using the capabilities of the RLC for their rapid delivery and provision of after-sales service. The increase in the number of consumers gives the RLC additional opportunities in the field of increasing activities efficiency at the expense of scale.

However, it should be taken into account that there are many obstacles to the wide use of the RLCs:

1. There is no governmental body that would deal with this problem;
2. Large business in regions sees a potential competitor in the RLCs and a threat to its own well-being;
3. Network companies have their own logistics chains, which they do not want to outsource;
4. Transport companies are not interested in reducing the distance of goods delivery;
5. The establishment of the RLC requires a significant amount of funding not only for the construction of facilities, but also for the research of regional features;
6. Potentially interesting places for construction, as a rule, are either bought up or do not have the necessary infrastructure;
7. The bottleneck for the new RLCs is the inconsistency of transport accessibility, road capacity, and their quality to the freight flows necessary to perform the functions of the RLC;
8. The lack of a suitable qualified workforce that meets the requirements of the RLC, the lack of trained managers in the field of logistics.

The list of problematic issues could be continued. However, they must be solved. On this path, a clear policy of the state in the field of logistics is important.

An important element of competences integration in logistics is the inclusion of logistics methodology in the professional education system (Nosov, 2013), which allows launching integration processes already at the stage of specialists training.

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THE METHOD OF ECOLOGICAL KNOWLEDGE IMPARTATION TO SENIOR PRESCHOOLERS ON THE BASIS OF MODELING

Abstract

The relevance of the investigated problem is due to the fact that fundamental principles of ecological thinking, perception, ecological culture are formed in the period of preschool childhood. The method of modeling is of key importance in the formation of ecological knowledge and ideas. The author proves experimentally: the use of modeling in ecological education of children, keeping to certain pedagogical conditions, contributes to effective assimilation, specification and systematization of ecological knowledge and perceptions among children. The article material may be used in the practical work of pre-school educational institutions, as well as in further training of preschool education specialists.

Keywords

ecological education, a child of preschool age, model,
modeling, modeling activities, ecological knowledge and perception

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1.Introduction.

1.1. Problem relevance

Federal State Educational Standard of Pre-school Education (FSES) suggests an active approach to the contents and organization of educational process for pre-school children. The Standard defines as a goal "possible achievements of a child" - not mandatory, but desirable achievements in intellectual personal development.

It is proven by psychologists, that the first seven years of life are characterized by visual-active and visual-creative thinking. This makes us to organize educational process in such a way, that children would learn the necessary information by visual not verbal way (through real objects and events of the world).

Availability of modeling method for pre-school children is shown by psychologists P.Y. Galperin, A.V. Zaporozhets, D.B. Elkonin, N.N. *Poddyakov, (Halperin, 1978; Zaporozhets, 1986; Elkonin, 2007; Poddyakov, 1997)*. It is determined by the fact that the modeling is based on principle of substitution: children may substitute some real object by other object, image, sign. During experiments it was found out that sometimes a child cannot learn something after verbal explanations of an adult or in the organized actions with objects, but he absorbs knowledge easily if it is given to him in the form of actions with models, reflecting the features of studied phenomena. For example, when teaching mathematics to 5 years old children, they have some difficulty in understanding the relation of parts and whole. Children do not understand verbal explanations and, manipulating with compound objects, learn the names "part" and "whole" only as it applies to this specific material and do not transfer them to other cases. And only with the help of a schematic representation of dividing the whole into parts and its restoration from parts, children understood that any whole subject can be divided into parts and restored from parts.

The results of our studies allow us today to put the question of preschool children environmental literacy formation as a system of attitudes aimed at a holistic analysis of the environmental situation, contributing to adequate ecological behavior. The above-stated testifies to the topicality of the research on scientific and theoretical level.

At scientific and methodological level, the relevance of the research is determined by the fact that in modern science and practice the question of interrelation between modeling activity of children and formation of ideas about nature remains underinvestigated. The modeling method is used in any sciences, at all stages of scientific knowledge. It has a great heuristic power, which is determined by the fact that with its help it is possible to reduce the study of complex to simple, invisible and imperceptible to visible and perceived, that is, a model can make any object accessible to knowledge.

The analysis of philosophical, psychological, pedagogical and methodological literature, the study of pre-school educational institutions work made it possible to identify contradictions between:

– the increased demands made by society to the problem of the formation of ecological knowledge and perceptions in older preschoolers, and its insufficient theoretical and practical elaboration;

– potential possibilities of modeling in the formation of ecological knowledge and perceptions in senior preschoolers and the degree of this process theoretical elaboration.

1.2. The Importance of the Problem Researching.

Based on the identified contradictions, the problem of research is formulated, which consists in determining the pedagogical conditions for ecological knowledge formation in older preschoolers on the basis of modeling.

1.3. Hypothesis of the Research.

Formation of ecological knowledge and perceptions in senior preschoolers will be successful if:

– psycho-pedagogical and psycho-physiological peculiarities of 6-7 years old children development are taken into account;

– a system of studies based on modeling is used in the ecological-educational process;

– in the process of modeling, children acquire ecological knowledge, i.e. knowledge about the features of the objects of animate and inanimate nature, their diversity, structure, interrelations existing between them.

2. Materials and Methods.

2.1. Research Tasks.

During the research the following tasks were observed:

1. To identify and substantiate psycho-pedagogical foundations of older preschooler's development and features of natural objects and phenomena cognition in this age.
2. To study theoretical aspects of modeling as a means of ecological knowledge development (to consider the essence, goals and tasks, classification and types of the modeling method);
3. To conduct an experimental study of ecological perceptions formation on the basis of modeling and determine the effectiveness of the work.

2.2. Theoretical and Empirical Methods

To test the hypothesis, a set of various methods complementary to each other was used:

– theoretical - method of theoretical analysis of psychological and pedagogical literature on the problem, generalization, systematization and classification methods, modeling;

– empirical - pedagogical experiment, diagnostic: survey, questionnaire, interview (Diagnostic methods for determining the level of environmental knowledge development in preschool children according to the program by O. M. Solomennikova *(Solomennikova, 2004)* methods of mathematical and statistical experimental data processing, sign-symbolic description of the experimental results (tables, charts).

2.3. Base of research.

10 preschool children of the senior group from MBPEI number 56 "Zhuravushka" in Maikop took part in the pedagogical experiment, and they made up the experimental group. To check the effectiveness of classes conducted with preschool children of the experimental group, a control group was also selected from 10 preschool children of the senior group.

2.4. Stages of the Research.

The pedagogical experiment was conducted in three stages: ascertaining; formative and control. At ascertaining stage, the task was set to identify the levels of ecological knowledge and perceptions formation among senior preschool children about nature, its existing relationships and dependencies by use of diagnostic tools.

At the second, formative stage - to determine the pedagogical conditions of the effective modeling application in ecological education of senior preschool children, to develop and test training complex based on the modeling activities with the children of experimental group.

At control stage, we performed repeated diagnostics and data analysis to identify the levels of environmental knowledge and perceptions formation in children based on modeling.

2.5. Evaluation Criteria

Criteria of environmental knowledge and perceptions formation in preschool children using the methodology by O.M.Solomennikova *(Solomennikova, 2004):*

1) knowledge of the animals world;

2) knowledge of the plants world;
3) knowledge of inanimate nature;
4) knowledge of the seasons.

2.6. Course and Description of the Experiment.

To identify the general level of ecological knowledge formation in children at ascertaining stage of the experiment, we used diagnostics proposed by O.M. Solomennikova *(Solomennikova, 2004)*.

Comparing the results of diagnostics of the experimental and control groups, we state:

1. Preschoolers of the experimental and control groups showed in general an average level of ecological knowledge and ecologically correct attitude to the natural world - 10.0 and 9.9 points, respectively.
2. The level of knowledge of preschool children in the experimental and control groups about the world of animals is the same - 9.5 points.
3. The levels of knowledge development about the plants world in preschool children of the experimental group are lower than in preschool children of the control group by 0.4 and 0.1 points respectively.
4. The level of knowledge about inanimate nature and seasons in preschool children of the experimental group is higher than in preschool children of the control group by 0.5 points.

In addition, comparing the distribution of the scores in percentage, we come to the conclusion that, in general, the indices of preschool children from the experimental group are more "scattered", they have more both high and low scores than preschoolers of the control group, which complicates the work with the group.

The data obtained at the stage of the ascertaining stage of the experiment indicate the need for a purposeful search for the optimization of the ecological education of older preschoolers. This served as the basis for developing a system of exercises using models and modeling activities in the experimental group in order to increase the levels of ecological knowledge development.

The purpose of the formative stage was the organization and carrying out experimental work on the development of ecological knowledge in preschool children on the basis of modeling method use in educational process, taking into account identified pedagogical conditions.

The modeling training was carried out in the following sequence:

Classes were organized taking into account visual-motor and visual-imaginative perception of the world by a child. A series of lessons was held, aimed at formation of ecological knowledge (knowledge about the world of animals; knowledge about the plant world; knowledge of inanimate nature and about the relations existing between the animate and inanimate nature; knowledge of the seasons) and ecologically correct attitude to natural phenomena and objects. The developed system works on the formation of environmental perceptions takes into account the general didactic principles: activity approach to personal development; orientation to the variety of implementation forms of the searching cognitive activity; ensuring a systematic approach to coordinating different areas of work, selection of program content, formulation of the searching cognitive tasks; direction of attention toward the use of knowledge means (manuals, diagrams, charts, equipment, intellectual content equipment) (Tseeva &Panesh,2014).

Great importance was attached to research activities of children - experiments, observations. In the teaching process were involved all the child's senses, not just sight and hearing. To do this, children were given the opportunity to touch, sniff surrounding objects and even taste them if it was safe.

However, despite the importance of modeling method, its versatility in comparison with other methods, modeling methodology is not elaborated. The researchers note that during the mastering of the modeling method children are moving from denoting simple objects to more complex ones; from coding of integer objects to designation of their characteristics; from coding of individual objects to designation of their sequences and systems.

1) It was suggested to children to describe new objects of nature with the help of a ready-made model;

2) the comparison of two objects was organized, signs of difference and similarity were identified, the models were consistently selected and laid out on the panel, replacing the features of the studied objects;

3) the number of objects to be compared was increased up to three or four, and we continued teaching modeling of essential attributes important for activity (e.g., selection and modeling of plant attributes that define a method for removing dust from the plants in the classroom);

4) the independent creation of elementary concepts models such as "fish", "birds", "domestic animals", "wild animals", "plants", "living", "lifeless", etc. was carried out.

The initial work with models was carried out during classes in middle group, where a ready-made model was introduced (usually the subject model) to supply new material. In senior group working with models deepened. Children compared two objects to each other detecting different and similar signs with the help of subject-diagrammatic and graphical models. In preparatory group the task was to teach children to model the basic generalized concepts independently, using models of different type.

In order to determine if the work with models contributed to better assimilation of environmental knowledge and concepts by children, we worked out control tasks in which children were asked to make descriptive stories about natural objects on the ready-made model at the final stage of training. Preschoolers were offered game-tasks on the cards that were composed according to model’s principles and revealing the ability to identify essential features in a particular object, ability to compare and analyze the characteristics of natural objects.

Psychological and pedagogical literature highlights features of the work with models (Poddjakov,1997):

– modeling teaching is easier if the introduction begins with the application of ready-made models, and then preschoolers are acquainted with their construction.

– we must start with the formation of spatial relations modeling. In this case, the model matches the type of content displayed in it, and then we move on to modeling other types of relationships;

– it is advisable to model a single specific situation first, and later to organize work on the construction of a model that has a generalized meaning.

Taking into consideration that the reality for children is in the form of "clear" and "obscure" knowledge (Poddjakov,1997), and that contradictions arising between these two spheres stimulate their activity, to maintain it at a high level the conditions were created under which the growth of "obscure" knowledge outstrips the growth of "clear" one. Coming up with diverse models together with children, we must adhere to the following requirements: a model must reflect a generalized image and match the group of objects; reveal significant features of an object; the plan for creation of the model should be discussed with children so it was understandable. Models are multifunctional. They can be used in the classroom, in joint and independent activities. On the basis of models, you can create a variety of educational games.

Much attention was payed to the arrangement of a training area, a large number of materials and naturalists' contents was selected. Thus, there were a globe, geographic maps (world, Russia, city maps), sky map in the classroom.

Together with the children we made a calendar of nature, which was also a kind of model; models of natural zones: taiga, tundra, desert, jungle; model "Food chains"; model of the solar system. After studying the topic of life origin on the Earth and its development, we made the evolutionary ladder, on the basis of the program by S. N. Nikolaeva "Young ecologist" (Nykolaeva, 2003) and a thematic compilation about the life of dinosaurs.

We made such thematic compilations after studying of each topic. We believe that it helps children to understand material better, show its new sides, complete it. It can be noted that the use of models in composition of descriptive and comparative stories makes mastering connected speech for preschoolers much easier. The presence of the visual layout makes the narrative stories of children clear, complete, consistent and recognizable.

Throughout the year, consultations were given for making models. We developed a system that includes certain content, methods and forms of work and also creates conditions for continuous communication of children with natural objects:

– promoting ecological knowledge among parents and involving them in joint activities;

– conducting joint activities, to which parents showed particular interest;

– developing a leaflet, which briefly described the rules of behavior in nature. We organized a competition to design a leaflet "Protect the nature", where the contestants were parents;

– also, parents enjoyed taking part in the project activities, together with the children came up with the models (ant-hill, aquarium, pond, etc.).

The modeling method penetrated all spheres of ecological education, and found full expression in the organization of subject-developing environment (Ryzhova,2003). Ongoing work in our kindergarten showed high efficiency of observations, experiments and modeling. Children's modeling allowed us to experience the vision of objects and phenomena, children improved attention, visual and auditory memory, increased cognitive activity, expanded vocabulary.

To determine the effectiveness of the work done, the control stage of the experiment was carried out, including diagnostics according to the method of ascertaining stage.

3. Results.

Modeling is a method of scientific cognition, based on the study of any objects or phenomena by means of models. Modeling as a cognitive technique is inseparable from the development of knowledge. In almost all the sciences construction and use of models is a powerful instrument of knowledge. Real objects and processes are so many-sided and complex that the best way to study them is often to build a model reflecting some side of reality, because it is many times simpler than this reality, and to study this model first (Nykolaeva, 2003).

In kindergarten you can make models of any familiar to children objects of animate and inanimate nature and to use any material – paper, cloth, clay etc. For the same purpose will serve pictures of objects cut from magazines and books and pasted on heavy paper. These models can be static and dynamic, planar and volumetric. The model can be cut into pieces and be proposed to children for assembling. Active (dynamic) object models are very useful. They refer to those crafts that are able to move in space, to function.

Modeling biological structures is not especially difficult too. Children easily create models of all natural biological structures (tundra, forest, steppe, pond), agricultural structures (park, field, garden, vegetable garden). Models of biological structures allow to see firsthand the natural areas which children have never seen in their life, and to understand the relationship of organisms forming these biological structures.

Modeling as a method of teaching makes obvious hidden from direct perception properties, object relationships, which are essential for the understanding of facts, phenomena, formation of knowledge, approaching by the content to the concepts. For example, introducing properties of water to preschoolers to, we can show them how ice turns into water and water into steam, and explain- it is because ice is melting in a warm room, and when heated on fire, the water starts to boil and produces steam. But we mention only the conditions of transformations, without explaining how this happens. Even if we explain that all objects consist of molecules and molecules of solids are most tightly located to each other, and the molecules of liquids are farther away, etc., preschool children are not able to understand this, because their abstract thinking is in the process of formation.

Modeling is a joint activity of a teacher and a preschooler, focused on creation and use of models. Modeling is based on the principle of substitution of real objects with things, schematic pictures, signs. The purpose of modeling is to ensure successful assimilation by children the knowledge about features of natural objects, their structure, connections and relations existing between them.

Models can represent material objects, or to be mathematical, graphical, acting, informational (visual-figurative, logical-symbolic), and the process of creating and using these models is the modeling activity. In the process of ecological education, a preschool child will learn a lot of information, and it is modeling that helps him in this. In the studies of many psychologists (Wenger & Proskura, 1985; Elkonin, 2007), they note accessibility of modeling to children of preschool age. It is determined by the fact that the basis of modeling is the principle of substitution - the real object may be substituted in the activities of children with different sign, thing, image. In the educational institution, we can use as substitution (model elements) symbols of different character: the constructions created by kids, applications, drawings, geometric shapes, symbolic images of objects (symbols, silhouettes, outlines, pictograms), plans etc.

The purpose of modeling in ecological education is to ensure successful assimilation by children the knowledge about features of natural objects, their structure, connections and relations existing between them.

3.1. The Progress and Results of the Experiment.

Diagnostics results analysis of senior preschool children ecological education in experimental and control groups during control experiment shows:

1. The level of ecological knowledge and perceptions formation increased in both groups, but the rate of increase in the experimental group is higher than in the control one for all five indicators, in levels of ecological knowledge formation and in level of ecological attitude to the natural world.

2. The level of ecological knowledge formation in preschool children of experimental group, who showed poor results during ascertaining experiment, significantly increased. They showed an average level of ecological knowledge formation during control experiment.

The children became more attentive during ecological classes. They listen with interest the stories about animals and plants and ask many additional questions, and a teacher answers them gladly. The knowledge gained in the classroom children "check" in the independent modelling activities based on the method of trial and error.

The result is: embodied in models knowledge about the relations, properties and qualities of natural objects become more deliberate and durable.

The results of the experimental study show that the use of modeling as a means of ecological knowledge development gives tangible benefits, namely:

- allows us to identify the hidden connections between phenomena and make them comprehensible to children;
- has a positive effect on language development, enrich vocabulary;
- improves understanding by kids the structure and relationship of the component parts of the object or phenomenon;
- increases the powers of observation of children, gives them the opportunity to notice features of the surrounding world;
- forms a holistic idea of the ecosystems and seasons.

Pedagogical conditions for successful application of modeling methods in ecological education are:

- considering age features of preschool age children;
- organizing and conducting lessons based on the modeling activity;
- in the process of modeling children learn ecological knowledge, i.e. knowledge about the features of animate and inanimate nature objects, their diversity, structure, relationships and the relations existing between them.

In addition, the attitude of the children to natural objects changed significantly. In the modeling process children get clear and accurate understanding of natural objects and phenomena, that everything is connected in nature, that separate things and events depend on each other, that an organism and environment are an inseparable unity, that any feature in the structure of plants, animal behavior obeys certain laws, that a man, as a part of nature possessing consciousness, exerts influence upon nature by his work. The knowledge gained during modelling children "check" in their independent experimental activity. The resulting in the process of modeling knowledge about the relations, properties and qualities of natural objects become more deliberate and durable.

4. Conclusion.

The developed complex of measures of ecological knowledge and perceptions formation in senior preschool children by modeling is effective enough.

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ESTABLISMENT OF TOLERANT ATTITUDE TO PEOPLE WITH DISABILITY IN CHILDREN OF SENIOR PRESCHOOL AGE IN A PRESCHOOL EDUCATIONAL ORGANIZATION

Abstract

The article, from the position of inclusive approach to education, substantiates the necessity to establish tolerant attitude towards people with disabilities in normally developing children of senior preschool age, presents the study of tolerant attitude towards people with disabilities establishment in children of this age. The author reveals the conditions of tolerant attitude towards people with disabilities establishment in senior preschool children from the event approach position and through the prism of the main type of activity.

The need to develop the scientifically based position on the identified issues determines the relevance of the problem study.

The purpose of the article is to justify the conditions determining the efficiency of tolerant attitude towards people with disabilities establishment during preschool years.

The materials of the article may be useful for teachers of pre-school educational organizations implementing inclusive practice.

Keywords

establishment, tolerant attitude, children with disabilities, conditions, event approach

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1. Introduction

1.1. Relevance of the problem

At present, there is obviously an increase in scientific and public interest in the country and abroad towards the problem of tolerant attitude toward people with disabilities establishment. Unfortunately, malevolence, anger, aggressiveness are spreading more and more among children; physical, emotional violence becomes habitual manifestation of social life; stereotypes, prohibitions, lack of knowledge contribute to the development of negative attitudes towards people with disabilities. A kindergarten is not an exception. Meanwhile, the basis for a tolerant attitude towards people with disabilities should be formed at the earliest stages of personality development, in preschool childhood - the period when a child is introduced to the surrounding world, during his initial socialization.

High practical importance and insufficient theoretical elaboration of the problem of tolerant attitude towards people with disabilities establishment during the preschool childhood period determined the choice of the topic and the concept of the article.

1.2. Importance of the problem research

Researches of A.V. Zaporozhets, L.A. Wenger, L.P. Strelkova, D.I. Felshtein and others reveal a number of features that form the basis for the tolerant attitude towards people with disabilities establishment in preschool children: special openness, high susceptibility to social influences, intensive development of the ability to identification, empathy and reflection, as well as various forms of communication with peers.

It is known, the earlier the behavior is mastered, the better it is remembered.

With good reason it could be argued that the educational environment of preschool organization, as a model of cultural and semantic reality for its subjects, potentially has opportunities for productive organization of the establishment process of tolerant attitude towards people with disabilities in normally developing preschool age children.

In our study, the essence of tolerance towards people with disabilities we understand as recognition, acceptance, comprehension (Asmolov, 2001), and substantial sense of tolerant attitude and behavior as an invariant of all links of "tolerance range" described above. The main thing for substantial characteristic of the tolerant attitude is not that it is associated with love, friendship, respect and acceptance, but with the fact that it excludes hatred, hostility, contempt and rejection (Leontiev, 2009).

We believe that a new impetus should be given to the establishing of tolerant attitude towards people with disabilities in normally developing children in preschool educational organizations (PEO).

Research purpose: to identify the establishment level of tolerant attitude towards people with disabilities in preschool age children and to study conditions that determine the efficiency of tolerant attitude towards people with disabilities establishment during preschool years.

1.3. The analysis of research current state on article’s scientific problem

The problem of the concept "inclusive education" essence determining is studied in works of foreign authors T. Booth, D.Armstrong, F.Armstrong, H.M.Levin, D.Mitchel, D.L. Ryndak, A. Sander, A.D. Treherne, L.Jackson et al.

The questions of inclusive education theoretical bases developing are presented in works by M. Ainscow, C. Barnes, ChombaWaMunyi, E. Lusthaus, K. Mutua, M. Nind, S. Staiback, D.G. Pritchard, L. Redd, A. Renzaglia, S. Stubbs, A. Sander, C.S. Szymanski, M. Winzer , B.A. Wright, M.L. Yell et al.

Problems of inclusive education practical implementation are highlighted in works of such foreign teachers as I. Deno, M. Reynolds, M. Budoff, T. Cronis, J. Gottieb, D. Gampel, A. Nevin, L. Meyer, R.A. Villa, J.S. Thousand and others.

Among domestic researchers the most interesting are the scientific works of S.V. Alekhina, D.V. Zaytsev, E.N. Kutepova, N.N. Malofeev, F.L. Ratner, A.Y. Yusupova, L.M. Shipitsyna, E.A. Ghafari et al.

In our study, the issues related to substantiation of conditions complex that contribute to tolerant attitude towards people with disabilities establishment in preschool age children, and that were not previously considered as unity and were not used in connection with the inclusive education practice, will be discussed for the first time.

1.4. Research hypothesis

The study was based on the hypothesis that the establishment of tolerant attitude towards people with disabilities in senior preschool age children can be more successful if the following conditions are satisfied:

– development and implementation of the program which allows children acquire knowledge about people with disabilities and tolerant behavior;

– use of mainstreaming strategy, presuming social contacts with children with disabilities in the area of leisure;

– establishment of positive attitudes towards themselves (self-acceptance elements) in normally developing children and children with disabilities.

2. Research methods

2.1. Objectives of the research

In the course of the study we tried to attain the following objectives: 1) to identify the establishment level of tolerance towards people with disabilities in senior preschool age children; 2) to implement the conditions for establishment of tolerant attitude towards people with disabilities among the senior preschoolers of the experimental group; 3) to compare cognitive, emotional, motivational and conative spheres of experimental and control groups respondents; 4) to analyse the results of the control experiment and to evaluate the conditions efficiency of tolerant attitude towards people with disabilities establishment in senior preschool age children.

2.2. Theoretical and empirical methods

To test the hypothesis of solving the problems posed, the following methods were used:

– theoretical (analysis of psychological and pedagogical literature, normative documents on education on the problem of research, advancing hypotheses, synthesis, comparison, classification, systematization);

– empirical (observation, conversation, problem-playing situations, analysis of educational products, experiment);

– methods of processing results (qualitative and quantitative analysis of the study results, method of results visual representation, methods of mathematical and statistical processing).

2.3. Base of research

The described research was undertaken on the basis of the municipal autonomous preschool educational organization "Children Development Center Kindergarten № 19" in Ishim, Tyumen region. The research involved 60 preschool age children. They were divided into two groups: an experimental and a control group of 30 people each.

2.4. Evaluation criteria and indicators

As a result of our theoretical analysis we defined the criteria and indicators of tolerance establishment towards people with disabilities in children of senior preschool age.

The following criteria and indicators were used to identify the level of tolerance for people with disabilities:

– manifestation of cognitive component of tolerance to people with disabilities (ideas, their completeness, system, the desire to gain new knowledge);

– manifestation of emotional-motivational component of tolerance towards people with disabilities (interest, understanding of another person's inner world, respect for the "other", empathy with the "other");

– manifestation of conative component of tolerance to people with disabilities (practical skills to establish interpersonal contacts, to conduct a dialogue).

Three levels of tolerant attitude towards people with disabilities establishment in preschool age children have been defined on the basis of the identified indicators manifestation degree: optimum, allowable, critical.

The critical level of tolerant attitude is characterized by fragmentary information only about the nature of tolerance. A child does not realize the need for tolerant attitude towards people with disabilities. Information about them is superficial (knowledge is fragmentary, unconscious) and it is not used by a child in real life. A child's attitude towards people with disabilities is restrained and negative.

Acceptable level of tolerance establishment is characterized by a child's awareness of tolerance nature deepening, although this knowledge is formalized, shallow and it is not systematized. A child feels a need to behave tolerantly though he(she) lacks sufficient experience. Attitude towards people with disabilities becomes more concerned with elements of readiness to support the other, increases the ability to assess their behavior in terms of tolerance / intolerance.

The optimal level of tolerance establishment is characterized by sufficient awareness of a senior preschooler about the components of tolerance to people with disabilities and the ability to apply this information to practice, which indicates its transformation into knowledge. The child expresses a positive and interested attitude towards people with disabilities. In conflict situations, he(she) tries to have a dialogue, but it is difficult to suggest concrete ways of the situation resolving. Tolerant behavior becomes a reference point for developing interpersonal relationships.

2.5. Progress and description of the experiment

In the process of the ascertaining experiment, the level of tolerant attitude towards people with disabilities establishment in senior preschool age children of the control and experimental groups was diagnosed. To make this, the following diagnostic methods were used: "Diagnosis of preschool children tolerance towards their peers with disabilities" (A.S. Sirotyuk), "Study of the depicted people emotional states understanding" (G.A. Uruntaeva), "Conative component manifestation when playing plot scenes "(G.A. Uruntaeva, U.A. Afonkina).

Analysis of the experiment results has shown that most of respondents have middle and low level of tolerant attitude towards people with disabilities establishment (see Table 1, section 3.1.).

The obtained results made it possible to conclude that it is necessary to implement the conditions contributing to the establishment of tolerant attitude towards people with disabilities in children of senior preschool age.

The preschoolers of the experimental group took part in the establishing experiment.

When developing the conditions for the establishment of tolerant attitude towards people with disabilities in senior preschool children, we took into account that the social purpose has three-component structure: a) cognitive component; b) emotional-motivational component; c) behavioral component.

So, in cognitive sphere it is necessary to develop in a child the volume, depth, effectiveness of knowledge about tolerance towards people with disabilities and tolerant behavior, techniques, methods, strategies of tolerant interaction; in emotional and motivational sphere - a tolerant attitude to other people and to himself, where the main motivation is the motive of assistance, maintenance, compliance, as well as the ability to show restraint and self-control; in conative sphere - a conscious attitude towards one's actions, expressed in the experience of applying relevant knowledge and ideas to concrete situations.

For the purpose of influencing the cognitive, emotional-motivational and behavioral components in the establishing experiment, we tested conditions described in section 1.4., which, according to our hypothesis, should have improved the process of establishing tolerant attitude towards people with disabilities in children of preschool age.

Tolerant attitude towards people with disabilities can be improved in various ways: providing adequate information about people with physical and / or mental disabilities; direct contact with them; knowing personal characteristics and problems of these people, use of role-playing games, which include various situations from the life of people with disabilities etc. (Popova 2015).

In order to fulfill the first condition, we have developed and tested the program "One World for Everybody". In developing the program, we proceeded from the premise that preschoolers had low awareness of people with disabilities and did not know how to interact with them. So, the main goal of the classes is to give children knowledge:

– about people with disabilities;
– of special technical means that help people with disabilities;
– about the possibilities for a disabled person;
– about equal opportunities for people with disabilities and healthy people;
– about the specific forms of information exchange and interpersonal communication;
– about the rights of people with disabilities;
– about inclusive education as joint learning of different children in ordinary kindergarten, etc.

According to this, the program consists of 10 blocks ("People with disabilities: what do we know about them?", "What does it mean to be disabled", "Feelings of people with disabilities", "How can we help people with disabilities", "Etiquette in communication with people with disabilities", "Achievements of people with disabilities", "City convenient for everybody","The rights of people with disabilities", "A child with disability comes to a kindergarten", "Tolerance Country") and includes a cycle of classes aimed at establishing in preschool children tolerant attitude towards people with disabilities.

Techniques described in the program suggest the construction of educational environment through their own experience of playing "barrier situations." This makes it possible for every child to feel the impact of various restrictions on movement, in the perception of visual and auditory information, thus creating the conditions for genuine understanding and respect for people with disabilities, creating a positive attitude towards them. In the process of the program implementation, visual material has been widely used (documentaries and feature films, dactyl alphabet in pictures, magnetic alphabet with Braille print, pictures, doll-characters, etc.). As methodological tools, role games, psycho-gymnastic games, communicative games, theatrical games, tale-therapy, doll-therapy, freehand drawing and other methods are used.

In order to enhance and enrich children's empathic experience we included in the program the works of fiction about people with disabilities for reading and discussion. Among these works the following were chosen: "Tsvetik-semitsvetik" (V.P. Kataev), the trilogy of "Cathy" (Susan Coolidge), "Red flower" (S.T. Aksakov), "Nose Dwarf" (V. Gauf), "Tin Soldier" (H.Andersen), and others.

Training of tolerant behavior is included in classes to preserve acquired knowledge which allows children to use it in practice later (Popov, 2011).

The analysis of the experimental data and reinterpretation of our own experience let us affirm that in the conditions of preschool educational institution, the establishment of tolerant attitude towards people with disabilities in children of preschool age may be provided by mainstreaming strategy involving expansion of social contacts through interaction of children with disabilities with their peers during festivals and various recreational activities (Sidorova, 2016).

The most important thing in the organization of leisure activities – the use of event approach, providing creation for children those situations (events) which would give them particularly vivid impressions that define the standard of humanistic values and open relationships that give the participants of the event new valuable experience (both in general emotionally psychological and value- semantic spaces, characterized by mutual understanding; spiritual bond, closeness, WE-feeling) (Shustova, 2010).

Why is eventfulness so important in the context of establishing tolerant attitude towards people with disabilities in normally developing children? The study confirmed that only under this condition:

- joint training to one or another will make children closer to each other;
- normally developing children will be able to acquire tolerant and respectful attitude towards physical differences;
- they will be able to help children with disabilities in case of psychological aggression from others by revealing their internal reserves (positive attitude, success in any kind of activity, overcoming the difficulties and fixation on success, etc.);
- it will be possible for normally developing children to realize that a person with a disability is different from them in one respect, but he is similar to the majority of people in many others (for example, a teacher can show you how to dance in a pair with a child sitting on a wheel chair, and next time a child on a wheel chair can demonstrate his advantages in other areas and act as a teacher for children who do not have such knowledge or skills yet);
- normally developing children will develop the ability to competently, honestly and comfortably interact with children who have disorders in physical and / or mental development;
- it will be possible to remove psychological barriers preventing normally developing children to communicate with children with disabilities, and in relation to children with disabilities - to minimize the risk of psychological violence;
- to form the ability of all children to offer help or reject help if it interferes with the autonomy and independence;
- confidential nature of relations will appear in the field of those purposes, which are accepted as common;
- communication will be structured as a dialogue, where the parties respectfully hear, perceive and understand each other;
- to expand the boundaries of the positive dialogue experience for children with disabilities;

– the event will remain in the memory of children as the sample situation and will affect their further development;

– acquired by children methods of interaction will spontaneously and naturally be transferred to real life.

Another aspect of tolerant attitude towards people with disabilities establishment problem is that a child must learn to treat himself positively, single out various qualities in himself, recognize them at accessible to the age level, be able to evaluate the activity results, his skills, personality traits adequately (elements of self-acceptance) (Maralov, 2009).

In this context, we have developed a potentially useful program "Healthy Choice". At the core of the program is the concept of Linda and David Sibley of healthy lifestyle bio-psycho-socio-spiritual unity (Sibley, 2005; Tisch, 2005; Scales, 2005).

The program purposes are:

– creation of conditions for the development of all children, opening up opportunities for their positive socialization, personal development, the development of initiatives based on cooperation with adults and peers;

– the establishment of developmental educational environment that promotes socialization and individualization of all children.

A list of lessons topics presented in the program is as follows: "Our own uniqueness", "Communication", "Feelings", "Protection of feelings," "Anger management", "Friendship", "Healthy Choice", "Personal boundaries".

In the process of the program implementation children find themselves in some space that is presented by a system of situations: "game situation", "communicative situation", "educational situation", "life situation", "problematic situation", "situation of moral choice." A child enters every situation, lives in it and leaves it.

In accordance with the program content, preschool children were able to:

– learn a positive attitude toward themselves (the elements of self-acceptance), realize their own various qualities at an accessible for the age level;

– master the skills of confident behavior, acquire a sense of security and identity (self-doubt determines a social impulse behavior, followed by the states of anxiety, conflict, latent or expressed hostility, while self-confidence is the basis of individual autonomy and independence, the basis for a positive resolution of conflicts, productive communication and the ability to build relationships);

– benevolently treat others, use different forms of communication ("I can understand the other", "I know how to work together", "I know how to negotiate and relate my plans with the plans of other people");

– master the skills of dealing with feelings;

– acquire skills alternative to aggression;

– master stress management strategies, etc.

Our previous works provide a detailed description of theoretical assumptions on which the program ("The main concept of the program") of goals and objectives, as well as the methods and forms of educational activities organization is based (Popova, 2016).

It should be emphasized that the process of a tolerant attitude towards people with disability establishment is put into practice complexly and involves work with all parties of educational process: children, parents, teachers (Golikov, 2015).

In the process of study, much attention was payed to preventing of traumatic, stressful and risk- taking situations in the system of interpersonal relations: "a child with disability – normally developing child", "parents of a child with physical and / or mental disorders - educator", "parents of a child with physical and / or mental disorders - parents of normally developing children".

3. Results

A control experiment was conducted to test the effectiveness of created conditions. The same methods and procedures as at experiment ascertaining stage were used in the control experiment.

The results analysis of the control experiment showed marked changes in cognitive, emotional and motivational- conative spheres of experimental group respondents (Table 1).

TABLE 1. CHANGES IN THE LEVEL OF TOLERANT ATTITUDE TOWARDS PEOPLE WITH DISABILITIES ESTABLISHMENT IN PRESCHOOL AGE CHILDREN

Studied group	Optimal level of tolerance towards people with disabilities establisment		Accepted level of tolerance towards people with disabilities establishment		Critical level of tolerance towards people with disabilities establishment	
	Ascertaining stage	Control stage	Ascertaining stage	Control stage	Ascertaining stage	Control stage
Cognitive component						
Control group (N = 30 preschoolers)	23,3%	23,3%	58,7%	62,4%	18%	14,3%
Experimental group (N= 30 preschoolers)	17,1%	34,2%	58,7%	62,3%	24,2%	3,5%
Emotional-motivational component						
Control group (N = 30 preschoolers)	15,6%	25,3%	42,2%	32,3%	42,2%	42,4%
Experimental group (N = 30 preschoolers)	7.3%	42,3%	42%	33,7%	50.7%	24%
Behavioral component						
Control group (N = 30 preschoolers)	15%	33,3%	34,2%	50%	50,8%	16,7%
Experimental group (n = 30 preschoolers)	5%	50%	33,3%	34,2%	51,7%	15,8%
Total in control group:	18%	27.3	45%	48,2%	37%	24,5%
Total in experimental group:	13.1	42.2	44.7	43,4%	42,2%	14,4%

Cognitive component of tolerance - level of tolerant attitude towards children with disabilities establishment in the experimental group increased twice, while in the control group it remained unchanged.

Emotional-motivational component of tolerance - level of tolerant attitude towards children with disabilities establishment I creased by 35% in the experimental group, but by 9.9% in the control one.

Conative (behavioral component) of tolerance - level of tolerant attitude towards children with disabilities establishment increased by 35% in the experimental group and by 18.3% in control group.

4. Discussion

Qualitative and quantitative analysis of the results showed that common attitude of normally developing children to people with disabilities had a positive direction, but was not always implemented in everyday life due to the low level of awareness about these people and the lack of communication skills with peers who had disabilities.

Providing children with accurate information about people with disabilities and tolerant behavior appropriate to their level of development through the specially elaborated programs, may exert a positive influence on children’s awareness of various disability aspects, increase motivation to obtain more information in this sphere.

Using mainstreaming strategy contributes to the experience expanding of normally developing children interaction with children who have disabilities; to cooperation, assistance motives establishment in normally developing children; to expanding experience boundaries of positive communication in children with disabilities, thereby helping to raise the level of readiness for such cooperation.

Motives of nonviolent actions (motives of assistance, support, cooperation and others etc.) are generated on the verge of a decent realization of themselves achieving and not harming children with disabilities.

The study confirmed that most of preschoolers show tolerance for people with disabilities and do not differentiate them from other people either in terms of individual and social qualities, or during communication. Nevertheless, the readiness to interact with peers who have disabilities in everyday life is the highest for remote forms of communication (within the simulation situations of interaction with children who have disabilities).

The presence of peers with disabilities in a close circle influence positively on the readiness to communicate with them in all areas.

Summarizing, we can conclude that the results correspond to the originally stated assumption.

5. Conclusion

The analysis of empirical data on establishment of tolerant attitude towards people with disabilities in preschool age children allowed to identify and describe the conditions of tolerant attitude towards people with disabilities formation in preschool children. In child's eyes daily microenvironment becomes a model of the real world. In this logic, the reasoning establishing tolerant attitude towards people with disabilities in the period of pre-school childhood becomes crucial. Realizing the importance of the problem, we offer our own version of tolerant attitude towards people with disabilities in preschool age children establishment understanding, giving preference to the use of: a) programs aimed at disseminating among children knowledge about people with disabilities and tolerant behavior; b) strategy of mainstreaming, oriented to transform everyday interactions reality and normally developing children and children with disabilities communication; c) activities aimed at establishing positive attitude toward themselves (the elements of self-acceptance) in normally developing children and children with disabilities. The generally high level of tolerance towards people with disabilities showed by the respondents of experimental group and their readiness to various forms of communication can be considered as the potential for successful implementation of programs aimed at the development of communication skills and interaction of normally developing children and children with disabilities, as well as for implementation of inclusion both in the field of pre-school education and in other spheres of children’s life.

6. Recommendations

The article may be useful for teachers of preschool educational institutions who implement inclusive practices, namely:

– allow to form scientific basis and to select forms, methods and means of contributing to the establishment of tolerant attitude towards people with disabilities in children of senior preschool age;

– worked out criterion-diagnostic tools can be used for pedagogic diagnostics of tolerant attitude towards people with disabilities establishment efficiency during preschool years;

– be used in the development and implementation of the basic educational program for preschool education, formed by the participants of educational process.

In addition, scientific and educational materials, presented in the article, will enrich the content of "Theory and practice of inclusive education" course for students of secondary and higher educational institutions.

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SOCIO-PSYCHO-LINGUISTIC APPROACH IN THE RESEARCH OF RELIGIOUS LANGUAGE CONSCIOUSNESS OF ORTHODOX CHRISTIANS AND MUSLIMS OF THE REPUBLIC OF BASHKORTOSTAN

Abstract

The article deals with the description of the functioning specific of religious component of the word meaning in linguistic consciousness of representatives of Christian (Orthodox) and Islamic (Muslim) religions in the Republic of Bashkortostan (RB). The authors of the articled call attention to socio-psycholinguistic presentation of religious component of the word meaning backed with the data of the associative experiment, and also with the use of the results of sociologic inquires and population census (PS-2010) they characterize the tendencies of religious and national identity of a person in the modern multi-confessional and multi-linguistic conditions of the republic. The considered terms are objectively located in the relations of crossing or involvement one into the other because the representatives of Turkic-language and Russian-language ethnos can act as bearers of both national cultures and /or Islamic / Christian religions, but under the condition of multilingualism bi-/poly-languages or mono-language speakers can refer themselves with the culture and / or the religion of the definite ethnos, but often they are tolerant to such surrounding attributes.

Keywords

word-image, confessional identity, religious identity, religious knowledge, cognition, religious meaning, religious component, religious linguistic consciousness, socio-psycho-linguistic, linguistic consciousness

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The research goal is the description of the religious component of linguistic world-image of Orthodox and Muslims whose integration in the end of 1990s and the beginning of “the 00s” of Russian national making was accompanied by complex and contradictory processes on the base of their saving of religious identity in the republic. The language and the religion are two structurally different world images and they have different content (world-knowledge) both in volume and nature of information making up this knowledge and in its role and place in public consciousness (*Mechkovskaya, 1998*). The language and the religion are the ways of knowledge forming and existing, and "summation of this knowledge about the reality formed in public (individual, group) consciousness" represents world-image, including linguistic one (*Salikhova, 2012*). There is something unique for every person in individual world-image.

The results of associative experiments (AE) allow to reconstruct the specificity of actualizing of psychological word meaning (hereinafter - WM) in individual linguistic consciousness. Such approach is also advanced for studying of associations for defining religious word-image, when language parceling of the world corresponds with the typology of associative fields (AF) and the structure of associative-verbal chain in total. Objective description of a religious person's world-image is considered to be the following logical sequence of the components: "religious learning – world-image of a believer – linguistic word image of a believer – speech realization" (*Mursalimova, 2012 a*). Applying experimental methods, there was an attempt to show mutual influence of religious and linguistic world-images by revealing and partitive description of religious component of WM defined by us as the content of the word reflected in individual consciousness and mystical viewpoints based on the belief in supernatural forces and creatures (gods, spirits) fixed in it.

The demand for investigations of subject matter of that kind is explained by the combining of the opportunities of socio-linguistic and psycho-linguistic paradigms in the solving of questions connected with the verbalization of religious component of WM. The paradigm is understood by us as a scientific theory embodied in the system of notions expressing significant features of the reality; the original conceptual scheme, model of defining the problem and its solutions. We emanate from the fact that the mentioned paradigms have similar theoretic-methodic arsenal of studying the specificity of religious linguistic consciousness of Orthodox and Muslims living in RB, and it provides relevance and necessity of the chosen research work. The use of designated definitions and instruments is appropriate to the analyzed material, and it is compatible and responds the modern level of linguistic analysis.

Applying experimental methods there was made an attempt to show mutual influence of religious and linguistic world-images by revealing and partitive description of religious component of WM, defined by us as the content of the word, reflected in individual consciousness and mystical viewpoints, based on the belief in supernatural forces and creatures (gods, spirits) fixed in it. We suppose that ethno-linguistic and linguo-confessional space consists of linguistic and non-linguistic zones objectivized in speech activity of a person (*Salikhova, 2015; 2016*): in 1) psychological one (the zone of ethnic self-consciousness); 2) socio-psycholinguistic one (of verbal and cogitative orientation in microsociety); 3) zone of material objects (of denotant component); 4) cognitive one (of summation of beliefs, cognitive stereotypes and concepts); 5) verbal-significative one (of sights and meanings known by representatives of the confession). We examine and describe the speech of bi-/tri-linguistic religious individual through the perception and reflection of the national world-image, and his/her religious views and values.

When studying the influence of social identity (religious, national, aging, gender ones, etc.,) on the speech activity, it can't be examined separately from the other identities connected with it, and it is also necessary not to miss the context of interaction as the interpretation of the speech in a correct way is possible only in communicative situation. Socio-psycholinguistic approach in the studying interconnection of categories of an individual nationality and religiousness or ethno-cultural and ethno-confessional belonging of microsociety illustrates the point that individual linguistic consciousness is determined by the summation of extra-linguistic and intra-linguistic factors. In this aspect it is of crucial importance to address to the problem of specificity of an individual religious consciousness for preventing to be influenced by destructive cults, including taking welltimed preventive measures against impacts of religious-oriented organizations prohibited on RF territory.

The preservation of modern Bashkortostan Muslims and Orthodoxy's religious identities can be judged according to the level of their religious culture. In modern RB "asymmetry of cultures representativeness" is expressed in the prevailing of secular culture presented in an individual consciousness as primary expression of social knowledge. Religious culture acts as "socio-cultural variable quantity" and is formed in the consequence of realized willed personal choice in more or less mature age (*Salikhova, 2016*). The precise amount of Muslims and Orthodox in the modern RB is unknown because of the absence of data about the population religiousness in the last population censuses (hereinafter – PS-2002, 2010), but sociologists take the view that the reflexing of RB ethnic staff in this materials (*Salikhova, 2016; Sociological response to the "national question": an example of the Republic of Bashkortostan, 2012*) gives the opportunity theoretically "to set" the upper point of numbers of Islamic and Christian beliefs followers based on the assumption that religious preference of Bashkir and Tatar representatives living in the republic is Islam, but most Russians' – is Orthodox Christianity.

Being a sacral base of cultural tradition the religion acts as one of the ethnic identity elements. When answering the question "What connects you with the people of your nationality most of all?", the most popular replies of Bashkirs, Tatars and Russians of RB were "the language" (72,2%, 66,4% и 65,5% correspondingly), "home land, the territory, the nature" (65,3%, 60% и 56,5%) and "the culture" (55,9%, 51,6% and 43,5%) (*Salikhova, 2016*). "Religion" as the characteristic of ethnic belonging was given by 1/3 of respondents of dominant nationalities in RB, and "customs, ceremonies" (55,9%, 46,45 и 37,1%) with "historical past" (42,4%, 34% и 37,4%) got almost the same amount of voices [ibidem].

Large scale researches conducted after 90-s of XX century (for example, (*Guboglo, 2003*), the data of PS- 2010 and also surveillances and psycholinguistic experiments organized by us in 2012-2013 among students of secular and religious educational establishments of RB reveal a new situation in the religious sphere [for more detailed information see: 4,8,9,10]. If in the capitals of 16 RF republics 58% of the youth of autochthonous nationalities and 57% of Russian youth identified themselves as believers, with that the religion became the standard of behavior for the part of them (according to M.N. Guboglo), then there are almost no atheists among modern young population independently of its national belonging (*Salikhova, 2016*).

Scientific investigations conducted in the republic in 2011 by Institute of social-political and legislative researches of RB together with Institute of RAS sociology determine the religious world-image in the following way: 52,2% from the total of respondents called themselves as Muslims, 39,5 – as Orthodox, and the rest 8,3 did not define their religious identity. The amount of Muslims and Orthodox was almost equal in the capital – in Ufa city (44,5% и 43,4%), in other cities of RB - (45,7% и 46,8%), but there were twice as many Muslims among citizens of the village – 63,4% of them comparing with 30,1 of Orthodox. According to PC-2010 92,4% of surveilled Bashkirs and 86,7% of Tatars considered Islam as their religion. The amount of village citizens referring themselves to Muslims consisted inside sampling 46,8%, those who live in Ufa – 21,9% and those living in other RB cities – 31,3%. Among Islam-oriented people women amounted 53%, men -51%, 16,2% of them had diploma of higher education, 9,7% had incomplete higher education. The amount of people having got secondary professional education- 52,2% prevailed among them; the number of those who had secondary education was also great – 21,9%. In accordance with age group the Muslims were apportioned quite evenly: in the range from 23,5% of 45-54 age group to 8,7% of 65 and older age group (*Guboglo, 2003)*.

Traditionally, the notion "religiousness" is interpreted as the system evaluated through the detaching of several analysis axes: such characteristics as acceptance and preservation of religious beliefs, ceremonial component, personal religious experience, the knowledge about the faith and religious doctrines, the demonstration of the belief in everyday life and the like are thought to be important (*Glock, 1996*). Accepting the positive role of religion in moral-ethical general state, most of Muslim respondents (60,8% of Bashkirs and 70,8% of Tatars) meant the religion in a wide world meaning: as "one of the form of public consciousness". Religion is the foundational factor of ethnical identification, but collective faith can become the symbol of group solidarity. According to the population enquiry of 2011, the strong feeling of the religious group immersiveness is shared by more than 40% of Russians and Tatars of RB (45,5% and 42,4% correspondingly) and 52,3% of Bashkirs (when answering the question – "Who can you say – "it is us" about"?) (*Sociological response to the "national question": an example of the Republic of Bashkortostan, 2012*). Enquired Muslims appreciate the role of Orthodox Christianity highly: positively – 36,8% of Bashkirs and 44,3% of Tatars. Among negative responds only the attitude to paganism can be detached: 15,6% of Bashkirs and 13,8% of Tatars spoke out negatively about this kind of religious consciousness. The results of the enquiry reflex not only the high level of Muslims' tolerance toward people of another religious culture, but show "the process of secularization having subdued confessional personality's worldview attitudes to its laws" (*Ufimtseva, 1986*).

Worldview confessional identity intends absolute "strong belief" and the belief in the existence of the God which can be possessed not by everyone having ethno-confessional identity and the amount of the latter is – 42% in All-Russian scale, 42,4% - 48,3 in Bashkir republic one (*Salikhova, 2016; Public Opinion-2009, 139-141; Sociological response to the "national question": an example of the Republic of Bashkortostan, 90-91*).

Besides that, the proportion of people with formed worldview identity in different ethno-confessional groups is almost equal. From 95 surveyed in 2012 I-II year students of technical specialties of Ufa state aircraft technical university and IV year students of Russian and Bashkir-Russian departments of philological faculty of Neftekamsk affiliate of Bashkir state university on the question "Do you believe in a God?" 61 (or 64%) answered positively, 1 (0,01%) – negatively, 13 (14%) – admitted his existence, 16 (17%) – rather believed than did not, 2 (0,02%) –vice versa, rather didn't believe than did, и 2 of them had some doubts. In addition, 6 respondents had never visited churches, mosques, etc., 27 – visited but seldom, 13 – had been there once, 2– had never been and were not going, 5 – went there every religious holiday, 1 refused to answer, and only 2 participants went there at least once in a month. 64 students (67%) referred themselves to Islamic religion, 26 (27%) – to Christianity, 2 – proved to be pagans and 3 of them were atheists. 43 from 95 students referred themselves to Tatars, 20 – to Bashkirs, 21 – to Russians, b – to Maries, Estonians and Udmurts, one student didn't define and identified himself both to Bashkirs and Russians; 6 participants refused to class themselves to any nationality *(Mursalimova, 2012a).*

The correspondence of informants' responds with their survey information allows to educe the tendency to relative correlation of their belonging to this or that religious group with national identity of a believer. Questionnaires detect that the process of ethno-confessional identity development surpasses the temps of the formation of confessional identity as a world-viewing one. The number of respondents identifying themselves with this or that religious tradition – believers – is much more than observing believers – religious people who is ready to abide norms and rules of behavior mandated by the confession (*Yunusova, 2007)*. Occasionally, we should mention the conditionality of comparing the religiousness of two considered confessions by force of their different requirements to religious behavior (for example, different mandates of Islam and Christianity to invocation: so, praying Namaz requires greater self-discipline than less formal Christian praying, although nonscheduled, spontaneous oration to the God is presented in both religions (*Guzelbaeva, 2013*).

Socio-psycholinguistic researches devoted to the questions of the connection between language, ethos and religion give the idea about considerable variation of meanings, actualized with the perception of language and culture sights traditionally serving the religious sphere. There is the common tendency to the shifting of symbolic sacred component meaning from the center to periphery. Since interpretation of the content of this or that WM (wider – of a sight) is performed on the base of a person's formed conceptual system that necessarily includes common-cultural invariant, it makes sense to turn to the question about common-cultural determinants of reproduced individual meaning. It fixes in individual memory as one of the association that in future can become the basis of the incentive for another activity and provides the entrance of a speaker or hearer beyond directly communicated and perceived information; it can be defined as "motivation-determined way of receiving psychological meaning" *(Salikhova, 2012)*.

Language is the main way of forming and existing of knowledge (including religious one) of a person with one of its main unit – a word – that is a means of access to individual multiple l knowledge and that has a meaning expressed in it. Deflecting through individual viewing the word meaning "gives an opportunity in individual world-view to display a fragment identified on different levels of recognition as holistic, more or less generalized or specific situation, with its necessary components providing actualization of inference knowledge" (*Zalevskaya,1992*).

The meaning of religious words is the key for understanding their function in formation of an individual religious views and behavior. Due to social inhomogeneity, in principle psychological (associative) meaning can't be the same for every member of a society. The world and associated with it sensible groups components undergo unconscious processes of analysis, synthesis and comparison or classification, and they interact with the products of impressions perceived before. Verbal associations are considered as forms of language fixation of people's knowledge including religious one. Psychological WM is understood by us as "inner form" of a word which on psycho-verbal level in consciousness of representatives of definite national-cultural and / or religious community evokes a certain minimum of cognate associative reactions for a number of features (internal ones – of perceptional cognitive, affective character and external ones – verbal, situational), as ability to formation of "mental structures integrating the experience of association with a definite culture-specific element" *(Salikhova, 2012)*.

"Inner form of the word …. includes into connotation" that in a general sense "elaborates object-conceptual and grammar meaning of a linguistic unit and gives expressive function to it on the base of the data correlated with empirical, cultural-historic, worldview knowledge of this language speakers"; in a strict sense – "the component of the meaning, …acting in the secondary for it function of denomination and which, being used in the speech, fills up its objective meaning with associative-figurative imaging about designated culture-specific element…" *(Salikhova, 2012)*. Supposing that associative-figurative and emotional-expressive elements revealed during the analysis of the results of a free AE to describe religious component of WM make up connotative part of psychological WM, we want to demonstrate separate fragments of material obtained from 100 examinees – students of full-time department of Russian Islamic University, part –time students of the mosque-madrassah "Lyalya - Tyulpan" (Ufa) and 75 students of theological classes of Ufa Eparchy (*Mursalimova, 2012 а,в*).

As the material of AE we chose the following purposefully selected 17 words-stimuli (S), seven of which had religious connotation: PECCANT, GOD, RELIGION, SAINT, TO PRAY, TEMPLE and FAITH (in Russian the word is also used for feminine name), the rest – TO GIVE, HOLIDAY, TO READ, LOVE (also used for feminine name), ANCIENT, SCIENCE, A BOOK, NONEARTHLY, DIRTY, SOUL – were used for weakening the notional interference at perceiving the words by examinees, for this purpose the semantic combinations of words were splitted and lexical items were given separately from each other. The language of the responses was not restricted. The most complicated for analysis units are those which belong to abstract and spiritual concepts, because of their blurred and subjective character of nature, defining dictionaries fix only the most common features, but language speakers possess them unconsciously (cited by: *Mursalimova, 2012в*).

AFs of original S formed due to a combination of the obtained responses are of interest not only from the viewpoint of analysis of lexical-semantical and figurative content but of the specific of WM variation in individual consciousness of examinees, of religious knowledge deflection in single responses and groups of elements connected thematically. To illustrate the investigative algorithm used by us while descripting AF of stimuli, let's examine the specificity of lexical content of several ones. So, in AF of S- FAITH, the most popular responses were – *in the God* (12%), *Islam* (10%) и *Muslims* (5%). 4% of examinees wrote: *in Allah*; *in Allah the King of Heaven*; and 3% responded *Allah*. Among single responses, demonstrating religious knowledge, were revealed: *in only Allah*; *Only Allah*; *to trust to Allah*; *the love to Allah; in the God's oneness*; *religion*; *a Muslim*; *serving to the King of Heaven*; *in the King of Heaven*.

The most popular response of Orthodox confession representatives was *Hope* (12%), followed by the reactions: *in the God* (10%), *Hope, Love* (8%), *orthodox* (5%) and *Christianity* (3%). Among single responses containing religious component there were: *Faith in the God is much to be desired*; *Soul, Flying to the God*; *the Lord*; *The serving*; *The religion in Christ*; *the God*; *Orthodoxy*; *Iconostasis*; *In the name of the Father, of the Son, and of the Holy Spirit*; *Of a man in the God*; *Godly veracity*; *Christ's Orthodoxy*; *Happiness in Christ; Christian one*; and *Godhood*.

Such comparisons must be aimed not only at establishing religious specificity of speech behavior of contacting individuals and confessional groups, but at explaining the grounds for mutual understanding and contradictions in interreligious communication. Means and forms of the latter can be revealed by detailed examining the roles of features in the processes of identification of the perceived WM. In this case it is important to trace how one and the same word is able "to infer" on different "knowledge frames" and with having the common knowledge frames in the conditions of interreligious contacts – on the specific content of these or those slots with patterns typical for every religious culture of features holders in combination with the corresponding emotional-evaluative experiences.

In spite of the fact that the representatives of the considered confessions have common frames of religious knowledge as a certain "universal" fundament cementing faith in the God and mandating the main principles of the religious doctrine, the peculiarities of the patterns for every religious culture with account of the emotional-evaluative feelings and the prior experience (*Allah, Christ's Orthodox, etc.*,) are clearly traced.

On the formal-structural level the religious specificity is expressed in changing of the inner context of S identification through the violation of religious and non-religious components correlation and this causes modification of S meaning. As the result the given S can both lose the ability to serve as a proper means of appellation to the religious knowledge as the component of a person consciousness (girl's name; a beautiful name; Hope (Nadezhda) and Love (Lyubov)) and conversely - obtain semantic specificity consisting in detachment and fixation more cultural relevant S features, determining their top-priority actualization in the process of meaning formation and, correspondingly, different localization of the meanings in the conceptual system of different religious cultures bearers (*in God's oneness; the serving to the King of Heaven; soul flying to the God; In the name of the Father, of the Son, and of the Holy Spirit*; *Of a man in the God*; *Godly veracity*; *Christ's Orthodoxy*; *Happiness in Christ; Christian one*; and *Godhood)*.

There is the confirmed assumption about the presence of a separate sphere of values, as ideal in all relations, in religious culture (for more detailed information see: (*Salikhova, Mursalimova, 2013*). The theoretical ground for such premise was the viewpoint that the linguistic context is able to reflex that fragment of an individual conceptual system which is actualized when perceiving the original S in a more complete way. There appears an opportunity of establishing potential possibility of actualizing a certain sacral content of the meaning through the revealing of potential link between S and corresponding R in examinees consciousness.

During the analysis of the data some common trends characterizing the lexicon of a "religious" and "believing" person and their religious world-image were determined. Variation in examinee's associative behavior is affected by many factors of extra-linguistic character (age, education level, conscious choice of religious pathway, personal preferences and valuations) and intra-linguistic one (the peculiarities of lexical implementation of conceptual sphere of S and associated with it perception, awareness, realization of separate components). The core of linguistic consciousness of a religious and believing person is made up by R included in the group "Addressee of the action" (*to the God; to Allah*; *to the King of Heaven*), peripheral zone is appeared both in typical associations (*to Allah*; *to Jesus Christ; to an icon*), and also in unique ones (*sounds, tears, sacrament*).

In case of expressed instrumental character of religious knowledge, the important connotative elements of WM continue to be relevant. Identification of S defines the deep differences in "localization" of structures being behind the responses in the system of semantic links of a subject's "true-life world". The results of the research show that in the world-viewing of a religious and believing person most religious concepts (THE GOD, FAITH) have stable associative links composing national-cultural and religious specificity of linguistic consciousness. The obtained data confirm that in modern Orthodox and Muslim religious consciousness there saved the elements (fixed in the form of stable R as verbalized parts of the concept) of traditional world-viewing which co-exist with religious valuable viewing (*Salikhova, 2016; Salikhova, Mursalimova, 2015*).

In modern conditions of RB the religious identity of Orthodox and Muslims is being formed as ethno-confessional by its origin and traditional-cultural by its content. The high rate of their mutual confidence proves that there are tolerant attitudes of the main contacting ethno-confessional groups characterizing the region as unified "Eurasian confessional field" based on the close spiritual traditions of povolzhskyi Muslims and Orthodox. Nevertheless, the modern Bashkortostan Islam is left to be minority because it can't help taking into account the federal context. Ethnic Muslims – Tatars and Bashkirs – are integrated into the Russian society and in its behavioral, socio-cultural, socio-linguistic, communicative structures. The traditions of inter-ethnical and inter-confessional tolerance developed in Ural-Povolzhye also play an important role.

Modelling of verbal behavior of Orthodox and Muslims is realized through the description of speech-behavior markers reflexing the specificity of ethno-linguocultural code. In most general terms it is realization of inter-linguistic borrowings on all levels of linguistic system. Linguo-ethnical and inter-confessional contacts in RB are characterized by common-linguistic factors, where universals and local phenomena (in summation giving opportunities for mutual enrichment of linguo-ethnical and religious cultures) can be detected.

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ORTHODOX MISSION IN JAPAN AT THE TURN OF XIX - XX CENTURIES

Abstract

The work of the Orthodox Mission in Japan at the turn of the XIX - XX centuries forever changed map of religions in the Land of the Rising Sun. The National Japanese Orthodox Church was established and all the clergy were elected from among the Japanese themselves. The founder of the mission and its long-standing leader was the Archbishop Nikolai (Kasatkin). The article provides an overview of the main principles the mission was found upon and its activities.

Keywords

Orthodox Mission in Japan, St. Nicholas of Japan, Orthodox Church of Japan, missionary, local Churches

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1. Introduction

The Orthodox mission in Japan at the turn of the XIX - XX centuries has become a truly unique phenomenon not only in the history of the Russian Orthodox Church, but also in the history of Orthodox missionary work in general. The work of a single missionary, the Archbishop Nicholai (Kasatkin), created the National Japanese Orthodox Church. St. Nicholai managed to open the Orthodox faith to the people with deep respect and love to their native land, as a force that does not contradict their national or cultural identity. The works of the Equal-to-the-Apostles Nicholai, the Enlightener of Japan, went down in history not only as a unique deed of preaching Orthodoxy in its modern times, but also as an example of peaceful interaction of representatives of different cultural and historical traditions.

The Equal-to-the-Apostles Nicholai arrived to Japan at the beginning of its "discovery", in 1861. At that time Christians were considered as enemies. After a few decades St. Nikolai became one of the most respected and well-known foreigners in the Land of the Rising Sun. Even Orthodoxy was called "the Faith of Nicholai." There were over 30 thousand members in the established Japan Orthodox Church.

2. Methodological Framework

The study used the following methods - comparative analysis, historical interpretation, systemic-structural and retrospective.

With the help of a comparative analysis it became possible to show the main approaches to the organization of the Orthodox mission, which is reflected in various documents and testimonies of contemporaries.

The method of historical interpretation was largely used in the work on the diary records of the Apostle of Japan. They contain many important evidences about the principles of organization of the preaching in the Japanese Orthodox Church, which were not specified during verbal communication. Therefore, special attention in the study was paid to the work on the interpretation of such communication.

The use of the systemic-structural method is justified by the need to describe the structural organization of the Orthodox Mission in Japan on the basis of scattered evidence from different historical sources.

3. Results

3.1. The main principles of organization of the mission

Created by Archbishop Nikolai, the Orthodox Christian mission in Japan had a clear organizational structure. That allowed, scattered throughout the country communities, not only to preserve its connections with each other, but also to acquire a new members. Preachers were mentors, spiritual leaders for local Christians and missionaries of the Faith among Japanese people. They consisted of Japanese nationals exclusively and were in charge of local communities. Over preachers stood priests, who were in charge of districts, which consisted of several communities. Priests performed sacraments, oversaw the success of the preaching among the people and instructed a newly baptized members on how to be a Christian. Japanese catechists were divided into three categories. Catechists (saidenkesia) – experienced and long-served preachers. Followed by catechists' assistants – fuku-den-kesia, who preached and led a congregation. Finally, the lowest category was catechetical students - den-keo-si. They were beginners, preachers, who just graduated the catechetical school and were under supervision of local catechists (Arhangelov, 1900). At first, catechetical students were promoted to the category of catechetical assistants after a year of service automatically. But, with time, their numbers increased and it became too difficult to monitor their personal qualities and level of training. That's why, in 1888, it was decided to promote catechetical students to the next category only "on the basis of the priests' reports about their work and trustworthiness" (RGIA. F. 796. L. 170. C. 2417).

According to the rules for catechists, developed by the Equal-to-the-Apostles Nicholai, their missionary work was organized in the following way. Preachers had to organize two kinds of meetings. One - for those who already knew the basics of the Faith and were studying the New Testament. The other kind of meetings - for those, who wanted to know what Christianity is about. For them, the catechist was explaining the symbol of the Faith, the Lord's Prayer and the Ten Commandments. Each meeting was held twice a week. Discussions were not allowed until explanation was done. Every day, catechist, had actively look for listeners. If among those who are interested, were people who were unable to attend meetings, then catechist would go to their homes. This considered a matter of highest priority, and should have been carried out even to the detriment of the New Testament lessons. If catechist could not explain a certain position or an idea of the teaching, then it was necessary to inquire about it to the priest. It was mandatory to write down all important questions and answers in the notebook for its use in the future. On Sundays, preachers had to meet with local priest and discuss all activities conducted during past week. One of preachers' responsibilities was maintaining church books with an accurate record of all conducted baptisms, weddings, and burials (Cary, 1976). It was a strict obligation.

An important principle of Orthodox missionaries was the voluntary nature of the preaching. They went only to those areas, where people had a desire to listen to them. If, at a certain place, they were not welcomed by locals, they did not attempt to impose Christianity onto anyone by force. By the initiative of the Archbishop, the book of St. Demetrius of Rostov "Mirror of the Orthodox Confession" was selected, as a guide, for spreading Orthodox Christianity among people of Japan (Sergii (Stragorodskii), Archimandrite, 2013).

In order for priests to be able to supervise preachers affectively, preachers were required to keep a logbook of their service. It was mandatory, to write down what was done for the progress of the ministry, daily. Priests, while visiting the church, had to look through these logbooks, compare its records with the stories of church elders and other Christians, in order to make a correct conclusion about preacher's work. In addition, preachers were required to make short, table-like excerpts on a monthly basis and sent it, in duplicates, to the priest in charge. Priest, after authenticating these records, had to send it to the Mission headquaters (RGIA. F. 796. L. 170. C. 2417).

Due to overload of the head of the Mission with local matters, at the Council in 1883, a dean was elected from Japanese priests. His duty was a reviewal of all churches once a year "for guidance purposes, if it will be found needed, unification activities of priests, catechists, and truthful understanding of the state of the Church, as a whole" (RGIA. F. 796. L. 165. C. 1244).

One of the most important principles that the Japanese Orthodox Church was found on, and practiced by the Equal-to-the-Apostles Nikolai at all levels, was the principle of conciliarity (Sablina, 2000). From the very beginning of his ministry, the Archbishop established an annual conduct of the Cathedral Council of the Japanese Orthodox Church. The range of issues that the cathedral dealt with included selection of catechists and their distribution, drafting or updating rules for the management of catechists, discussion of important issues of church's life, distribution of material resources among churches. All communities sent their requests to the Cathedral Council with their representatives and it was attended by all clergymen. At the beginning the Council, private conversations between the Archbishop and representatives were held. Then, discussions were conducted between priests and catechists only. Some of the decisions made by them were approved by the Archbishop, while, the most important and controversial ones were left for the Cathedral Council review. During the Council, statistical information and reports were presented by all priests and catechists (Sablina, 2006). However, the goal of holding annual Cathedral Councils was not limited to discussions of church's issues only. The Equal-to-the-Apostles Nicholai thought that it was important, during such meetings, for preachers to provide "comfort to each other in mutual love" and support in hard work. In 1887, "due to the expansion of the Church and understandable inconvenience to gather everyone in one place for meetings annually," it was decided to choose different locations for the Cathedral Council. It was agreed to conduct the council for the churches of the north-eastern region of Japan in Tokyo, but next year in Oosaka, for the churches of the south-west region (RGIA. F. 796. L. 169. C. 2283).

The Equal-to-the-Apostles Nicholai firmly adhered to the imperative of conciliarity in the church's affairs. It was especially important to emphasize that clergymen and preachers, who were directly engaged in the spread of Faith among the people, had to be selected by the Christians themselves. Because of this, the Archbishop did not allowed himself to decide solely about the selection of candidates for priests or catechists. For example, when the Christians of Kashiwakubo asked to ordain a local Christian John Mori as a catechist, the Equal-to-the-Apostles, refused to approve their request by his authority only. Despite a local priest's good testimony of him, and the Equal-to-the-Apostles himself knew, that John was a zealous and pious Christian. And yet, he replied decisively: "It cannot be done this way. Let John Mori come to Tokyo during the Cathedral Council, and let the priests to test him in the knowledge of "Osieno-kagami"; if he can interpret this book correctly and clearly, then it is possible to make him "hodze" (The diaries of St. Nicholai of Japan, Vol. 4, 2004). During the tense period of the Russo-Japanese war, when there was not enough clergymen to look after Russian prisoners of war, the Archbishop did not dare to ordain priests without considering opinion others. He initiated an emergency meeting of church ministers. When the Japanese priests did not agree with the opinion of the Equal-to-the-

Apostles, he did not persist, but said: "Disregard to the opinion and advice of all - will be a mistake" (The diaries of St. Nicholai of Japan, Vol. 5, 2004).

However, the principle of conciliarity should not be absolutized. Experience of the Enlightener of Japan testifies, that in missionary work, when church's organism is still quite young, it is necessary, intelligently combine conciliarity with a strict discipline. Especially, when it comes to selecting candidates for priesthood, "importance of the way how selection process is executed should not be overemphasized." Practice has shown that selection "of a well-known person, does not always ensure a good relationships between congregation and the priest" (The diaries of St. Nicholai of Japan, Vol. 2, 2004). The Archbishop also noted that for a long time he "extremely carefully treated Japanese Church, trying not to exert the slightest pressure out of fear that a young impressionability will take the imprint too deeply, and this will cause some kind of morbidity". But at some point "it has to be shown that the Archbishop, through his power alone, without church's approval, can ordain a priest and a deacon himself" (The diaries of St. Nicholai of Japan, Vol. 5, 2004).

At the center of the missionary work, according to the Enlightener of Japan, should be experienced missionaries from the Mother-Church. Their task is to guide and direct the work of local preachers and to observe the compliance with church's doctrines. According to the Archbishop's vision, the center of this organization should look in following way. One missionary must entirely devote himself to the translation of the Holy Scriptures and liturgical texts. By the way, text translation and establishment of the mission should be done simultaneously, at the beginning, "otherwise, protestant's rebellion and disorder will appear in the Church." While, other missionary - should be ordained as the dean of churches. After all, priests from local populous, no matter how good they are, "are so young in church life, that they need a constant leader and a living model in front of their eyes." This minister must constantly visit these churches and monitor the compliance with the church order, instruct and assist local priests. In charge of all schools of the Mission, should be experienced missionaries, who will be entirely devoted to education. Also, special attention should be paid to the most important administrative and cultural centers. It is desirable to have experienced and firm leaders there, selected from missionaries (Report of the Chief of the Russian Ecclesiastical Mission in Japan, 2006).

According to the Enlightener of Japan, an important principle of the missionary work was wide involvement of laymen in the preaching. Actually, preachers – direct ministers of Faith - did not possess an official rank among church's priesthood (however, they could be called clerics). The school for "helpers in the spreading of the Faith" (fukyoin) expanded the limits of the participation for the laymen in the missionary work. They were selected among Christians of a congregation and had a duty to initiate a desire to learn about Christianity "among their relatives, neighbors, and friends, generally speaking, in their own circles." Those who expressed a desire to learn more, were brought to the catechist (RGIA. F. 796. L. 170. C. 2417).

In every congregation of Japanese Church, in addition to prayer meetings, various fellowships were organized. In accordance with the Archbishop's guidance, clear rules for its conduct were established. Any changes and revisions of these rules were considered by the Equal-to-the-Apostles Nicholai "a very important to the Church" (The diaries of St. Nicholai of Japan, Vol. 3, 2004). The Archbishop believed that different fellowships and meetings are useful for strengthening unity among believers, therefore, he blessed their existence. The rules for these fellowships had to be "simple and feasible" (The diaries of St. Nicholai of Japan, Vol. 3, 2004). "Mutual edification, purely ecclesiastical, brotherly love" was considered by the Archbishop, as the main goal of the Christian fellowship (Sergii (Stragorodskii), Archim., 1899).

Here is an example how congregational fellowships for women were organized. All adult women were invited to the fellowship. Their mutual obligation was only a promise to be present. These events were held once a month, on Sunday, or as a part of holiday celebration. For this purpose, two or three Christian women were selected in the previous meeting, who prepared "a spiritual food" in advance. For example, the first one, would talk about something from the Lives of the Saints, the next one would say something about prayers or the Holy Scriptures, and the third, would explain the reason for the holiday, etc. This was the main part of the event, which served to mutual edification and spiritual self-discipline. In the end, they would discuss current church affairs and needs and, according to the guidance of the priest or catechist, made various decisions. These decisions included selecting capable women for serving in the church or among the people. Those who were able to explain the doctrine to the pagan women - were selected to this matter. Among other women – some were chosen to visit Christian homes in order to help the poor, to serve the sick, to assist at the burial ceremony, to restore families, and to take care of the children. Also, some were selected to encourage to return to the Faith, those who left the church. There were no mandatory financial donations. However, there was a cathedral cup, for everyone who wished to donate for the needs of the church. Before Christmas and Easter, Christian women were especially concerned with the charities for the poor Christians and, if possible, Gentiles. For this reason, other local Christians were invited to donate. During fellowships, participants were offered to drink tea together. In the line of order, Christian women were responsible for preparing a tea and it was done in very modest way, as not to embarrass or burden poor Christians (RGIA. F. 796. L. 170. C. 2417).

3.2. Orthodox schools in Japan

The Equal-to-the-Apostles Nicholai paid special attention to the Christian education of the Japanese flock, who were closely associated with the pagan world. He believed that it was responsibility of the Christian school, which "a real Christians should leave, without pagan leaven, and who will be able and capable of supporting and spreading Christianity on their own" (Levitsky, 2012).

After he returned from the trip to the homeland, in 1871, the Archimandrite Nicholai, actively engaged in establishing a new schools in Japan (RGIA. F. 796. L. 151. C. 1422a). Influential Japanese officials asked him to open a school and "the school was open two weeks after his arrival – with a lot of people attending it" (GA RF. F. 162. L. 1. C.117). For the needs of the students, the saint compiled a "Russian-Japanese lexicon" (RGIA. F. 796. L. 151. C. 1422a), which became the first full-fledged dictionary in Japanese history (Ishido, 1974). At first, the missionary was forced to use an old Russian newspapers, as teaching aids, due to the lack of education materials. During classes, students would write down the course material (grammar, arithmetic, geography and history), and then studied their notes. In the senior class, for Russian language lesson, available books were torn apart into separate pages and distributed among students (Paichadze, 1995).

As soon, as Japanese government abolished anti-Christian laws in 1873, Archimandrite Nicholai set up a network of Orthodox Christian schools. According to the records of the assistant to the Equal-to-the-Apostles Nicholai, hieromonk Anatoly (Tikhaya), in December 1873, there were 38 students and 14 of whom were girls, in the school for children of Orthodox Japanese in Hakodate(Anatoly (Tihai), Ierom, 1874). In the same city, a catechetical school was opened to teach Orthodoxy preachers from local residents. Thanks to the work of the missionary, as early as 1874, the Mission had 12 catechists and 30 catechism students. There were 60 students in the "school for Christian children" (CSHAK Ukraine. F. 127. L. 679. C. 210). The saint chose 12 most zealous catechists and sent them to the main cities for the establishment of the Enlightenment Schools (Ishido, 1974).

Theological seminary in Tokyo was opened in 1875. Although, it must be said, that as early as June 1873, Vissarion Sartov, a member of the Russian Ecclesiastical Mission, in one of his letters pointed out that the Father Nikolai had up to 60 students in Tokyo (RGADA. F. 1385. L. 1. C. 926). A young people with basic education could be admitted to the seminary. Japanese would enroll there even before baptism. The seminary's education program was a seven years long, with a special pedagogical class for teachers. Education process was done in Japanese language. Initially, Russian missionaries taught at the seminary. The first principal was the Equal-to-the-Apostles Nicholai himself, who for a long time taught dogmatic theology in senior classes (Kolyvanov, 2015). Over time, Japanese nationals, who graduated the seminary, became teachers there. Some of them, received additional education at the Orthodox academies in Russia.

The first women's school was founded in 1873 (Orthodox Church in Japan, 1889). According to many foreigners, it was the best all female school at that time (Krivko, 1994) and was well-respected among the Gentiles, who gladly enrolled their daughters there (Andronik (Nikolsky), Archimandrite, 1904). The Archbishop himself was very happy to hear that the graduates of the Orthodox women's school were invited as teachers to various schools throughout Japan. "Everywhere they are desired and always considered the best," (The diaries of St. Nicholai of Japan, Vol. 4, 2004) the saint noted without hiding his joy. Also, the Mission maintained an Orthodox women's school in Kyoto. Japanese Christian women cared for orphans and the first orphanage was set up in Tokyo (Sablina, 2000).

By 1894, the young Japanese Orthodox Church had a seminary, two schools of catechists and two women's schools in Tokyo (Rynkovoi, 2013).

The Archbishop always underlined that the Mission educates Japanese people to serve the Orthodox Church, however, the breadth and solidity of education made its graduates demanded in different spheres of social life of their country (Suprun, 2011). Orthodox schools enjoyed great prestige and respect among the Gentiles. Thus, in August 1898, a wealthy foreigner sent his son to the seminary, saying: "at the family council it was decided to improve his behavior in this way." (The diaries of St. Nicholai of Japan, Vol. 3, 2004). Even Japanese Foreign Minister Soedzima Tanomi enrolled his son and two nephews in the seminary (Nicholai-before, 2001).

According to the estimates of the Japanese researcher Naganava Mitsuo, about 1000 students passed through the Orthodox schools of the Equal-to-the-Apostles Nicholai (Ivanova, 1996). The Archbishop, by creating the School of Russian literature translators into Japanese language, laid the foundation for Russian cultural studies in Japan (Sablina, 2000).

Among the students of the saint Nicholai were famous Japanese writers, like Goro Amada, the author of the bestseller "Gangster History of Tokay", Takusaburo Goro, who was called the "eternal seeker" and who became the author of the Emperor Meiji's constitution. While Kentaro Oy was a student at seminary, he converted to Orthodoxy and, later, succeeded in political field. Kensus Ando, who once taught at the University of St. Petersburg, later, became mayor of Yokohama. The other famous graduates were Nosoma Nakagawa – who became the governor of Osaka, and Hichisaburo Hirao – was selected for the position of the Minister of Education. All these and many others were students of the Equal-to-the-Apostles Nicholai, who was actively engaged in Japanese political life of that time (Procl Yasuo Ushimaru, 2015).

4. Discussions

Researchers, both American and Japanese (O. Carey, J. Lensen, Kazuo Kasahara), who were looking into the reasons for the conversion of the Japanese people to Orthodoxy at an early stage of the missionary work of the Enlightener of Japan, noted that the people of the Land of the Rising Sun were converted to Orthodoxy (as well as to Christianity in general), rather, for political than religious reasons (*Gavrikov,* 2015) - gaining access to education, science, etc. This raises the question of how the Equal-to-the-Apostles Nikolai in his sermon used benefits of civilization that could receive the Japanese by adopting Orthodoxy, as a bait.

Japanese researcher Hideo Kizimoto argued that the method of preaching of the Equal-to-the-Apostles Nicholai, was the same, as that of Western missionaries and was based solely on the exploitation of the desire of the Japanese to gain practical knowledge and thereby be useful to their homeland (*Japanese culture in Meiji era,* 1956). However, I.N. Kharin came to the conclusion that the initial wave of Orthodox faith popularity, like other Christian denominations, was associated with the benefits of Western civilization which attracted progressive modernizers, was a very short-lived phenomenon. The main reason for this was rooted in the approach to the preaching of the Equal-to-the-Apostles Nicholai. He was not prepared to encourage such a motivation, but he always strove for a religiously-motivated acceptance of Orthodoxy (*Japanese culture in Meiji era,* 1956).

In general, attention to the heritage of the Enlightener of Japan is steadily growing among church and secular scholars. At the same time, the lack of theoretical comprehension of his heritage and experience, the absence of special studies on certain aspects of the worldview of a missionary, scientist, and enlightener with a world-wide known name, make such scientific works especially relevant.

5. Conclusion

The work of the Orthodox Mission in Japan at the turn of the XIX - XX centuries was quite effective. Its founder, the Archbishop Nikolai (Kasatkin), created a viable system of management and organization of the mission. In the church organization the main principle that the saint adhered to was the principle of conciliarity. This poured a fresh stream of life into the Orthodox community. The second important principle was the national character of the newly formed Japanese Orthodox Church. For its development, the Equal-to-the-Apostles Nicholai founded a number of educational institutions in which young members of the Church were instilled with love for the Orthodox tradition.

6. Recommendations

The materials of this article will be interested to religious scholars, historians of the Orthodox Church, as well as scholars who specialize in the history of Japan in the Meiji period.

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THE AESTHETIC TRADITIONS OF EDGAR DEGAS IN THE PAINTINGS OF GENNADY ALEKHNOVICH

Abstract

The urgency of the problem is caused by the need to comprehend the aesthetic philosophy of modern impressionism as a continuation of the classical impressionism traditions, imprinted in the images of the French school famous masters. As an example, the author considers the creative parallel of Edgar Degas - Gennady Alehnovich, which allows us to reveal a common system of images, as well as the totality of subjective being sociocultural forms accessible to immediate perception and empathy in their development. The main purpose of the article is to prove the claim that impressionism still continues to reveal fully the spatiotemporal functions of the dynamic artistic image, while not drawing a sharp boundary between the temporal and plastic arts, but complementing and enriching them. Thus, in the categories of impressionistic space and time, the new for the European tradition is reflected, overcoming the positivist limitations of the era, the worldview. Despite the possibility of discovering the origins of some spatial (emptiness, flatness, openness, axonometric perspective) and temporal (fast flow, continuity) characteristics in the philosophical and artistic traditions of Western Europe, the spatio-temporal concept of the impressionistic picture is in many respects closer to a more progressive worldview and new philosophical tradition.

The main result of the study is expressed in assertion and comprehension of imagery dynamics in the art of impressionism, which over time has undergone changes only in terms of artistic technology and modern methods of imaging use, but continues to be based on the aesthetic-philosophical platform laid down a century and a half ago.

The materials can be used to develop practical manuals for students studying the history of painting and fine arts, in conducting trainings on art criticism, and also in drawing up curricula for special courses in these fields of knowledge.

Keywords

artistic image, positivism, concept of unstable space, reflections of impressionism, sociocultural forms, synaesthesia, intersensory associations

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1. Introduction.

1.1. Relevance of the problem

Having formed its own philosophical and aesthetic concept, impressionism went beyond the artistic school in painting frameworks, becoming a general cultural phenomenon. And this means that the stylistic changes in the world of a man in impressionism open up new spiritual spaces, when culture becomes the style of life, and in this it is "the creation of life itself, and not unconscious, but conscious".

It is impossible to reproduce the emotional experience of a person adequately, his inner being, without addressing in one form or another to the totality of factors that make up the "world of a man" in a specific sociocultural situation.

Turning to individual thinking became, by the end of the nineteenth century, decisive in philosophy, history, art history, psychology of that time. Being a reflection of its epoch, impressionism opened up new possibilities for self-expression of a master, changing not only the pictorial technique, but breaking up all the frozen symbolism of cultural norms and archetypes, unambiguously prescribing the individual trajectories and boundaries of his activity, turning them into mutable and flexible signs organized through individual existence in meaningful cultural worlds. By the system of its images, impressionism made accessible to immediate perception and empathy the totality of subjective being sociocultural forms in their development. Introducing in the context of such empathy the value system approved by this or that culture, art emerged as a specific "control mechanism" of culture, revealing its true moral and humanistic potential, its concrete life validity. As V.A. Malakhov writes, "the cultural background can be implied by the material structure of the work, first of all, as an infinitely expanding sphere of meanings, imprinted with the signs of the art language."

The assertion of new imagery in the art of impressionism is based on basic laws of emergence and development of artistic image in the cultural system, including its associativity, originality, self-movement, individualized generalization, communicative and sensory comprehension of the artistic image. The principle of impression, playing a key role in impressionism, defined the real world and the personality of the artist as the basis of the artistic image. The connecting link here is emotionality, in one way or another programmed in the perceived aesthetic object, encoded by the artist in the work created by him.

1.2. Research Hypothesis

The theoretical works analysis of foreign and domestic researchers and art historians, particularly those who deal with contemporary Ukrainian painting, pointed to the obvious fact that the painting of the post-Soviet era inherited in many respects the traditions of both classical impressionism and its separate directions that gave impetus to the development of up-to-date modernity and some postmodernist trends. Temporal space, as a factor of interest to impressionist artists, as well as extraordinary musicality, became the basis of new aesthetic-artistic philosophy, somewhere close to the avant-gardism of the beginning of the last century, but to a greater extent based on the foundations laid by the masters of the French impressionist school. The creativity of modern Ukrainian artist Gennady Alehnovich, according to the author of the article, originates from the philosophical creative and aesthetic source of Edgar Degas, whose paintings do not only amaze contemporaries with the sensual depth of the surrounding world perception, but also make one think about the problem of space perception in general - through movement human (in our case female) body in it.

2. Materials and Methods

2.1. Theoretical and empirical methods.

To achieve the goal set in the work, a combination of historical, problem-logical, typological-systemic and comparative methods was chosen. This principle is one of the bases for constructing a modern research paradigm. When analyzing the sources base, theoretical and empirical research methods were used. There are general scientific methods among them: ascent from abstract to concrete; analysis of historical and logical; method of analogies; method of historicism, based on Hegelian law of uneven development of art forms in each specific historical era; problem-logical method allowed to divide this problem into a number of narrower problems, each of them is considered in a logical sequence, and to highlight the main conceptual provisions of the "artistic picture of the problem" in the context of humanitarian and art history knowledge; typologically-systemic, allowing to draw an image of the "artistic picture of the world", to show the specific features of interconnection and synthesis of the arts of a particular period.

2.2 Methodological Framework.

The concept of impressionism in art is complicated, it includes not only professional signs, but also signs of world outlook. An integral component of the methodological basis for studying this topic were the fundamental works by impressionists themselves and their contemporaries - Sh. Baudelaire, P. Valerie, V. Van Gogh, P. Verlaine, A. Vollard, E. and J. Gonkurov, E. Degas, P. Durand-Ruel, E. Zola, I. Kramskoy, K. Pissarro, J. Renoir; their predecessors - L. da Vinci, E. Delacroix, K. Corot, G. Courbet; as well as those artists whose works were influenced by impressionism - V. Kandinsky, M. Larionov, A. Matisse, J. Sør, P. Synyak, V. Petrov-Vodkin, and others.

The history of the formation and development of impressionism as an artistic trend in French fine arts is studied in the works by L. Venturi, J. Revalda, O. Reutersverd, and others. Various approaches to the problem of the reflection of impressionism as a cultural phenomenon can be found in the works by O. Walzel, R. Haman, G. Marcinsky, K. Mokler, B. Christiansen, O. Spengler, and others.

In the domestic science of the early XX century, the reflection of impressionism was represented by the works of A. Benois, E. Gollerbach, I. Grabar, S. Makovsky, V. Nikolsky, J. Tugendhold, and others. In 1930s, in the official Soviet criticism prevailed negative assessments of impressionism - V. Varshavsky, M. German, Yu. Gerchuk, A. Zotov, I. Ioffe, A. Kantor, P. Lebedev, V. Turchin, V. Fritsche adhered to this position. A new wave of interest in impressionism occurs in 60-70s - V. Kruglov, V. Lenyashin, V. Filippov. The next generation of Soviet art historians of 1970s and 1980s "rehabilitated" impressionism with regard to unjust criticism, linking it with realistic art traditions - B. Zernov, A. Izergina, V. Prokofiev, A. Chegodaev, N. Yavorskaya. The analysis of literary impressionism is devoted to the works of L. Andreev, E. Evnina, I. Koretsky, L. Usenko; impressionistic sculpture and painting - V. Lenyashin, A. Legodayev, and others.

In his article the author relies on the studies of P.A. Trusova, L.V. Kuznetsova, A.O. Yakimovich, V.N. Prokofiev, T.N. Martyshkina, referring to the concrete works of these well-known art critics.

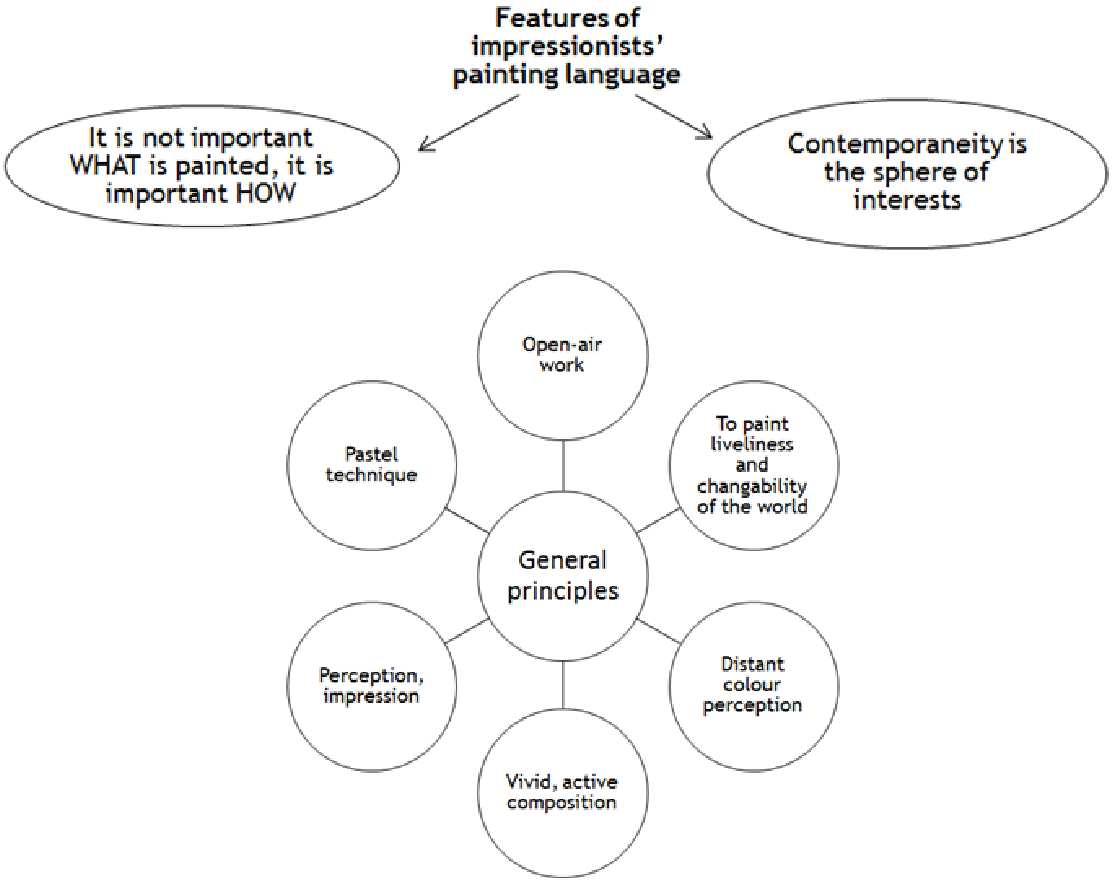
2.3 Research base.

The study of the great impressionist Edgar Degas' creative work, in particular, his artistic and philosophical concept of movement in time and space, as well as the analysis of a series of paintings by famous Zaporozhye artist Gennady Alekhnovich, who continues the artistic traditions of French impressionist school, was the basis for the research of the given problem.

3. Results and Discussion.

As you know, impressionism developed in the era of the general cultural crisis of Western European civilization. As a part of the "anti-positivist reaction", manifested "at first in philosophical thought and then in artistic life" (Trusova, 2009), it was a kind of "response" to the dominance of positivism and the centuries-old ratio dictate (Kuznetsova, 2012). The new worldview was reflected in the impressionist painting created by it, and, first of all, in one of its main components - building of space. According to A. Yakimovich, it is the picture space that can express the fundamental ideas of the era and culture (Yakimovich, 1989). In case of an impressionistic picture, the category of time, as well as their mutual relations, is equally important.

The rejection of a straightforward perspective with a fixed point of view led the impressionist artists to a non-traditional at the time multiplicity of points of view, and scrapping of the Renaissance concept of "a stable front space with a person in the center" (Prokofiev, 1984) - to the formation of an impressionistic concept of unstable space. Impressionistic painting loses traditional for Western European art depth, or rather its depth, as if changing its direction, tips over flatness, creating an effect of “picture orientation from inside outwards” close to medieval European art (Prokofiev, 1984). The direct perspective is deformed, "as though reversing its forces - to the front plane of canvas further into the real space that belongs to the picture, that is, not from a viewer, but to a viewer" (Prokofiev, 1985). One of the favorite effects used by impressionists for these purposes was "uplifted" and "twisted out of the depths spase space" (Martyshkina, 2008). Features of impressionist artists creative concept are presented in the form of the following scheme:



If we talk about the features of impressionist painting surrounding space, then, perhaps, Edgar Degas’ pictures can serve as a vivid example of this painting. There is an opinion, that a serious imprint on his work was imposed by photographic art, which was the basis of the world perception for the artist. Stop-frame, Faust's "stop, moment, you are fine" can be called the technical foundation of many of his paintings, where the main thing is dynamics. It is precisely the "technique of snatching the moment" that makes his images similar to photography. Some researchers say even about a specific competition.

"Another small effort, and you can compete with photography", these ironic words were addressed to Degas, who was part of the circle of artists who vividly debated the "collision of painting and photography," when the latter gained certain freedom in choosing survey points, began to give stereoscopic images and instantly capture the phenomena of life.

Degas was interested in studying pictures of people and animals in motion, produced by O. Muebridge. After all, none of the artists captured the moment in painting as convincingly as Degas. Well-known French poet and essayist Paul Valerie wrote about him: "... He loved and appreciated photography already at the time when other artists neglected it or did not dare to admit that they were using it" (Mironov, 1971).

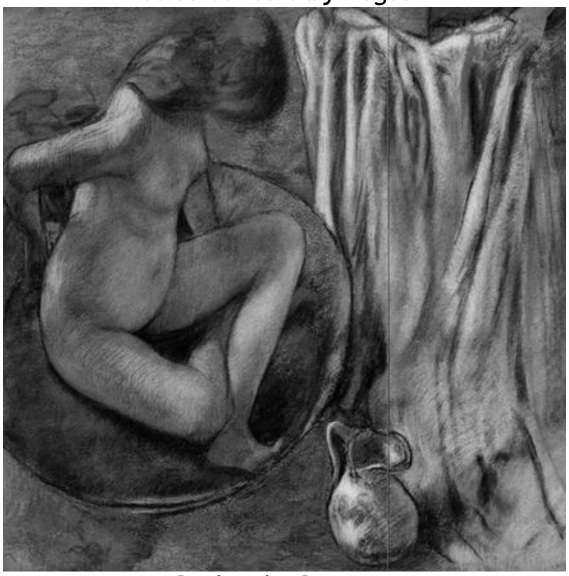
Edgar Degas painted (and, in the long run, arranged) his pictures, working indoors. Meanwhile, the pictures convey the fluency of the first impression, the spontaneity of the moment, as if quickly seized and transferred to the canvas by an artist's skillful hand. Some of Degas's paintings seem to be framed: the part is visible instead of whole. And for this part, according to the fragments, a viewer creates an idea of the whole scene from life.

Such technique is used by modern impressionists, including Ukrainian ones, in particular, belonging to the most famous schools - to Kiev and to Crimean. By combining the experience and heritage of these illustrious painting schools masters, they open up new and new talents among new artists. More than 150 artists represented in the online gallery of paintings "Art Online Ukraine" can be confidently referred to the style of impressionism. Most often these are landscapes and still lifes painted with oil, but among the oil paintings of modern Impressionists you can find other subjects, such as seascapes, portraits and genre compositions.

The paintings of contemporary artists, connoisseurs and followers of impressionism traditions, such as Alexei Chebotaru, Viktoria Chaus, Boris Serdyuk, Vladimir Sjarov, Maria Naidenova, Zakhar Shevchuk, Vitaliy Bondarenko continue to delight art connoisseurs with their sensuality, imagery, variety of colors. If we talk directly about the traditions of Edgar Degas as one of the most famous and original impressionist artists, we can not help but recall the work of famous Zaporozhye artist Gennady Alekhnovich, for whom the main thing is orientation of images in time and space. If you carefully analyze the series of his paintings devoted to underwater dances, dives of young girls, then there is an amazing plot similarity to the paintings of Degas. A momentary "freeze frame", incredible plasticity of the body, sensual perception of surrounding world images - all this change the space, turning it as if inside out. Only in contrast to Degas, Alehnovich somewhat sharpens the plot by immersing his characters under the water - in an aggressive, alien environment, which makes an impression even stronger (this can be seen on the photos below). No, we do not see drowning, doomed girls, but a beautiful dance - graceful and inimitable in beauty.


Ballet-dancers by Degas


Girls by Alekhnovich


Bather by Degas


Underwater dance by Alekhnovich

What most emphasizes the plasticity and grace of both masters? Undoubtedly, such elements as long hair, right bending of hands and head inclinations, giving the story smoothness, wavy form. In many respects, this is facilitated by second-rate items, in our cases - hanging clothes, sea grass, etc.

What emotions cause such pictures? Certainly, the effect of presence. The viewer becomes a participant of the action conceived by an artist: he does not only empathize, but also feels the events displayed on canvas. And he also feels extraordinary musicality as a manifestation of intersensory associations. Movement is sound, gesture music is transformed into auditory signals, immersing the viewer into a symphony of beauty.

If we talk about the continuity of painting technique, then it also takes place. For example, a technique that is characterized by bold, broad strokes. With a series of long, wavy lines alternating colours one by one, Degas gave vibrations and energies even to the most common objects. Another favorite technique of Degas is cross shading, where the line-strokes are intersected by a series of perpendicular lines. Shading, and cross shading are most often found in pastel works by Degas. He also worked in the technique of "impasto", when the paint is applied by thick layer, shock strokes. Degas often combined pastel or oil with binders, resulting in a thick, pasty paint. A very similar technique is used by Gennady Alekhnovich, imposing a thick layer of paint on canvas, and then he does not always level it, making the picture bumpy and creating a perspective of its correct perception. This technique is also akin to photo art, when a photo artist defines the focus for his work.

The choice of model is very important for both artists, especially when we speak about the artist's mood transfer, the elements that seem to be details at first glance, but in fact, they are an essential addition to the main storyline. Beauty and femininity for both Degas and Alekhnovich are not always determined solely by external signs – a pretty face, a well-behaved figure, a graceful bearing, etc. The inner world of a person, his character, behavior and even habits become especially important. Either the artist singles out some physical virtues of the female image, making them foremost in the picture. A bulging belly does not seem ugly if graceful and plastic movements of the hands become the focus of the viewer's attention, and luxurious hair compensates for some excessive roundness of the waist.

4. Discussions

Increased emotionality of perception contributes, according to the author, to the engaging of synaesthesia mechanism, that is intersensory associations. Impressionism strives to make full use of the artistic image space-time functions, while not conducting a sharp boundary between temporal and plastic arts, but complementing and enriching them. One can speak about the "musicality" of impressionist painting, when the moment, fixed by an artist, is synaesthetically conceived and perceived by tactile properties, movement, sound.

The reasons that make artists appeal to the musicality of painting are in the nature of the phenomenon itself. V.V. Vanslov spoke of the wave physical nature of color and sound, the confirmation of this we find by I. Newton, who determined that "for each color there is a length to which the thickness of the air wedge changes when one color ring is replaced by another of the same color. These waves, propelling the particles of a refracting (or reflecting) body, spread like a sound in this environment "(Belonuchkin, 1990). Therefore, according to A. Besant and Ch. Leadbeater, sound is always associated with color, and when, for example, a musical note sounds, those whose subtle feelings are already somewhat developed, observe a flash of the color corresponding to it (Uspensky). D. Dewey, argues that "music is the most emotional, the most powerful in its impact from all arts. Because, in contrast to, for example, the fine arts, it is perceived by us intuitively, directly, appealing to our senses, bypassing our apparatus of intellectual comprehension "(Bychkov, 1999). Researcher S.Kh. Rappoport, confirming this position, says that "the main feature of music seems to be in its being the " purest "model of art as a special system, operating in the personal plane of public practice and not suitable for anything else "(Rappoport, 1980). Delacroix wrote that in painting, "impressions are created by a certain arrangement of colors, by the play of light and shadow, in a word, by what could be called the music of a picture ... Sometimes this impression is generated only by the harmony of lines." (Asoyan, 1960). About "musical trend" in painting, he says that "it is worth of praise no less than any other." Kramskoy wrote that in the paintings of impressionists "you see and feel everything shimmering and moving and living. There are no contours, you do not notice light and shadow, but there is something caressing and warm, like music "(Goldstein, 1965). "Coloring," Repin wrote, "should gain and capture the viewer as a chord in music does" (Repin, 1982). Henri Matisse said: "When all the ratios of the tones are found, the result should be a living chord of colors - harmony similar to musical harmony" (Alpatov, 1958).

In the author's opinion, it is sensuality and musicality (through the prism of time and space) that are the key factors that unite the works of Gennady Alekhnovich and the painting of Edgar Degas. The works of both artists are surprisingly colorful, decorative, which speaks of the painting desire to go beyond material art and come closer to music, to the field of spirituality.

5. Conclusion

Modern art develops always in interaction with the artistic heritage. Artistic heritage - all historical enduringness in culture, created in previous eras, artistic values of the past, having national or universal significance. A tradition is formed from artistic heritage. The culture of each new epoch "remembers" the past not in an unchanged, but in a transformed, adapted to the present form. Essentially, tradition is an actualized culture of the past. It is a way of mobilizing the experience of the past in the interests of the present. Traditions absorb the main achievements of culture, which are enduring and do not depend on whether a large or small nation created this tradition.

The brothers E. and G. Goncourt in their Diaries, which became a model of impressionistic criticism, declared: "... art is a perpetuation in the highest, absolute, final form of some moment, some fleeting human characteristic ..."; "... painting is not a drawing. Painting is colours ... ". They also pronounced the famous phrase, which became the formula of impressionism: "To see, to feel, to express - this is all art." In this connection, it is absolutely absurd to claim that impressionistic art has died out, has lost its relevance and somehow miraculously degenerated. Of course, this is not so. First of all, because a person has not lost the ability to "see, feel, express," as the Goncourts clearly noted. The creative parallel of Degas - Alekhnovich - is a vivid confirmation of this. Traditions laid by impressionists, deserve immortality and will endlessly excite, and at the same time please the person with their colors, cheerfulness and originality in reality reflecting.

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