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CONTENTS

SIGNIFICANT ENVIRONMENTAL PROBLEM THAT UNITES THE COUNTRIES OF CENTRAL ASIA

Water resources are a vital strategic and closely interdependent factor in Central Asia. They are connected by common river basins of the Syr Darya and Amudarya rivers. The countries of the region have large reserves of gas, oil, coal and uranium. An industrial base for the extraction of energy resources has been created, sufficient for the stable economic development of all the countries of Central Asia. For more than 50 years, the scale negative environmental and socio-economic consequences of the drying up of the Aral Sea for the Central Asian region are widely known throughout the world. The Republic of Uzbekistan makes a significant and tangible contribution to mitigating the impact of the Aral catastrophe on the environment and health of the population of the Aral Sea area. However, the scale of existing problems requires drawing the attention of the broad world public to measures aimed at restoring the ecosystems of the region and achieving its sustainable development.

Keywords

water use, the Aral Sea, water resources, biodiversity, collector-drainage networks, transboundary rivers, water resources protection

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1. Introduction

In the Central Asian region, characterized by aridity, effective water management is one of the most important elements for ensuring sustainable development and poverty reduction in the region. The main sources of water resources linking all five countries of the region are the two large rivers of the Aral Sea basin - the Amudarya and the Syr Darya. The creation of a large-scale and ineffective system of irrigated agriculture in the states located mainly in the lower reaches of the rivers became the root cause of the Aral catastrophe. In addition, a system of water-energy interdependence inherited the five former Soviet republics. The ecological catastrophe in the Aral Sea region is a consequence of the extensive management of irrigated agriculture in the basins of the Syr Darya and Amudarya rivers. As a result of the forced input of irrigated areas of water losses during transportation and irrigation, the river flow of the Aral almost ceased. The sea level fell from 53 m. in 1960 to 40.9 m. in 1987, the area of the sea decreased from 67 to 41 thousand square kilometers, and the volume - from 1,064 to 404 square kilometers. (Nabi Ziyadullaev,2018 September 18)

The Aral Sea is a drainless salt lake in Central Asia, on the border of Kazakhstan and Uzbekistan. Before the beginning of shallowing, the Aral Sea was the fourth largest sea in the world. Excessive water intake for irrigation of agricultural land has transformed the world's fourth-largest lake-sea, formerly rich in life, into a barren desert. What happens to the Aral Sea is a real environmental problem. The Aral catastrophe directly affected five states of the Aral Sea region: Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan and

Uzbekistan. The first to suffer from it were residents of the territories that used to be coastal. At the present time, the drying Aral Sea is 100 km from its former coastline near the city of Muynak in Uzbekistan. (Ziyadullaev,2018 September 18).Collector-drainage water coming from the fields into the mainstream of the Syr Darya and Amu Darya rivers caused deposits from pesticides and various other agricultural pesticides, appearing in places on 54 thousand km of the former seabed covered with salt. Dust storms carry salt, dust and pesticides up to 500 km. Sodium bicarbonate, sodium chloride and sodium sulfate are transported through the air and destroy or slow down the development of natural vegetation and crops. (Pereira, Dukhovny,Horst,2005)

Today, due to the Aral Sea crisis, the following number of problems arose:

- a sharp deficit and high contamination of river waters used for drinking water supply and irrigation;
- Degradation of soil and vegetation cover, desertification, land degradation and salinization, reduction of crop yields and quality of crops, decline in pasture productivity, severe impoverishment of the animal world;
- a serious deterioration in the health of the population, an increase in infant mortality;
- loss of fishing and water transport value of the sea, liquidation of fish processing enterprises.

Restoration of the entire Aral Sea is impossible. For this, it would take four times to increase the annual inflow of the Amudarya and Syr Darya waters in comparison with the current average of 13 km3.

At the moment, the only significant measure to maintain sea level used by the states of Central Asia and Kazakhstan is the transfer to the Aral Sea of a certain amount of fresh water provided by Western countries. However, this costly event has no economic, social or political prospects. It is also less effective from the ecological point of view: the region will continue to develop along an extensive route, which means that intake of water from the river will continue to grow. (Abdullaev, Rakhmatullaev,2015)

2. Materials and methods

Water is a key factor in the socio-economic well-being of the Central Asian country. It is also not a secret that in the long term its deficit will increase, especially taking into account the rate of climate change, which puts at risk the sustainable development of not only individual desert zones, but the entire region as a whole. Most of the surface waters of the region flow through the territory of several states, which leads to the need for cooperation in the management of transboundary rivers.

Worldwide, there is growing recognition that inequalities in access to water resources, competition in the control of their distribution and use, can lead to conflicts at the local and regional levels. The sad fate of the Aral Sea begins to be repeated by other major water bodies in the world - primarily Lake Chad in Central Africa and Lake Salton Sea in the south of the US state of California. Because of the excessive intake of water to irrigate the fields, the water in it becomes more salty. Various plans for the desalination of this lake are being considered. As a result of the rapid development of irrigation since the 1960s. Lake Chad in Africa has decreased to 1/10 of its former size. Farmers, shepherds and locals from four countries adjacent to the lake often fiercely fight among themselves for the remains of water (bottom right, blue), and the depth of the lake is today only 1.5 m.

Cooperation in the field of rational use and protection of water resources can become an instrument for solving transboundary water problems. The International Fund for Saving the Aral Sea is the only regional organization in this direction. It is impossible to fully resolve the environmental problems that have accumulated for decades in the region without effective interaction of all countries in the region and effective support of the international community. At the same time, Uzbekistan's position on the use of transboundary watercourses is as follows:

- the issues of transboundary rivers of Central Asia should be solved taking into account the interests of the entire population of the region;
- any actions carried out on transboundary rivers should not have a negative impact on the existing ecological and water balance of the region;
- the norms of international water law should become the main joint use of the resources of the transboundary rivers of the Central Asian region;
- Implementation of projects on transboundary rivers should be carried out on the basis of a constructive approach and a compromise that does not infringe the interests of other interested states and guarantees two necessary conditions for flow in the territory of the downstream countries;
- preservation of ecological and water balance in the region. (Toman, Plotnikov, Aladin N, Micklin and Ermakhanov, 2015).

3. Results and discussion

The Aral Sea problem today is considered very multidimensional. First, the parties and the expert community for many years of cooperation and study of the problem have developed very concrete measures that can improve the situation around the Aral Sea crisis. Such measures include, for example, the planting of plants on the dried bottom, which reduces the removal of salt, because dust and salt from the dried bottom is carried by dust and sand storms throughout the Aral basin. According to experts on the cultivation of seedlings of desert and fodder plants will be a unique scientific and educational base for the training of specialists in demand. Participants of some projects repeatedly attempted to sow the saxaul in the bottom of the Aral Sea, which helps to moisten the desert and stop dust and salt storms. Another effective measure is the creation of small local reservoirs in the delta of the Amu Darya, what scientists from Uzbekistan are currently engaged in. Also, conservation of individual parts of the reservoir is effective, as it happened with the so-called "Small Sea" in Kazakhstan, because there is no need to speak about the unified Aral Sea in 2018 - it was divided into two non-communicating reservoirs. All these measures at the local level due to certain engineering efforts will improve the situation. (Ermakhanov, Plotnikov, Aladin, Micklin,2012)

Another problem hampering the stabilization of the ecological situation in Uzbekistan is the poor alignment of the interests of the states included in the Aral Sea region. The main disagreements on this issue in Uzbekistan arose with Tajikistan. Tajiks are smaller than other states of the Aral Sea area, because they live in foothills, in the headwaters of rivers. Therefore, they have no interest in saving and maintaining the purity of the water used by rivers. Moreover, the question of selling water to Uzbekistan remains open in Tajikistan, while the public of Uzbekistan suggests that all the waters of the Syr Darya, the Amu Darya and their tributaries are the property of the Aral Sea and require stopping the plundering of waters in the upper reaches of these rivers and stopping the dumping of production waste. This is a very tangible source of tension between states. (Mirabdullayev, Joldasova , Mustafaeva , Kazakhbaev , Lyubimova and Tashmukhamedov, 2004)

An agreement on the use of water resources in the Aral Sea basin should be concluded between Kazakhstan, Uzbekistan and other Central Asian states, in which it is clearly stipulated how much water each state uses and how much water and what quality it conveys to its neighbors. On the basis of this agreement, it will be possible to develop a system of compensation or determine the share of the contribution of states to investments in eliminating the consequences of the Aral catastrophe.

In 1994, the International Fund for Saving the Aral Sea, established by the "Central Asian Five", was established. The main source of the fund's resources were one-percentage deductions from the national income of the founding countries. (Mirabdullayev Abdullaeva, Musaev, Zholdasova, Mustafaeva and Jumaniezova,2007)

The population of the Priaralie region in Uzbekistan has increased 3.6-fold over the past 50 years - to two billion people. In accordance with the State program for the development of the Aral Sea area for 2017-2021, aimed at improving the conditions and quality of life of the population of the region, it is planned to allocate funds from the state budget and attract investments in the amount of over 8 trillion. sum. The Development Fund of the Priaralie region under the Ministry of Finance of the Republic of Uzbekistan in 2018 plans to increase its income to 323.5 billion soums, preliminary expenses with this amount are projected in the region of 246.9 billion sums. (World Bank 2001) In 2017, the fund's revenues amounted to 189.9 billion soums. Expended the same organization over the past year 123.5 billion soums. It is specified that in 2017 construction and installation works, reconstruction, major repairs and landscaping were completed in 167 facilities, including the development of the water supply system and increasing the population's access to safe drinking water and sewerage services. In Kazakhstan, a joint project with the United Nations to save the Aral Sea was launched. On the revival of the coast of the Aral Sea, the UN allocated $ 3 million. This project is aimed at three areas: social, economic and environmental. With the desiccation of the sea, people who traded in a fishing business can no longer feed themselves, leading such a way of life. The task of this project is to help people find an alternative, how to make a living. In the Priaralie zone, Uzbekistan over the past few years has implemented projects totaling more than 5.5 billion US dollars. These projects are financed by the Government of Uzbekistan and the International Fund for Saving the Aral Sea. (Reimov and Fayzieva, 2014)

Life shows that people can adapt to any situation, and survive even in an environmental disaster. The tragedy of the Aral Sea is a worthy example of the resilience of the local population. Fisheries are developing in the nearest nearby lakes. The drained bottom of the sea is rich in natural resources - oil and gas. The industrial development of the bottom has already begun. International corporations conduct geological development in this area. And finally, the Aral Sea in the future can become a promising tourist destination. This is facilitated by the decision of the President of the Republic adopted in February 2017 aimed at economic development and employment of the population of the Muynak District in 2017-2018, as well as the Comprehensive Development Program for the Muynak District for 2017-2018.

4. Conclusion

The Aral catastrophe has become the most tragic and vivid example of inexpedient use of water resources. Unfortunately, lessons from this terrible history were not rendered. To date, the volume of water in the Aral Sea has decreased by more than 13 times. Salinity of water has increased almost 10 times. The Aral Sea is not being restored - such is the sad verdict of scientists. But in our power to prevent the recurrence of this disaster, and to attend to the problem of water supply now.

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SUCCESS AS A PHILOSOPHICAL CATEGORY AND A SOCIAL PHENOMENON

The urgency of the research is determined by the particular values-based orientations of the contemporary society. The purpose of the article is a system analysis of success as a fundamental and multifaceted sociocultural phenomenon. The research strategy is multidisciplinary. The authors introduce linguocultural, ethical and philosophical and sociological approaches to interpreting the concept “success” in its personal and social facets. The comparative research of the key models of success understanding in the historical development of European and Russian culture is conducted as well as the present state of research in the field. The materials may be used for the further development of the theoretical and applied research of the phenomenon “success”.

Keywords

success, concept, philosophy, cultural linguistic, sociology, economics, moral, values, ethics of virtues, individual, personality, society, culture, civilization

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1. Introduction

The concept “success” is the object of study of many sciences but the experience of reflection exercise of the theoretical and applied-oriented aspects of the concept reveals a great deal of issues for scientific discussion disclosing the perspectives for such particular areas of expertise as philosophy, cultural science, linguistics sociology, etc. However, the cross-disciplinary research of the concept is substantiated on its linguistic analysis as any concept is interpreted with various means of language (Gelfond, Mishchuk, Miroshina, 2017).

In recent times a tendency that language is considered a cultural code of nation and not only a communicative and cognitive device is under development. Language is a way using which we can absorb the national mentality and go deep into the question concerning the ancients’ ideas about social environment and their heritage which is alive in words (etymology), meanings, cultural symbols, metaphors, phraseologies. In the research we share the point of view of W. von Humboldt, Prussian philosopher and linguist, that languages are not mere shell of the global consciousness but different interpretations of the world. Every language bears authentic philosophy of life (Humboldt, 1985).

The way of world perceiving reflects in the linguistic world image as language is able to shape its native speaker. Language is not only a vehicle, but a form determining the mindset.

Following the idea of V.A. Maslova, we consider that the linguistic world-image can be expressed through the prism of phenomena formed within a particular social and cultural environment, in other words through the conceptual world-image (Maslova, 1997). The conceptual world-image is more extensive and richer than the linguistic one and is formed with the help of cognitive structures and concepts (Gelfond, Mishchuk, 2016). Consequently, studying the sphere of concepts contributes to discovering the peculiarities of the mentality of the ethnos, and, therefore, culture of the nation at different stages of its evolution development.

Success belongs to the fundamental cultural concepts. The growing interest to the phenomenon in anthropological and axiological as well as logical and gnosiological aspects illustrates and confirms the fact above. Moreover, at present the contemporary society grounded on the material assets is rethinking the concept "success" cultivating the terminology in the social mindset.

Although today the advocacy of American values based on the national philosophic idea of a constant aspiration to success affects our perception and understanding the concept, it has the Old Russian roots. The word "success" derives from the Russian verb "спеть" with the following meanings: 1. to be in a hurry; 2. to prepare; 3. ho help; 4. to ripen.

In the course of time the meanings of the word were modified and replaced by one of its particular form "спешить" (to haste). This compression of the meanings influenced the evolutionary nature of the development of the noun "спех" (haste) which sided with the verb "спешить" (to haste). In the Old Russian language the word "спех" had a number of various meanings: 1. haste; 2. aspiration; 3. success, achieving a goal, happiness. The further development of the language forms led to narrowing the meaning and left the meaning "success, achieving a goal" in the ordinary language. Consequently, in the 17th century the semantic link among the words "спех' (haste), "спешный" (hasty), "спеть"(to hurry) and the verb "успеть" (to be in time) on the one hand, and "успех" (success), "успешный"(successful) on the other hand, slackened.

As previously stated, the language world image has different representations depending on the original linguoculture.

According to the lexicographical literature, the nuclear zone of the concept includes:

- achieving a goal;
- social approval, recognition, reputation;
- luck.

The peripheral zone consists of the following components;

- positive results;
- meeting a deadline;
- other facets: academic achievements; progress; well-being; perfection; happiness; victory.

The contextual analysis of different discourses made it possible to define a few images connected with the categories of time and movement: a path to success, steps to success, a pinnacle of success.

There is also one more representative segment of reification: a key to success, a price of success, art of success.

The associations of money are less frequency: a formulae of success, criteria of success.

Consequently, the concept "success" has passed through a certain number of stages of the linguocultural and historical evolution. That said, the latter includes its gradual philosophical interpretation.

The philosophical conceptualization of the concept "success" is the process traced back long before the disciplinatory thematisation, and even preliminary terminological framing of the issue in meaning-making space of self-consciousness of the European culture. Before being introduced to the ordinary scientific philosophical and social-political circulation, the concept "success" personified in the image of a successful individual became an inevitable part of socioeconomic, political, and ethical discourses typical of the Western civilization. It creates a foundation for a paradigm balance of philosophical doctrine of success and successfulness observed in two parallel frameworks. One of them shows the correlation of individual (civilian) and social (universal) dimensions in perception and evaluation of a successful personality; while the other traces the opposition between critical and apologetic intentions toward both the status of a successful personality and its social axiology. In other words it opposes the existing social competitive orientations of a moral discreditation of a successful personality against the way of cultivating the value of success.

The way of conceptualization of success proper to the classical European philosophy and socio-humanitarian knowledge in general is virtue ethics. It creates a foundation for the first model of understanding theological, gnoseological, ethical and axiological aspects of a successful personality as an aggregate expression and realization of the moral virtues of a person. The third meaningful component, begun upon this relative anchor and bookend the theoretical frame of the philosophical discourse of success, is dialectics of the internal and external determinants, that is correlating a certain number of the human immanent qualities which are fundamentals of the life, professional and business success, and transcendental social criteria applied to an individual while a particular society evaluates achievements of its members.

The Antiquity and the Middle Ages with their specific views on virtue ethics show a prototype of a successful person which is a model of the historical structure of virtues. So, "an ideal citizen" of the ancient world is a person of cardinal virtues (moderatism, courage, wisdom, justice), used by him in free and responsible workmanship (creative work, politics and other social activities); whereas the ideal of the Middle Ages is a manifestation of the triad of theological virtues (faith, hope and charity). The medieval individual trusts in the Lord and finds himself with the inner religious spirit in his self-sacrifice and asceticism of temporal and monacal devotion.

Renaissance and the Modern Age create a conceptually new identity of success. The contemporary view estimates success as socially recognized personal achievements in different spheres. A free creative genius of titans of Renaissance or a successful businessman and a solid citizen as a personification of "Franklin virtues" (hard work, liabilities, thrift) are more "extroversive" models of a successful person as opposed to "introversive" models of success as the maxim of an assumed duty, a personal duty as a moral ideal of the Hellenistic and Latin Antiquity; a duty to the Lord as a stereological paradigm of the Christian Medieval period.

Success is the principal criterion of a person in the Modern Age. The phenomenon of success in the modern European and North American cultures is a subjectified symbol of a social progress and a precursor of American Dream, ideals of human rights and an equal opportunity society.

This conceptual symbiosis assumes not only a certain rank of successfulness, but the utmost pluralism of its categories. The researchers of the following problem tend to point out three basic levels or kinds of a person's success in the modern community: success as recognition, success as overcoming and success as mission (Bakstanovsky, Sogomonov, Churilov, 1997). All while the number and option of categories of success are unlimited. Consequently, the modern postindustrial consumer society creates both perfectionistic conformism, in other words an opportunity and permissibility of the identification of personal success with overall media popularity, and precedents of criteria' substitution for excessive examples of conspicuous consumption and self-promotion (the vivid example is the phenomenon of elite youth). So, the question concerning the status of a successful person in various social circumstances especially the correlation of luck and person's efforts in achieving set goals is still critical. The corresponding dilemma of chance or merited success can be considered among eternal antinomies of justice (Gelfond, 2015).

Regarding the particular characteristics of the phenomenon success as overcoming, its axiological poles in the modern community are presented, on the one hand, by the heroic deed of serving own affairs or overcoming difficult life circumstances; but, on the other hand, by personal, politic and professional bravery sometimes leading to pathological narcissism and dangerous social behavior. The further assumption is that both situations describe an individual who is ready to take risk in achieving set goals.

The phenomenon success as recognition is also quite ambivalent viewpoint which can get materialized in personal experience and in different social practices. So that, outstanding achievements of an individual in his profession, artistic endeavor or sport are unchanging reasons for establishing a fact of implementing his true vocation as a basis of his personal success. Meanwhile, success as recognition in its sociohistorical development often turns into ideological and political imposture, the creation of famous ideologemes and mythologemas of congregate success or utopia of general welfare, in other words, the aspiration of blessing all people beyond or against their will.

The disposition of ends and means is one more controversial facet of the ethical and philosophical conceptualization of personal and social success. The balance between these concepts is the formula for success. But the dispute occurs around the issue concerning the way of determining the combination of pragmatic and technical means of achieving success or the issue determining success as an integral way of the combination of practical and moral aspects. There is still no an unambiguous answer to the question in contemporary socio philosophical and socio publicistic discourses.

2. Materials and Methods

All of the above determines the originality and scientific value of the research project forming the basis of the article. Its methodological foundation is primarily an integrated approach to the analysis of the concept "success". Despite the fact that the problem of success has been widely analyzed for a long time by various branches of the humanities, the studies were restricted by narrow-disciplined approaches. Therefore, the purpose of this research is to form a multi-faceted view on the concept “success".

In light of this, the latter is of interdisciplinary nature. A comprehensive analysis of the concept "success" is made through multidisciplinary research strategy grounded on the synthesis of methods and techniques of the humanities: linguistics, philosophy, psychology, sociology, historiography, cultural studies, etc. In the research the authors use such methods as linguoculturological, etymological, comparative, structural and functional analysis, the method of categorical and logical reconstruction, questioning, interviewing, content analysis, etc.

3. The results of the sociological research

The empirical material of the study is founded on the data of a sociological survey. According to them, it is obvious that achieving success ranks very high in the system of values of all generations. In accordance with the theory of universal aspects in the content and structure of human values proposed by S. Schwartz and U. Bilski, there are ten types of values-based orientations including the achievement of personal and social success. Using this classification, S.V. Molchanov conducted study that showed that success ranks first in the preferences of the Russian youth. In the research conducted in forty-five countries by S. Schwartz, this value ranks the fourth. The primacy was given to "favor" or care of closed people (Molchanov, 2005, p. 21).

The study carried out by I.A. Batanina and O.V. Paramonova showed that the value of success ranked lower. In 2012 50% of the respondents said that success was valuable in their life. Three years later (in 2015) only 44.6% of the respondents decided on it (Batanina I. A., Paramonova, 2015, p. 32).

Success is a multifaceted phenomenon. Therefore, one facet relates to the well-being of relatives and friends. There is no single point of view among researchers on the definition of success. And ordinary people determine the concept differently: the lack of financial problems, achievements in the professional sphere, business success, etc.

The data of the sociological studies conducted among students showed that success is associated with a high personal income (67.4% of the respondents), a high level of professionalism (53.5% of the respondents), an interesting and challenging job (48.6%), social recognition and authority (41%) (Soboleva, 2011, p. 91-92). For the older respondents, material welfare is also a significant criterion for a person to be successful. Moreover, a successful individual is said to possess particular characteristics: a presentable appearance, expensive accessories, a luxury car, etc. T. Veblen, an American economist, wrote about conspicuous consumption that is a kind of consumption with the main purpose of demonstrating material prosperity (Veblen, 1984). The negative feature of conspicuous consumption is to show something that is not actually true. For example, an expensive mobile phone is a symbol of success for many people. And to purchase it, a person has to take a loan, deny himself every necessary in order to say to others, "I am rich", "I am successful", "I have achieved a lot." Conspicuous consumption is typical for 20% of the natives of Tula (Miroshina, 2015).

M. V. Kiryushina identified the prime attributes of a successful person: image, social status, material values, lifestyle, private life, education, social ties (Kiryushina, 2008). As you can see personal qualities do not practically affect the person's success. It is proved by the results of surveys of the All-Russian Public Opinion Research Center (VTsIOM). In 2013, almost a quarter of the respondents regarded money as a driving factor in achieving success, 21% thought that success could not be attained without networking. Such personal qualities as honesty, discipline, willpower and others were chosen by 1% of respondents.

Four years earlier, the results were somewhat different. Networking ranked top (58% of the respondents), high qualification and talent came second (48% each). Personal qualities played a significant role, for example, 27% of the respondents believed that it was impossible to get success without willpower. 3% of the respondents noted that success was a stroke of luck (Database of Russian Public Opinion Research Center).

The younger generation considers networking as one of the most important factors in achieving success (about 50% of the respondents). Few respondents mention the importance of personal qualities, but the older a person becomes, the less role he assigns to them. For example, almost 30% of the respondents at the ages from 18 to 29 believe personal qualities help to gain success; among the residents at the ages from 30 to 39 slightly more than 20% look the same way and in the older group – only 15% (Marshak A. L., Rozhkova, 2015).

4. Discussion

The contemporary society feels the need for a consolidating value platform. In our opinion, the multifaceted concept "success" can be one of its aspects, which includes both a powerful motivational beginning of human activity and an objectified image of its expected results.

However, there are ambivalent ideas about success, which have both negative and positive value characteristics in the public consciousness. In the first case, we are talking about such a vision of success, based on the shift of the value scale (the prevalence of wealth over spiritual values) and the predominance of a demonstrative type of behavior (the identification of success with the possession of the status symbols). In the second one, success is considered as a natural, well-deserved result of life, professional, creative and other achievements of an individual; and success is based on public recognition, external and internal overcoming, as well as the acquisition and realization of his true vocation.

In the present context, a comprehensive study of the problem of success understanding as a fundamental axiological category and a complex sociocultural phenomenon is relevant. Since this aspect of the study of this concept has not been considered before, the study is innovative. Since the concept has not been studied from the above mentioned perspective, the submitted research is innovative and has broken new ground.

5. Conclusion

Thus, success insight, the essential factors of its achievement depend on a particular society, on the prevailing values, on the existing codes of conduct.

Nevertheless, the nature and criteria of success as a universal category, as well as the subordination of forms and levels of its implementation is an open problem, the way of statement and solution to which is an indicator of the available socio-economic condition and, at the same time, a criterion for assessing the future prospects of the development of a modern society. Obtaining success, the main motivating force for a man of today, can become an underlying trend of the socio-economic and spiritual and moral progress of a nation and a contemporary civilization as a whole. And the models and criteria of success can define the outlines of the national idea or competitive prognostic scenarios of the mankind: ranging from the eschatology of a consumer society to the soteriology of religious transformation.

6. Recommendations

The empirical and analytical materials of the article may be of interest and value for a number of categories of potential readers. Firstly, for specialists in various branches of the humanities, studying the diversity of features and characteristics of the phenomenon of "success", as well as other related socially significant phenomena.

Secondly, for students, undergraduates, graduate students, teachers in higher education.

Thirdly, for a wide range of readers interested in current problems of a modern society.

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THE TRANSFORMATION OF THE ANCIENT GENRES IN SIGIZMUND KRZHYZHANOVSKY PROSE

Abstract

The up-to-date significance of the article is explained by scientists' permanent interest in genre definition and its development in Literature. The objective of the article is to define genres of Ancient Greek Literature and Philosophy and explore their existence in modern literature based on works of Sigismund Krzhyzhanovsky. The key methods used by the author of the article are historical and typological ones. The paper examines Krzhyzhanovsky's prose which transforms the ancient genre of Menippean Satire into a key element of his experimenting realistic prose. The results of the investigation can be further used in the study of the main poetic methods and approaches of the Russian and Foreign Literature of the 1920-30s.

Keywords

Sigismund Krzhyzhanovsky, genre, Literature, Menippean satire, intertextuality, short story, Michael Bakhtin

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1. Introduction

In this article the author considers Sigizmund Krzhyzhanovsky prose as the inheritance of the Menippean satire genre. The peculiar feature of Krzhyzhanovsky prose is its allusions and reminiscences to numerous works of Literature, Religion, Philosophy. The writer's works are often referred to 'a post scriptum' to all existing literature and philosophy (Livskaya, 2012). In addition, they included references to contemporary inventions in biology and medicine, psychology and physics, archeology and other sciences. Their extraordinary intertextuality expands the semantic borders of

Krzhyzhanovsky's narration. His method of work can be called a method of "collage" from the various texts which are generated into a so-called meta-text, where the role of cultural quotations, attitude and interpretations of images and ideas of different stages of development of the world culture is very important.

2. Materials and Methods

In the Literature of the 1910s-20s, the center of gravity is transferred from a concrete historical artistic image to the comprehension of a person as a 'carrier of the soul', according to E. Etkind, 'Face to face with eternal time and infinity of the Life itself, with death, love as a metaphysical overcoming the impermanence of life, with God as the figurative and philosophical realization of the Absolute' (Etkind, 1997).

Michael Bakhtin was the first researcher who explored the characteristics of the Menippean satire as a genre in his work 'The Problems of Feodor Dostoesvky Poetics' (Bakhtin, 1979, 1994). Refering to his work, the authors of the article recall the features of the Menippean satire which are relevant to the understanding of the philosophy of Krzhyzhanovsky works. They are: 1) the combination of fantastic fiction with exceptional philosophical idioms; 2) the three-sided prose structure, as the action in Krzhyzhanovsky prose is transferred from the earth to the Olympus and into hell, which makes conversations with the dead possible; 3) the appearance of a specific type of experimenting fantastic fiction, which gives the opportunity to observe the life phenomena from an unusual point of view (Bakhtin, 1994).

The writer himself defined his own works as short stories, taking the 'passion for the experiment' (Perelmuter, 2004) as their fundamental structural feature. The classic test taken from a short story has occupied the central place in the composition system of Krzhyzhanovsky works.

The writer added innovative changes into the genre of a short story (Perelmuter, 1989). The short story, as is well known, is put into rigid framework of a small volume. Not having had the opportunity to enlarge it, Krzhyzhanovsky expands the short story from inside. Due to the writer's opinion, one needs to do everything to let a short story be told completely 'before the runs out of its three-page life' (Krzhyzhanovsky, 2001).

Bearing in mind the flexibility of the short story that ensures its ability to penetrate in other genres, as well as the formidable ability to display the exclusive events - tests, it is not surprising that the short story as a genre has turned out to be a perfect base for the Menippean satire rise (Burovtseva, 1998).

In Krzhyzhanovsky works a classic 'test' is implemented in a duel of a human being and philosophical concept of Nothing that like an ancient monster absorbs the earth from inside (Gasparov, 1990). The writer appeals to the plots and images of the Bible, thereby increasing the eschatological idea of his own works. In a number of short story ('The Phantom', 'The Crack Collector', 'Therefore', 'Itinerant 'strange'') Krzhyzhanovsky embodies the ambivalent dialog of a new human being with Nothingless. From the top of the Absolute, 'explored with emerald fires', Nothingless consistently penetrates into all spheres of life of a human being. They are Science, Poetry (or Art), Philosophy and Religion. Being the cornerstone of each of these 'temples', the human being loses his fight against the Nothing and often turns into ashes (Livskaya, 2012).

Due to Bakhtin's opinion, the Menippean satire and related to it genres have significantly influenced the formation of the early Orthodoxly Literature and its main genres (Bakhtin, 1979). Thus, in these genres classic Christian comparisons are formed, like a tempted (Christ, righteous) against tempting one, a prayer against an atheist, a righteous against a sinner, a need against a rich, etc.

in the Menippean satire firstly appears what can be described as a moral and psychological experimenting: demonstration of unusual, abnormal mental conditions, like madness of all kinds, double or wrong identity, strange dreams, uncontrolled passions, suicide (Bakhtin, 1979). The term ‘discreat’ in Krzhyzhanovsky prose leads to a human being destruction. A reader can find one of the images impersonates it in the so-called "conversation with yourself", which includes the signs of the ancient genre of colloquium (Bakhtin, 1994). Krzhyzhanovsky’s short story called ‘Jacobi and "as if" (1918) is a discussion of the famous philosopher with his antagonist, linguistic phenomenon ‘as if’ on the theme of Truth and Faith. The novel starts with a one-page summary representing the philosopher who works in his cabinet and there’s a book ‘The treatise on the divine things and their revelation‘ is in front of him. The search of the desired quote led him to page dedicated to Kant, and closer to the linguistic phenomenon of "as if" which in four letters unites ontology and names. ‘Because in my name, - proudly declares the phenomenon, - all my genesis is’ (Biryukova, 2006). The following dialog creates the frame of the novel’s composition. From another point of view, the dialog is the author’s interpretation of the ancient ‘conversation with yourself’. The infernal word here is the linguistic embodiment of one of the internal "I am" of the philosopher (Livskaya, 2012). Krzhyzhanovsky uses the same composition means in the later novel "Therefore" (1922), where in front of the reader a battle between the Poet and ‘therefore’ word happens. In the context of the novel the word itself is the embodiment of non-existence, nothing (Perelmuter, 1989).

The short story called ‘Just-just’ (1922) is formally organized in the first person. The narrator defines himself as a judicial expert. The same ‘I am’ remains unchanged throughout the short story, or at least it seems so. But at the end of the story it becomes obvious that ‘I am’ definition hides not one, but even three different consciousnesses, three different points of view.

The first ‘I am’ of the narrator is the judicial expert himself. The peculiarity of his position influences some of his qualities: the desire to reach the limit, the final truth. He recognizes only the final result. Day by day the character uses the same routine from ‘The truth’ point to ‘The False’ point and back. The most frequent point of his destination is ‘The false’ stop.

The geometry of his mind determines the geometry of the space in which the first narrator is placed. The work of the expert is locked in his suitcase. His narrow body of his is buttoned down completely. The change of the narrator occurs after the expert’s acquaintance with the fantastic creature, the King of Just-Just state. The change of the narrator (actual, not nominative: nominee, the name is still ‘I am’, or first person narration) entails a change of his consciousness. The second “I” is the same expert, but “slightly” changed, shifted from the usual meanings. The altered state of consciousness of the character, close to the poetic, 'updates' the visual picture of the world, '... Nothing seemed to change, and everything was transformed and new: the dead, silly-blue lotuses slightly wiggled brown outlines, dressing in a game of glare and looming shadows ... strokes of pictures ... touched by invisible brushes, showed new colors and lines, words ... a little bit, they barely moved along their meanings, a wide gap in other muffled worlds’ (Krzhyzhanovsky, 2001). The poetically “shifted” from the previous meanings just a little bit, the second “I” is freed from the previous assignment: professional and personal, ‘Amnesty to everyone’, - I whispered joyfully and liberatedly, ‘amnesty to all false, false, false, imaginary and false. Letters, words, thoughts, people, nations, planets and worlds’ (Krzhyzhanovsky, 2001). The shift is completed on the physical level, when 'thousands of little instincts ... pulled the veins and capillaries, were busy in the confusion of nerve filaments, giving rise to a new, unexpected body in my body’ (Krzhyzhanovsky, 2001). If the “I” of the expert was hidden in the closed space of his room, then the second “I” is poetic for the most part shown outside the room, in the city - open to the world space. In the poetic world of Krzhyzhanovsky's prose there is a clear distinction between closed and open spaces.

A third narrator is born, in a sense synthesized from the two former 'I am' characters. The expert's 'I am was passed into the limit categories. Consciousness of the second, poetic 'I am', on the contrary, by breaking the constraining limit, the predestination of being, breaks through to 'other muffled worlds'. In essence, the final Í am' of the character is stuck in the metaphysical gap between the limits of the first and the infinity of another consciousness, 'I used to try to go to work ... just not to think,' recalls the hero. - Now this is impossible. After what happened…' (Krzhyzhanovsky, 2001).

3. Conclusion

Thus, the analysis of individual works of Krzhyzhanovsky from the point of view of genre affiliation shows their substantial and essential proximity to the Menippean satire genre. The writer updates the genre features of the menippean satire in his works, bringing here philosophical problems that are not known to ancient models. He connects his short stories to the chain of genre tradition where it passed through its modernity (menippean satires of M. Bulgakov, A. Tolstoy, K. Vaginov), although the past links of this chain are familiar to him as well (menippean satires of A. Pushkin, F. Dostoevsky), including the ancient link (Apuleius, Lucian, Varron) and Early Christian (Gospels and Lives).

The article reveals the content of the genre notion of the Menippean satire in relation to the works of the Russian prose writer S. Krzhyzhanovsky. The main attention is focused on the philological analysis of a number of writer's short stories in order to reveal the features of the Menippean satire in them, to discover the author's innovation in the field of the genre of small prose. Not having the opportunity to unfold a short story because of its limited scope, the writer expands the semantic boundaries of the narration, saturating the narrative intertextually, turning it into a meta-text.

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COMPETENCYBASED APPROACH IN THE SYSTEM OF PROFESSIONAL TRAINING OF POLICE OFFICERS

Abstract

Topical issues of professional training in the educational organizations of the Ministry of Internal Affairs of the Russian Federation, in particular within competence-based ap-proach are consideredin this article. The essence of vocational training of the police of-ficer is opened. The system of vocational education in departmental higher education in-stitutions of the Ministry of Internal Affairs of the Russian Federation is shownfrom the point of view of competence-based approach. Authors designed features of implementa-tion of competence-based approach and drew the main conclusions.The stated materials in article can be useful to psychologists, headsof the departments, internal affairs officers.

Keywords

training, educational organizations of the Ministry of Internal Affairs of the Russian Fed-eration, competency, activity, practice, professional competence, police officers

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1. Introduction

Integrating with the European educational environment is the aim of Russian education system reformation. This process consists of moving from an education model that focused on knowledge, to a competent model, that is, the ability of a graduate not to get lost in various situations happening in life and to solve them effectively. Mastering competences helps an employee to adapt to new conditions of labor marketin significantly reduced time and the labor market is filled with specialists with relevant skills, knowledge and skills.

Despite the frequent usage in the pedagogical literature of the terms “competency” and“competence” there is no common understanding of them. According to I.A. Zimnyayathere are at least two points of view on the relationship between these terms: according to one - they are identified, according to the other - separated (Zimnyaya, 2004). In the Glossary of terms, the competence refers to three abilities necessary to the employee: to do something well, to meet the requirements of an employer, to perform their labor functions. It also focuses on the fact that it is necessary to mean under the competence the same thing. The supporters of the identification of the concepts of “competency” and “competence” (L.N.Bolotov, V.S.Lednev, N.D.Nikandrov, M.V.Ryzhakov) prove their point that these terms carry a greater practical focus. According to I.A. Zimnyaya, the same approach is typical for most foreign studies on the topic (Zimnyaya, 2004).

Those who support the second idea (I.A. Zimnyaya, O.Mutovskaya, A.V. Khutorskoy, S.E. Shishov, etc.) differentiate the given concepts, believing that competency is primary in relation to competence. I.A. Zimnyayaunderstands competency as some internal, potential, hidden knowledge, ideas, value systems, which then reflect in human competence (Zimnyaya, 2004). A.V. Khutorskoy notes that competency is «a social requirement (norm) for a student’s educational preparation, necessary for his qualitative and productive activities in a certain sphere», unlike competence, which is nothing but “possession of the corresponding competency, a set of student’s personal qualities, due to the experience of its activities in a particular socially and personally important field”(Khutorskoy, 2007). So, he considers competence as a set of interrelated personal qualities (knowledge, skills, abilities, value-semantic orientations) and the ability to apply them in certain activities. A.V. Khutorskoy draws attention to the activity basis of competence.

The analysis of the literature proves that considering the competence to be only knowledge, skills and abilities is not correct. Competence has a direct connection with them, but should be treated more widely. Knowledge is only a reflection of any information in the mind, whereas competence implies the ability to apply knowledge in practice. A wide range of tasks, where the existing knowledge is applied, helps to distinguish this concept from skills, and the uniformity of the mode of action, even in non-standard situations, from skill. According to Yu.S.Kostrova: “... it is necessary to adhere to the opinion of the majority of scientists on the synthesis of cognitive, subject-practical, motivational, value and personal components of this concept” (Kostrova, 2011).

Considering the existing pluralism of opinions and views that have a place in the scientific literature, in our study we rely on the concepts that have been studied by N.F. Efremova. She believes that the concept of “competency” is necessary to describe the effectiveness of mastering and performing a specific type of activity, it is reflected only in the process of this activityandit is expressed in the subject’s readiness to organize internal and external resources and goals effectively.N.F. Efremovaconsiders the competency to be the qualities of a person, allowingto apply the knowledge, skills, abilities, techniques, experience effectively,including non-standard situations. She points out that “... competency is the potential of a person and a specialist, his knowledge, skills, experience, activity. Competencies (kinetics and dynamics of thoughts and actions) are his actions, understanding of the problem, analysis, search for a solution, and activities to solve the problem and achieve a result. Competences and competenciesinteract and determine the result of the activity»(Efremova, 2010).

Education, which is based on the competence approach, has a short but quickly developing history. First, they began to speak about competencies and competences in 70s in America in the context of the theory of N. Chomsky, who in 1965 introduced the concept of “competency” in the context of the theory of language and transformational grammar. N. Chomsky wrote: “... we make a fundamental distinction between competency (knowing our language as a speaker - listener) and usage (actual use of the language in specific situations). Only in the idealized case ... usage is a direct reflection of competency ”(Chomsky, 1972). For the theory of N. Chomsky, the key is precisely the usage as it is, in turn, the usage of competency, which acts as something hidden in potency. The usage in the theory of N. Chomsky is based on thinking, reactions to the use of language, skills, etc., which demonstrates a connection with the speaker himself, with his unique experience. So, the competencyis filled with a certain personal component.

Sum it up, it can be concluded that already in the 60s of the last century a demarcation line was drawn between the concepts of “competency” and “competence”, where the latter is understood as human activity, which is based on his knowledge, conditioned by his intellectual and personal resources.

It should be noted that the concepts we discuss were used earlier in literature and everyday communication. Summarizing the existing meanings of the concepts “competency”, “competence”, you can indicate two common meanings, as having the right to something (“In its competence”), and knowing something, owning information (“He is competent in this matter”).

I.A. Zimnyaya outlines several stages in the development of a competence-based approach in education, which she identifies based on an analysis of works on this topic (N. Chomsky, R. White, J. Raven, N.V. Kuzmina, A.K. Markova, V.N. Kunitsina, G.E.Belitskaya, L.I. Berestova, V.I. Baydenko, A.V. Khutorskoy, N.A. Grishanova, etc.).

The first stage - 1960-1970- issignificant by the fact that it was the time when the concepts of “competency” and “competence” were introduced into scientific use, their distinctions were made, and the essential features of each of them were highlighted. At the same time, D. Himes introduces the concept of “communicative competency” in the framework of the theory of language teaching and the transformational grammar.

The second stage - 1970–1990 - was marked by the using of the categories of «competency» and «competence» in the theory and practice of linguistics, including teaching foreign languages. In the same period, there is the transfer of these concepts to the sphere of administration, management, professionalism, and teaching competent communication.

In 1984, in London, J. Raven published the Competence in Modern Society, where the author elaborates the concepts of social competency and competence (Raven, 2002). J. Raven wrote that competence is such a phenomenon that “... consists of a large number of components, many of which are relatively independent of each other, ... some of the components belong to the cognitive sphere, and others are emotional, ... these components can replace each other as components of effective behavior. ” The author emphasizes that “types of competency” are nothing but “motivated abilities”. In his fundamental work, J. Raven provides a list of 37 types of competencies, which are based on the inner motivation of a person, on what matters specifically to him (Raven, 2002):

1. The tendency to a clearer understanding of values and attitudes towards a specific goal.
2. The tendency to control their activities.
3. The involvement of emotions in the process of activity.
4. Readiness and ability to learn independently.
5. Search and use feedback.
6. Self-confidence.
7. Self-control.
8. Adaptability: lack of feelings of helplessness.
9. The propensity to think about the future: the habit of abstraction.
10. Attention to the problems associated with the achievement of goals.
11. Independence of thinking, originality.
12. Critical thinking.
13. Readiness to solve difficult issues.
14. Willingness to work on something controversial and disturbing.
15. Study of the environment to identify its capabilities and resources (both material and human).
16. Willingness to rely on subjective assessments and take moderate risks.
17. The absence of fatalism.
18. Willingness to use new ideas and innovations to achieve the goal.

19. Knowledge of how to use innovation.
20. Confidence in the benevolent attitude of society towards innovation.
21. Installation on mutual gain and width of perspective.
22. Perseverance.
23. Use of resources.
24. Trust.
25. Attitudes toward rules as pointers to desirable behaviors.
26. The ability to make the right decisions.
27. Personal responsibility.
28. The ability to work together to achieve the goal.
29. The ability to encourage other people to work together to achieve the goal.
30. Ability to listen to other people and take into account what they say.
31. The desire for a subjective assessment of the personal potential of employees.
32. Willingness to allow other people to make independent decisions.
33. Ability to resolve conflicts and soften differences.
34. The ability to work effectively as a subordinate.
35. Tolerance towards various life styles of others.
36. Understanding of pluralistic politics.
37. Willingness to be engaged in organizational and community planning.

Introduced by I.A. Zimnyaya (Zimnyaya, 2004),consideration of the types of competence in this list is very differentiated. Also, attention is drawn to the fact that J. Raven uses such categories as “readiness”, “ability”, “attitude” and “self-control”.

This list of competencies gave impulsefor researching this area. Many researchers began to develop competency models, highlighting from 3 to 37 types. Moreover, these models were used as the goal to be pursued in the framework of education and training (N.V. Kuzmina, A.K. Markova, L.A. Petrovskaya).

It should be noted that these models are differentiated and based on the type of activity. Such work is also carried out by specialists in the field of psychology of employees of internal affairs bodies. In particular, M.V. Pryakhina and her joint authors conducted a study that was aimed at creating models of competencies for various activities of the bodies of the Ministry of Internal Affairs of Russia. As an example, we can take the main competencies of an employee engaged in administrative and preventive activities (Pryakhina, Dushkina, Martirosova, 2012) (Table 1).

TABLE 1 - COMPETENCIES OF ANOFFICER OF INTERNAL AFFAIRS BODIES

Division Names	Competency Profile Components
Division for the organization of activities of divisional inspectors	Conflict-resistance
	mental balance
	independence
	special knowledge
	professional motivation
	communication flexibility
	conversation techniques
	confidence in your strength
	ability to learn
	ability to respond, keep feedback
	analytic skills
Juvenile inspection	Mental balance
	ability to make decisions and organize substitution
	conflict resistance
	communication
	professional motivation

	ability to respond, keep feedback
	orientationto result, motivationfor success
Police patrol service	Physical strength
	ability to work in a team
	communication flexibility
	professional motivation
	orientation to result, motivation forsuccess
Administrative Law Enforcement Units	Mental balance
	conflict resistance
	special knowledge
	ability to learn
	communication flexibility
	conversation techniques
	ability to organize and plan
	analytic skills
	fundamental working methods
	professional motivation
	result orientation, success motivation
	ability to think strategically
	industry practices
Units for the organization of security and convoying, special institutions of police	Mental balance
	conflict resistance
	ability to respond, keep feedback
	physical endurance
	confidence in your strength
	professional motivation
	special knowledge
	ability to work in a team
	communication
	independence

Work on the development of competence models of all police units is still ongoing. Thus, the problem of the formation of competence models of specialists of various activities of the internal affairs bodies has not been resolvedyet.

I.A. Zimnyayasuggests that the development of understanding the competencies and competence as scientific categories in Russia begins from 1990, when the works of A.K. Markova (1993, 1996), L.M. Mitina were published, they continued the work of L.A.Petrovskoy/ She studied socio-psychological (conflictology) and communication skills of the teacher. L.M. Mitina understood “pedagogical competence” as a set of “knowledge, skills, abilities, as well as methods and techniques for their implementation in activities, communication, development (self-development) of an individual,” which indicates the complex, multidimensional nature of competence (Mitina, 1998).

We should note that major contribution to the development of the problems of competence in general and the social competencies / competences was made by domestic researchers, such as N.V. Kuzmina, L.A. Petrovskaya, A.K. Markova, L.M. Mitina, L.P. Alekseeva, N.S. Shablygina, G.I. Sivkova and others.

The third stage in the development of a competence-based approach in education is marked by the publication of a number of pan-European documents (UNESCO materials), which clearly outline the range of competencies that should be considered as a unified benchmark for the goal of education. Jacques Delor focuses on “the“ four pillars”on which education is based: learn to learn, learn to do, learn to live together, learn to live” in his report to the international commission on education in the 21st century “Education: The Hidden Treasure”, (Delor, 1996) He singled out key international competencies. For example, according to the report of Jacques Delor, one of the key competencies is the ability to “do so in order to acquire not only professional qualifications, but also, in a broader sense, competence, which makes it possible to cope with many different situations and work in a group" (Delor, 1996).

I.A. Zimnyaya points out that a symposium held in 1996 in Bern was a significant moment in the studying of problems of competency and competence (Winter, 2004), where the program of the EuropeanCouncil considered the issue that the development of so-called key competencies, which must be acquired by students for effective activity and for training, is importantfor educational reforms.

Thus, a competency-based approach focuses on a practical, effective side. And the one that is focused on "competence" contains personal (motivation, qualitative, motivational-volitional and other) qualities, is interpreted as a wider one, which helps to realize the humanistic paradigm in education.

The creators of the "Strategy for Modernizing the Content of General Education" believe that competence - "... includes not only cognitive and operational-technological components, but also motivational, ethical, social and behavioral. It includes the results of training (knowledge and skills), the system of values, habits, etc. Here it is important to remember that competence is always a manifestation of the competency which is necessary in this particular situation. However, it is worth noting that many scientists do not share these concepts, and this forces us to bring them together in our work (competence / competence).

Thus, analyzing the relationship between the concepts of competency and competence, we, following I.A. Zimnyaya, note that the approach based on competence (and not on competence) is aimed at strengthening the pragmatic and humanistic orientation of education (Zimnyaya, 2004).

The process of unifying the educational systems of European countries meets the logic of the challenges of modern civilization, as the differences in the content of education in European countries make integration processes difficult. The Bologna process, joined by Russia, has a number of difficulties in terms of implementation, which led to the necessity of adjustment. Specialists of the European Association of Universities and consultants of the European Commission's Education Department in Brussels (2006) proposed a project for the Euro-Tuning educational process (TUNING), which, according to their plan, should simplify and give dynamics to the integration process. The content of the project is not to harmonize higher professional education programs, what is difficult due to the declared and real autonomy of universities. And it is impossible, according to a number of scientists, becauseeach university loses the "color, taste and smell" duringstandardization, which will inevitably lead to the impoverishment of European culture.

According to N.F. Efremova, the TUNING project focuses on the ratification of the three levels of education and describes them (Efremova, 2012):

- student workload (to justify the volume of necessary knowledge of students, requirements for them);
- learning outcomes (each education cycle should be characterized by a certain level of knowledge that the graduate owns);
- competences (describe competencies as abilities to actions of a graduate of each cycle of educational programs of this profile, which is nothing but the result of training).

The development of competencies is the main goal of education, which is fixed in the materials of the TUNING project "Improving Educational Structures". So, when assessing the graduate's level of readiness for further activities, the concepts of "competence" and "competence" are used. The general competences obtained by the graduate will be transformed into a wider range of competencies, including professional ones.

According to N.F. Efremova, competence-based approach focuses on some of the vectors of education, among which are:

• ability to learn;
• self-determination;
• self-actualization;
• socialization and development of individuality (Efremova, 2012).

Thus, the main purpose of training in the competence-based approach is not to master a certain amount of knowledge, but to master such skills that would allow it to define its goals and plan ways to achieve them, making decisions and acting in various situations, including non-standard ones. According to N.F. Efremova, a feature of competencies as a result of education in comparison with other results is that competence:

- acts as an integrated result;
- helps to solve a number of tasks (as opposed to the element of functional literacy);
- exists in the form of activity, and not information about it (as opposed to knowledge);
- is portable (connected with a whole range of objects of influence), improved not by the way of automation and becoming a skill, but by the way of integration with other competences and competences through the awareness of the general basis of activity;
- grows in the process of competence-based learning, and the mode of action itself is internalized into the base of internal resources (as opposed to skill);
- manifests itself consciously (as opposed to skill) (Efremova, 2012).

Using these features in the formation of the educational environment is the effective implementation of the competence approach in the Russian education system.

It is generally accepted that the profession of a policeman is one of the most difficult. Work in the system of the Ministry of Internal Affairs is associated with a large number of restrictions, the implementation of official duties is associated with the impact of negative external factors on the police officer. Nevertheless, every year about 5-7 applicants apply for one budget place in departmental universities, which indicates the popularity and prestige of the service as the defender of law and order.

It is the educational institution of the Ministry of Internal Affairs where the complex and lengthy process of becoming a professional begins, who will be ready to serve his country. This continuous process consists of a large number of stages, where each subsequent stageis associated with the previous one. The principles of continuity and duration are fundamental in the process of integrating educational systems on the basis of the competence approach.

Each country has its own unique system of training officers for service in the police, which has developed under the influence of historical and socio-economic factors, features of legal systems, etc. The analysis of personnel training systems for law enforcement agencies was carried out by Russian scientists: A.S. Batysheva, V.V. Bobyreva, V.V. Boychenko, E.O. Bondar, A.V. Bykova, D.V. Vasilyeva, A.V. Gubanova, S.A. Derbicheva, G.P. Ermolovich, M.Yu. Efremova, R.V. Kuleshova, A.V. Melekhina, O.B. Frost, A.R. Popchenko, V.A. Sergevnina, M.V. Cheishvili, DD Shalyagina, S.N. Shishkareva, I.Ch. Shushkevich and foreign authors: K. Dimovna, K. Palmer, B. Price, E. Bitner, A. Bryan, etc.

The main purpose of the personnel work of the police in foreign countries is the recruitment and selection of candidates for the police service who not only meet the moral requirements of the police, but also have the specific competencies necessary to work.

According to S.E. Korablev police is worldwide recognized as responsible for the implementation of three main functions:

1) assistance to the population;
2) maintenance of public order;
3) the prevention and investigation of crimes (Korablev, 2011).

According to M.V. Pryakhina, the above mentioned functions coincide with the concept that the police should implement social services for the population. This position reflects the understanding the role of the police as a society servant. That's a problem-oriented approach and work based on operational data. The opposite approach presupposes relations along the "vertical", that is, when a policeman acts as a controller for the legality of social relations. Thus, at present, in world practice there are two approaches to defining the functions of the police. We hold the point of view of M.V. Pryakhina, who believes that: "The socio-psychological components of the police in preventing and combating crime in the most complete form can be implemented precisely within the framework of the first model. The leading feature of law enforcement agencies in the service of society is the involvement of the population in detecting problems of crime and violation of order, as well as in solving them, based on the understanding that the police cannot do it alone"(Pryakhina, Dushkina, Martirosova, 2012) .

Speaking about the competence-based approach in the activities of State traffic inspectors, it is necessary to consider the question of the grounds for isolating the various types of competencies / competences, their number, the priority of one over the other.

According to the Glossary of Labor Market Terms, Developing Educational Program Standards and Curriculum Standards, four models for identifying competencies are distinguished: a) based on personality parameters; b) based on the performance of tasks and activities; c) based on the performance of production activities; d) based on performance management. As the main one, following I.A. Zimnyaya, we accept the first model with the inclusion of the second, namely: "... personal qualities and experience that a person possesses: knowledge, education, training, and other personal characteristics that allow him to carry out his activitieseffectively" (Zimnyaya, 2004).

There are many approaches to solving the problem of determining key competencies. V. Hutmakher outlines only a few approachesin his report: according to one, there are only two key competences - scriptural thought (writing) and rational thought, according to the other - seven: learning; searching; thinking; communicating; co-operating; the ability to do business, getting things done; adapt to yourself, adopting oneself. G. Khalazh formulates key competences as answers to the challenges that Europe face - the preservation of a democratic society, multilingualism, multiculturalism, new demands of the labor market, the development of complex organizations, economic changes, etc.

I.A. Zimnyaya offers her own division of competencies. This classification is based on the following provisions of domestic psychology: a) man is the subject of communication, cognition, labor (B.G.Ananyev); b) a person manifests his existance in the system of relations with society, other people, with himself, with work (V.N.Myasishchev); c) human competence has a vector of acmeological development (N.V. Kuzmina, A.A. Derkach); d) professionalism includes competence (A.K. Markova). Based on the mentioned above, I.A. Zimnyaya identifies the following groups of competencies (Zimnyaya, 2004):

- competencies related to oneself as an individual, as a subject of life activity;
- competencies related to the interaction of a person with other people;
- competencies related to human activities, expressed in all its types and forms.

It should be mentioned that according I.A.Zimnyayathe competences are hidden, internal, only possible in future, but not yet existing in reality, potential, psychological neoplasms (knowledge, ideas, programs (algorithms) of actions, systems of values and relationships), which then manifest themselves in the person's competencies as belonging to this moment of time, manifestations of human activity (Zimnyaya, 2004).

After I.A. Zimnyaya, we will highlight the following competences: the competences of a person as a person, a subject of activity, communication; human competences as a subject of social interaction with the social environment; activity competencies.

The listed competencies are characterized by the fact that, being manifested in human behavior, they become personal qualities and turn into competencies that have motivational, semantic, attitudinal, and regulatory components, without losing the cognitive component and experience

When considering the issue of competencies / competences, it is necessary to analyze the concept of “professional competence”, which does not have simple interpretation. I.A. Zimnyaya claims that this concept has been used since 1992 by various authors: I.V. Ilina, L.P. Alekseeva, N.S. Shablegynoy, N.V. Karnaukh, Yu.V. Vardanyan and many others (Zimnyaya, 2004). Each scientist focuses on some part of this concept. Either knowledge, experience, or the quality of a person, or the aspect of professionalism come to the first place.

Social competence is closely associated with professional competence, which has several meanings. First, social competence is understood as a certain level of human socialization (J. Delor, N. A. Rototaeva), second, as a part of key competence (V. Hutmacher), third, as a certain personal property of a person, allowing him to interact with world around on the basis of the formed attitude towards oneself, towards others, towards society.

Social competence is very important for police officers, as professionals who interact with a large number of people during their work activities. In this context, it is important for us to understand social competence, as confident behavior, in which various skills in the field of relations with people are automated and provide an opportunity to change our behavior depending on the situation (G.I.Sivkova). V.G. Romek specifies that social competence is not just confidence, but confidence, the skills of which are automated and help to solve problems depending on the context of the situation.

It is important to note that social competence is manifested in the ability to work in a team, the ability to build effective communication, resolve conflicts, which is especially important for police officers and, moreover, is part of his duties. Therefore, we can talk about the close relationship of social and professional competencies. V.I. Baidenko noted that an employer requires aplicants for a position to have social competencies, for example, communication; teamwork abilities; the ability to clearly and convincingly present their ideas; readiness for non-standard, creative solutions; self-organization skills; flexibility regarding new requirements and changes; endurance and dedication (Baidenko, 2001).

Thus, the system of training of internal affairs bodies employees based on the competence-based approach should ensure the training of staff with social competence, which can cope with significant situations and effectively fulfill their professional duties. It is worth mentioning here that, according to I.A.Zimnyaya, professional competencies are part of social competencies, answering questions what and how to do (Zimnyaya, 2004).

Consider an example of the list of features of the professional skills of the employees of the State Traffic Inspectorate necessary for constructive interaction with drivers and pedestrians, developed by A.V. Gainullina and V.N. Smirnova (Gaynullina, Smirnov, 2013). This set of abilities of the employee was adopted by us as a guideline for the formation of the necessary competencies of cadets and students in the process of learning. Realizing the incomplete coverage of the activities of traffic police officers in this study (since the goal of A.V.Gainullina and V.N. Smirnov’s work is to study employee interaction with citizens), we emphasize that now there is a list of competencies that are included into social competence of the traffic police officer. It should be noted here that the professiogram of the employees of the State Traffic Inspectorate acted as an object of scientific research in many works. According to the data given by A.V. Gainullina and V.N. Smirnov (Gaynullina, Smirnov, 2013), attempts to create a list of professionally important qualities began in 1934, when work of Obodan N.M., ZelinskyYu.G. was published. (Obodan, Zelinsky, 1934). Further, such attempts were made more than once, it is worth noting the scientists who made them: Shakhrimanyan I.K., Vasilyev V.L., Barkalov S.N., Fillipchenkova S.I., Sherstneva N.S., Kozlovskaya E.A. and etc.

A complete description of the activities of the State Traffic Inspectorate employee is given in the study of A.V. Gainullina and V.N. Smirnova, where authors analyze such components as general information about the profession, content of the activity, socio-psychological factors of the activity, peculiarities of the psychological state in the process of activity. It is important to note that the professional skill is understood by the authors as the ability of an officer to combine the competencies of an officer of road and technical inspections of traffic police. (Gainullina, Smirnov, 2013).

2. Results

Summing up, we would like to note that the relevance of the use of the competence-based approach in the activities of traffic police officers will increase every year. It's important due to the fact that it helps to improve the quality of training of employees, assess the effectiveness of their activities and make algorithm of the activities of a police officer, helping to draw up a scheme of actions in the performance of official powers, immediately notice the existing difficulties and resolve themquickly. For the successful implementation of the competence-based approach in the process of training State Traffic Inspectorate employees, it is necessary to create an educational environment in which such an approach will be possible. The given tasks are quite complex and great, but they will helpto make the training of traffic police corresponding to international standards.

3. Discussions

Education is highly valuedin the modern world. There is special attitude to itin our country. Historically in Russia education has been understood not only as the acquisition of a set of knowledge and skills, but as a tool for personal development, where its value is placed above the interests of society, nation, state (L.N. Tolstoy, N. Berdyaev, S. Bulgakov, N. Lossky).

Nowadays higher education is considered to be the key to obtaining prestigious work and a social "elevator" being able to raise the status of an individual. Taking this into consideration, many people rushed to universities for gettingbenefits desired so much. As a result, the number of specialists, especially in some areas of training, exceeded the de-mand of the labor market, which led to the necessity to answer the question "Does the quality of modern Russian education meet the international standards?". The unsatisfac-tory answer to this question was the reason for reforming the entire education system of Russia.

4. Conclusion

The system of training traffic police specialists has its own specifics, especially the implementation of the competence-based approach when taking into consideration the psychological component of which we should note that:

1. The implementation of the competence-based approach in the system of training specialists for traffic police is aimed at developing trainee's ability to analyze their tasks, set goals within their professional activities, and plan their fulfilment. It is possible to achieve the required level of training of graduates having a planned development of the necessary competences, which, unlike knowledge, act as an integrated result of the cadet/ trainee's learning activities and exist in the form of activities to solve the tasks faced by the specialist. They are improved by integration with other competencies. In the process of training traffic police specialists using a competence-based approach, the mode

of action in a given situation is transferred to internal resources of the individual, which distinguishes competency from skill.

2. This researchanalyzesthe competence definitions available in the scientific literaturewithin the framework of the given sphere. The analysis defines competence as a set of knowledge, skills and possessions of the graduate, which helps to solve a specific problem arising in the process of implementation of his professional duties, and includes a motivation component.

3. Implementing the competence-based approach, it is necessary to create a developing environment that allows you to reveal the potential of the learner and form the necessary qualities, knowledge and skills. Taking into consideration the psychological characteristics of students and the specifics of the organization of educational activities plays an important role. It is necessary to focus on the identity of the specialist's competence model with the result that is formed at each stage of training.

4. Taking into consideration psychological features of the formation of graduates' competence involves the usage of active forms of education that allow to stimulate the student's independent work in getting the knowledge, which is the cornerstone of the competence approach.

5. It was concluded that it is necessary to review the role of the teacher. We see him as a tutor - a person providing support for educational activities. This process has some difficulties, as historically the teacher is treated in our culture as an indisputable authority, whose opinion cannot be challenged and it is the ultimate truth.

6. In order to justify the effectiveness of active forms of education, we conducted a study in which we compared information about the level of social competence of cadets who were trained with usage of active learning methods and without it. We got the results saying that cadets studying with usage of active forms of education have a higher level of formation of social competence.

Thus, the competence-based approach is a reality in which we'll have training of specialists for various sectors, including for the internal affairs agencies. Despite the difficulties met in the implementation of this approach, there are disagreements, such as training system has great potential that needs to be opened and used for the benefit of educational activities with realizing all the available opportunities. To do this, you should pay attention to the value orientations of our education and those global goals that often fall outside the scope of our scientists.

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PROSPECTS FOR IMPROVING RUSSIA'S COMPETITIVENESS THROUGH THE DEVELOPMENT OF FOREIGN TRADE RELATIONS WITH THE CIS COUNTRIES

Abstract

The urgency of the problem under study is caused by the exacerbation of the situation in Russia's foreign trade relations with world countries, caused by sanctions. Therefore, the issues of organizing foreign trade of Russia with neighboring countries become relevant from an economic point of view. The purpose of the article is to study the volume of Russian exports with the CIS countries on the basis of customs statistics, to offer measures for the development of foreign trade, improvement of welfare and the Russian economy in conditions of sanctions. Theoretical and empirical methods, in particular, analysis, evaluation, method of mathematical statistics, graphical, and expert methods were chosen as the main methods to research this problem. The article considers the CIS countries as the main objects for interaction in the market, explores the most efficient sectors of trade with these countries. A statistical analysis of the trend and seasonal fluctuations of exports of the Russian Federation with the CIS countries is carried out; conclusions are drawn based on an analysis of the plotted linear graph. We consider the problems and risks associated with the political and economic situation and make forecasts concerning the development trends of the Russian economy. According to the results of the study, the author draws some conclusions and suggests solutions to the identified problems. The materials of the article may be useful for the development of regional programs of investment attractiveness for the territories of Russia and the development of measures to improve the competitiveness of Russia through the development of foreign trade relations with the CIS countries.

Keywords
foreign trade, CIS, commodity turnover, export, trade turnover,
foreign trade development

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1. Introduction

1.1. The urgency of the problem

One of the main issues of Russian foreign policy over the past ten years has been Russia's relations with the countries of the near abroad. The main concerns are political and economic security, all-round interaction.

The aggravated situation with other countries and the sanctions against Russia made the study of foreign trade with neighboring countries relevant from an economic point of view. Therefore, the prospects for the development of trade relations with the CIS countries should be considered taking into account the risks of fluctuations in the political situation.

1.2. Explore Importance of the Problem

Improving trade and economic ties with the CIS countries is extremely important for building up Russia's socio-economic potential, even if they have a relatively modest share in the Russian foreign trade turnover. (Bodrikova, 2009) With the globalization processes taking place, each country becomes a participant in the global world economy and is experiencing the effects of globalization processes. Of course, this effect is experienced by the regions within the country. That is why we consider this article to be urgent.

2. Materials and Methods

2.1. Research objectives

The following issues were studied in the course of the research: 1) to study the actual state of foreign economic relations of Russia with the CIS countries for the period 1996-2017 and to determine the main reasons for the deterioration of the identified trend; 2) to explore trends in the investment attractiveness of the Nizhny Novgorod region through an indicator of foreign trade turnover with the CIS countries; 3) to analyze the obtained results, to assess the dynamics of the processes; 4) to offer a set of measures for strengthening the economic position of Russia in future.

2.2. Theoretical and empirical methods

A set of methods that complement each other was used to test the hypothesis:

- theoretical methods - analysis of sources, regulatory, legislative documents and statistical materials on the research problem; study and synthesis of scientific experience, analysis, synthesis;
- empirical methods - observation, study of previously obtained results of scientific achievements of the authors dealing with a similar problem, as well as graphical methods and methods of mathematical statistics.

2.3. Research base

The base of the research is the Russian enterprises exporting their products to the near abroad, including the machine-building enterprises of the country, as well as the enterprises of the Nizhny Novgorod region (Pronina, 2018; Pronina, Ganicheva, Babankina, 2015).

2.4. Stages of research

The research was conducted in three stages.

1). the problems of Russian foreign trade turnover reduction as well as the degree of the problem awareness were investigated.

2). the analysis of official sources data concerning the identified problem was carried out.

3). the proposals were worked out to improve the economic situation in the export turnover of Russia with the CIS countries; the conclusions and proposals were summarized; the research materials were systematized and formalized.

2.5. The course and description of the experiment

The period 2015-2016 can be called as one of the most difficult in foreign trade. Over the past 5 years, export turnover has dropped. The active decline in oil prices and the growth of the dollar against the ruble could have contributed to this. (Zhukov, 2012) The food embargo and the decline in production could also be mentioned here.

With regard to Russia, the CIS countries are a significant market for machine-building industry, chemical products, wood products, food products, medical products, building materials and other goods and products (Pronina, Sobinov, 2015). This market allows for a more complete utilization of production capacity in Russia and is a catalyst for the development of Russian manufacturing enterprises. In addition, interaction with the CIS countries allows us to use better the transit potential of our country as a transport bridge between Europe and Asia. (Letyagina, Bodrikova, & Pertseva, 2011)

The greatest decline of economic relations was observed in trade with Ukraine. Mutual sanctions and trade restrictions resulted in the reduction of foreign trade turnover by more than a third. The fall is also due to the elimination of gas supplies from Russia to the territory of Ukraine. (Pokrovskaya, 2013)

Trade turnover with Kazakhstan decreased by about 16%. The reason was the decrease in the supply of ferrous metals, petroleum products and cars.

The trade turnover with Belarus in 2017 decreased by 5%. The main reason was the price factor, because of which the indicators of trade in engineering industry products, hydrocarbons and metals decreased. Nevertheless, this country continues to be regarded as the leader among foreign trade partners, since it accounts for about half of the total turnover of goods. However, it is worth noting that, on the contrary, imports increased due to growth of food products deliveries to Russia from Belarus. (Bodrikova & Somenkova, 2018)

We observe the increase of Russian foreign trade turnover only with Armenia among all countries of the Commonwealth. The increase in supply volumes was 6%. (Russian Institute for Strategic Studies. Transport industry as a factor in Russia's economic growth)

For a more detailed study, let us build a trend for the dynamics of Russian exports with the members of the Commonwealth of Independent States over 20 years. Table 1, Figure 1.

TABLE 1 – RUSSIAN EXPORTS TO THE CIS COUNTRIES

Years	RF exports (customs statistics bodies data)	Absolute deviation	Relative deviation, %
1996	14530	-	-
1997	15895	+1 365	+9,39
1998	16624	+729	+4,59
1999	13699	-2925	-17,60
2000	10707	-2992	-21,84
2001	13824	+3117	+29,11
2002	14617	+793	+5,74
2003	15711	+1094	+7,48
2004	20498	+4787	+30,47
2005	29471	+8973	+43,78
2006	32627	+3156	+10,71
2007	42310	+9683	+29,68
2008	52661	+10351	+24,46
2009	69656	+16995	+32,27
2010	46811	-22845	-32,80
2011	59601	+12790	+27,32
2012	79435	+19834	+33,28
2013	79258	-177	-0,22
2014	73940	-5318	-6,71
2015	64186	-9754,2	-13,19
2016	45092	-19093,8	-29,75
2017	37730	-7361,7	-16,33

Source: (Federal State Statistics Service)

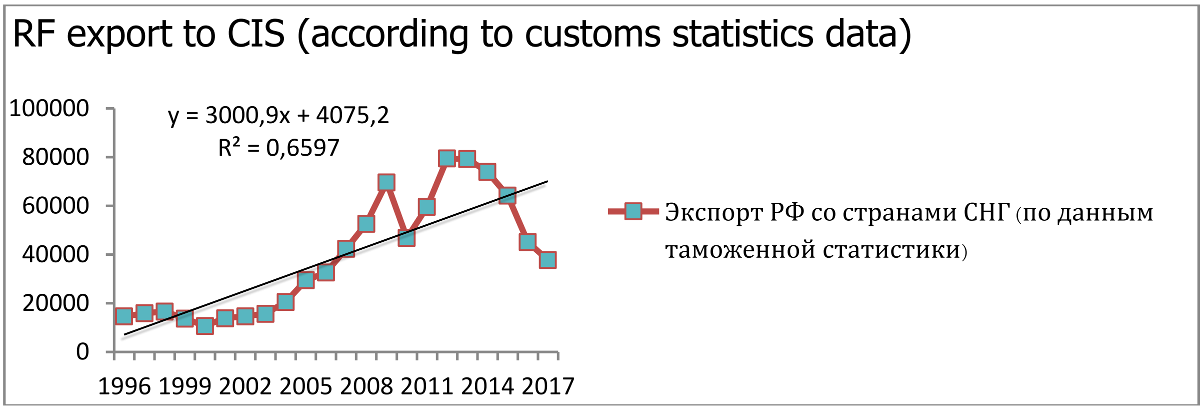

FIGURE 1 - LINEAR TREND

Visual analysis makes it possible to conclude that there are no seasonal fluctuations in export flows with the CIS countries.

Thus, it can be stated that the global financial crisis of 2008 had a significant influence on the economic positions of the CIS members (this dynamics is highlighted in graph 1 by a strong decline). Many spheres suffered from the crisis: state finances, stock market, real sector of the economy, banking and currency spheres. There was a decline in prices for the main export goods, for example, for metals, oil, grain and others. External demand has decreased in general, import of foreign capital into the country has diminished.

3. Results

The following measures are proposed for the development of foreign trade of the Russian Federation with the CIS countries.

1. In order to improve the situation of the world market, it was necessary to take urgent measures. The Eurasian Economic Community has intensified cooperation in the real sector of the economy, the Customs Union has been established, and the Anti-Crisis Fund has begun its work to finance mutual trade and priority investment projects. Russia has signed with Belarus an Agreement on the regulation of the Union State property issues and an Agreement on ensuring equal rights of citizens to freedom of movement, choice of stay and residence place in the territories of the Union State members. All this contributed to the improvement of the economic situation and, as a result, it was possible to achieve an increase in the trade turnover, growth of investments, to stabilize the overall economic situation.

2. In the foreign trade area, it is proposed to undertake measures for:

- optimization of the regulatory framework for cooperation through the strengthening of Belarus, Kazakhstan and Russia Customs Union;
- development of an effective anti-crisis program;
- increase in sales of energy through the development of the pipeline transportation system;
- development of significant investment projects in nuclear energy, transport and space research.

The crisis of 2008 and its consequences over the course of a decade marked the objective need for economic pooling of efforts on the trading territory of the former Soviet Union countries. Our state is becoming the initiator of an effective policy of improving cooperation in foreign trade with the countries of the Union. The CIS is a reliable partner for Russia with which the Common Economic Space should be created. This will radically change cooperation between Russia and the CIS countries.

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REVEALING CHILDREN'S NEEDS IN FOSTER CARE PLACEMENTS. COMMENTING SOME REGULATIONS OF THE GOVERNMENT'S TARGET SOCIAL PROGRAM FOR REFORM OF THE SYSTEM OF INSTITUTIONS FOR ORPHANS AND CHILDREN WITHOUT PARENTAL CARE (APPROVED BY THE RESOLUTION OF THE CABINET OF MINISTERS OF UKRAINE ON OCTOBER 17, 2007)

Abstract

The topicality of the problem under study is determined by the necessity of changing the system of pedagogical approaches to children from orphanages during the process of their being transferred into foster families and into family-type orphanages. The objective of the article is to study the processes concerning these children's adaptation to their new social conditions. Such processes are part of the government's new social strategy initiated by the adoption of the Government's Target Social Program for Reform of the System of Institutions for Orphans and Children without Parental Care ("Gosudarstvennaya tselevaya sotsialnaya programma reformirovaniya sistemy ucherezhdeniy dlya detey-sirot i detey lishennyh roditelskoy opeki", 2007). The article also aims at studying children's psychophysical abnormalities caused by their parents' antisocial behavior leading to the

children's being placed into the boarding house. The necessity of changing the current state of affairs can be explained by the demands of the time. As the first part of the Program, the society has come to the conclusion that the approach to orphans' socialization must be changed and adapted to the modern conditions of these children's lives by using the world's and Europe's experience which has given positive results. Firm steps must be taken towards deinstitutionalization – liquidation of orphan boarding houses which for decades have been closed institutions for thousands of Ukrainian children. Therefore, the primary goal of the society is not placing children into conditions which isolate them from the outer world, but rather transferring these children into sound families. If families get support and assistance, children will stay with parents. For many years the government has neglected the opinion of orphans themselves and thought that orphans are taken proper care of because their minimum, i.e. biological, needs are satisfied. But, in fact, only thorough and comprehensive study of children's needs can guarantee their adequate development in our fast-paced world.

The principal outcome of the research is the elaboration of definite recommendations:

- in accordance with the peculiarities of a certain family (economic security, desocialization level, living conditions, etc.);
- on the basis of revealing needs of a certain child;
- taking into account the resources of the local community;
- by using modern methods and approaches.

The materials can be used in specialized and training courses for Oles Honchar Dnipro National University students specializing in social work as well as in upgrade training courses for social workers of state institutions and non-profit organizations.

Keywords

Personality socialization, deinstitutionalization, inclusive education, integration into the society, identity deprivation

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1. Introduction

1.1. Topicality of the problem

The Ukrainian government continues to finance the system of boarding houses for orphans and then spends money on eliminating the consequences: every second leaver of such a boarding house commits a crime and every fifth one becomes homeless due to lacking necessary social skills. Orphanages for children under 3 years old are especially dangerous because children of that age need more care, love, and communication – the things that form the basis of all their future life. According to the international research on the developmental level of children adopted from the boarding houses Miller and Hendrie, every three months of living in a boarding house causes a one-month delay in physical development. As a result, 55% of children have a motor skill developmental delay, 32% – a mental developmental delay, 43% – a speech delay, 44% have different developmental delays simultaneously. Fewer than 10% of children in orphan boarding houses are full orphans whereas others have relatives or at least one parent. Ukrainians give their children away to boarding houses themselves – because of poverty or due to the child's special needs. Orphan boarding houses are isolated from the outer world. Therefore, their leavers are not accustomed to living independently. Annually the Ukrainian budget commits approximately UAH 6 billion to orphanages, but only 16% of this money is spent on children. Experts are convinced that it is high time for Ukraine to abandon conventional orphan boarding houses and turn to family-type orphanages or inclusive education. Thus, budget funds would be spent on supporting families rather than on financing numerous staff and walls. Moreover, nearly 20% of orphanage-leavers have a criminal record and 10% commit suicides. And only 10% get integrated into the society ("V Ukraine predlagayut zakryt internaty: Zachem eto nuzhno i chto budet s sirotami", 2016). The Government's Target Social Program for Reform of the System of Institutions for Orphans and Children without Parental Care meant to solve this problem within 10 years. This time is over, but the Program's objectives have not been reached.

1.2. Research hypothesis

The analysis of theoretical works and practical activity concerning the problem under study has shown that each child in residential care institutions for orphans and children without parental care, i.e. orphan boarding houses, has had a family experience characterized by deficiency and disruptiveness of different degree. Specialists assert that such children have all forms of deprivation: sensory, cognitive, emotional, identity deprivation (Lisina & Dubrovina, 2000, p.126). Research works demonstrate that the loss of their mother's care followed by psychological deprivation in orphan institutions adversely affects children's social, psychological, and physical health. Most of abandoned children lack personal attention and emotional encouragement needed for development. The author of the article believes that the failure to adapt and socialize under conditions of residential care can be avoided only in case the child is placed into a sound family atmosphere. The readiness of foster parents for taking care of an orphan child considerably depends on discovering the child's needs and paying attention to his/her inclinations and objects of affection. The readiness of the government is revealed through sincere intentions framed into definite and feasible social reforms.

2. Materials and Methods

2.1. Theoretical and empirical methods

In order to solve the problems outlined in the research and test the hypothesis, a complex of generally scientific and psychological methods has been used: theoretical (when studying psychological literature on the subject); empirical (psychodiagnostics); mathematical-and-statistical (when processing empirical data).

2.2 Methodological Framework

The methodological framework for studying the subject in question is formed by fundamental works on issues concerning orphans' social adaptation, their educational, employment and housing problems. These issues have been and still are researched within the sphere of family sociology by many well-known scientists, such as T.A. Gurko, G.I. Osadchaya, Y.R. Yarskaya-Smirnova, Y.M. Rybinskiy, G.V. Semya, M.I. Lisina, and many others.

Thus, M.I. Lisina points out that the necessity for a child to communicate with an adult is a basic need without which this child's normal development and socialization are impossible: "In conditions of hospitalism children reveal neither attention nor interest to adults even after 2-3 years of their life. But as soon as the pedagogue has managed to establish successful interaction with the child, the child shows great improvement in the development level in a short time span as well as forms an active attitude to people and the surrounding world" (Lisina, p. 93). T.A. Gurko underlines that "foster families receive children of different ages, and particularly numerous is the group which includes foster children of early and middle adolescence. Therefore, the foster family performs a significant role of adolescents' resocialization" (Gurko & Taseev, 2007).

The conclusions made by M. Ainsworth, J. Langmeier, Z. Matějček, M. Lisina, V. Mukhina, A. Ruzskaya paved the way for the family-type substitute care for orphans. For example, J. Langmeier and Z. Matějček claim that the main reason why children from orphanages suffer from maladjustment is the influence of deprivation mechanisms, such as emotional, psychic, personality, and maternal forms of deprivation (Langmeier & Matějček, 1984, p. 54). I. Dementieva, N. Yuditseva, et al. cover the issues of social adaptation, study how orphanage-leavers find their place in life when out of the boarding-houses, and analyze the existing models of post-orphanage adaptation within the context of various specialized institutions.

So, the analysis of scholarly works has allowed forming the scientific basis of the research conducted as well as making some adjustments and predictions concerning the quality and terms of deinstitutionalization which began in Ukraine several years ago.

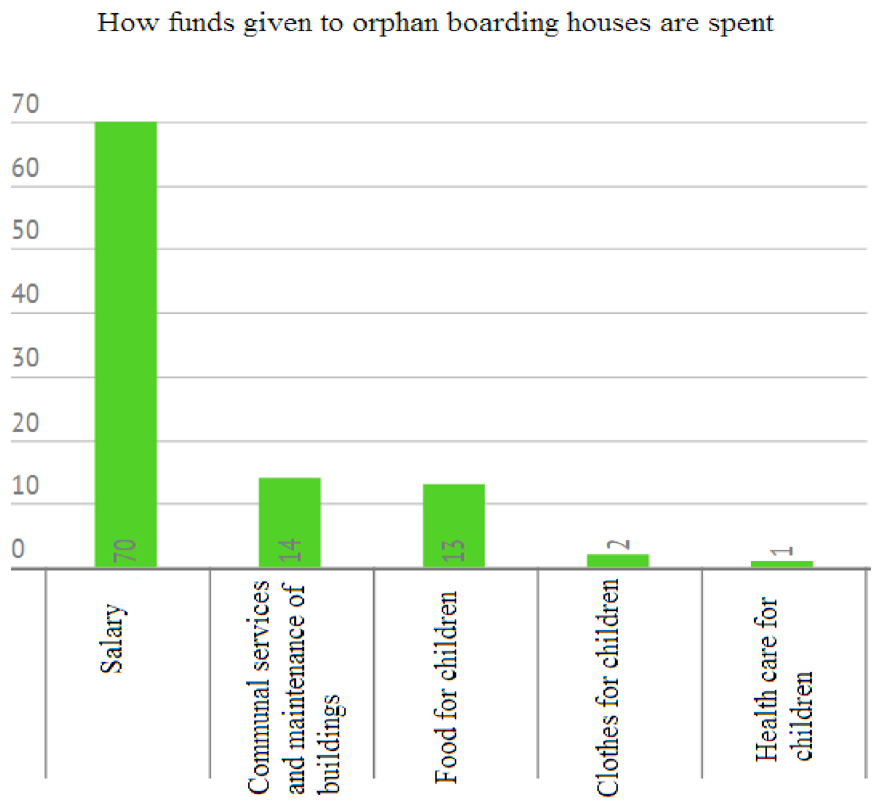
2.3 Research Basis

The research basis of the problem stated was Kherson, Dnipro, and Zaporizhia regions – areas which may be viewed as models of the deinstitualization process due to the results received and made public.

3. Results

For the quarter-century of Ukraine's independence nobody has really tried to solve orphans' problems. During all those years there were a great number of boarding schools serving as educational institutions, but, in fact, they were simply orphanages where children were given food and shelter as well as clothes and some essentials (those boarding houses were so-called VIII-type special-purpose institutions). Some of them were problem-oriented, for instance, a boarding house for children who have hearing problems, a boarding house for mentally retarded children, etc. This legally approved division gave an opportunity to increase the number of already bloated workforce by involving speech language therapists, neuropathologists, and even manual therapists. Thus, in early 2000 Molochansk specialized orphan boarding school in Zaporizhia region employed handicraft instructors, nurse-dieticians, numerous stock keepers, and a supply-and-maintenance manager. The school also had its own Emergency Medical Service and even its own chief agronomist because the city council had doled out several hectares of farming land for orphans. It is interesting to note that the land was worked with the equipment of farming enterprises that had decided to contribute to the honourable cause of helping orphans. The yield obtained in autumn was sold. The money received was spent on necessary stock, but often on the one which the staff, rather than the children, needed. Moreover, the boarding-house's pig-breeding farm not always provided the children with meat. The institution's own accounting department carefully covered up the traces of any financial misconduct connected with double financing of the boarding school.

At the time the government was very generous about giving funds to orphan boarding schools trying to satisfy the needs in almost everything. However, that financing was strictly according to norms established by special regulatory acts – a certain number of shirts, socks, pairs of shoes, or kilos of fish. Those norms were rarely changed and always without any attention to what orphans wanted themselves. It was hard to imagine girls being given deodorants or personal hygiene items which were available to their peers living in families. In total, the government financed 1.25 salary rate per each orphan child in Molochansk. Moreover, if working with "special inmates", pedagogues (teachers, instructors, deputy principals) had a bonus added to their payment amounting up to 50% of their salary rate. Taking into account that these expenses were accompanied by other ones, even more serious – heating, electricity, stock, major and everyday repairs, the sums turned out to be enormous. The illustration below shows an approximate distribution of budget funds in the orphan boarding house (Fig.1).

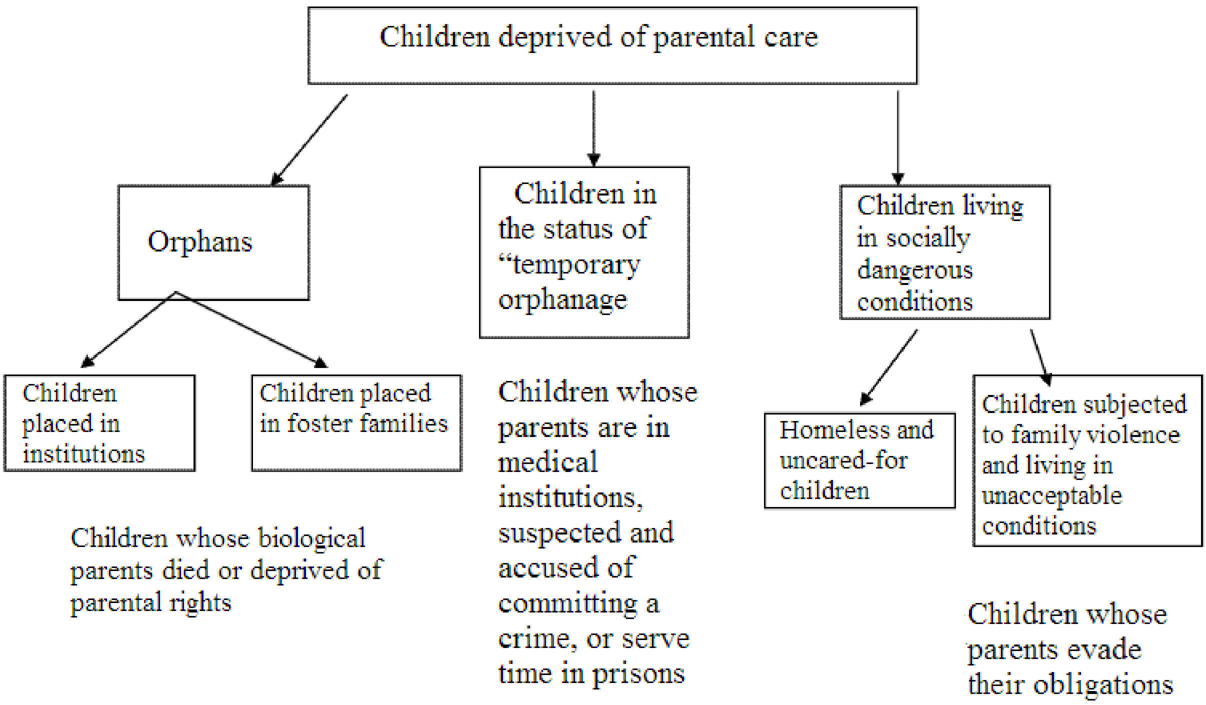


How funds given to orphan boarding houses are spent				
Salary	Communal services and maintenance of buildings	Food for children	Clothes for children	Health care for children

FIGURE 1

Up to some point that situation was bearable, but when communal tariffs started to rise rapidly, urgent changes had to be introduced. Besides, at that time Ukrainian boarding houses knew nothing about energy and heating efficiency. Therefore, the government began to wonder if orphanages were cost-efficient. The second problem which urged the government to reconsider the issue of financing orphan boarding houses was orphans themselves. By the time there were absolutely no statistical data on the "contingent quality". In 2013 the team of Children's Ombudsman (Y. Pavlenko) conducted such a research. The number of children was estimated to be 117,000.

In its time (2005-2006), the Ministry of Family, Youth, and Sports made an attempt to sort out and calculate the number of children in our country who were really parentless orphans in need of the government's care and the number of other children. It was the time when orphans were actually calculated. In 2007, for example, there were 103 thousand of such children. And in 2013 there were already 92 thousand of them. It is necessary to consider, though, that there is a war in our country – the Crimea has been annexed and some parts of Donetsk and Lugansk regions, where some of our orphan children are, are also not taken into account in the general statistics. And even without data from these regions Ukraine is reported to have approximately 90,000 children deprived of parental care. However, our orphanages house 100,000 children. And only 9,000 of them are orphans; the others have parents. The general picture is shown below (Fig.2).



Children deprived of parental care			
Orphans	Children in the status of "temporary orphanage"		Children living in socially dangerous conditions
Children placed in institutions	Children placed in foster families	Homeless and uncared-for children	Children subjected to family violence and living in unacceptable conditions
Children whose biological parents died or deprived of parental rights	Children whose parents are in medical institutions, suspected and accused of committing a crime, or serve time in prisons		Children whose parents evade their obligations

FIGURE 2 – GROUPS OF CHILDREN DEPRIVED OF PARENTAL CARE

Thus, out of 100 children living in boarding schools there are only 10 social orphans. They are taken from dysfunctional families by social services who see, for example, that parents regularly misuse alcohol and do not take care of their children. Another case is abusive treatment of children in families. Under these circumstances there is a special procedure of taking a child out of the family. First, the child is placed in a center of social and psychological rehabilitation (so-called, shelter). Then the parents must be deprived of parental rights – and the child receives a status of the one who is deprived of parental care and is then placed into an orphan boarding school. If the government had moved along the path of providing real and effective help to families that happened to face difficult circumstances, there would be 90% fewer children living in orphanages – even before the social reform in Ukraine.

The next important problem of the boarding houses is getting boarding-school leavers employed. This problem has been ignored for decades by everyone, except a few administrators of these special-purpose institutions – truly honorable pedagogues putting their heart and soul into what they do. Using their own contacts and asking their own acquaintances for a favour, they got some of their graduates employed. But such cases can be viewed as exceptions rather than rules.

Social or antisocial boarding school?

Since Soviet times it has been an accepted fact that orphan boarding schools fully perform the function of personality socialization and adequately adapt children to living in the surrounding world when they are out of the boarding-house walls. Of course, it is not so. It cannot be denied, however, that something has been done in this respect anyway. In Molochansk, Preslav, and Kamenskoye of Zaporizhia region the curriculum included special courses, such as social and household orientation (SHO), which gave children an idea what living conditions of an average Ukrainian family were. The classroom was an imitation of a two-room flat with all its attributes, which not only gave an opportunity to show children all basic elements of household culture, but also helped them become active participants of family relationships by practically applying the skills acquired. For example, they were taught how to lay a table or organize a party for younger children. In some way, those lessons turned out to be useful, but unfortunately they had nothing to do with the most important thing – communication within the family which is an inherent attribute of a real family life. However, even in the Soviet period this “orphan boarding house” model of working with mentally retarded children was considered efficient enough. Here is what the researcher Valentina Voronkova writes about social and household orientation lessons in her teacher’s manual named “Social and Household Orientation of 5-9 Grade Pupils in the VIII-Type Specialized (Remedial) Comprehensive School”:

“A SHO classroom with well-equipped thematic zones is the organizational basis of the teacher’s work and pupils’ educational activity. The conditions in the classroom are favourable for increasing the productivity of the remedial-and-educational process, improving pupils’ cognitive activity, developing their self-care skills along with conscious self-discipline. Lessons in such a classroom help the teacher to show pupils in which real-life situations and activities they can apply the knowledge and skills acquired. By modeling certain life situations at SHO lessons, where children can put into practice their skills, it becomes possible to establish distinct association between knowledge gained at school and real-world problems which must be solved outside school. The greater variety of real-life situations the classroom reproduces, the more the teacher can rely on the pupil to use the knowledge received in a new, changed situation, which is always especially difficult for mentally retarded children. While doing tasks in specially prepared conditions, pupils develop new needs and interests which, over time, increase in number cultivating a personality. There appears a feeling of your work being useful, which, in its turn, creates a positive emotional background and encourages efforts to be active. The child’s active attitude to the reality develops curiosity. Thus, the classroom conditions give an opportunity not only train and educate, but also remediate intellectual and cognitive deviations of pupils in the VIII-type specialized (remedial) school. Having favourable conditions, children gain solid and deep knowledge and acquire skills how to employ this knowledge in practice. Since the main factor in the child's development is education, the conditions in which this education takes place are vitally important" (Voronkova & Kazakova).

The author of this article absolutely disagrees with the statement quoted above because if one speaks about personality socialization of mentally retarded children (usually, with such diagnoses as " schizophrenia " and "oligophrenia"), it is necessary to take into consideration one thing – these children cannot acquire "everyday" skills for their entire life since the peculiarities of their disease development will not make it possible. As A.R. Luriya emphasizes, these children have undergone, either in their intrauterine period or in their early childhood, a serious brain disease which has changed their cerebral tissue and disturbed their superior nerve processes. It is characteristic of them to have psychological development disorder in general, which becomes abnormal and prevents these children from mastering forms of complex cognition, which is connected with distraction and generalization. What an ordinary child can do naturally every day is often insurmountable for an oligophrenic patient.

Speaking about the everyday environment, which we call domestic, it is worth underlining that from a very tender age children are usually accustomed to a certain routine which involves the simplest activities (washing hands before meals, taking off dirty shoes on coming home, etc.). However, mentally retarded children need to be constantly reminded of all these things. Moreover, householding presupposes more complex, often economic, operations, e.g. calculating money left till salary comes or paying back a loan. The operations already require a mathematical approach and prospect-oriented thinking. Therefore, no "temporary-type" lessons, such as SHO ones, cannot cultivate these practical skills.

Opponents of this conclusion may disagree with the author and ground their arguments on M.S. Pevzner's theory who provides a clinical classification based on the structure of a defect. She underlines that oligophrenic patients even of the same clinical group have different educational capabilities, which is connected with the depth and development level of the disorder. Children who have a mild disorder are characterized by the steadiness of primary nervous processes. Cognitive activity deviations are not accompanied by serious dysfunction of analyzers. These children's emotional-and-volition sphere is comparably safe. They can fulfill a purpose-oriented task when the task is clear and easy to do. So, in a habitual situation their behavior is almost normal. Despite this fact, though, they are not capable of doing mathematical operations which other children of their age can easily do. But such capabilities are essential in everyday life, even for children.

The author of this article can give numerous examples from the lives of the Molochansk boarding-school orphans when they were not able to count the change received from a shop-assistant or failed to calculate correctly how much they needed to pay back to friends who had lent them money. And those were small sums of money. Adults often took advantage of the fact that the children did not have necessary skills and deceived the kids for whom natural, "moneyless" exchange seemed the most reliable one. Can such children securely integrate into the society? Of course, they can't. That is why the Soviet model, which we want to escape now, cannot be called efficient. Soviet boarding houses were always closed areas and scientists who managed to prove that those institutions could be beneficial were undoubtedly trying to please the ruling government.

With full confidence it can be asserted that orphanages were and still are a territory of unfreedom. Even their location indicates it – as a rule, they are situated on the outskirts of some locality, placed in isolation as if in order to minimize the children's contact with the outer world. And if a child happened to have a necessity to attend some music or arts school, it would not be easy to put it into practice – nobody would agree to cover 5-6 kilometers to take the child to the classes. Under such circumstances, it is obvious that those children do not develop as children do in ordinary families. The limited space along with absence of the right to choose and satisfy your own needs often leads to psychological deprivation. "Psychological deprivation manifests itself in an inability to study according to the regular school curriculum. They have poor academic performance because most of them have sensory underdevelopment and intellectual inadequacy. As a result, children living outside a family experience problems with school adaptation characterized by a distinct tendency to grow and their motivation to study weakens" (Shchurkova, 2004, p. 85). Such signs are viewed as deviations from children's normal behavior and these deviations often develop into overt aggression.

According to V.S. Mukhina, the main reasons for the children's deviational behavior lie in their unrealized "need for love and acknowledgement, which leads to the deformation of the child's personality" (Mukhina, 76). Due to the fact that their communication experience develops incorrectly, these children often have a negative attitude and become aggressive towards other people. Unrealized needs in parental love and acknowledgement cause the formation of deviational behavior, ineducability, individual developmental difficulties, emotional tension, and frustration. They may also cause the development of mendacity and envy. The affective reactions stated above (pugnacity, quarrelsomeness, aggression, rudeness) are considered by L.S. Slavina to be a protective response to the fact that the vitally important needs are not satisfied. And such a response allows children not to view their capabilities as degraded.

The aggression expressed by boarding-house orphans may be also based on fear. Many psychoanalysts share this idea. C. Büttner names two most frequent reasons for aggressiveness in the early age: "First of all, this is a fear of being injured, hurt, or attacked. Secondly, these are offences, psychological traumas, or even attacks which have already been experienced by the child" (Büttner, 1991, p. 164). It is worth mentioning that in the early age unconscious aggressive impulses manifest themselves indirectly finding realization in children's fantasies and games whose contents can be analyzed in order to reveal the protective mechanisms which the child's "ego" resorts to.

In Ukraine, the child can get to the orphan boarding house by one of three ways. The first one is the desire of the child's parents, when the family's finances are very scarce or if the parents have an antisocial lifestyle. In such a case, they write an application and the child is placed into the orphanage though he/she is not an orphan actually. The government provides for the child and the parents continue to abuse alcohol. The second way to the boarding house is the case when the child becomes disabled, especially if the disability is complex and requires specialized social care. Such children can stay in the boarding house up to the age of 35. The third case is when boarding-house workers search for their future inmates because they are personally interested in it – if the boarding house is not fully populated, it will not be financed. They visit large families with many children and suggest, or sometimes even insist, that their children should be given away to their institution.

Thus, in an interview to some journalists the programme director of «SOS – Children's Villages Ukraine» Darya Kasyanova explained why one of Dnipro region institutions had been closed. The inspection estimated the children's needs and analyzed the statuses of those children. A social organization communicated with each child and it turned out that all those children were from the same area. There was no school there and the boarding house served as a school where children lived for 11 years. So, the government funds were spent only because it was convenient for a few indifferent officials. And the children's lives were, of course, of no interest to them.

"I have a certain allergy to boarding-house institutions and it is connected to the fact that nothing good happens there. If boarding-house leavers, especially adult ones, are talked to, it is told that out of a class only a couple of them usually stay alive. One starts shooting up, another gets to drinking whereas some may go and hang themselves. If we speak about successful projects, we must admit that things like that do not happen after successful projects," concludes Darya Kasyanova ("O nasilii v internatah, "armii" potentsialnyh sirot i retseptah dlya Ukrainy", 2016).

Since 2007 (having adopted the Government's Target Social Program for Reform of the System of Institutions for Orphans and Children without Parental Care), the Ukrainian government has understood at last that to finance orphan boarding houses is a road to nowhere and that it is necessary to take care of the rising generation not on the paper but in real life by revealing and satisfying their needs. Therefore, even the previous government started to take urgent measures to change the existing situation for the better. Too urgently, according to the author of this article.

If the official statistics can be trusted, in eight months of 2013, Dnipropetrovsk region managed to become a leader among other regions by the number of orphan children placed in foster families and family-type orphanages. Every year the number of children in boarding houses was supposed to be 20% lower. By 2016 all children should have been living with foster parents. That is what the local government planned, or, which is more correct, spurred. In vain.

There are many examples of urgently implemented commissions to reduce the number of boarding houses. For instance, according to mass media, executive authorities in Kherson placed children with hearing and speech problems in foster families. Those children were taken from a specialized boarding house to a village which does not even have a medical assistant. However, little attention is paid to such things. And the government is unlikely to interfere. Officials cut down expenses. Every child in a boarding house requires UAH 100,000 of budget funds per year, i.e. approximately UAH 6,500 per month. If the child is in a foster family, a monthly payment is only two minimum living wages. Profitable? Undoubtedly. Plus: the Soviet government farsightedly placed many boarding houses in resort areas. Business is panic-stricken. Land is "being wasted"... ("Likvidatsiya detskih internatov", 2013). Only three years have passed and it has become clear that there is no need to hurry in such a sensitive matter as guardianship, fostering, or adoption of children.

4. Discussions

When preparing social work specialists in Ukrainian universities or/and upgrade training institutions, attention is paid to assessment of the family's and child's needs. It is considered that this assessment must be based on the following principles:

- concentration on the child and his/her development;
- "environmental friendliness" (i.e., most probably, good intentions – the author);
- equal opportunities, respect for the client's cultural peculiarities and environment;
- involvement of all participants of the assessment;
- both openness and confidentiality simultaneously;
- foreseeable further work with children and families;
- focus on strong points and identification of weak ones;
- long-term planning rather than relying on one-time event;
- priority of substantiated facts instead of guesswork;
- approach of inter-institutional cooperation.

Moreover, it is insistently recommended to take into account the client's views and habits in order to satisfy his/her needs in full. In addition, it is advised that if it is possible, family members and guardians should also be involved into the assessment procedure because they are valuable sources of information.

The whole complex of needs can be divided into three large groups: the child's developmental needs, factors of the family and environment, and the parents' potential. The first group includes health, education, emotional development and behavior, self-actualization, family and social relationships, social representation, and self-care skills. The second group comprises the resources of the community, social integration of the family, the family's income, employment, and living conditions, relatives, the family's history and activity. The third group presupposes elementary care, security, emotional warmth, stimulation, stability, life guidance and restrictions.

As we can see, the boarding-house institution can adequately meet only half of these needs. Therefore, it is vitally important now to speak out about the necessity of reconsidering the governmental family-and-children oriented policy in general in compliance with the principles stated in the Constitution.

5. Conclusion

In the author's opinion, Ukraine has seen democratic transformations which can fundamentally change the current situation. Since 2016 the civil society has finally realized that each child should be treated individually, neither without averaging his/her needs nor without standardizing the help provided by the government and local officials. First of all, the greatest expectations are placed on the law «On decentralization of power» which opens various opportunities to territorial communities. The newly formed local governmental bodies must not only get engaged in solving technical problems of their territories (roads, communal services, energy efficiency), but must also pay significant attention to the social sphere, in particular, maternity and childhood issues When all boarding houses become the property of the territorial communities, people will have to determine the fates of orphans – without speeding up events and with due consideration of each child's interests. The institute of foster families and family-type orphanages should be formed not only according to the "do-no-harm" principle, but also in consideration of future results aimed at bringing up a fully-fledged member of society. With this aim in mind, it is necessary to prepare an appropriate educational basis. The recently adopted law «On Tutorship» opens, in this respect, a wide range of prospects.

At the same time "The Government's new social strategy initiated by the adoption of the Government's Target Social Program for Reform of the System of Institutions for Orphans and Children without Parental Care" is sped up due to the lack or complete absence of funding and, in pursuit of economizing budget funds, such concepts as "family's needs" and "child's needs" are completely or partially neglected. The Program has proved its absolute inefficiency and needs to be reconsidered.

The society itself should get these issues under its control understanding its responsibility for the younger generation.

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RISKS ON PARTIALLY ORDERED SETS

Abstract

The urgency of the problem under study is due to the wide prevalence of economic and political systems, which are characterized not by numerical values, but by partial orders on sets of outcomes. The purpose of the article is to illustrate the possibility of using a modern mathematical apparatus to study risk in the presence of only a partial order on the set of system development outcomes. The main approaches to the study of this problem are the methods of game theory and probability-theoretic constructions. Approaches to the construction of risk models in economic systems described in terms of sets of non-numeric nature and some partial orders defined on these sets are considered on practical examples. Materials of the article may be useful in the study of both political and economic risks in conditions of insufficient and / or incomplete information, in the conditions of restrictions on orders definitions on groups of probability spaces.

Keywords
uncertainty, non-numeric data, preference relation, preference order, optimality principle, semilattice, lattice, risk, mixed strategy, game theory, risk theory, gain function, utility function, indicator function, partial order

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1. Introduction

1.1. The urgency of the problem

According to the Russian sociological encyclopedia, non-numeric data is such a set of mathematical constructs and relations between them, which, on the one hand, reflects the empirical system with relations interesting for the researcher, but, on the other hand, is not a collection of real numbers in the strictly mathematical sense of the word (Osipov, 1998).

Economic science has long been confronted with sets of non-numeric nature. So, in the 40s of the 20th century, the American economists and mathematicians Paul Samuelson and Hendrik Houthaker developed the axiomatic theory of “revealed preferences” (Houthaker, 1950; Samuelson, 1938). In this theory, one of the main constructs was a set of goods, which represented a vector of these goods quantities. Preference relation was introduced on many sets of goods, which in the general case could be partial. The system of axioms formulated by the creators of this theory, together with additional requirements, ensured the existence of a continuous (numerical) indicator function of a preference relation (utility function) defined on the entire set of goods groups. Gerard Debreu proved the corresponding theorem in the late 1950s (Debreu, 1959). Thus, under certain conditions, the set of goods groups could still be identified with a set of numbers. However, we emphasize that the last statement is valid only under certain conditions, and it is not valid in general. Another history of non-numeric nature sets emergence in the study of economic systems dates back to the joint work of the outstanding American mathematician John Von Neumann and the American economist of German origin Oscar Morgenstern on game theory and its applications (Neumann, Morgenstern, 1970). In this paper, the concept of mixed strategies also led to the need of establishing order on sets of non-numeric nature. Each element of such a set was a set of a certain number of pairs. Each pair consisted of the outcome and the probability of its occurrence. To reduce such a set to a numeric one, a set of axioms was also needed, ensuring the existence of a numeric indicator function on this set, similarly called the utility function. The further history of the risk theory development, which we assume originated together with the theory of games, led to the development of a significant variety of such indicator functions based on other axiom systems. At the same time, the order of preference here is also only partial in general.

1.2. Status of problem

The current stage of development of theories that use partial orders on sets of non-numeric nature is largely associated with works in the field of the theoretical foundations of information security and security economics. So, for example, in the work (Borodin, 2004), the generalization of the models of cost-optimal security policies formation is considered, which are given in the work (Borodin, 2001). The generalization is based on the representation of the interaction of the security subject and the attackers in the form of a game in expanded form, when quantitative estimates of the costs of one or more parties are missing and it is possible to take into account only qualitative judgments in the form of binary relations on the sets of possible actions of the parties. The set of the corresponding game-theoretic model outcomes for one or more parties is a special kind of lattice.

1.3. Subject of study

The author of this article has been working in recent years on the synthesis of uncoordinated ideas that arise in various applications of risk theory and the development of modern ideas about risk on this basis. Thus, in the monograph (Urazaeva, 2013a), a concept was developed that assumes as an essential condition for introducing the concept of “risk” the existence of an algebraic relationship structure, even less rich than the lattice used in the work (Borodin, 2004). In the article (Urazaeva, 2013b) this concept was justified from the point of view of methodological reductionism. However, the use of such structures in the framework of the deductive process (the transition from pure theory to practical applications) is difficult due to the unusual nature of ideas and requires some effort. In this regard, the methodological study of extreme cases of a new concept of risk is of considerable interest.

2. Methodological Framework

2.1. Purpose of the study

The main goal of this work is to demonstrate with simple examples the possibilities of a new concept of risk when analyzing real economic and political systems under conditions of significant uncertainty of a general form, as well as under conditions of probabilistic uncertainty of special classes.

2.2. Research methods

The main research methods used in the analysis of demonstration examples are game theory methods. Criteria for optimal solutions are also based on modern concepts of game theory. The gain functions in game-theoretic models are presented in accordance with the new concept of risk orders, corresponding to the constructs of the first chapter of the work (Urazaeva, 2013a).

2.3. Research structure

This study includes two sections. The first section is devoted to the analysis of political and economic risks in the presence of expert assessments that determine only the minimum sufficient (for the occurrence of risk) order of preference on a set of abstract outcomes. At the same time, the uncertainty of the situation is hidden behind the conclusions of the experts and here we are talking formally about the risk of mistakes when making decisions under conditions of complete certainty. The second section is devoted to risk analysis on partially ordered sets of probabilistic measures generated by the decisions of a certain subject. Here uncertainty is probabilistic.

3. Results

3.1. Risks under certainty

The most difficult construction for perception of the proposed concept of risk is the requirement of having some minimally rich algebraic structure defined on the set of system development outcomes. Such a structure is a system of semilattice nested in a certain way. The usual linear order on the set of outcomes is only a special case of the construction under discussion. In order to facilitate the perception of the risk concept in a general case, we turn to a simple and informative example.

Let us consider the situation of confrontation between two technologically different superpowers. The first country is the technological leader, the other is the outsider. Suppose superpowers form priority scientific programs that are important for the image of these countries in the political arena. We formalize this situation in the form of a game in a normal form (Borodin, 2001; Moulin, 1985):

$G = (Z_1, Z_2, u_1, u_2)$, (1)

Where	Z_1	-	a set of possible strategies for the first player,
	Z_2	-	a set of possible strategies for the second player,
	$u_1 : Z_1 \times Z_2 \to U_1$	-	first player's gain function,
	$u_2 : Z_1 \times Z_2 \to U_2$	-	second player's gain function,
	U_1	-	a set of game outcomes for the first player,
	U_2	-	a set of game outcomes for the second player.

Suppose, $Z_1 = \{1, 2, 3\}$, $Z_2 = \{1, 2, 3\}$. Here, "1" means the country's lack of ambitious scientific programs, "2" means the implementation of a manned Mars mission project in the framework of international cooperation, "3" means the independent implementation of a manned Mars mission project. At the same time, the choice of a strategy with cooperation by both superpowers means joint implementation of the program, with possible participation of other countries not included in the formal game description. And choosing the strategy "2" only by one participant of the game means implementing the project in cooperation with a number of countries, except for another player.

We note that the scale of the project under discussion is such that it is impossible to evaluate the political, economic and scientific-technical consequences of its implementation in any numerical characteristics of the result, only a qualitative comparison of the outcomes is sometimes possible (one outcome is not better than the other). Thus, the gain functions u_1 and u_2 can be represented as partial preference orders on the set

$\left\{ \overline{z_1 z_2} : z_1 \in Z_1, z_2 \in Z_2 \right\}$, (2)

where $\overline{z_1 z_2}$ means a term composed of values z_1 and z_2 . The term $\overline{z_1 z_2}$ denotes the result of choosing by the first superpower strategy z_1 and by the second - the strategy z_2.

Suppose that experts in the field of scientific and technical expertise as well as political science have formed the following orders for the first (Fig. 1) and second (Fig. 2) players.

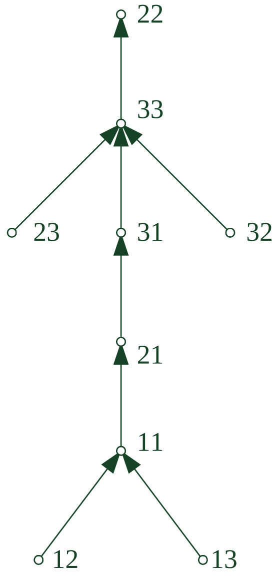


FIGURE 1 - BASIC GRAPH OF PREFERENCE ORDER DESCRIBING THE GAIN FUNCTION OF THE FIRST PLAYER

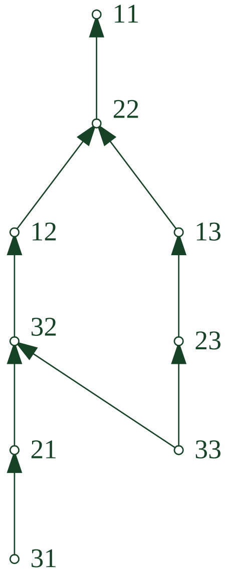
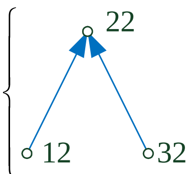


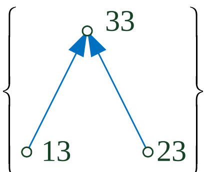
FIGURE 2 - BASIC GRAPH OF PREFERENCE ORDER DESCRIBING THE GAIN FUNCTION OF THE SECOND PLAYER

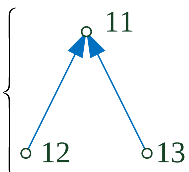
The formation of these orders took into account the enormous costs for countries to implement the project (projects), prediction of the mission success / failure, socio-economic consequences of the implementation and understanding of the project (projects) results, political consequences.

It is easy to see that the partial orders in Figures 1 and 2 define two different upper semilattices on the set (2). In addition, the following relations are valid:

$\mathrm{Cod}(u_1[z_2=1]) = \{$  $\}$, (3)

$\mathrm{Cod}(u_1[z_2=2]) = \{$  $\}$, (4)

$\mathrm{Cod}(u_1[z_2=3]) = \{$  $\}$, (5)

$\mathrm{Cod}(u_2[z_1=1]) = \{$  $\}$, (6)

$$\mathrm{Cod}\left(u_2\left[z_1=2\right]\right)=\left\{\begin{tikzcd} & 22 & \\ 21 \arrow[ur] & & 23 \arrow[ul] \end{tikzcd}\right\}, \qquad (7)$$

$$\mathrm{Cod}\left(u_2\left[z_1=3\right]\right)=\left\{\begin{tikzcd} & 32 & \\ 31 \arrow[ur] & & 33 \arrow[ul] \end{tikzcd}\right\}. \qquad (8)$$

Here Cod means the code domain (range of values) of the function. In relations (3), (4), (5), (6), (7) and (8) for the elements of the corresponding sets, the preferences relations induced by the orders shown in Fig.1 and Fig.2 are graphically shown. It can be seen that these preference relations define also the structures of upper semilattices on sets (3), (4), (5), (6), (7), (8). Thus, in the game (1), the necessary conditions for the occurrence of risk in the epistemological sense are fulfilled for both players. That is, for each player there is a risk of choosing a not optimal (in a given sense) solution.

Let us see which principles of optimality can be used when making decisions by the parties in the situation described by the game (1). Let us compare the outcomes of the choice by one party of a particular strategy with all possible strategies of the other party (see Table 1). The table indicates with the sign "?" the cases where the outcomes, according to experts, are incomparable with each other.

TABLE 1 - COMPARISON OF ALL PAIRS OF STRATEGIES FOR EACH PLAYER

1st player strategy comparison (it is used an order, represented in Fig. 1.1)			2nd player strategy comparison (it is used an order, represented in Fig. 1.2)		
1 and 2	1 and 3	2 and 3	1 and 2	1 and 3	2 and 3
$11 \leq 21$ $12 \leq 22$ $13 \ ? \ 23$	$11 \leq 31$ $12 \ ? \ 32$ $13 \leq 33$	$21 \leq 31$ $22 \geq 32$ $23 \leq 33$	$11 \geq 12$ $21 \leq 22$ $31 \leq 32$	$11 \geq 13$ $21 \ ? \ 23$ $31 \ ? \ 33$	$12 \ ? \ 13$ $22 \geq 23$ $32 \geq 33$

The comparisons presented in Table 1 show that both the first and second players lack dominated and dominating strategies in the game, that is all strategies are non-dominated. In other words, the principle of selecting the dominating and eliminating the dominated strategies is not applicable in this game.

Let us try to find out whether players have cautious strategies, that is such strategies that bring the player the maximum gain in case of the most unfavorable choice of his strategy by another player. As can be seen from Figure 1, $\inf\limits_{z_2 \in Z_2} u_1(z_1, z_2)$ does not exist for the first player for all $z_1 \in Z_1$, therefore, $\sup\limits_{z_1 \in Z_1} \inf\limits_{z_2 \in Z_2} u_1(z_1, z_2)$ does not exist, which implies the absence of cautious strategies for the first player: $P_1(u_1)=\varnothing$.

The following equality is valid for the second player as can be seen from Figure 2:

$$\sup_{z_2 \in Z_2} \inf_{z_1 \in Z_1} u_2(z_1, z_2)=u_2(3, 2) ,$$

that is, the set of cautious strategies for the second player consists of one strategy:

$$P_2(u_2)=\{2\} .$$

This is the first principle of optimality that the second player can use. The principle of choosing cautious strategies is especially effective when the player does not possess information about the other players' gain functions and therefore cannot predict their rational behavior. In our case, the risk of violating this principle is the risk of getting the worst outcome in two cases, when the first player chooses strategies from the set $\{2,3\}$, see relations (7) and (8). If the first player chooses strategy 1, the cautious choice of the second player is not the best, see relation (6), but this is a special case allowed within the framework of cautious behavior.

Suppose now that the players know their own and other party's gain function. What rational behavior can they choose in this case? - They can construct for each player the graphs of the best answers to the strategies of other players, find the intersection of these graphs, if it exists, and use their strategies corresponding to the intersection points as optimal, expecting the same from other players. It is not beneficial for any of the players to deviate from these strategies, since these strategies are the best answer to the strategies of the others. If one deviates, it does not mean that others will do the same, especially since the deviation of one can be beneficial to some other. This situation is called the Nash equilibrium [7, 10] and may be used as an optimality principle in our example. Let us construct the graphs of the players' best answers for the game (1).

In our case, the graphs of the best answers for the first $BR_1(u_1)$ and second players $BR_2(u_2)$ are conveniently determined as follows:

$$\overline{z_1 z_2} \in BR_1(u_1) \underset{Def}{\Leftrightarrow} u_1(z_1, z_2) = \sup_{z \in Z_1} u_1(z, z_2) \ ,$$

$$\overline{z_1 z_2} \in BR_2(u_2) \underset{Def}{\Leftrightarrow} u_2(z_1, z_2) = \sup_{z \in Z_2} u_2(z_1, z) \ .$$

It is easy to check that $BR_1(u_1) = \{31, 22, 33\}$, $BR_2(u_2) = \{11, 22, 32\}$. Using this result, we can calculate a set of Nash equilibria in the game (1):

$$NE(G) = BR_1(u_1) \cap BR_2(u_2) = \{22\}.$$

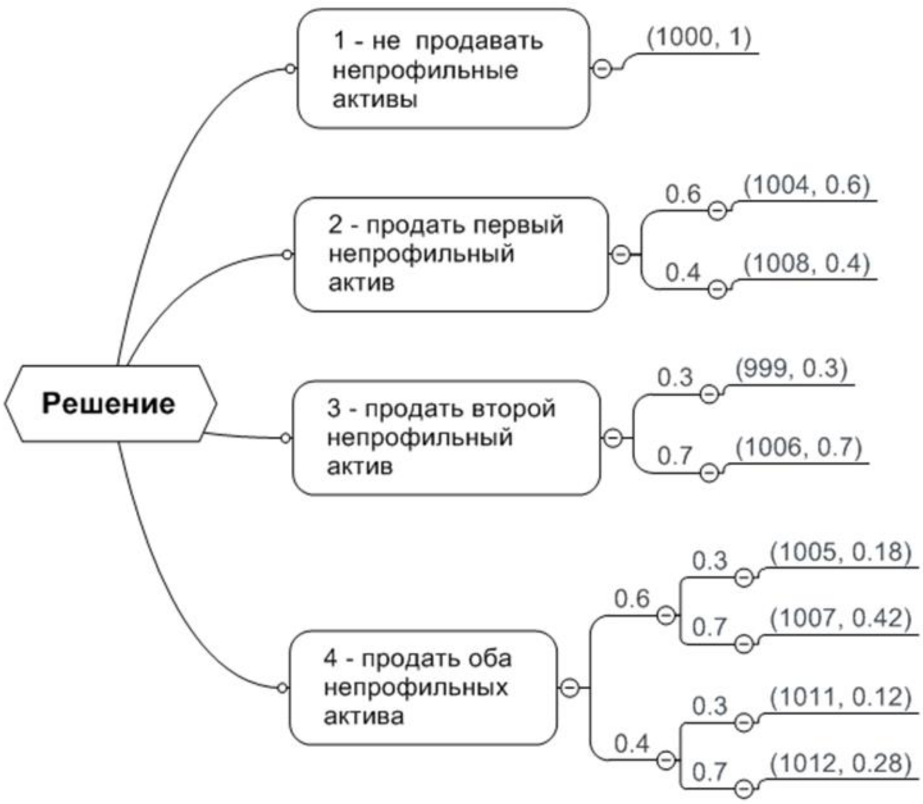
Thus, according to the discussed principle of optimality, both players should choose strategy 2. Deviation from this equilibrium state is not beneficial for either side. A more favorable outcome for one of the players is possible only if the risk event occurs for the opposite side - an error in the calculation / choice of strategy.

Note that we are talking about risk in conditions of complete certainty in the considered example. With full awareness, decision-makers (DM) are able to calculate at least theoretically their optimal strategy and stick to it. The risk here is not connected with the nature of the phenomena, but with the potential for errors in the decision maker's activities.

3.2. Risks in conditions of uncertainty

Let us consider another simple example. Suppose that during the preparation for the restructuring of a certain manufacturing company, they find it has two related ancillary industries, which products can be obtained from external sources (non-core assets). The company is considering four possible solutions (see Figure 3): 1 — to stop restructuring, 2 - to sell only the first non-core asset, 3 - to sell only the second non-core asset, 4 - to sell both non-core assets.

In the first case, when the company decides not to change anything in its activity, the predicted price of the company's net present value (NPV) will be 1000 monetary units (MU). This is the only outcome for this decision and its probability equals to 1. In the second case, when the company decides to sell only the first non-core asset and to replace the corresponding production with external products, two scenarios are considered. The first is pessimistic, when, with a probability of 0.6, the predicted NPV will be 1004 MU. And the second is optimistic, when with a probability of 0.4 the predicted NPV will be 1008 MU. The third case involves the sale of only the second non-core asset and the replacement of the corresponding product with an external one. Two scenarios are also considered here: pessimistic, when with a probability of 0.3 the predicted NPV will be 999 MU, and optimistic, when with a probability of 0.7, the predicted NPV will be 1006 MU. In the fourth case, when the company decides to sell both non-core assets, both the features of non-core industries and the independent conditions for the realization of each of the assets are taken into account in both pessimistic and optimistic scenarios. Accordingly, the fourth case considers the four outcomes. The first is when, with probability $0.6 \times 0.3 = 0.18$, the predicted NPV is 1005 MU. The second, when with a probability of $0.6 \times 0.7 = 0.42$ predictive NPV will be equal to 1007 MU. The third when with probability $0.4 \times 0.3 = 0.12$ NPV is equal to 1011 MU. Finally, the fourth outcome, when, with probability $0.4 \times 0.7 = 0.28$, the predicted NPV will be 1012 MU. Note that the non-additivity of NPV in this example (in terms of the ratio of the second, third and fourth solutions) is associated with a specific (non-linear) connectedness of non-core assets.



1-not to sell non-core assets
2- to sell the first non- core asset
3 – to sell the second non-core asset
4 – to sell both non-core assets

FIGURE 3 – DECISION TREE FOR INDUSTRY RESTRUCTURING PROCEDURE

We formalize the given description of the example. Let $\Delta=\{1,2,3,4\}$ be a set of possible actions of the company management. Let, further, (Ω_0, A_0, P_0) be a probabilistic space describing the uncertainty of the state of the environment (nature), Ω_0 - the set of environment states, A_0 is an α-algebra of subsets of Ω_0 set, P_0 be a probability measure on a measurable space. (Ω_0, A_0). At the same time, A_0 is such a set of environment states that one of these states almost certainly occurs in the system (Loev, 1962). $A_0 \in A_0$, $P_0(A_0)=1$; A_{010} - a set of environment states unfavorable for the sale of the first non-core asset, $A_{010} \in A_0$, $P_0(A_{010})=0.6$; A_{011} - a set of environment states favorable for the sale of the first non-core asset, $A_{011} \in A_0$, $P_0(A_{011})=0.4$; A_{020} - a set of environment states unfavorable for the sale of the second non-core asset $A_{020} \in A_0$, $P_0(A_{020})=0.3$; A_{021} - a set of environment states favorable for the sale of a second non-core asset, $A_{021} \in A_0$, $P_0(A_{021})=0.7$. Let us consider successively probabilistic outcome spaces for each of the possible decisions made — the elements of Δ set.

The probability space (Ω_1, A_1, P_1) for the solution $\delta=1$ turns out to be degenerate:

$\Omega_1=\{1000\}$, $A_1=\{1000\} \in A_1$, $P_1(A_1)=P_0\left(f_1^{-1}(A_1)\right)=P_0(A_0)=1$.

Here and below, the mapping $f_\delta:\Omega_0 \to \Omega$ describes the outcome $\omega \in \Omega$ as the result of the influence of the environment state $\omega_0 \in \Omega_0$ with a fixed choice of the decision $\delta \in \Delta$ by DM.

For the probability space (Ω_2, A_2, P_2), corresponding to the decision $\delta=2$, we have: $\Omega_2=\{1004, 1008\}$;

$A_{210}=\{1004\}$ - the event of the first non-core asset sale in unfavorable conditions $A_{210} \in A_2$;

$A_{211}=\{1008\}$ - the event of the first non-core asset sale in favorable conditions $A_{211} \in A_2$;

$P_2(A_{210})=P_0\left(f_2^{-1}(A_{210})\right)=P_0(A_{010})=0.6$;

$P_2(A_{211})=P_0\left(f_2^{-1}(A_{211})\right)=P_0(A_{011})=0.4$.

For the probabilistic space (Ω_3, A_3, P_3), generated by the decision $\delta=3$, we have:

$\Omega_3=\{999, 1006\}$;

$A_{320}=\{999\}$ - the event of the second non-core asset sale in unfavorable conditions $A_{320} \in A_3$

$A_{321}=\{1006\}$ - - the event of the second non-core asset sale in favorable conditions $A_{321} \in A_3$;

$P_3\left(A_{320}\right)=P_0\left(f_3^{-1}\left(A_{320}\right)\right)=P_0\left(A_{020}\right)=0.3$;

$P_3\left(A_{321}\right)=P_0\left(f_3^{-1}\left(A_{321}\right)\right)=P_0\left(A_{021}\right)=0.7$.

The fourth decision $\delta=4$, creates a richer probability space $\left(\Omega_4,\mathcal{A}_4,P_4\right)$ in which:

$\Omega_4=\{1005,1007,1011,1012\}$;

$A_{400}=\{1005\}$ - the event of both non-core assets sale in unfavorable conditions $A_{400}\in\mathcal{A}_4$;

$A_{401}=\{1007\}$ - the event of both non-core assets sale in conditions unfavorable for the sale of the first asset and favorable for the sale of the second, $A_{401}\in\mathcal{A}_4$;

$A_{410}=\{1011\}$ - the event of both non-core assets sale in conditions favorable for the sale of the first asset and unfavorable for the sale of the second, $A_{410}\in\mathcal{A}_4$;

$A_{411}=\{1012\}$ - the event of both non-core assets sale in favorable conditions, $A_{411}\in\mathcal{A}_4$;

$P_4\left(A_{400}\right)=P_0\left(f_4^{-1}\left(A_{400}\right)\right)=P_0\left(A_{010}\cap A_{020}\right)=P_0\left(A_{010}\right)P_0\left(A_{020}\right)=0.18$;

$P_4\left(A_{401}\right)=P_0\left(f_4^{-1}\left(A_{401}\right)\right)=P_0\left(A_{010}\cap A_{021}\right)=P_0\left(A_{010}\right)P_0\left(A_{021}\right)=0.42$;

$P_4\left(A_{410}\right)=P_0\left(f_4^{-1}\left(A_{410}\right)\right)=P_0\left(A_{011}\cap A_{020}\right)=P_0\left(A_{011}\right)P_0\left(A_{020}\right)=0.12$;

$P_4\left(A_{411}\right)=P_0\left(f_4^{-1}\left(A_{411}\right)\right)=P_0\left(A_{011}\cap A_{021}\right)=P_0\left(A_{011}\right)P_0\left(A_{021}\right)=0.28$.

Note that on the sets Ω_δ , $\delta=1,2,3,4$, as well as on their joining together $\bigcup_{\delta=1}^{4}\Omega_\delta$, the natural linear order of preference is defined.

Let us consider a variety of measures $P=\{P_1,P_2,P_3,P_4\}$. We use the concept of stochastic dominance to define order on a set *P* (Novoselov, 2002; Shaked, 2007). Since, in our case, the natural order on the distribution carrier is an order reflecting the principle “the more the better”, we use the traditional definition of stochastic dominance based on the behavior of the left tails of the distributions (Novoselov, 2002). In addition, we confine ourselves to the use of the concept of ordinary (Shaked, 2007) or, alternatively, the first (Novoselov, 2002) stochastic dominance.

Let us recall the definition of the first stochastic dominance. Let ***R*** be the set of real numbers, $\mathbf{I}=[0,1]\subset\mathbf{R}$ be the single segment. Let ***F*** be the set of all distribution functions, in other words, all non-decreasing continuous on the right functions that satisfy the conditions

$$\lim_{x\to-\infty}F(x)=0,\ \lim_{x\to\infty}F(x)=1.$$

D e f i n i t i o n . Let it be $F,G\in\mathbf{F}$. We will say that *F* precedes *G* in the terms of the first stochastic dominance (or stochastic dominance of order 1), and write $F\preceq_1 G$, if

$$\forall x\,(x\in\mathbf{R})\,[F(x)\geq G(x)].$$

For a visual illustration of the occurrence of order on a set of measures *P*, we construct graphs of the corresponding distributions, see fig. 4. The numbers of the graphs of the distribution functions (series) correspond to the numbers of probability measures, or, alternatively, to the numbers of the decisions of the company's management. To improve visual demonstration, each graph is slightly shifted upwards relative to the previous one, in the order from the fourth to the first.

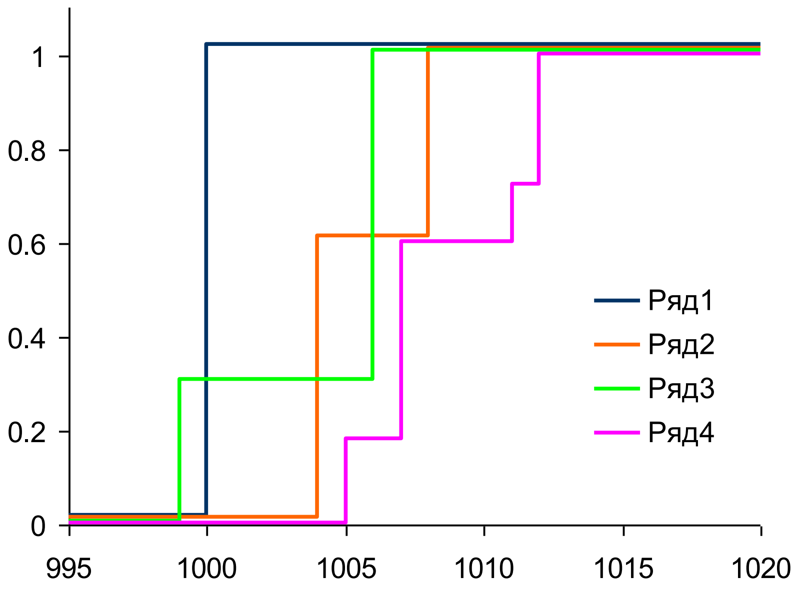
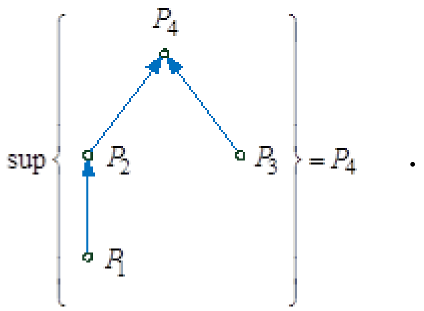


FIGURE 4 – GRAPHS OF NPV DISTRIBUTION FUNCTIONS FOR EACH OF THE POSSIBLE SOLUTIONS OF THE COMPANY'S MANAGEMENT.

It is easy to see that the order induced by the first stochastic dominance on the set *P* generates on it the structure of the upper semilattice and ensures the presence of an exact upper bound:



Thus, the fourth decision is optimal in this example. Note that in this case, this decision is optimal from the point of view of any DM whose preferences are described by a non-decreasing utility function, since there is a fact that stochastic dominance of order is characterized by a 1-st class of non-decreasing utility functions (Novoselov, 2002). As for risk, we can talk about the risk of choosing a non-optimal solution in this example - this is a risk in conditions of (complete) certainty, as well as a risk of an unfavorable state of environment for any decision maker's solution except the first one - this is a risk in conditions of probabilistic uncertainty.

4. Conclusion

The considered examples in sections 3.1. and 3.2. demonstrate the fruitfulness of using the concept of risk on sets of non-numeric nature when analyzing exotic economic systems operating in conditions of considerable uncertainty and in more usual cases of risk analysis in conditions of probabilistic uncertainty. It should be noted that the concept of risk suggested in the monograph (Urazaeva, 2013a) is consistent with the basic principles of optimality developed in modern mathematical game theory.

Summing up, we should emphasize again the universal character of the risk concept suggested in the work (Urazaeva, 2013a). This article illustrates this thesis for sets of non-numeric nature, and, for example, the article (Urazaeva, 2012) demonstrates the technique of using a new concept for the traditional case when the set of outcomes is numerical.

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PECULIARITIES OF FORMATION, ACCUMULATION AND DEVELOPMENT OF HUMAN RESOURCES IN CONTEMPORARY ECONOMIC CONDITIONS

Abstract

The article is focused on the problems of formation, accumulation and development of human resources in conditions of national Russian economy, regarding various scientific approaches to investigation of the influence of contemporary systems of education, health care and social progress on human resources.

Keywords

human resources, investments in human resources' accumulation, rise of economy, index of human resources, intellectual property

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1. Introduction

1.1 The urgency of the problem

The term "human resources" determines the unique separate category obtained by summing physiological and intellectual achievements of the individual human being, which form his aptitudes for production and reproduction. In most contemporary investigations the notion "human resources" is understood as the accumulated experience of the individual including physical and mental capabilities used to satisfy his own demands, as well as the demands of the society in general. Such a definition includes the basic constituents of the notion "human resources": mental and physiological levels of development, personal and productive possibilities of the individual. The basis of human resources should be understood as the human capital which has been formed and accumulated in the process of education and practical activities of the person.

1.2 Status of problem

Analysis of numerous reforms of the late 20-th century shows that all national spheres have undergone changes, including the sphere of education [7]. There have been opened many alternative educational establishments (gymnasiums, colleges, lycees) oriented on the in-depth study of subjects, with the subsequent result in popularity growth of various training courses, organized at the basis of higher schools [2], and individual private tutoring. All these changes have forced the society to come to the idea that the process of human resources' formation begins from a very young age [9].

The level of human resources may be expressed in parameters (separate indices) of the human resources' total index which is associated with the levels of education, health care and social development. The total index of human resources includes the following parameters:

- the qualitative index of the society, which characterizes the number of people who have no opportunity to get education;
- the index of death rate of the population;
- the index of the number of pupils studying in secondary schools;
- the index of literacy of the population [1].

Formation of human resources is a non-stop, on-going procedure with the help of which the individual achieves his highest potential and the urge to improve his current conditions. Formation of human resources includes: the process of getting education, development of physical culture, the procedure of choice of the sphere of professional activity, future practical abilities, formation of skills, and personal development [11]. Thus, formation of human resources represents purposeful investments in the individual and his development as a productive and creative member of the society.

2. Materials and Methods

2.1 Objectives of the research

The procedure of formation of initial human resources requires a lot of time, and often leads to a higher level of life of the people within the same society during several generations. The process of human resources' formation is greatly influenced by the adequate and rational national policy in the fields of health care, education, professional training and culture [5].

Accumulation of human resources is a lengthy process of increasing of productive qualities of labor forces which provides a high level of education as well as a high professional level of the individual. It is vitally important to understand that formation of human resources is of utmost significance for a long-term economical, social and industrial growth at all levels of development of the society.

2.2 Areas of study

The sphere of culture should play the leading role in the development of human resources, since transition to the innovation type of social progress requires elevation of levels of professional skills including the levels of intellectual and cultural development, which, in its turn, is possible only in cultural environment capable to realize the purposes and moral principles of social progress. In the process of accumulation and development of human resources there also increases the demand in creative self-expression of individuals and, consequently, in mastering new cultural and spiritual values accumulated by the society [13].

It should be remembered that formation of human resources begins before the birth of the child, as far back as when potential parents have been planning and taking the decision to have a child. Since birth, each human being is provided with unqualified labor strength which requires minimal education and which is claimed at the labor market. Human resources of the individual person are formed since childhood and continuously develop up to the end of life, and thus are capable to open new horizons of practical activity both for the person and the society in general [8].

3. Results

3.1 The results of the physiological formation

Since birth, in each child there develops the culture of absolutely free access to the surrounding information. Purposeful development of the child's abilities gives him the possibility to operate his talents, to enrich his tools with still more notions, skills and abilities. The full-fledged development of the child is influenced by the results of his education, which later will characterize him as an individual in the social environment. Thus, the qualitative index of human resources obtained in the process of education, depends on the in-born capabilities[14].

Human resources are being formed basically during the period from 13 to 19 years of age of the human being. This period is accompanied by hormonal burst and sexual maturation. This is the period when Nature provides the growing organism with the in-flow of enormous amount of energy. It is necessary to supervise this process and to correctly direct this energy onto the development of physical culture in order to strengthen health, onto the opportunity to complete the course of school study in order to get education and culture, onto the possibility to learn how to set and achieve life goals, and to overcome any obstacles.

Physiologically, by the age of 15-16, the majority of school pupils have already settled with the idea about the sphere of their future professional activities. This idea forms in accordance with the results of the accumulated human resources. Sociological questioning on the problems of reformation of profile education, carried out by the Centre of sociological research under the Ministry of education of Russia in 2016 in more than 20 regions of the country, has verified that "professional self-determination of those pupils who are going to study in vocational or technical schools and colleges, begins already in the 8-th form and reaches its peak in the 9-th form, while professional self-determination of those pupils who are going to continue their education in higher schools, gets basically settled in the 9-th form; 80-85 % of pupils at the end of the 9-th form have already determined what sphere of their future professional activities they will choose" [6; 12]. In the process of choosing profile education in senior years of the secondary school, pupils face the problems associated with determination of their individual capabilities and inclinations, as well as the problems associated with consideration of their educational demands significant for realization of their vitally important goals. Besides, the administrations of educational establishments face the problems of realization of educational profiles regarding not only the possibilities of their own educational establishments but also the problems of coordination of demands of potential labor market, claims and preferences of parents and pupils themselves when choosing individual training programs [10].

3.2 The results of the social formation

Contribution of human resources to the rise of economy may be made both through the increase of effectiveness of all types of economical activities, and through realization of intellectual products. Education, as the basic source of human resources' formation, will refer to branches of the social sphere along with health care, physical culture and sports, culture, social service and social supply, housing economy, social insurance and pension supply [3].

Professional activities in the sphere of education are, first of all, the activities associated with supplying services. Educational services represent a system of knowledge, skills and abilities, as well as informational technologies, which are used with the purpose of embodiment into life of various demands of the individual in spiritual and intellectual development, self-determination and self-realization. All these factors make it possible to preserve and develop people's working abilities, and provide specialization, professionalization and elevation of labor forces' qualification [4].

The process of formation and development of human resources has a complex character. Accumulation of human resources is accompanied by the development of abilities and possibilities of the individual with their subsequent realization. That is why the motives which produce the influence on this process must be both material and spiritual. It is obvious, that the basic motives of human resources' development should be: social motives, motives of respect, motives of self-respect, physiological motives and motives of safety.

4. Conclusion

Besides, the increase of individual person's income takes place due to elevation of human resources. Personal abilities and experiences of the individual may force him to take grounded legal decisions; in such a manner human demands in safety produce the influence on human resources' development. Correct and rational decisions of the individual create the atmosphere of social safety. By means of elevating his working productivity, the individual is capable to perform the work which has a great social value. Social motives also produce a significant influence on human resources' development. Innovation ideas, intellectual developments applied in everyday practice, contribute to elevation of respect to those people who have designed and realized them. In such a way the influence of the motive of respect on human resources' development is manifested. Continuous accumulation of human resources implies on-going intellectual development and transformation of ideas, and this is inevitably associated with the motive of self-respect.

The contemporary human being with a high level of knowledge, innovation and creative ideas, will be a worthy and valuable citizen of the powerful country due to continuous formation of human resources. The developed human resources will provide the individual with a stable income and, which is even more significant, with the social status.

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