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ORGANIZED CRIME AS A FORM OF CRIME SELF-DETERMINATION

The article examines the impact of organized crime on the criminalization of modern Russian society - the so-called self-determination of crime. To effectively prevent crime self-determination, it is necessary to study all its forms and mechanisms in a comprehensive manner, and special emphasis should be placed on organized crime due to its increased public danger. The proposed approach allows deeper and more precise investigation of the self-determination of organized crime and related phenomena. Recently there has been a transformation of Russian organized crime into economic crime, and this explains the deep criminalization of the Russian economy. The article also discusses another form of self-determination of crime, closely related to organized crime - corruption. The Russian experience of preventing organized crime results in the need to develop a comprehensive strategy in this area. The results of the conducted research can be applied in the educational process when studying the course of criminology in higher educational institutions. Mission: To consider organized crime as a global problem of the modern world, as well as a mechanism for its self-determination. Methodology: analysis, synthesis, induction, deduction, formal legal method, statistical method. Results. Effective measures to counteract organized crime and corruption, in addition to the available ones, will be the following: toughening criminal prosecution for crimes committed as part of a criminal group (criminal community), for taking bribes; it is necessary to exclude the possibility of conditional sentencing to corrupt officials, as well as house arrest as a preventive measure; development of programs to encourage members of the public to counter organized crime and corruption; increase in the professionalism of law enforcement officers; the formation of a negative attitude towards organized crime and corruption in society. Moreover, in order to prevent transnational organized crime, states need to effectively implement the UN Convention against Transnational Organized Crime in Palermo in 2000, the UN Convention Against Corruption 2003, etc. Undoubtedly, these Conventions are the legal basis which is necessary not only for developing and implementing more effective interstate measures, but for improving international cooperation to counter crime throughout the world. Scientific and practical significance. The significance of the study consists in determining the nature of organized crime as a global problem, considering the mechanism of self-determination of organized crime and the interaction of organized crime and corruption crime, as well as developing recommendations on countering organized crime.

Keywords

crime, corruption, organized crime, transnational crime, criminal community, criminalization of Russian society, self-determination of crime, forms of self-determination of crime, crime prevention, criminology

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1. Introduction

Organization is a special qualitative state of crime. Organized crime should be regarded as a specific social subsystem, which, like any other, interacts with other social phenomena and structures while developing. In the case of organized crime, this interaction has criminalizing nature. Organized crime integrates various types of crimes into its system.

The relevance of the research topic is due to its focus on determining the conceptual framework for ensuring consistency in criminological assessment and social and legal practice of preventing organized crime, the need to develop recommendations for improving the system of interaction between government and management, law enforcement agencies, various institutions of civil society in this area of social and legal control .

The subject area of criminological systems analysis of criminal activity is based on the theoretical and methodological platform for the scientific analysis of the theory of social systems, the foundation of which was laid by A.I. Dolgova, V.N. Kudryavtsev, V.E. Eminov and others.

2. Materials and methods

The purpose of the study is to obtain new criminological knowledge about the manifestations of organized crime through the use of a systematic approach to its study, to develop on this basis a set of optimal measures to prevent organized criminal activity, as well as to determine the mechanism of self-determination of organized crime.

The achievement of this goal is aimed at solving the following interrelated tasks:

- analysis of theoretical data on organized crime, as well as its forms and its self-determination;
- identification and analysis of complex criminological indicators of organized crime as a systemic socio-legal phenomenon and object of criminological research;
- analysis of the modern system of scientific support for the study of organized crime, its determination and self-determination, social and legal implications and prevention practices;
- analysis of the relationship of organized crime and other manifestations of modern Russian crime;
- identification and analysis of the aggregate of criminogenic factors of organized criminal activity, criminogenic sources of formation and development of individual forms of participation in organized criminal activity;
- analysis of the modern system of prevention of organized crime;
- identification of prospects for interaction and coordination of the activities of international actors in the prevention of organized crime;
- development of proposals and recommendations aimed at improving the system of criminological study of organized crime, as well as a system for its prevention.

The methodological and methodological basis of the study consists of theoretical and methodological statements on the nature of crime, its patterns and trends, the system of criminological determination, self-determination and prevention.

The author used the following methods: analysis, synthesis, induction, deduction, formal legal method, statistical method.

3. Results

Criminologists consider organized crime as a complex social phenomenon. It is so closely intertwined with other social institutions and processes, it has grown so deeply in the public issues that it can hardly be pulled out of it for study.

As Professor A.I. Dolgova points out, "organized crime is a complex system of organized criminal groups, their relationships and activities."

According to E.V. Topilskaya, "organized crime is a system that results from the actions of criminogenic and victimogenic determinants of manifestations of deviant behavior of society members as a form of crime. These manifestations are intentional in nature and are expressed in the creation of antisocial associations for the extraction of illegal profits and in long-term, unlimited participation in the activities of such associations, provided that the achievement of the activity purpose is provided by the apparatus of coercion, and the safety of activities – by contacts with representatives of authorities and government having antisocial background."

From our perspective, the most comprehensive concept of organized crime is given by I.V. Godunov, considering it as "a negative social phenomenon, emerging from organized criminal activities of a permanent nature, in the form of committing a multitude of crimes on a criminal and professional basis for the purposes of criminal enrichment by individuals united in stable highly organized, conspiratorial, criminal groups operating independently or as part of an even more complex hierarchy at the regional, state or international level."

The statistics showed that in the last five years the number of grave and gravest crimes committed by organized groups or criminal communities as a whole decreased by 22.3%, but it should be noted that in 2017, compared to 2016, the number of such crimes has increased by 6,5%. Organized groups or criminal communities committed 12.1 thousand grave and gravest crimes in 2016, comparing to this figure in 2017 which was 12.9 thousand. It should be highlighted that organized crime has a high level of latency, which makes it difficult to identify and prevent such crimes.

Within organized crimes, the majority of them are economic crimes and crimes related to illicit traffic in narcotic drugs.

Considering organized crime as one of the forms of crime self-determination, it should be noted that once organized criminal community generates a number of different criminal acts. For example, if a criminal community is engaged in illegal business, in the course of this activity, forfeits of documents, bribery of officials, tax evasion, etc. become inevitable. Organized crime in our country has generated a wave of selfish and violent crimes by individuals "serving" the higher echelons of organized criminal communities. Organized crime is becoming one of the main factors of political and socio-economic instability in the Russian Federation. This was repeatedly pointed out in the addresses and speeches of the President of the Russian Federation, the leaders of the Government and the Parliament of Russia, in the documents of the leading state bodies.

Losses from organized crime in the form of illegal profits, unpaid taxes, the destruction of legal business, as well as corruption in politics and economy, far exceed losses suffered by society from street crime.

Another form of crime self-determination - corruption - is closely connected with organized crime. Organized criminal groups are the main corruptor, they act as the customer of actions of the bribed party. At the same time, opposite correlation also exists when corrupt officials contribute to the preservation and development of criminal structures, helping them, for example, to evade taxes, illegally acquire property, etc.

Bribery entails:

1) "white-collar" crimes of corrupt employees in the illegal disposal of state or municipal budgetary funds, federal or municipal property, etc.;

2) crimes committed under corrupt patronage, such as "laundering" of money obtained illegally, etc.;

3) the escalation of organized crime, expressed in unfair competition, "corporate raiding", "protection racket";

4) criminalization of the law enforcement system, which entails the commission of such crimes as false arrest, detention or custody (Article 301 of the Criminal Code of the Russian Federation), illegal liberation from criminal responsibility (Article 300 of the Criminal Code), etc.

The difficulty of detecting corruption is undeniable due to the fact that status of officials creates a significant obstacle in identifying and detecting such crimes. Thus, a closed system of corruption links is formed in practically all spheres of society, which increases the scale of the latency of corruption crimes. It should be noted that corruption itself is a factor in the growth of latency in many other types of crime, which indicates its self-determination.

It is necessary to focus on corruption in the law enforcement and judicial systems, self-determination of which can lead to disorganization of law enforcement agencies, which will have a negative impact on public relations in general. At the same time, the high latency of corruption in the law enforcement and judicial systems often leads to impunity, in which one of the main mechanisms of crime self-determination is expressed.

Recently there has been a transformation of domestic organized crime into economic crime, and this explains the deep criminalization of the Russian economy. Such penetration of criminality into the economy explains the following difference between Russian organized crime and foreign ones: "While the economic basis of organized crime is 70-80% of the criminal business (drug business, illegal arms trade, piracy, contract killings, etc.) in the West, Russia has legal or semi-legal types of financial and economic activities as most profitable." While the West has a direct self-determination of organized economic crime, Russia's process of such self-determination is of an indirect nature: organized crime has the opportunity to engage in legal business, and then, for example, the income from this type of activity will be hidden.

It is necessary to distinguish three directions of the negative impact of organized crime on the economy:

1) investment of funds received illegally in a "legal" economy;

2) illegal property takeover. The practice of business "protection racket" is gradually being replaced with deprivation of property from the legitimate owner by the leaders of organized criminal structures;

3) gaining control over property resources as a result of entering political power institutions.

Self-determination is expressed not only by the influence of organized crime on the economic sphere, but also by the presence of the reverse process. One can observe the process of vertical disintegration of organized criminal groups: "As leaders of economically successful organized criminal groups developed relations with legitimate authorities and integrated into legal business, middle and lower-level members of groups became unnecessary. Many of them have now joined the ranks of ordinary, unorganized crime." Even if a business structure with a criminal past completely refuses to commit crimes, the mere fact of its entry into a "legal" economic life may, to some extent, demoralize society, contribute to anomie and be one of the independent factors of self-determination of crime.

The mechanism of organized crime self-determination manifests itself in its connection with violent crimes. In this regard, we can distinguish two branches:

1) the commission of violent crimes by organized criminal groups in order to eliminate competitors in the criminal world and criminal business;

2) the participation of organized criminal groups in the commission of contract killings, abductions of people for the purpose of using slave labor, organ transplantation, etc.

The main goal of an organized criminal group is to get the maximum profit from criminal activity. At the same time, all parties of this "activity" are a professional necessity. And everything that becomes an obstacle to gaining superprofits or creates a threat of their loss, or the existence of the criminal group, according to the logic of any organization functioning, is subject to elimination. The elimination function in this case is also a professional necessity, like any other. Murders, as a means of eliminating the danger for an organized criminal system, are transformed into professional work.

The steady ability of organized crime to self-reproduction (self-determination) is due to its following features:

1) the merging of the general criminal and economic component;

2) the existence of a "common fund" and a continuous process of legalizing money obtained by criminal means;

3) corrupt relations;

4) entering the political sphere;

5) the existence of international criminal relations;

6) the systematic nature of criminal activity associated with the existence of a special structure, interchangeability, distribution of roles and the presence of specific functions in the mechanism of criminal activity.

This allows to commit crimes with the least dependence on the role of the individual, since the most important factor in the system is a function that is performed by one or more members of the group. And if such members of the group turn out to be excluded from the mechanism of criminal activity for various reasons, for example, in case of criminal prosecution or death, they are immediately replaced. Thus, stability and continuity of the system functioning is ensured. Organized crime is a classic example of successful functioning of such qualities of the system as self-development and self-reproduction.

One of the forms of organized crime is the creation of a criminal cartel (article 178 of the Criminal Code of the Russian Federation) - an association of, as a rule, several firms of the same industry, which enter into an agreement relating to various aspects of a company's commercial activities in order to restrict competition.

The cartel is characterized by the following features:

1) the contractual nature of the association (collusion of a group of producers for the purpose of completely or partially eliminating competition between them and obtaining monopoly profits);

2) the preservation of the right of ownership of the cartel participants to their enterprises and the economic, financial and legal independence that this ensures;

3) the merger of a number of companies, usually one industry;

4) joint activities for the sale of products, which may extend to a certain extent to its production;

5) the presence of a system of coercion, including the identification of violations and sanctions against violators.

For the restriction of competition provides for administrative and criminal liability. As part of the study, a cartel was considered, whose activities fall under Article 178 of the Criminal Code of the Russian Federation (Restriction of Competition), the so-called criminal cartel.

4. Discussions

It seems that there is no need to separate cartel collusion into a separate form of self-determination of crime, since the mechanism is similar for carrying out criminal activity in cartel collusion and organized crime.

Counteracting the crime self-determination can be ensured only in the process of identifying and eliminating its factors, the causes and conditions that contribute to it. Within law enforcement activities, it is about counteracting latent and undisclosed crime, preparing and implementing criminal activity, concealing evident, using the results of crimes as factors in of crime self-determination.

5. Conclusion

The Russian experience of counteracting organized crime points to the need of developing a comprehensive strategy in this sphere, a competent combination of operational search, organizational tactical and investigatory actions, clear interaction between law enforcement agencies, prosecutors, courts, etc.

Particular attention should be given to the media. The media, and especially television, often cultivate a criminal ideology especially among young people. At the same time, on the one hand, the fear of crime is fueled: daily dozens of broadcasts tell viewers about various types of crimes, showing the cadres of the criminal chronicle; meanwhile journalists, willing to make the plot brighter, embellish details of the commission of gravest crimes (for example, murders, rapes), often passing ethical standards. On the other hand, the same level of harm is caused by media by popularizing and romanticizing the criminal way of life, as a result, the idea that the thieves' “concepts" are simpler and more understandable, and the thieves' world is cruel, but just, is created. In this regard, the mass media need to take into account these shortcomings and adjust their activities towards the formation of anti-criminal social attitudes in society.

From our perspective, effective measures to counteract organized crime and corruption, in addition to the available ones, will be the following:

1) toughening criminal prosecution for crimes committed as part of a criminal group (criminal community), for taking bribes;

2) it is necessary to exclude the possibility of conditional sentencing to corrupt officials, as well as house arrest as a preventive measure;

3) development of programs to encourage members of the public to counter organized crime and corruption;

4) increase in the professionalism of law enforcement officers;

5) the formation of a negative attitude towards organized crime and corruption in society.

Moreover, in order to prevent transnational organized crime, states need to effectively implement the UN Convention against Transnational Organized Crime in Palermo in 2000, the UN Convention Against Corruption 2003, etc. Undoubtedly, these Conventions are the legal basis which is necessary not only for developing and implementing more effective interstate measures, but for improving international cooperation to counter crime throughout the world.

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THE RECOVERY OF TAX LOSS CAUSED BY THE INACCURACY OF THE REPRESENTATIONS ABOUT THE CIRCUMSTANCES

Since June 1, 2015, the institution of assurances (article 431.2 of the Civil Code) appeared in Russian civil law, which in fact is an analogue of the English Institute of warranties. Initially, English law actively applied the institution of assurance to m&a transactions (the seller transferring shares made the buyer know what is transferred to him - the cost of the share, the presence of encumbrances, their profitability, etc.). This institution has become actively integrated by business participants in the contract law in the form of separate tax representations.

Keywords

warranties, tax losses

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1. Introduction

The relevance of this topic is determined by the positive impact of the Institute of assurances about the circumstances on the business process in general and the good faith of the parties to contractual relations in particular, which allows to insure the tax risks of counterparties and not to bear an unreasonable tax burden.

2. Materials and Methods

The main methods used in this article are dialectical methods and general scientific analytical methods of cognition (comparative legal, technical-legal, formal-logical).

3. Discussions

It would be misleading to think that the institution of assurances is absolutely new to Russian law. Over the past 20 years, such legal mechanisms as «the circumstances from which the parties proceeded at the conclusion of the contract», the principles of «good faith» and «freedom of contract» have been formed. Introduction of Art. 431.2 of the Civil Code summarized all these mechanisms making them generally accepted. At the same time, this protection mechanism borrowed from the English law is not a complete copy. The Institute of «warranties» in English law is closely related to the Institute of «disclosures», i.e. the Institute of information disclosure. In Russian law the equivalent of «disclosures» is not directly provided. An example of «disclosures» within tax representations is the simultaneous provision of all tax information/reporting.

The obligation of the party not to mislead the other party as to the circumstances relevant to the conclusion of the contract is very logical and directly follows from the General rules of good faith in civil relations. In addition, a number of actions which are supposed misleading, include the false and incomplete information. Paragraph 1 of item 1 of art. 431.2 the Civil Code obliges the party that gave the other party false assurances about the circumstances relevant to the conclusion of the contract (execution, termination), to compensate the other party losses caused by the unreliability of such assurances, or to pay the contractual penalty.

Is it possible to limit the liability of the party giving the assurance?

At the moment, to limit the liability of the certifying party, in the design of the contract such phrases as «to the extent that I know», «as far as I know"» and so on are actively used. It is believed that such introductory can limit the liability of the certifying party, limit it within the known party.

To attract the parties to liability for breach of representations, it is necessary to abide by the following terms.

1. Assurances of the circumstances must be recorded in writing, it does not matter whether the parties enter into a separate agreement or include a provision directly in the contract.

2. Assurances must be given in respect of circumstances that are relevant to the conclusion of the contract, its performance or termination.

3. False representations refer to circumstances that occurred prior to or at the time of such provision.

This moment is worth paying special attention, as the presentation of tax assurances refers to the future period. At the moment, the position within the doctrine is formed in such a way that assurances can not be given in relation to the circumstances that will occur in the future and in this case, in relation to insurance of tax risks, it is better to apply the Institute of compensation of property losses. But at the moment there is no uniform judicial practice indicating the impossibility of recovery of tax losses within the institution of assurances.

4. The party giving the assurances assumed that the other party would rely on them (or had reasonable grounds to believe so).

5. The party receiving the assurances did not know and could not know about their falsity, the good faith of the party receied the assurances.

At the same time, it does not matter when the assurances are given (before the conclusion of the contract, after or at the time).

An interesting example is the dispute between the French company Sucden and a former shareholder of the Russian company. The court refused to satisfy the claim, based on the fact that the party which received assurances knew about their unreliability (*AC Stavropol territory decision of 10.07.2017 in the case number A63-1976/2017)*.

It is worth noting the autonomy of assurances about the circumstances individually, i.e., even in the case of recognition the contract invalid / not concluded, the assurances will be valid, as well as whether the party engaged in business activities knew about the unreliability of the assurances. The latter makes it possible to include in the agreements of the parties a reservation that the party giving assurances must consider them reliable in good faith .

In order the court to satisfy the claim for damages arising from false assurances, it is necessary to take into account the following factors:

1. assurances are false (for example, you can use the financial statements, the decisions of the tax authorities to prosecute or the auditors, etc);
2. the party that gave the assurances assumed that the other party would rely on them;
3. at the same time, it is not necessary to prove the presence and amount of losses, causation, fault of the counterparty. It is enough to confirm the fact of unreliability of the certification of the circumstances, which is confirmed, for example, by the decision of the tax authority, which was denied the application of VAT deduction;
4. only an authorized person can give assurances about the circumstances.

For example, in one of the decisions, the Court of Appeal upheld the findings of the first instance, stating that the assurances referred to by the executor were signed by an unauthorized person, not by the Director-General who signed the contracts, but by his Deputy.

Based on the analysis of contracts concerning the purchase of more than ten largest companies, the author of this article identified the following, the most frequent, tax assurances:

- the parties pay all taxes and fees, all tax and other reporting is submitted on time, all transactions are reflected in tax and accounting;
- the seller will reflect in the tax reporting VAT paid by the buyer as part of the price of the goods.

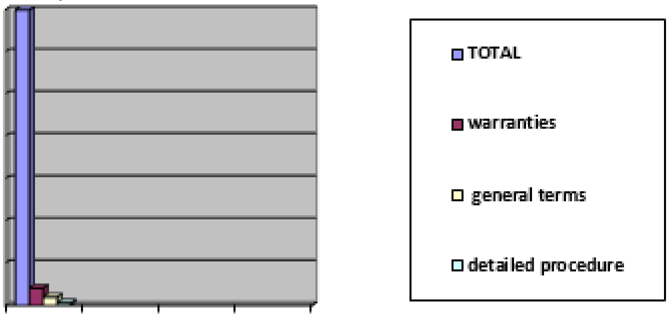
As a rule the sanction for the violation of these assurances, stands damages in the sum equal to the arrears of tax (in case of refusal in application of tax deduction of VAT), as well as appropriate fines and penalties of the tax authorities.

At the moment, a positive court practice is being formed on the issue of compensation of losses in case of violation of tax assurances. So in one of the court cases, the plaintiff was denied the application of a tax deduction for VAT decisions of the tax authority, due to defects in the relationship between the defendant and his supplier. As a result, the plaintiff applied to the defendant for damages. The arbitration court of the North Caucasus district upheld the judicial acts of lower courts and dismissed the defendant's cassation appeal. The courts noted that the defendant had voluntarily accepted assurances of circumstances relevant to the conclusion and performance of the contract. The court rejected the argument that according to the General rule of the Tax code, the parties bear their own tax risks and the plaintiff shifts the responsibility to the defendant for violation of tax legislation (*Resolution of the Plenum of the Supreme Court of 24.03.2016 №7, AC of the North Caucasus district in the case N A63-13305/2016*). It is the case of as AC NCD that is the starting point from which the courts radically changed their position and allowed the recovery of VAT as losses.

Separately, it should be noted that the previously formed practice proceeded from the fact that compliance with tax legislation is administrative(public), not civil (private) responsibility, in view of which, the party to the contract can not be applied liability for violation of tax law, with the advent of the institution of assurances in the past. The Plenum of the SAC of 23.07.2013 № 2852 / 13 in the case of A56-4550\2012 pointed out that the person entitled to deduction must comply with all conditions for its receipt and is not entitled to transfer the risk of non-receipt of advising amounts to its counterparty, as this is a public sanction for breach of a private obligation. In this case, the refusal of the taxpayer to deduct VAT in itself does not indicate the illegal behavior of the counterparty, as the taxpayer has the right to appeal the decision of the tax authority (Resolution 9AAC of 27.01.2010 № 09AP-26736/2009-CC).

4. Reserch

The author of this article in the framework of this study analyzed more than 3,500 contracts with which she worked in the period from 2016 (June) to 2019 (February). Only 205 of them have been amended by the counterparties to compensate for tax losses, most of these provisions were made in the period from the end of 2017 to the present moment, i.e. from the moment of changing the position of the courts on the possibility of recovery of tax losses from the counterparty (Resolution of the Plenum of the Supreme Court of 24.03.2016 No 7, AC of the North Caucasus district in the case № A63-13305/2016). Of these 205 contracts, about half contain the most general assurances of compliance with tax legislation, also tax payment, and only about 30 contracts contains an expanded detailed list of tax assurances and the procedure for calculating and compensating losses caused by the unreliability of such assurances.



5. Conclusion

Thus, earlier, judicial practice proceeded from the fact that fines, penalties, taxes in principle can not be qualified as losses and the courts refused to satisfy the relevant claims. After June 1, 2015, the opposite court practice began to form. Thus, for example, the Arbitration court of the North Caucasus district explained that tax deductions are provided by the norms of tax, not civil legislation, but this does not prevent the qualification of the amounts of non-received tax deductions as losses incurred by the authorized party.

It should be noted separately that the losses will not be able to recover if the party itself contributed to the occurrence of circumstances with which the obligation of the counterparty to reimburse your property losses, as well as if the counterparty assured of any circumstances, and the injured party did not take reasonable steps to verify these circumstances .

Over the past three years, we have observed the application of contractual liability under tax clauses under article 431.2 of the Civil Code, and not earlier than the standard practice under article 15 of the Civil Code (compensation for losses). A problematic aspect is the controversial interpretation by the courts of article 431.2 of the civil code, which necessitates a more thorough study of tax clauses in contracts. The increase in the number of criminal cases qualified under article 159 of the Criminal Code of the Russian Federation (fraud) directly testifies to the problem of tax integrity of contractors.

Thus, the institution of assurances about the circumstances can become an effective tool that allows the parties to neutralize the risk of subsequent tax surcharges made as a result of unfair actions of contractors.

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ECONOMIC IDEAL AS A GUIDELINE FOR THE SUCCESSFUL SOCIAL DEVELOPMENT

Abstract

The article is based on the critical analysis and comparing various means of understanding the phenomenon “economic ideal” in the history of national social and philosophic idea of the first part of the XX century. The S.N. Bulgakov’s ideas about the nature of the economic activity, its targets and sense, which influence the contemporary socio cultural situation, are the heuristic foundation of the paper. The authors of the article apply the multidisciplinary approach to the studied problem using the methods of philosophic, linguoculturological and sociological analysis.

Keywords

society, economy, morality, religion, ideal, freedom, success, hedonism, asceticism, civilization, progress

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1. Introduction

A complex interpretation of the economic ideal is a key characteristic of the contemporary culture. "One of the distinguishing features of the historical health of our epoch is economism. We can confirm without any exaggeration that neither of a historical era understands the economic nature of life and tends to perceive the world as a household". *(Bulgakov,1993)*. These words pronounced by S.N. Bulgakov more than a hundred years ago are of vital importance today and draw our attention to the matter about the nature and aims of economy and the role of its entities. So, understanding the particularity of the economic ideal as a primary trend of the successful social development both in its historical and futurological facets may become a challenge either for academic elite or for modern society in general.

S.N. Bulgakov, Russian economist, philosopher and theologist, is considered to be an initiator of such a dispute and the author of the article "About economic ideal", written in 1903 and published in the collection of scientific articles "From Marxism to idealism". Bringing up a common scientific question about the nature and specific features of the economic ideal, S.N. Bulgakov writes about metaphysical and ethics and axiological aspects of the problem: a heteronomous or absolute and relative status of the economic ideal; antinomy of hedonism (tough Epicureanism, according to the author's terminology) and asceticism to understand wealth as a value of the economic life, and also the problem of the criteria of a personal success and a society as economic agents.

The article is founded on his inaugural lecture to the course "Critical introductory to political economy" that does not de-emphasize the original ethics and philosophic intention of Bulgakov's idea. Moreover, the existence of political economy as a scientific subject is determined not by "theoretical but ethical requirements of a contemporary humanity", so "*political economy ... is applied ethics, that is ethics of the economic life*" *(Bulgakov,1903)*, that is a part of the ethical science or a type of the normative ethics that is able to coordinate universal imperative valuable moral principals with certain tasks, the specificity of differentiated social practices and different spheres of human activity (in this case, economic one) *(Gelfond,2013)*.

It is also an interesting fact that in the introduction to the first part of his fundamental work "Philosophy of economy" – "The world as a household" which "discloses the common bases of economy and its ontology" S.N. Bulgakov tells about the incompleteness of his plan and about the perspectives of writing the second part of his work where "the problem of the justification of economy, its ontology and eschatology" will be discussed, and "the problem of the relations of flesh and spirit (ethics of economy) and about the sense of history and culture" will be researched *(Bulgakov,1993)*. However, this idea did not come true.

The key-note of Bulgakov's arguments is the obvious fact that one of the primary problems both in the history of philosophical and scientific thought and in the life of any individual and various human communities is the search for the ideal *(Gelfond, Mishchuk, Miroshina, 2018; Gelfond, Mishchuk, Miroshina, 2018)*. The multifaceted nature of the notion is determined by the research interest of different philosophic and scientific schools in the search for the reply to the questions: "What is an ideal? Where is a borderline between familiar notions and ideal ones? Is an ideal a social myth or reality? How do human perceptions of an ideal modify?" All the above mentioned and many other existing matters tell of an open discussion for well-founded answers. There are not obvious answers to these questions in the frame of modern social philosophic and social political discourse.

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 based on an integrated approach to the analysis of the concept "ideal". Despite the fact that the problem of understanding the phenomenon "ideal" has been widely analyzed for a long time by various branches of the humanities, these studies were restricted by narrow-disciplined approaches. Therefore, the purpose of this research is to form a multi-faceted view on the concept "ideal".

A comprehensive analysis of the concept "ideal" is based on the multidisciplinary research strategy. This strategy is grounded on the synthesis of methods and techniques of the following human sciences: linguistics, philosophy, psychology, sociology, historiography, cultural studies, etc. 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.

The similar innovative analytical strategy has already been applied by the authors for studying another controversial phenomenon "success" (*Gelfond, Mishchuk, Miroshina, 2017)* and the results of the study are taken as a theoretical and methodological basis for the following research.

3. Results

An etymologic excursus is the first step in an analysis of any notion because its understanding through the spectacle of contemporary scientific views will not be complete without analyzing the evolutionary development of the notion.

The word "ideal" rooted back to the German language and came into the Russian language in the XV century and it was initially used as an adjective. The word "ideal" in the meaning "ultimate implementation of something" became widespread in 1820s.

The phenomenon "ideal" may be studied by different scientific disciplines. Along with philosophy, sociology, psychology such sciences as semiotics, linguistics, cultural linguistics, and axiological linguistics studied the following phenomenon. The idea of anthropocentrism is one of the principal paradigms of modern linguistics, in other words, close ties of language and society or language and linguistic personality. We can speak about a constant aspiration of the human society to the development through the improvement of all forms of being. The society is thought to be a united community with common goals, beliefs and values, or is associated with any individual with his own personal ideals.

The language reflects culture and it is its tool as well as an important component of the valuable world picture, that's why the authors speak about a verbal ideal. A language society improves a communicative process while self-developing and reaching ideal characteristics (*Gelfond, Mishchuk, Miroshina, 2017; Gelfond, Mishchuk, Miroshina, 2018*).

The pursuance of reaching a communicative ideal went back to the Ancient times and connected with rhetoric that is rhetoric ideals. The Russian rhetoric ideal dated back to the Socratic type and is characterized by a dialogic and harmonious speech. According to S.N. Bulgakov, there are two models of homo communicans: homo loquens "heroic" taking over the world, and "ascetic", who sees the world as something needs to be blessed.

However, the retrospective view on the development of the Russian society, when the search for not only moral and spiritual ideals but also economic well-being was in progress, reveals communication regress. The "gold rush", total westernization, consumer society, so the aspiration to the economic ideal, results in losing the national language ideal. Anglicisms, lost Russian verbal traditions and substituted values ruin that esthetic language ideal which formed for centuries and handed down from generation to generation.

Analyzing Bulgakov's ideas about the economic ideal from the linguoculturological and axiological points of view, the authors would like to tell that the search and rethink of one group of ideals can lead to the regress of the others. So, one must memorize that the truth is where there is a word and "a man is a man only thanks to the language" (*Humboldt, 1984)*.

The category "ideal" is discussed in the philosophic discourse. It has a wide range of facets and connotations such as perfection, sample, the highest mark, maxima, global tasks and optimal results of human activity or certain personal qualities.

However, in spite of a great variety of contextual particularities the term "ideal" is often associated with a sample setting goals, standards, which are able to regulate effective ways and methods of reaching them and includes the criteria of estimating the received results. Moreover, both the "umbrella" complex of imperative and valuable characteristics of behaviour of individuals or social communities, and an image of a person who can have perfect features and unique capabilities may become the personification of the ideal.

The philosophic interpretation of the phenomenon "ideal" accumulates the triad of the following attributes:

• Ontological, which is teleology of perfectionism where the ideal is associated with the goal itself;

• Ethics and standard, which means the highest good as a source of moral responsibilities;

• Axiological, that forms the image of the ideal as the top of the hierarchy of values in the cultural society.

For this very reason the absolute ideal has an incontestable existentialistic priority for any individual. Meanwhile, there is a key paradox showing that gnosiological narrow-mindedness of a human being as a knower turns out to be an insuperable obstacle which does not allow us to perceive and identify the ideal as the Absolute entirely and adequately.

In this case only faith can create a precedent of a subjective overcoming the gap between the imperfection of the human nature and the perfection of the absolute origin. So, only the religious ideal may be accepted as the equivalent of the absolute ideal because it initiates the immanence of the person's existence and his highest good in opposition to the existence of the universum, because the latter is not restricted by the natural or social life.

In all other cases we deal with the diametrically opposed disposition when the image of the perfection standing in as the goal or personification of the highest good is certainly transcendent to the human life. Hereby the ideal appears relative in the imperfect human consciousness and falls into separate ideals filling the symbolic field of the human culture and generates pluralism of its guides that are familiar to our everyday perception of the social historical reality.

Stated differently, relative ideals are the representation of the highest perfection in any human activity: social, moral, ethical, scientific economic, etc. It is necessary to mention that there is not any common principle of their correlation, so it is impossible to build their hierarchy. There are various approaches and points of views in this ideological frame which vary from the total subordination of ideals to their indifferent relation to each other.

There are a few dilemmas between moral and other types of ideals, particularly, between ethic and economic ideals. The correlation of ethic and economic ideals is in the focus of our research interest based on the Bulgakov's article "About an economic ideal".

Its principal thesis is that the economic ideal can not be understood entirely without understanding its correlation with the ethic ideal. What is more, in regard to the latter, the author summarized that "this absolute and relative ideal ... is not independent, not absolute on its own as it is accepted by political economy, but gets its restriction from outside, lights with reflected light and is acknowledged as a means for a specific goal. Consequently, the ideal is not independent, it is heteronomous, and the appeal to the highest noneconomic echelon is possible in many cases in economic policy..." *(Bulgakov,1903)*, and this echelon can be defined in terms of the absolute moral and its ideal of the ethic perfection *(Ethics: encyclopedia, 2001)*.

The letter is well known to have a variable and sometimes ambivalent character causing a number of metaphysical and ethic representations in history of philosophy. S.N. Bulgakov reduces all its complicated and contradictory ideological and imperative variety to the two main conceptual groups: hedonism and asceticism.

The author studies their opposition either as an example of a fundamental ontological and axiological antithesis of material and spiritual origins of the universe, or for creating a methodological base for reconstructing and analyzing the ways of reaching the ideal. According to the author's beliefs, the economic ideal can be put into practice only being accepted as a logical and mental synthesis of hedonistic justification of human needs and an ascetic approach to their ranking, that is by means of "control of an ascetic origin over hedonism, finding a right correlation between them...both in a personal life, and in human history..." (*Bulgakov,1903)*. Only in this context "the true, in other words, spiritual civilization which can be free from spiritualism or asceticism and from bourgeois hedonism" may exist (*Bulgakov,1903)*, and the growing well-being and needs of a free personality might be a security of her constant spiritual and moral development and the anchor of her social and cultural identity *(Gelfond, 2014)*.

So, Bulgakov is trying to find and explain the economic ideal by solving the problem with the production and wealth allocation which in its turn bounds up with the matter of the development of human needs.

Since antiquity sophists and scientists have spoken about the ways of accumulating wealth, about its optimal volume. For instance, Aristotle answered in the affirmative to the question "Is there a wealth limitation?" In his opinion wealth is livelihood. He criticized saving for saving. John Chrysostom told that a man's desire to have more than he needs is evil. Mercantilists, the representatives of the first economic school, saw the source of wealth in saving gold and silver. Adam Smith, the representative of a classical school, considered labour to be a source of wealth.

S. N. Bulgakov notes in his work that an important condition for the growth of wealth is the multiplication of needs. The author, trying to determine whether the wealth and growth of needs is a benefit, considers two opposite worldview paradigms: hedonism and asceticism. According to the first one, wealth is evil and needs must be reduced; in accordance with the second, one must not miss any pleasant sensations (it is necessary not only to increase the needs, but also to refine them).

Of course, a man of today cannot support the asceticism position. All the surrounding reality contradicts this. Today's society is considered to be a consumer society. A person is obliged to buy more and more. Advertising and fashion working for the manufacturer form the needs and make the customer constantly feel that a particular product is required; change almost new things for more fashionable. The consumption becomes an end in itself *(Miroshina, 2017)*.

In the modern world people often forget that needs are not only material, but also spiritual. Despite the fact that the focus on the material wealth has been seen as a path to the spiritual unification and moral depravation throughout the history of our country the spiritual has always been placed above the material. Today a lot of people are proud of possessing expensive mobile phones, luxury houses, prestigious work, but they forget about their inner world and self-realization. Others don't read, don't go to museums, don't learn on their own, but also don't want to do it because the most important thing for them is the possession of status items and financial resources *(Miroshina, 2015)*.

At the same time wealth allows a person to develop because spiritual needs often require significant costs. When the survival problem arises, needs for self-development, communication, respect and others come second and even disappear. As S. N. Bulgakov rightly pointed out, the material life and wealth should not be an end in itself, they are only means to serve a higher, absolute purpose. This goal is spiritual work, expressed in various spiritual benefits, the set of which is called the cultural acquisition of this or that era.

What are the cultural achievements of the modern world? Most of books, films and paintings are for the mass consumption and are suitable for «single use» only (one can read, watch and forget). They don't cause strong emotions, don't make us worry about the characters; don't impose the need to think about the work's sense. The main task of the «popular culture» products is to make a profit, not to meet the spiritual needs.

The surveys of the Public Opinion Foundation have shown that about 30 percent of the respondents prefer watching entertainment programmes on TV, whereas a smaller part of people are interested in educational programmes. A great number of the participants watch TV programmes to rest, have a good time and forget about troubles *(Data base of Public Opinion Foundation)*.

Scandals, aggression, horrors, "empty" TV programmes and series, advertising are constantly on TV. Children's programmes don't practically occur on the national television (or they are broadcast at an inconvenient time). Upbringing of a whole generation has been in isolation from the national roots, building on materialistic and individualistic values without a clear and understandable vision of the future.

Freedom as well as economic freedom is an indispensable condition for achieving the higher purpose. There are several approaches to its definition *(Miroshina, 2016)* S. N. Bulgakov links it to the dependence on the nature. Despite the fact that nowadays a man has already come closer to the conquering nature, he is still far from true freedom (the attempts to control the weather lead to hurricanes and floods, the use of synthetic products leads to numerous diseases).

The growth of not only material, but also of spiritual needs contributes to the progress of the society. The thirst for knowledge stimulates the science; the communication need provides the improvement of means of communication, forms of social solidarity *(Badzagua G.Zh., Mezhueva E.O., Klyuzova M.L., Ohendushko S.S., Volodin S.F. & Podrezov K.A., 2006)* and ways to solve social problems, involving non-violence *(Gelfond, Mishchuk, 2016)*. The development of spirit aims at the increase in its requests. It means that the optimal balance between the increase in requests and the degree to which they are satisfied defines the success of personal and social development.

From the S. N. Bulgakov's point of view the formula for the economic ideal as well as for economic success is as follows. "Multiply your needs while the life of spirit and human dignity require, but be able to cut them as far as it requires" (*Bulgakov,1903)*. One has to agree with him, the main thing is to avoid crossing one of the extremes – consumerism or strict self-restraint. They violate this parity.

Thus, only an intellectual individual, capable of finding a middle ground between hedonism and asceticism, can be truly successful in the modern world. A spiritually autonomous person aiming at innovations will remember about the traditions of the past. The main responsibility for upbringing a reasonable consumer falls on the family and state institutions. A lot of habits and basic rules of behavior are educated in the family. The important task of the state is the family support (including material) and the organization of children and youth leisure. It is also necessary to promote spiritual and moral guidelines, preserve traditions, and cultivate family, labor and other values.

Therefore, the economic ideal as an image of the successful economic strategy is quite achievable, but requires serious efforts both from the individual and the society.

6. Discussion

The contemporary society needs a consolidating value platform. In our opinion, the multifaceted concept "ideal" can be one of its aspects, which include both powerful motivating force for any human activity and an image of expected results.

However, there are ambivalent ideas about ideals, which have both negative and positive value characteristics in the public opinion. In the first case, we are talking about the ideal associated with Utopia, in other words, with an unreal model of personal and social development. In the second one, the ideal is considered to be an image of an expected result of natural, professional, creative and other achievements of an individual and a society.

In the present context, a comprehensive study and system analysis of the problem of understanding the concept "ideal" as a fundamental axiological category and a complex socio cultural phenomenon is relevant. Since this aspect has not been studied before, the research is innovative.

7. Conclusion

Thus, understanding the nature and fundamental facets of the economic ideal, the essential factors of its achievement depend on a particular society, on the prevailing values, on the existing codes of conduct. Nevertheless, the image of the economic ideal is not only an ideological abstract construction but also the most important indicator of success of social economic state and at the same time the criterion of further perspectives of the successful development of any society. The achievement of success as an essential motivator of activity and conduct of a contemporary man can become a determinant of social and economic and moral and spiritual progress of a nation and a modern civilization in general. The forming models and criteria of success can outline the national idea or alternative forecasting scenarios of the future of the whole humanity (Gelfond, Mishchuk, Miroshina, 2018): from hedonistic eschatology of the consumer society to ascetic soteriology of the religious transformation.

8. Recommendations

The empirical and analytical materials of the article may be of great interest and value for a wide range of potential readers.

Firstly, for specialists of humanitarian sciences who are interested in studying a variety of attributes of the phenomenon “economic ideal” and related socially relevant phenomena.

Secondly, for students, master’s students, post-graduate students, professors.

Thirdly, for wide audience interested in current problems of the modern society.

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A FAMILY NEWSPAPER GIVES SCOPE TO THE TEAMWORK OF PARENTS WITH THEIR CHILDREN

Abstract

The urgency of the problem under study is due to insufficient time allotted by parents (for various reasons) to communicate, to work with their children (Volkov, 2002). The article tries to solve this problem by organizing a competition for family newspapers at school, which will help parents organize teamwork with their children in order to develop their creative abilities. The leading method for the study of this problem is the expansion and deepening of the children developmental space in their native language (Shishigina, 2011). It is achieved by organizing systematic work, namely the annual competition for family newspapers on a particular topic (the topic is chosen in autumn at the school-wide parent meeting), followed by public defense of works by the end of the school year, summing up and awarding the winners. The materials of the article may be useful for language teachers in organizing work on the development of the worldview and creativity of children, the development of knowledge and skills in their native language, as well as on attracting parents to cooperate with the school.

Keywords

family newspaper, development of the worldview and creativity of children,
development of knowledge and skills in native language,
involvement of parents to cooperate with the school

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1. Introduction

The importance and relevance of the schoolchildren moral education by means of family traditions in the pedagogical activity of teachers is evidenced by the requirements of the Federal State Educational Standards adopted in 2011. Therefore, there is a need for a special pedagogical examination of the problem of using family traditions in the spiritual and moral education of schoolchildren (Azarov, 2002).

Following the results of monitoring children for many years of work at school, the author came to the conclusion that a child raised in a family that supports national traditions, the language, the wisdom of his people, grows up to be a fair, decent person. Such a child speaks fluently in his native language, successfully masters other languages, is more curious than others are, and has a propensity to development, cognition of the world (Arutyunov, 1989). And those children who, for one reason or another, do not know and cannot speak their native language, live for one day in most cases, not bothering to think about the distant future, which indicates their lighthearted attitude to their lives. Therefore, we must try to expand the environment in which the child is brought up in his native language. Popular wisdom, traditions, unique features of cultural heritage, accumulated over the centuries, are transmitted through the riches of the native language. The nurturing power of a native language is closely related to its developing power, and this largely depends on the preservation of the language (Shishigina, 2013; Yadrikhinskaya, 2013).

If only our children from the very early age know, feel, accept their native language with their soul, mind, body, then the language will be preserved and will live on. If sensible, sound thoughts, exciting inspiration can be passed on from generation to generation with the help of a language, then our native language will develop.

2. Materials and Methods

Based on my many years of experience in working with parents, I have been holding a family newspaper competition for almost 10 years to involve parents in the educational process of the school.

FIGURE 1 - PART OF FAMILY NEWSPAPERS PROVIDED FOR THE COMPETITION

In autumn, at the beginning of each school year, I compose and distribute to families assignments specifying the criteria for evaluating competitive family newspapers on a specific topic dedicated to one significant date or another. According to this assignment, the whole family conducts research work during the school year, collects materials, reads a lot, learns, visiting libraries. Children take an active part in this event, because I come up with a special creative task for them to develop their talents and abilities. By the end of the school year, the parent committee of the school organizes an exhibition of family newspapers, makes an announcement of results.

Stages of working with parents to create family newspapers:

1. discussion and selection of a single topic for family newspapers at the beginning of the school year;
2. guidelines and instructions for collecting the material to the newspaper;
3. assistance to families in the analysis and streamlining of collected materials;
4. control of students' work on their creative tasks;
5. checking electronic versions of newspapers before printing them, tips on correcting any errors;

6. collection of newspapers in classes;

7. work of the parent committee on the evaluation of newspapers, evaluating the results of the competition;

8. work with sponsors to provide prizes for the winners of the competition;

9. holding a final event, an exhibition of newspapers.

The topic of the first family newspapers was “Төрөөбүт төрүт тылым барахсан!” (“My mother tongue is a generous heritage of the people!”). 102 newspapers were presented for the competition, which served as an excellent means for further work.

FIGURE 2 - SELECTION OF A SINGLE TOPIC FOR FAMILY NEWSPAPERS AT THE BEGINNING OF THE SCHOOL YEAR

Then there were newspapers for the 100th anniversary of the Tattinsk ulus “Тапталлаах Тааттабыт” (“Our Beloved Taatta”); for the 50th anniversary of the native village “Нэһилиэкпит киэн туттар дьоно” (“The countrymen, whose name our nasleg is proud of”); for anniversaries of writers from Tatta; newspapers devoted to the study of families’ ancestry and the study of the lives of their ancestors, etc. Thus, this work is carried out every year in coordination with the work plans of the school.

Newspaper examples

I. For the anniversary of the famous Yakut writer N.E. Mordinov - Amma Achygy, pride of our village, whose name our school bears, a competition was organized for family newspapers on the topic “Мин дьиэ кэргэним уонна Амма Аччыгыйа” (“My family and N.E.Mordinov-Amma Achygy ”).

The requirements for the structure of this newspaper were as follows:

• What writer’s works did you read? Which of them did you like more? What did they teach you?

• About the writer himself;

• Compilation of puzzles, literary quizzes, crossword puzzles on the writer’s works (one of these);

• Drawings to works, photographs on the topic “N.E.Mordinov-Amma Achygy - the pride of our village”;

• Poems dedicated to the anniversary of the writer.

II. Last academic year, families worked on the newspapers with the topic “Удьуор утума” (“Heritage of the Kin”) to research and study their ancestry (Dolgunov, 2004). The wise words of the national writer Sofron Danilov prompted me to this task: “If the roots of a tree dry, then, regardless of the type and kind, the tree will die. The same is with a human. If the connection with the family, close people, with the life of native people is broken, then this person does not succeed even in his work. ”

Goals:

1. Genealogy research and study of their ancestors’ lives (Arabov, 2004)
2. Research and study of their ancestors’ and relatives’ talents and abilities.
3. Encouraging children to discover their talents, creativity and abilities based on gene information, and then to choose the right direction for their future profession.

The requirements for the structure of this newspaper were as follows:

1. Genealogical tree (here, besides their names, abilities, talents, professions should be noted)
2. Articles with photos of relatives who are the pride of your family.
3. Findings from research work - thoughts about the abilities and talents of your child, which he inherited or can inherit from his ancestors, relatives.

The content of the event to implement the project

On April 14, 2017, an exhibition of family newspapers was organized, where 52 newspapers were exhibited. The results of the competition were announced at the school party. The families, who had presented the most interesting newspapers, spoke to the public, defended their newspapers, and the children took an active part in the event.

For example:

The Litvintsevs-Koryakins family learned from their research work that their kin goes to Boniface Sleptsov, who was a successful businessman and contractor of the late 19th and early 20th centuries. They also learned that there were many artists and physicians in their family. Therefore, they concluded that children could be given an advice to consider these areas as possible ones for their future development and in the choice of profession.

FIGURE 3-4 - DEFENDING FAMILY NEWSPAPERS

The Baishevs revealed that there were many artisans skilled in applied arts, talented singers, amateur veterans and even healers in their family in both their father and their mother lineage. The Baishevs family noted that they are especially proud of their relative sculptor Ogonerov, well known in the republic.

The newspaper of the Kanaevs family amazed us with its 96-page volume. A pupil of the 1st grade, Kolya Kanaev, presented the newspaper. Everybody was touched by the fact that he very thoroughly told about his relatives who live in the village of Olenek and in the town of Nyurba. We learned from his story that the singer Nikifor Semenov was a close relative to them. Kolya said that he was very interested in the art of Julian Nikiforov, watched his performances on TV and wanted to learn how to sing like him. Sixth grader Sasha Androsov and his mother Anna Afanasyevna revealed in the course of studying their ancestry that there were many creative people in their family. They are proud of the fact that V.V. Tumanov composed a melody on the verses of their grandfather Afanasy K. Androsov “Күөрэгэй” (“The Lark”), and the song had become popular and beloved by everyone for many years. Sasha proudly said that many of his mother’s verses were published, and Anna Afanasyevna, in her turn, said that her son was also trying to write poetry, and one of his poems was published in the regional newspaper “Taatta”. At the end of the speech, Sasha recited his new verse “Төрөөбүт тыл” (“Mother tongue”).

FIGURE 5 - IT IS INTERESTING TO LEARN SOMETHING NEW FROM THEIR FRIENDS’ FAMILY NEWSPAPERS

3. Results

We, teachers, are trying to ensure that children take advantage of the gained knowledge in their everyday lives. Here, the main role belongs to the system of interaction between schools and parents in the educational process (Azarov, 2004). The child’s developmental space in their native language expands and deepens if it is organized systematically and not in fragments (Volkov, 2000). Parents spend more time with their children that certainly affects the proper development of the child as a person. If the whole family is engaged in one common affair - reflection on tasks, creativity, the creation of a newspaper in our case, then their outlook expands, solidarity increases, they become more friendly and stronger.

Thus, this project serves as a bridge for cooperation between school and parents in raising a child, who is proud of the riches and beauty of his native language, respectful of his kin, who will choose his own path of development and will be a fighter for the protection of the language.

FIGURE 6 – WINNERS REWARDING

Relevance and novelty of the result, prospects and significance of the study.

• All family members take part in the work; this is a ground for teamwork of parents with their children (Azarov, 2002).

• Gives the opportunity to get acquainted, study, research the life and work of writers, who were born at the same place.

• Expands the scope of cooperation (and even competition) of generations, i.e. parents with children.

• Encourages pride in their eminent compatriots, relatives; helps to pay due attention to the significant dates for the village, its inhabitants; it gives children the opportunity to get familiar with their kin, which will certainly help them in future.

• Parents are directly involved in the educational work of the school, since this type of work at the beginning of each school year must be recorded in the school schedule.

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EXPERIMENTAL STUDY OF A YOUNGER SCHOOLCHILD

Abstract

In the early school years, the evolution of cognitive motivation becomes one of the most important stages of development. The purpose of the article is to study learning motivation of a primary school student. The principal method to study this problem is the method of conversation followed by a generalization of the data array obtained by content analysis. We used the methodology developed at the Institute of Childhood of the Russian State Pedagogical Institute under the guidance of A.G. Gogoberidze. The authors found out that the motives for studying at school in the group under consideration from the 1st grade to the 4th do not change and the main motives (causes) of learning at school are – gaining knowledge, mastering the ability to learn, self-improvement and preparation for future life. These are internal motives of cognitive nature. Younger students showed a positive attitude towards teachers. Most children speak positively of the qualities of their teachers, as well as the features of teachers' professional activity. The article materials can be useful to theorists and practitioners in the field of primary education in reference to determining and maintaining the trajectory of educational motivation in younger schoolchildren.

Keywords

Younger schoolchild, motivation, learning motivation, cognitive motivation, external and internal motivation, learning motives, attitude towards a teacher

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1. Introduction

At primary school age emergence of learning motivation becomes an important stage in the development of a personality. Therefore, the issue of the learning motivation is quite relevant. It should be noted that almost all children entering school and studying in it during the first weeks and months are interested in school. The basis of educational motivation is the child's reaction to novelty, new living conditions, and new people.

According to V.M. Rybakova, practical observations show that 38% of children enrolled in the first grade experience fear or unwillingness to learn. After the first month of study, 15% of students lose interest in school for various reasons. Moreover, interest in a new form of teaching and new teaching materials is quickly saturated, so in the first days of schooling it is important to form a new motive related to the content of knowledge and interest in the material itself. Therefore, in primary classes, the form of instruction used by the teacher, and the teaching methods used to increase interest in the study of educational stuff are of paramount importance (Rybakova, 2010).

The concept of "learning motivation" in the psychological and pedagogical literature does not have a precise definition. Often the terms "motivation for learning", "motivation for learning at school", "motivation for learning activities" are used as synonyms. In this paper, we will adhere to the concept of "learning motivation", which will be considered as a particular type of motivation included in the learning activity. This concept includes such components as the need for learning, the meaning of learning, the motive of learning, the purpose, emotions, the attitude and interest.

2. Materials and Methods

The problem of learning motivation has involved many scientists: R. R. Biebrich, L. I. Bozhovich, I. A. Vasilyev, I. I. Vartanova, L. S. Vygotsky, P. Y. Halperin, N. V. Elfimova, G. E. Zalessky, G. Y. Zvereva, L. B. Itelson, J. L. Kolominsky, A. N. Leontyev, V. Y. Lyaudis, A. K. Markova, S. L. Rubinstein, V. M. Rybakova, N. F. Talyzina, D. B. Elkonin, V. S. Yurkevich, P. I. Jacobson, M. G. Yaroshevsky and others.

L. I. Bozhovich identified two main types of educational motives – cognitive ones (generated mainly by the educational activity itself and directly related to the content and process of learning), and social ones (generated by the entire system of relations existing between the child and the surrounding reality, lying outside the educational process) The researcher came to the conclusion that at school age, out of the whole system of motives that prompted learning activities, broad social motives are above all, determining a positive attitude to activities (Bozhovich, 1972).

A.K. Markova points out three levels of development (or three groups of motives) for cognitive motivation: a broad cognitive motive, i.e. focus on gaining new knowledge; educational motive, which leads to mastering the methods of obtaining knowledge, and the motive of self-education which is the most mature motive, but it appears only at the senior school age (Markova, 1980).

In any case, learning and cognitive motivations are not the only ones in the motivational complex that determines the child's behavior at school. There are also game motives, and focus on communicating with peers. The main question is what motive in this hierarchy is predominant and what is the structure of motives at primary school age. This study was devoted to the given question, and our purpose was to know more about the learning motivation of a younger student.

The first objective was to study the structure of the younger students' learning motivation. The second objective was to study the attitude of the younger students to their teachers.

The study of the motivation for learning at school was carried out on the basis of a conversation followed by a factual generalization of the data array obtained through the content analysis using the methodology developed at the Institute of Childhood of the

Russian State Pedagogical Institute under the guidance of A. G. Gogoberidze (Gogoberidze, 2010).

The results of the study are presented by a sample of answers from 35 children aged 7–11 years old.

According to the methodology developed under the guidance of A. G. Gogoberidze, the main reasons for schooling (the motives for learning) for children are as follows: knowledge acquisition, mastering the methods of actions, mastering the ability to learn, improving one's own personality, communicating with teachers, preparing for a future life, growing up, expanding the circle of communication, achieving the same status as everyone has at this age, waiting for interesting activities, avoiding trouble when you do not attend school, communicating with peers.

We analyzed the children's answers to the question "Why, in your opinion, do children go to school?" separately for the following age groups: 7 years old (10 people), 8 years old (5 people), 9 years old (10 people), 10–11 years old (10 people.).

3. Results and Discussion

3.1. Analyzing the answers of seven-year-old children of 7 years we found out that their main reason for studying at school is knowledge acquisition ("At school, you need to learn in order to gain new knowledge"). Such answers were given by 70% of respondents. 50% of the answers were related to mastering the ability to learn. For example, Nikita answered: "because in my old age it will come in handy. If you don't learn, you won't know anything, even 2 + 2. " Also, 50% of children answered that it is necessary to go to school in order to "get smarter", "To be clever, to develop yourself," that is, they need to go to school to improve themselves.

To a lesser extent, as much as 20% of the answers mentioned preparation for the future life as the reason for studying at school: "So that when you grow up, it would be easier at work". There were no other reasons in the group of children of 7 years old.

In the group of children of 8 years old, the most often mentioned reasons for schooling were associated with knowledge acquisition (80%) – "To know a lot of new things". In their responses 60% of children showed that learning is needed to master the ability to learn – "Well, not to be ignorant, not to be stupid", and to prepare for the future life "To study, get knowledge, then get a good education and work." 40% of students answered that studying is necessary for their personal development – "To be intelligent," "not to be stupid." Other reasons that indicate why they need to go to school were not expressed.

3.2. Most children of the age of 9 answered that it was necessary to attend school because it is preparation for the future life "to go to university, and after the university to work, not to live a life of the homeless," "To get some kind of education, then go to work ", "Well, to get an education, to become somebody. " It should be noted that students seek to obtain the knowledge not because it will help to get an education and find a job, but seek for education as such.

Half of the respondents understand that they need to go to school to study. "To study, they learn more at school than at home." Somewhat less than 40% of children answered that they need to gain knowledge "Ah! Well, why? To get knowledge, answers to all the questions. " To be able to read and write – so answered two girls, answering the question "Why do I need to go to school?". And only one child said that they go to school "to play, to be friends."

3.3. In the group of children aged 10–11 years old, the answers related to knowledge acquisition were given the first place – (70%), i.e. most of the children said that they go to school to get knowledge. At the same time, 50% of the respondents indicated that it is necessary to study at school for the purposes of self-improvement – "To become clever, cheerful, talkative in the future, " "To study, and then to study on your onw". Also in the responses, 40% of children say that schooling is needed to prepare for a future life. For example, Lera replied, "Children go to school to gain knowledge, to learn something new, for example, in the future, they'll be asked a question, but they won't know and will be without education. That is, a school is needed in order to get an education". 30% of children answered that they were learning to master the ability to learn, so one respondent answered: "To write, speak, paint correctly". Or: "Learn, so that later you can learn and teach children". One child from each group responded that learning will help to master ways of action "To know the letters, so that all knowledge will be useful in the future". And there was an answer related to avoiding trouble if you did not attend school "Parents say so. That I need to go to school. I did not want to go to school today, but my mother said that if I didn't study, I would not be allowed go for a walk. "

3.4. A comparative analysis of the data on the study of the motives of going to school is presented in the *Appendix* in *Table A*.

So, among the answers to the question "Why, in your opinion, do children go to school?" in all age groups from 7 to 11 prevail the ones concerning gaining knowledge ("To learn something new", "To get new knowledge", "To know a lot", "To know a lot of new things", "To get knowledge, the answers to all the questions".) "Suppose you don't go to school and ask "What to do?". Here I am, let's say, an adult: "Oh, what should I do? I am a hobo. I'm begging "(a child of 9) etc.

The exception is made by children of 9 years old among whom prevailed the answers connected with preparation for the future life. In the second place in the group of children from 7 to 9 years old there were the answers in which students tesponded that they go to school to master the ability to learn (50-60%). In the third place, respondents noted as a reason for studying at school, preparation for the future life at 7 and 10–11 years old, personal development at 8 years old, and gaining knowledge at 9 years old.

Comparing the answers of children from 7 to 10-11 years old, we see that the structure of motives for schooling for children of 7 and 8 years old l is almost the same – children come to school in order to acquire knowledge, master the ability to learn, for self-development and preparation for the future life. This is evidenced by such answers as "to get an education and work" and, as Daniel put it, "To go to the institute or go to work". The only difference is that in seven-year-old children there are few answers related to preparing for the future life – only 20%, and by the age of eight such answers become 3 times more – 60%.

Perhaps this is due to the fact that when children come to the first grade, parents, motivating their children to succeed in learning, speak out the idea that learning is, after all, necessary for their future. In fact, children's answers repeat the words of their parents. "To learn some profession," eight-year-old Nastya said, which suggests that she, naturally, due to her age peculiarities does not understand what profession to learn and why, but that's what her parents say.

We should note that studies of the structure of the motives of younger schoolchildren showed that, despite the development of children's self-awareness and the emergence of reflection as a newness most children are not aware of the motivations of their actions. A more clear understanding of their aspirations and their individuality comes by the end of primary school age.

By the age of 9, the structure of school motives remains the same, but the preparation for the future life comes to the fore, and the motives associated with mastering the ability to learn and gaining knowledge occupy secondary positions. Thus, the motive associated with preparing for the future life from year to year becomes more important) at primary school age. But by the age of 10–11, it gives his place up to the motives of the personal improvement and knowledge acquisition.

Our study thus confirms the data of L. I. Bozhovich, according to which “gradually, to the 3-4th grade, children's interest is directed to the scientific content of the subject, they are interested in explaining the facts, establishing causal dependencies. Selective attitude to individual subjects is emerging” *(Bozhovich, 1972)*.

It should be noted that genuinely cognitive interests are found in the case when a younger student seeks to get not just any result, but to find a common way to get the results of this type *(Davydov, 2008)*.

3.5. Characterizing the structure of the motives of the group of children of primary school age in general, it can be noted that the motives for studying in school from grade 1 to grade 4 do not change and the main reasons for learning at school are – gaining knowledge, mastering the ability to learn, self-improvement and preparation for the future life.

The first most common motive in the studied group of respondents is the motive associated with the acquisition of knowledge. According to the classification of educational motives by L. I. Bozhovich such motives belong to the group of cognitive, i.e. generated by the learning activity itself and directly related to the content and process of learning. We can say that these are not just cognitive motives, but “broad cognitive motives” (motives oriented toward gaining new knowledge).

In second place was the motive associated with the mastery of the ability to learn. This motive, according to A. K. Markova, belongs to the group of cognitive educational motives, i.e. oriented towards the acquisition of methods of acquiring knowledge, methods of their independent acquisition: this is an interest in methods of scientific knowledge, in methods of self-regulation for academic work.

The motives connected with the acquisition of knowledge and with the mastery of the ability to learn, are related to internal ones, according to another generally accepted classification. The motive of self-improvement also refers to internal motives.

The motive of self-improvement, which turned out to be in the third place as a result of our research, also belongs to the group of cognitive educational motives, but it is already a motive of a higher level of development, according to A. K .Markova, the motive of self-education. The motive of self-education is the motive associated either with a focus on the acquisition of additional knowledge, or associated with the construction of a special program of self-improvement.

In the fourth place, the motive associated with preparing for the future life is revealed. Such motives belong to a group of social motives, namely, to a subgroup of broad social motives.

Least often of all, the younger schoolchildren mentioned such reasons for schooling as mastering ways of doing things and expanding their social circle – “to play, to make friends”, and the motive avoiding trouble if they did not attend school.

In the sample of the children’s responses we studied there were no answers in which the reasons for attending school were: communication with teachers and peers, maturity, achieving the same status as everyone at that age, waiting for interesting activities. This indicates the absence of narrow social or positional motives (the desire to take a certain position in relations with others, to get their approval, to earn credibility), and the motives of social cooperation, oriented to different ways of interacting with other people, the desire to communicate and interact with other people.

3.6. We now turn to the question of studying primary schoolchildren's attitudes towards a teacher.

If we talk about the factors encouraging learning motivation, the following are highlighted as sources of positive motivation to learn in school: the content of the learning stuff, the character of the learning and cognitive activity itself and, of course, the teacher's relationships with the students.

The students were asked the following question: "Imagine that you have a friend .... who does not go to school. If he went to school, would you like him to have a teacher like yours? Why?".

The results were processed according to the method developed under the guidance of A.G. Gogoberidze. According to the method the following categories can be distinguished in the characteristics of a teacher: appearance, character, professional activity, communication, personality.

Analysis of children's responses showed that children of 7 years old in the majority of answers characterize their teacher positively, emphasizing, on the whole such personal qualities as goodness, kindness (60%). Also, students assess the teacher from the professional point of view, "writes beautifully," "sets interesting tasks," "teaches us everything". Such were 40% of answers, and 20% of children found it difficult to answer.

One child described his teacher as constrained, but at the same time he would recommend her to a friend. Other qualities to describe his teacher were not mentioned.

All children in the 8-year-old sample characterize their teachers positively and recommend them (100%). 60% of children name "good", "kind", "strict" as positive characteristics. The same number of answers (60%) fall into the category of "Professional activity". The children say about their teacher that she "explains well", "teaches us well". Only one child would not recommend his teacher, but would advise another one – about whom he said that she is "more gentle".

3.7. 90% of children of 9 years old describe their teacher as "kind," "cheerful," "good," "fair," "disciplined," "scolds us" (the children say that they have something to be scolded for). 50% of children's answers include such characteristics of a teacher's professional activity as "if you don't understand something, she will explain to you, tell you," "if you don't answer correctly, he will correct, well, he will tell you". One girl, Sonya, noted sociability in her teacher, "you can tell her something about your personal life," and another child emphasized a personal quality – "smart." External qualities were noted by Nastya, who said that the teacher was "beautiful."

None of the children in this age group gave a negative description of their teacher.

3.8. 100% of children aged 10-11 years old have noted such traits of the teacher as "good", "kind", "doesn't scold", "cheerful", "never shouts", "honest". 30% of children's answers include such characteristics of the teacher's professional activities as "sets less homework," "explains what they did not understand." In 20% of the students' answers, the teacher's sociability is emphasized – "she will listen, that is, she will understand", "supports us". One child noted such a characteristic of the teacher's appearance as "old", while generally he says: "Our teacher is very good, kind, despite the fact that she is, well, old."

A comparative analysis of the research data on attitudes towards the teacher is presented in the Appendix in Tables B and C.

4. Conclusion

The study we conducted showed that among primary schoolchildren the main motives for studying at school are gaining knowledge, mastering the ability to learn, self-improvement and preparation for the future life, i.e. internal motives of cognitive nature. This suggests that the subjects being studied are internally accepted and motivated, the content of school subjects becomes personal value. The dominance of internal motivation is characterized by the manifestation of the students' own activity in the process of learning. Students with external motivation, for whom knowledge is not the purpose of schooling, and when a younger student is alienated from the teaching process, were not identified.

In general, younger students revealed a positive attitude towards the teacher. Most of the children note, above all, the positive qualities of character of the teacher and the features of their professional activity. Only nine-year-olds gave a more complete description of their teacher: from the point of view of appearance, and communication, and personal qualities. When answering, children gladly spoke about their teacher, described their teacher as the best.

Negative characteristics were presented in the responses of children only in isolated instance, and only one child did not recommend his teacher, since "she is not so tender."

It should be noted that the teacher plays a decisive role in shaping educational cognitive motivation. The teacher's role is to create an atmosphere of emotional comfort in the learning process to ensure friendly relations in the team, to show pedagogical optimism towards the students, to believe in their abilities and expect high performance from each child.

TABLE A - DISTRIBUTION OF DATA STUDYING MOTIVES OF LEARNING AT SCHOOL BY AGE GROUPS

	7 years old	8 years old	9 years old	10-11 years old
1st place	knowledge acquisition (70%)	knowledge acquisition (80%)	preparation for future life (60%)	knowledge acquisition (70%)
2nd place	mastering the ability to learn (50%) personal development (50%)	mastering the ability to learn (60%) preparation for future life (60%)	Mastering the ability to learn (50%)	personal development (50%)
3rd place	preparation for future life (20%)	personal development (40%)	knowledge acquisition (40%)	preparation for future life (40%)

TABLE B - DISTRIBUTION OF RESEARCH DATA ON ATTITUDES TO THE TEACHER (POSITIVE CHARACTERISTICS)

	7 years old	8 years old	9 years old	10-11 years old
1st place	Character (60%)	Character (60%)	Character (90%)	Character (100%)
2nd place	Professional activity (40%)	Professional activity (60%)	Professional activity (50%)	Professional activity (30%)
3rd place	Can't formulate, have difficulty to answer (20%)	-	Appearance (10%) Communication (10%) Personality (10%)	Communication (20%)

TABLE C - DISTRIBUTION OF RESEARCH DATA ON ATTITUDES TO THE TEACHER (NEGATIVE CHARACTERISTICS)

7 years old	8 years old	9 years old	10-11 years old
Character (10%) «constrained»	Professional activity (20%) «Not so tender»	-	Appearance (10%) «Old»

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INDUSTRIAL COOPERATION AS A TOOL FOR INTERACTION BETWEEN INDUSTRIAL ENTERPRISES IN RUSSIA

Abstract

Nowadays, the objectives associated with the development of the real sector of the economy are becoming more relevant. Production constitutes the backbone of the Russian economy, defining its level and specialization. It is a set of economic entities engaged in production of goods in material form and classified to the sphere of circulation which delivers the goods to the consumer; however, to build a more effective system for the development of this sector it is required to develop tools to improve the efficiency of its development. One of such tools is the development of industrial cooperation. The purpose for the paper is to study the development of industrial cooperation. The study reveals the essence, peculiarities and factors in the development of industrial cooperation. The author briefly analyzes the development of industrial cooperation in the regions. It is concluded that the economic policy of the country aimed at regions' economic growth may rely on the initiatives in the development of industrial cooperation.

Keywords

industrial cooperation, regional economy, economic development, industrial enterprises

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1. Introduction

One of the main issues of the Russian economy is shifting from the development model with predominant commodity exports towards the model with predominant production of knowledge-intensive high-value-added goods. Addressing the issues would help reach a firm leading position in the world and increase the economic growth of regions and the country as a whole (Gulin, 2012; Mazilov & Kremin, 2016).

Market reforms of the 1990-s changed both principles of organization and management of industrial enterprises and the basics of interaction with the customer. The state order was no longer able to fully ensure the viability of enterprises, so the emerged technological gap hindered the production of competitive goods for both domestic and foreign market. Thus, there is a problem with producing high-tech goods in the region (Brazhnik, 2008).

One of the possible tools to solve this problem is the use of industrial cooperation.

In this regard, the purpose for the research is to study the development of industrial cooperation as a factor in regions' socio-economic development.

The purpose determines the need to solve the following objectives: analyze research in this area, identify the nature and specific features of industrial cooperation, classify factors in industrial cooperation development.

2. Materials and Methods

The development of cooperation relations was covered in many works by classic economic writers, namely, K. Marx, D. Ricardo, A. Smith, M. Porter, M. Enright, and P. Drucker.

The aspects of formation of the system of inter-regional cooperation is reflected works by A.G. Granberg, A.I. Tatarkin, V.V. Kotilko, V.I. Leksin, A. N. Shvetsov, T.G. Morozova, A.S. Novoselov, V.I. Suslov, and R.A. Latypova *(Granberg, 2004; Tatarkin, 2011)*.

In modern economic science, there is a range of opinions about the nature and content of industrial cooperation.

M.V. Brazhnik indicates that the word "cooperation" comes from the Latin "cooperation", which means "collaboration", "cooperation", and the term "collaboration" means arrangement of direct sustainable production ties between enterprises based on deepening their specialization.

In this context, collaboration should be understood as relations of enterprises which allow joint production activity on a contractual basis without loss of legal and economic independence (*Brazhnik, 2008*).

The advantage of this definition, in our opinion, is that the author focuses on sustainability as an integral feature of cooperation relations, which distinguishes industrial cooperation and other forms of cooperation, for example, short-term interaction of industrial entities.

Bolshaya sovetskaya entsiklopediya (the Great Soviet Encyclopedia) gives the following interpretation of the category under study:

– a form of labor organization where a significant number of people are jointly involved in the same or different, but related labor processes;

– a set of organized amateur voluntary mutual support associations of workers, small producers, including farmers, which aim to achieve common goals in various areas of economic activity [6].

It should be noted that the source of cooperation is reduced to interaction of people, rather than legal entities.

L.J. Berry gives the following definition of the category "cooperation in production" – production relations between enterprises jointly producing certain products but retaining independence. Collaboration is the result of social division of labor, specialization of production of further deepening. We cannot fully agree with the definition. Indeed, industrial cooperation is one of the most important consequences of social division of labor; however, it is advisable to refer to cooperation as only long-term relations, rather than, according to L.J. Berry, any relations between enterprises. Finally, would be correctly to include in industrial cooperation not only relations between the enterprises themselves (although, of course, they are the basis of cooperation relationships), but also those between enterprises, on the one hand, and other organizations such as banks, scientific and educational institutions, on the other hand. The long-term character of relations within industrial cooperation Is also emphasized in the following definition: "Collaboration" – establishment of long-term production relations between enterprises each specializing in a separate part of a single product (*Berri, 1954*).

It should be noted that this definition reduces cooperation to production relations, although in practice there are relations of industrial cooperation in sales, R&D, etc.

According to scientists such as A.N. Bulatov, I.N. Gerchikova, I.L. Litovchenko, I.V. Petrishcheva, production cooperation is the most common type of production relations of enterprises. Its essence consists in that independent manufacturers, as a result of contract-based joint activities produce target goods or parts of the final product (*Bulatov, 2011; Gerchikova, 2010; Petrishcheva, 2011)*.

These authors believe that industrial cooperation has a number of specific features:

1) adaptation of stakeholders to joint activities on a contractual basis;

2) the long-term character of economic relations between the partners, which leads to stabile and reliable partnership;

3) different socio-economic nature of relations between the participants of production relations.

Based on analysis of various approaches to the essence and content of industrial cooperation we propose a refined definition of the category under review:

1. In the narrow sense, industrial cooperation is long-term sustainable mutually beneficial cooperation of business entities in their production activities.

2. In a broad sense, industrial cooperation refers to long-term contractual relations between corporate entities, small and medium business in the sphere of production and distribution of goods, logistics and R&D aimed to improve the overall efficiency of economic activity of enterprises at the expense of using the advantages of specialization.

Research methods

The study of the main approaches to the development of industrial cooperation used methods such as literature review, system approach, synthesis, induction and deduction, analogy, generalization, description, comparison, and logical method. The authors used domestic and foreign developments of the leading scientists in this research area.

Analysis of the industrial cooperation development in the regions and processing of other factual material was performed with the use of methods such as dialectical, chronological, logical, scientific generalization, comparative analysis, tabular, and graphical, which ensures the validity of analysis, theoretical and practical insights of the researched problem.

Research results

It is quite natural that the country's economy is competitive when its regions develop steadily and dynamically. The regions which can effectively use the potential of their own territory will have opportunities for socio-economic growth.

Therefore, Russian regions amid transition to developed market relations face the most acute issues of industrial cooperation.

The nature of industrial cooperation lies in the fact that companies included in the value-added chain are engaged in production of certain types of intermediate goods (components and assemblies) for producing the final product.

In recent years active development of industrial cooperation has been observed.

For example, the monitoring of industrial enterprises conducted by HSE (National Research University Higher School of Economics) has showed that one of the key factors in industrial cooperation efficiency in the regions is long-term and regular communication between stakeholders.

The survey involved 1057 manufacturing enterprises. The sampling of organizations was distributed by federal district.

The sociological survey has showed that manufacturing enterprises most actively cooperate with customers (78%) and suppliers of raw materials (74%) since amid sanctions imposed by foreign countries, which affected the economic activity of enterprises and import substitution, this type of partnership requires exchange of necessary components for producing the final product (*Fig. 1*).

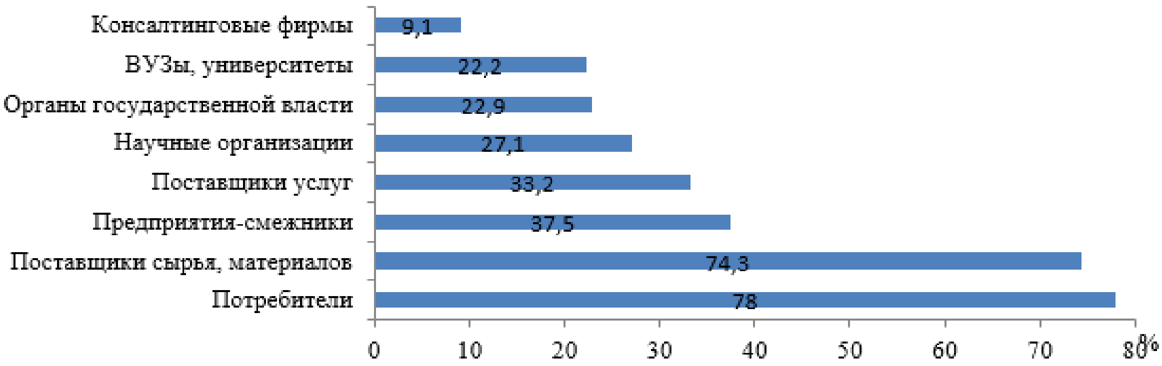

FIGURE 1 - COOPERATION OF MANUFACTURING ENTERPRISES WITH CONTRACTING PARTIES, %

Data validity: Compiled by the author based on data of monitoring of innovation-driven activity of subjects of the innovation process implemented in the framework of the Fundamental Research Program of Higher School of Economics, 2014–2015

According to the survey, the most relevant form of cooperation of manufacturing enterprises with external counterparties is long-term partnerships, the duration of which is more than 5 years, as well as cooperation on a regular basis (*Fig. 2*).

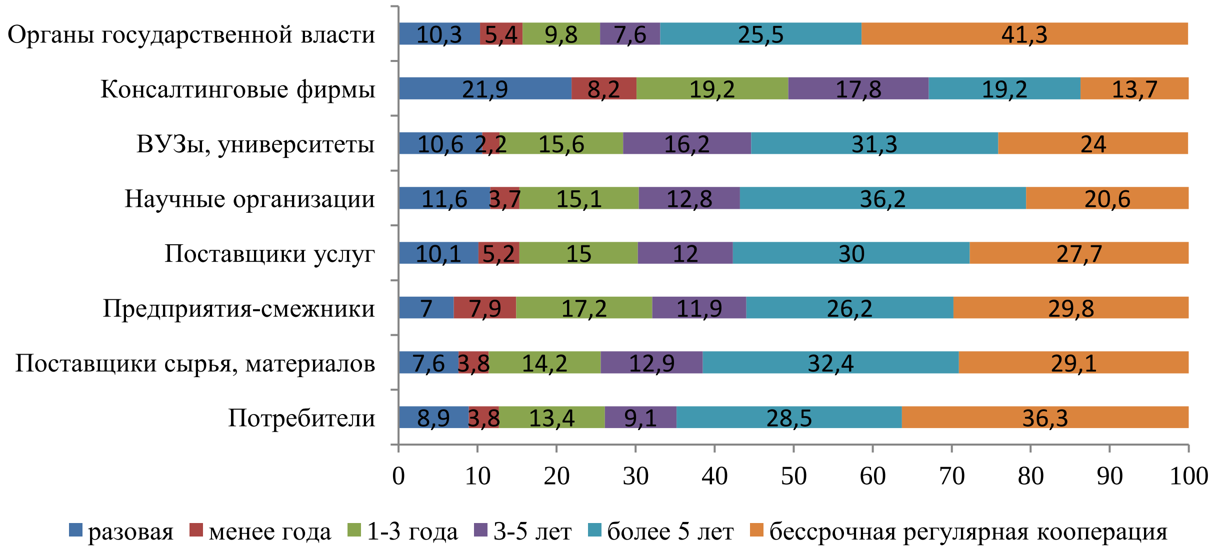

FIGURE 2 - THE PERIOD OF COOPERATION OF ENTERPRISES IN THE FRAMEWORK OF PRODUCTION COOPERATION BY TYPE OF PARTNERS (SHARE OF ENTERPRISES WHICH NOTED THE APPROPRIATE OPTION IN THE TOTAL NUMBER OF RESPONDENTS OF MANUFACTURING ENTERPROSES ENGAGED IN COOPERATION WITH CONTRACTORS), %

Data validity: Monitoring of innovation-driven activity of the subjects of the innovation process implemented in the framework of the Fundamental Research Program of Higher School of Economics, 2014-2015

The complexity, duration and terms of implementation of cooperation projects characterized by high risks and uncertainty, encourage enterprises to enter long-term cooperative partnerships with almost all potential partners, if necessary. The time factor plays a particularly important role when dealing with public authorities (41% of the surveyed industrial enterprises prefer interaction on a regular basis, 26% – long-term cooperation for the period of more than 5 years), as state participation can reduce the risks of enterprises' production activities.

Occasional contacts most often occur with consulting firms which can provide information necessary for innovation development, as well as various other services; and have competences important for manufacturing enterprises. This form of interaction was chosen by 22% of enterprises. But here, mainly stable and even long-term cooperation is practiced, including the form of joint projects.

The development of industrial cooperation requires efficient infrastructure, convenient information support for customers and contractors. One of the elements of such an infrastructure is the "National Partnership of Subcontracting Development" ("NPRS" non-profit) established in 2004.

We note that subcontracting is a widespread form of industrial cooperation where one enterprise (the contractor) entrusts to another enterprise (the subcontractor) to manufacture products for industrial purposes, as well as perform R&D according to the requirements. Such cooperation ensures highest production efficiency through the rational use of available resources. Subcontracting is widespread in industries such as machine building, metal working, electrical engineering, and electronics. The subcontracting system of production management is based on contractual work.

As a rule, the contractor is represented by a principal assembly enterprise. Subcontractors are specialized enterprises of small and medium business.

NPRS currently brings together 35 regional subcontracting centers including those in Ukraine and the Republic of Belarus. The system contains about 17.000 subcontractors (suppliers of products for industrial purposes) and about 4.000 contractors (customers of products for industrial purposes)[1].

According to the online survey conducted in 2015 by the Chamber of Commerce and Industry of the Russian Federation jointly with NPRS in the framework of monitoring of business environment in the regions, which included 181 enterprises from 43 regions, the processes of cooperation in the form of subcontracting involve about 46% of small businesses, 32% of micro-enterprises and 10% of medium enterprises registered in the system. This suggests that the regions possess a sufficient number of enterprises producing goods for industrial purposes (*Fig. 3*).

FIGURE 3 - SHARE OF SUBCONTRACTING ENTERPRISES OF VARIOUS TYPES REGISTERED IN NPRS NON-PROFIT IN 2015, %

Source: The Chamber of Commerce and Industry of the Russian Federation. Available at: https://tpprf.ru/ru/business/gp/

[1] Products for industrial purposes are products intended for using as a means of industrial and agricultural production (raw materials, semi-finished goods, components, complementary parts, equipment, capital construction facilities, industrial services): GOST R 15.21–2000.

The sociological survey also revealed that the leader in the number of subcontracting enterprises is the Central Federal district (nearly one third of all subcontracts involved in industrial cooperation in 2015) (*Fig. 4*).

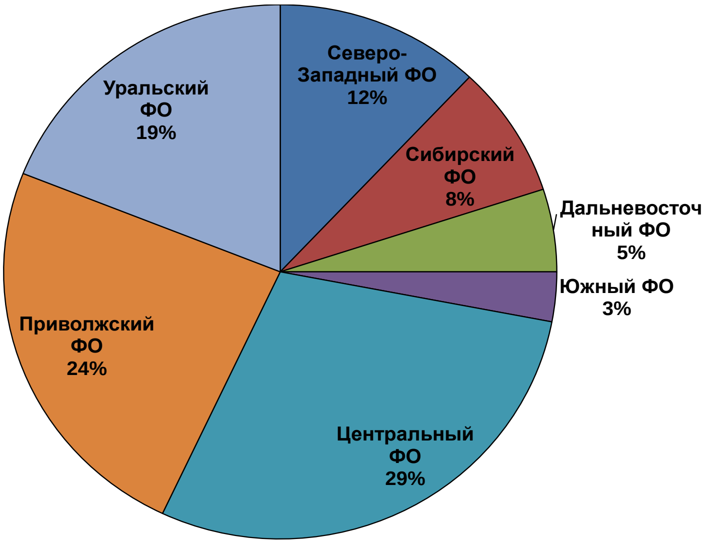

FIGURE 4 - GEOGRAPHICAL SPREAD OF SUBCONTRACTING ENTERPRISES REGISTERED IN THE NPRS NON-PROFIT IN 2015, %

Source: The Chamber of Commerce and Industry of the Russian Federation. Available at: https://tpprf.ru/ru/business/gp/.

3. Conclusion

The study concludes that the concept of industrial cooperation will become one of the key drivers of regional economic growth in the near future.

However, this requires dynamic actions on the part of public authorities and management aimed to develop the necessary legislative framework and system of measures to increase state support efficiency for enterprises participating in industrial cooperation at the regional level.

In our opinion, further research in this area should be devoted to the development of organizational and methodological bases for implementing innovation-driven transformations in the Russian economy in the framework of the concept of industrial cooperation, which will help identify the areas of organizational and technological transformation of the production sector of the economy, increase productivity and re-focus regional systems on sustainable economic growth.

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DEVELOPMENT OF STUDENTS' LINGUISTIC COMPETENCE UNDER CONDITION OF BILINGUALISM BASED ON ETHNIC-CULTURAL APPROACH

Abstract

The article covers the problem of the cultural conflict prevention through proper interpretation of ethnic-cultural stereotypes It also pays attention to bilingual education as an effective means of successful coexistence of various cultures in the polylingual world.

Keywords

stereotype, national character, ethnic-cultural stereotype, bilingualism, bilingual education, ethnic-cultural conflicts, cross-cultural communication

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1. Introduction

In a contemporary world, where, probably, every ethnos would not hesitate to declare its uniqueness and independence from another one and break out a struggle for "its place under the sun" (a recent example is the referendum of Catalonia as part of Spain), it is important to know, understand and respect cultural and linguistic space of each other.

In the epoch of globalization and informational civilization, the question of cultural diversity and national identity is more actual than ever. On the one hand, variety of cultural codes and languages destroys stereotypical ideas of peoples about each other, but, on the other hand, prevents cultural dialogue. Interethnic conflicts, that gain strength in different parts of the world, are not only political and economic, but also linguistic and culturological ones.

2. Methodological Framework

2.1 Theoretical methods

Methodological framework of our research are the method of system analysis and the method of linguistic analysis. The first one makes it possible to single out and establish links between studying the language and role of ethnic cultural stereotypes as an effective means of the cultural conflict prevention. The second method helps to accumulate all the necessary information on the problem, interpret, and compare particular ethnic cultural stereotypes in different languages and cultures properly.

It is common knowledge that culture defines and language reflects life and behavior of a person in all spheres of his activity. Different peoples transfer variety of cultures since difference of cultures primarily associates with national differences. “Different peoples live in different geographical zones, in different places of our diverse planet – so there is a difference between cultures of the South and North, West and East, island and continental, plains and mountainous ones” (Ter-Minasova, 2008).

2.2 Stages of research

In the 18th century, the idea of the influence of geographic factors on the national character was developed by French enlighteners, especially by Charles-Louis Montesquieu. In his main work “The Spirit of Laws” he wrote that “many things run people: climate, religion, laws, principles of government, examples of the past, traditions, customs; as a result of all this, the spirit of the people is formed” (Montesquieu, 1999).

However, according to Montesquieu, the main factor, that forms both culture and the national character is a climate. Differences of climate, flora and fauna and, consequently, ways of getting food mould different models of life and so different ways of cultural development. For example, peoples of hot countries are timid, lazy, but emotional; peoples of cold climate are high-spirited, severe, but indifferent to pleasure. To some extent, these statements are true. Nevertheless, they are stereotyped. Stereotype is defined as “schematic, standardized image or conception about social phenomenon or object, usually emotionally coloured and possessing stability” (BPD, 1987). The definition given by G.V. Elizarova is also quite interesting for our research. The scientist notes that “stereotypes are not simple abstractions based on personal experience, but abstractions acquired a verbal or nonverbal way in a certain linguistic and cultural community for a long period of time” (Elizarova, 2005).

English dictionaries also give similar definitions of the word “stereotype” – “a fixed idea, image, etc that many people have of a particular type of person or thing, but which is often not true in reality” (OALD, 1998), “a fixed set of ideas about that a particular type of person is like, which is (wrongly) believed to be true in all cases” (LDELC, 1998).

Key words in the notion of stereotype is, on the one hand, schematic, standardized and, on the other hand, fixed, habitual, stable.

3. Results

Each ethnos depending on life conditions formed and is still forming its culture and system of ethnic values, which reflect peculiarities of moral relations and mentality. This thought can be extract from research papers by S.A. Arutyunov, Y.V. Bromley, G.N. Volkov, L.N. Gumilev, V.I. Kozlov, N.N. Cheboksarov and others.

3.1 Classification of stereotypes

Actually, we distinguish between autostereotypes – notions about one's people and heterostereotypes – schematically generalizing views of other peoples and cultures. It is heterostereotypes that are the source of national prejudices and, consequently, interethnic and international conflicts. Stereotypes are connected with the conception of norm. Adoption of the norm results in stereotyping since norms are certain frameworks, patterns and standards.

3.2 Definition of the term "stereotype"

Words stereotype, stereotyped have a negative connotation in both Russian and English, because they are defined through the word cliché, which has the meaning "devoid of originality" (Pavlovskaya, 1998). It is not entirely true towards the word stereotype in general, but in the context of cultural anthropology problems – in particular. Despite all their schematism and generalization, stereotyped notions about other peoples and cultures prepare for a clash with an alien culture, weaken the blow, reduce the cultural shock. "Stereotypes enable a person construct concepts of the world as a whole, go beyond frames of his narrow social, geographic and political world" (Pavlovskaya, 1998). They can serve as bridges to another culture. Stereotypes help to overcome vigilance, contempt, and hostility arising from misunderstanding of another language, symbolism of gestures, mimicry and other elements of behavior.

Stereotypes appear due to intercultural and interethnic contacts when the most distinctive features of this or that nation or culture are revealed. So, ethnic-cultural stereotypes are gradually moulded, representing generalized ideas about typical features related to a certain ethnos or the whole nation. A noticeable feature of appearance, character or behavior is usually chosen on the basis of the ethnic-cultural stereotype.

3.3 Kinds of ethnic-cultural stereotypes according to nationality

German punctuality, Russian generosity, Armenian cordiality, snobbery of the British, slowness of the Estonians, stubbornness of the Finns, quick temper of the Italians, lightmindedness of the French are stereotyped notions of the people, which spread to each of its representatives. Ethnic-cultural stereotype can serve as a kind of standard stereotype in general, because when it is constructed, mechanisms of stereotyping appear to be the most evident.

It is a well-known fact, that stereotypes reflect reality, and if reality changes, stereotypes change too. So stereotypes are not something permanent, unchanging. For example, during the Soviet Union, the inhabitants of the Caucasus were associated with generosity and hospitality, ardent temperament and exposed richness. Because of the military conflict in Chechnya, as well as numerous terrorist attacks in Moscow and other cities of our country, many Caucasians in Russia are perceived as potential terrorists and enemies.

In the structure of the stereotype, the emotional component is distinguished (containing a positive or negative connotation of certain traits attributed to the people), as well as the cognitive component (which includes a certain volume of concepts about this people, expressed in the aggregate of characteristics, features and attributes associated with the people, comparing it with others, including neighboring peoples). Cognitive and emotional components do not always remain stable: changes in the emotional component occur faster, changes in the narrative one are slower.

However, it is illogical to talk about stereotypes without the notion “the national character”. It is the most complicated and controversial one. The definition given in the dictionary by Brockhaus and Efron illustrates it in the best way. “… Something so subtle, vague, indefinite that can be put on the basis of difference with great tension” (EDBE, 1916).

Some researches, however, consider, that the national character exists only in the everyday but not in the scientific consciousness, that every generalization at the level of “typical” features of the people is formal and incorrect (Kozlov, Shepelev, 1973).

A distinguished modern German writer Heinrich Böll expressed his opinion to the subject very categorically. He mocked ridiculously at notions of national character of peoples as “fictional prejudices”, where “the Russians are certainly with a beard, obsessed by passions and to some extent are dreamers; the Dutch are clumsy and like children are naive; the English are boring and a little bit “Oxford”; the French are both extremely sensual and incredibly rational; the Germans are either completely absorbed by music or they continually absorb sauerkraut; the Hungarians are, as a rule, rashly passionate, mysterious and heated, like a string of electric light” (Erofeev, 1982).

3.4 Historical background

The idea of the national character was born not in scientific circles: it was used by travelers, then geographers and later ethnographers to describe the peculiarities of modes of life, behavior patterns, customs of various peoples or ethnic groups, whose life they observed.

In the 30s and 40s of the 20th century, a special military interest suddenly aroused to the notion “the national character”. Seriously, both the Germans and the Americans studied the matter. Exhaustive information about features of the national character and behavior patterns of potential enemies and allies was an important help in conducting the struggle, both at the front and on the international diplomatic arena. As sources, conforming existence of the national character, the following ones were singled out:

3.5 Sources that prove national character existence

1. International anecdotes, completely based on stereotyped notions about this or that people. These stereotypes do not much reflect some of the most essential and typical features of the people, but mainly form them in the eyes of other peoples and in their own eyes.
2. National classical literature, to some extent, “spoilt” as a source by individual authorship and a subjective view on the world.
3. Folklore or verbal folk art as the most reliable of all the mentioned sources of information about the national character. Indeed, although in the works of verbal folk art not only heroes, characters, but also plots are stereotyped, the very fact that they represent the collective creativity of the people, “rolled” in verbal talks from generation to generation, make them the most reliable source and repository of information about the national character.
4. The last but not the least, the most reliable and scientifically acceptable evidence of existence of the national character is the national language.

4. Conclusion

In the research papers on cross-cultural communication, the national character is studied in the context of its functioning in space of ethnos and culture; in bilingual environment there is a process of interaction of two cultures ("dialogue of cultures").

4.1 Previous research on the problem of bilingualism

"Bilingualism is defined by researchers (V.N. Komissarov, I.A. Zimnyaya, R.K. Minyar-Beloruchev, V.A. Avrorin, L.V. Shcherba) as knowledge of two languages, their mastering and their simultaneous use according to conditions of speech communication. In all cases bilingualism is treated as complicated, systematic, intrapersonal notion, which includes a certain new language system, skill to use it in communicative situation (communicative aspect). In this system besides situational meanings and concepts there are wider common cultural notions and world pictures (sociocultural and linguocultural aspects)" (Legostaeva, 2015). However, we should underline, that the researchers mentioned did not study the question of ethnic cultural stereotypes and its role in bilingual education.

4.2 Current trend on bilingual and multilingual education

Bilingual education has spread recently in connection with updating the content of educational paradigm, in which special attention is paid to creating conditions for the development of students' creative personal potential and expanding opportunities for advanced language education. Bilingual education is an interconnected and equal mastering by students two languages (native and foreign), the development of native and foreign language culture and students' development as bilingual and bicultural personalities. At present most of scientists and language specialists speak about another trend in foreign language learning – demand for multilingualism – knowledge and use of two or more languages in situation of polycultural world.

Being the pole of the intersection of at least two linguistic worlds, bilingualism activates the person's formation of a new information culture. Knowledge of foreign languages facilitates the perception of the unique specificity of another culture, provides an opportunity to communicate in the social and informational space of the modern society. Bilingualism becomes the same universal feature of culture as respect for work, careful attitude to motherhood, hospitality and a number of other moral and ethical norms, which are cultural imperatives, one way or another, ascending to the institution of universal values. The need to understand the phenomenon of bilingualism in the context of cultural values is the most important task of the present stage of the development of civilization. Bilingualism today, to much extent, determines the competitiveness of the labor market, ensuring effective communication at various social levels. It is not surprising that in all developed countries professional competence is closely associated with the study of foreign languages and social cultural traditions of other peoples. Respectful attitude to the culture of another ethnos, to its historical, political peculiarities and values, world outlooks is a necessary condition for the peaceful coexistence of unique linguocultures in the modern polylingual world.

Structure of ethnic-cultural education includes standartized notions or ethnic-cultural stereotypes. They can serve as clues, certain bridges to alien culture. It is exactly this type of stereotypes that can help us to go beyond our own "usual" psychological, historical, economic, political, geographic world and get into the "strange" space, unusual for us.

Firstly, in order to understand this or that culture through language, it is necessary to go beyond the scope of its vocabulary, grammar and syntax. Secondly, this approach determines the understanding, that even longing for integrating into another culture, learning the language and using other means of adaptation, there is no guarantee to absorb this very culture. A person acquires not the same identity that is related to the representatives of this culture, but a new type of identity, that is not a mechanical product of the old or the new one, but qualitatively a completely different essence. In this regard, ethnic-cultural stereotypes can be steps that help to go beyond the strict structural frameworks of a particular language, and allow us to speak a language, bypassing linguistic and culturological traps. Thus, there is an opportunity to establish intercultural dialogue and constructive cooperation between peoples.

The scientific novelty of our research is that for the first time an attempt was made to analyze various ethnic-cultural stereotypes and their role as effective means of preventing conflicts in a bilingual environment.

5. Conclusion

The analysis of ethnic-cultural stereotypes allows us to conclude that understanding the mechanisms of their generation must teach the society to react to them correctly, to recognize and overcome ethnic-cultural conflicts that impede the successful development of a cultural dialogue between peoples.

6. Recommendation

Study of ethnic-cultural stereotypes is of great interest for specialists of cross-cultural communication, linguists, methodists and foreign language teachers whom to significant extent efficiency of cross-cultural communication practice depend on.

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MYTHOPOETICAL ASPECT OF TED CHIANG'S 'TOWER OF BABYLON' SHORT STORY

Abstract

The up-to-date significance of the article is proved by the scientists' permanent interest in main principles of postmodern prose, including postmodern text relationships with quoted sources. The objective of the paper is to define the mythopoetics as a key component of postmodernism and reveal the ways of its functioning in a text. Thus, the major methods used in the article are comparative, historical and typological. The authors focus on the interpretation of the biblical tradition of the Tower of Babylon in the eponymous short story by Ted Chiang. The comparative analysis of the both, original and poetic texts is necessary to identify the author's neo-myth growing up in the “Tower of Babylon” of Chiang on the foundation of the famous plot. The results of the research can be used in the further study of Ted Chiang's works, and postmodern Literature in general.

Keywords

postmodernism, the Bible, Ted Chiang, foreign literature,
Tower of Babylon, mythopoetics

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1. Introduction

The Literature of the 20th century tends to axiological and aesthetical comprehension of the underlying causes of the cataclysms that have been accomplished, thus causing the appearance of poetic works with clearly expressed principles of artistic generalization, characterized by the use of mythopoetic elements. According to Schelling, the future of art refers to the return to the mythological way of thinking, and the syncretic unity of poetry, science, fantasy and logic (Schelling, 1999). The desire of writers to comprehend the eternal problems of being, to penetrate the complex, contradictory relations of a man and the world determine the postmodern 'to depict conflicts of universal or sacral content by using myth and transforming it, introducing a figurative type of fantasy (dreams, hallucinations, madness) up to create fictional, 'wonderful' world' (Livskaya, Konkova, 2017).

The current research is based on mythopoetics which is the important issue of postmodern prose. The study of a mythopoetic aspect of a literary work, mythopoetic allusions and motifs is one of the topical directions in the Literature of recent years (Losev, 2001). The concept of 'mythopoetics' is considered as, firstly, 'the functioning in the artistic text of mythological images, motifs, allusions and reminiscences, secondly, the neo-mythology created by the authors - and new author myths' (Soldatkina, 2009). The Postmodern Literature identifies reality as irrational and chaotic, devoiding of cause-and-effect determinism. Often, writers turn to biblical texts and plots in order to transform the original tradition and embed it in the postmodernistic context of the Modern Literature.

2. Materials and Methods

The biblical story about the Tower of Babylon, outlined in the eleventh chapter of the Genesis, has received various implementations, reflections and interpretations over many centuries: from the iconography and 'Tower of Babylon by Peter Bruegel the Elder to the novel Generation P by V. Pelevin and modern science fiction (*Chuprak, 2004*). The paper refers precisely to the latter.

The American science fiction writer Ted Chiang enters the Literature with his debut short story 'The Tower of Babylon' in 1990. The same year Chiang was nominated for the Locus and Hugo Awards, won the Nebula Prize in the short story nomination (among other nominees and laureates were also writers such as Ursula Le Guin, Terry Bisson other) as well (*Anders, 2002*; *Rothman, 2017*).

Ted Chiang turns to the biblical myth of grandiose construction and turns it into a new structure within the framework of science fiction (in the 'Tower of Babylon' short story one can select its separate subgenres: sociological and alternative historical fiction). In parallel, the original motives of construction change from the process itself up to the people involved in it (*Ivanova, Chernieva, 2017*). In the short story Ted Chiang gives a non-canonical version of construction, radically changing the key element of the original myth. The biblical tradition says, 'and the Lord scattered them from there throughout the earth; and they stopped building the city,'- thus, the construction of the Tower of Babylon is limited to the decree of the Lord.

In the Chiang's story, the erection of the path to the 'heavenly vault' is separated from the divine intervention and is determined only by the universal goal of the mankind, 'And they said to each other: let's make bricks and burn them with fire. And they have bricks instead of stones, and earthen resin instead of lime ... ”says the legend (*The Genesis*). Babylon is standing, and the Tower of Babylon is standing in it and people build it without the Lord's intervention - this is the beginning of Ted Chiang's rethinking process of the biblical legend. The transformation of the myth is implemented in a deliberately meticulously written detail. The scenes of constructing in Ted Chiang’s story can be considered more specific in comparison with the original source. The Genesis says, 'they found a plain in the land of Sennar' (*The Genesis*), then the poetic time and space system is more complicated in the 'Tower of Babylon' story. A relative characteristic of the length of Sennaar appears in the story, 'A tower would lie across the Sennaar valley, it would take two days to go from one end to the other ... (*Chiang, 2010*). Secondly, the brief "And the Lord scattered them from there throughout the whole land; and they stopped building the city. Therefore, the name given to him: Babylon ... ' is contrasted with a more complete geographical picture of Chiang's story. The protagonist of the story, Hillalla, was from Elam and was attracted 'to the construction of the tower; moreover, Babylon already exists at the time of construction' (*Chiang, 2010*). He [Hillalla] knew only that Elama copper was bought there. Copper ingots were loaded on ships, and they kept their way along Karun to the Lower Sea and from there they were already climbing up the Euphrates. (...) It [the tower] seemed to them for many leagues: thin as a thread of linen tow, the line swayed in a hot haze, heaving from a crust of dirt, like Babylon himself appeared ... ' (Chiang, 2010). The story in the 'Tower of Babylon' literally 'builds up' as the object itself is erected / ascended, 'A continuous caravan of bricks rises to the top, every day thousands of pieces reach the top. Losing a brick does not mean anything to bricklayers. - Then he leaned closer. 'But there is one thing that they truly value more than human life ... A trowel'. - But why trowel? 'If the bricklayer drops his trowel, he will sit idle until a new one is delivered'. For four months he will not be able to work on food, so he will have to borrow' (*Chiang, 2010*).

The story of the Tower of Babylon is a specularly reflected original biblical story: Babylon becomes a refuge for masters from different ends of the earth, uniting for a similar purpose – 'to build a tower high to heaven' and dig through the firmament. For example, 'We are miners, called from the land of Elam' Or: 'That's right. I heard that miners from the western land will join us, but have not yet seen them. Do you know about them? - Yes, their homeland is the land that is called Egypt, but they don't dig ore like you. They mine stone'(*Chiang, 2010*).

In the biblical texts, legends about the Tower of Babylon and the Flood in terms of comparison are scattered (diverse) (the eleventh chapter of Genesis, containing the story of the tower, is preceded by the chapter on the flood which is the eighth) - there is no link between them although construction is indirectly related to the causes of widespread flooding. On the contrary, chronological narration in the 'Babylonian in Chiang's Tower of Babylon directly brings us to the flood as a logical outcome — the completion of construction, but openly declares that the Flood once happened: "Hilla calls for caution, and I am on his side," said Beli. "We have to make sure that we don't bring a second Flood on the world or at least dangerous rains on the Sennaarskaya valley." And then a stream of water poured from the tunnel. (...) Miners stumbled upon the vault (*Chiang, 2010*). 'The interchange, a description of the events after the flood and the death that was supposed by Hilla himself, are especially interesting: "Somehow, the vault of heaven was under the ground. Like earth and sky lay side by side, leaning on each other, although they were divided by many leagues. How is this possible? How can such remote places touch? (...) And then it dawned on him: a cylinder for seals. If you roll it over a soft clay plate, the carved cylinder left an imprint in the pattern. Two figures can appear at different ends of the plate, although they stand side by side on the surface of the cylinder (*Chiang, 2010*).

3. Conclusion

Ted Chiang brings the fantastic reality of the story closer, adapts it to the understanding of the modern reader-recipient: attention is paid to trifles. So, at the time of introduction to the story of Hillalla, the tower has already reached a great height, and the need for materials there, at its present height, has become aggravated. The text of the head of Genesis is not so firmly connected with the material world. About Babylon, the Bible says the following, 'Therefore, his name was given to him: Babylon, for the Lord confused the language of the whole earth, and from there the Lord scattered them throughout the earth ...' (*The Genesis*).

The narrative is built on the following key elements: the **city found** ('Moving from the east, they found a plain in the land of Sennaar and settled there ...') - **constructio**n ('we will build a city and a tower to the sky, and we will make a name for ourselves before we disperse over the face of the whole earth') - **intervention** ('And the Lord said: (...) let us go down and confuse their language there, so that one would not understand the speech of the other ...') - **separation** – and finally **settlement** ('earth and they stopped building the city …') (*Chiang, 2010*).

Thus, in this work, only coincidental elements of the texts are considered; Ted Chiang, creating the "Tower of Babylon", introduced into it, as a foundation, many corrections that completely turned over and understanding of the tradition, and his perception by the modern reader — the story is read as an independent work, in which, as in a prism, the biblical legend is refracted.

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FOREIGN LINGUISTIC COMPETENCE STRUCTURE TRANSFORMATION AS A NEW REALITY DURING HYPERMEDIA SPACE DEVELOPMENT

The paper focuses on the issues relating to information-induced foreign linguistic competence structure transformation. The fast growing social and economic system is established to fundamentally change the employment structure and labour market. The set of professional competences in education is noted to be proportional to the request for competence in the society. The limited number of professional competences is meant to be used in response to the development of such innovative areas, as digital economy, artificial intelligence, biotechnological social reality. The paper highlights the distinct advantage of social competence- generating reality over the field of educational life support. The "knowledge – competence" opposition, which is made by the scientific community discretely, is supposed to be erroneous. It is established that the KSC (knowledge, skills, competencies) foreign-language learning tradition naturally compliments a competency-based approach within the global competence paradigm concept sphere. There are presented historic examples, which are illustrative of the Ukraine's language education efficiency. Measures, aimed at rearranging the system of students' linguistic training / retraining, are expected to be taken in order to enhance social and personal potential. Implementing a poly-competency-based educational model is substantiated to be of great importance. The further effective language education is stated to depend on the teaching staff and students' adaptation and effective interactions against the backdrop of hypermedia space.

Keywords

foreign linguistic competence, knowledge – competence opposition, competency-based approach, hypermedia space, language education, information and technological transformations, global language

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1. Introduction

The dynamics of a new post-industrial technological order development testifies to the changed range of professional linguistic competences. In the social reality, having restricted formerly high-demand linguistic competencies and competences, such as spoken word, there have been updated such speech realization types and subtypes, which organically correspond to the peculiarities of the multicultural, constantly mobile, semantically hybrid information field and the nature of the global economic space. A number of worldwide contradictory phenomena, offering insights into building linguistic / foreign linguistic competence, is stated to be identified. In particular, according to the expert calculations and analytical forecasts, a kind of knowledge paradigm shift – digital reality, artificial intelligence, etc. – will occur someday in the leading countries' economy structure. This will lead up the constriction or disappearance of some professional sectors, and the advent of entirely new specialties, for example, a drone operator. Accordingly, the structure of linguistic competences, the approaches, style and methodology of foreign language education are expected to be substantially transformed and modernized.

The **purpose** of this study is to identify some ways to improve students' foreign language training under linguistic competence structure deformation during a hyper-communicative social technological order development.

2. Materials and methods

The originality of the issues under investigation identifies the paper's methodological repertoire. To achieve this goal and solve some urgent problems we judge it expedient to use such theoretically effective and proper scientific methods as documents analysis and interpretation, the topic expert evaluation, highlights contradistinction and referencing, intertextual communication with a number of authors and concepts, a comparative historical approach and a terminology method.

3. Results and discussion

Reviewing educational trends shows that, on the one hand, while determining conceptually important lines for developing teaching technologies, various countries pay special attention to the competence-centred strategy of training specialists: a competency-based approach is taken as a central educational paradigm. For example, the new Law of Ukraine “On Education” states that prospects for developing and improving pedagogical resources directly square with the ideology and practice of competency-based education. Moreover, this law definitely articulates competence to be a dynamic repertoire of knowledge, skills, thinking paradigm, values, and other qualities, which determine personal aptitudes to realize the social function as well as carry out further professional and training activities (The Law of Ukraine "On Education", 2017). At the same time, on the other hand, it stands to reason that the cultivated competency-based ideologeme in the educational system has not been adapted to the realities of the created new scientific and technological order, fundamentally deforming the structure and set of socially significant competences. In a similar vein, the "liquid" and "fluid" sphere of economic, technological and social transformations consequently changes the complex of competences, required for social life support. Meanwhile, the scientifically well-grounded, evidence-based mechanisms of mobile response to reconstructive phenomena in the civil society and existential anthropological space have not been embodied in the competency-based education development strategy.

It appears from this that while planning a pedagogical competence-centred education ahead, one should proceed from the self-evident formula: *the set of built professional, personal and civil competences is consistently congruent and equivalent in content to the one of competences requested by the social anthropological environment*. This formula implies a substantial reorganization in a competency-based approach, including in higher education.

From this perspective, introducing a competency-based approach into various specialized and socially universal spheres requires modernization, having got the impulse of modern age. In particular, in our opinion, Ukrainian language education should focus on several important aspects and directions. First, it is necessary to form a clear picture of linguistic competences structure, given that its impermanence is always determined by the "spirit of the age". This structure is hierarchic, flexible and open. Here: compartmentalizing language competences is determined by the coefficient accumulative value of any competence social demand and productivity / effectiveness in a specific life sphere; the competency-based education structure flexibility arises from its mobility, caused by changes in the ratio of various total productivity and relevance values; its openness characterizes the designated structure as a constantly added competence-forming entire. Second, proceeding from the fact that the competency-based social system is not a constant, there should be masterminded an appropriate system for permanent retraining / self-learning / continuing education. In the language education of Ukraine, for example, to introduce the expanded multidisciplinary methods of teaching foreign languages is advisable. What is meant here is an adequate response to the fast-moving social transformations in Ukraine, first of all, working population migration to the developed countries and operating enterprises incorporation into the global economy. It is therefore necessary to build a system of cross-sectional specialists total and constant foreign-language training and retraining. Therefore, in the secondary and higher school of Ukraine, one should thoroughly analyze the realities, and develop an appropriate large-scale and continuous linguistic training. Third, there is a long overdue necessity for creating linguistic schools within structural economic sectors, e. g. at large industrial facilities, agricultural and scientific centres. This should introduce the manpower to foreign language education process and create the most comfortable conditions for a dialogue with the business world. As A. Feschuk rightfully mentioned, professionally-oriented language training should be considered as an integral component of a highly skilled professional (Feschuk, 2016, p. 47).

The emerging scientific and technological conditions should be considered through a social matrix which predetermines the formal, content and proper methodological developmental pattern of language education in higher school. The moment to create a major linguistic / linguistic didactic project as the global communicative world order element seems to be coming. This project can be a social comprehensive foreign-language training program, built into the system of international public communications, primarily within the state educational system, that involves taking series of steps. In particular, language education, as a scientific and educational branch, should be given a special – state-forming – status; the project of foreign language teaching / learning should be incorporated into the public administration system, the improvement of national cognitive resources, the modelling of the population mental and behavioural stereotypes. Thus, building the linguistic centres chain under the state administration structures – legislative, statistical and other government entities – should be initially required. In this context, each public employee's adequacy for the job can be measured by the quality and level of his / her foreign linguistic competence. In addition, we believe that in Ukraine, the global language requires providing a legislative framework for its exclusive status, for example, as the language of integrated or intercultural communications. Within this framework, the public administration system can be linguistically reorganized and, therefore, it will operate in a bilingual– the Ukrainian and English language – format. Within the designated linguistic didactic project, to intensify the practice of non-academic foreign language training, in a similar way to the International Association of non-governmental educational organizations "Znanie" activities or the language learning best practices of the national cultural societies, would be expedient. Thus, for example, in the mid-1990s, at the initiative of the Bulgarian culture regional society and with the active support of Zaporizhzhia National University there were instituted and efficiently worked the Bulgarian language courses. The similar work was carried out by the Polish Cultural Society. Such a practice of total public inclusion in the values of foreign culture is obviously to be effective.

It stands to reason that the anticipated project should be given innovative methodical resources and it should constantly correspond to the social technological structure of competences. Otherwise, there is a gap between didactic opportunities and economic / anthropological needs. For example, in Ukraine, at the end of the last century, under the influence of negative social and economic reality, primarily due to the limited resources, the foreign-language training fell short of fully conforming to the dynamic economic advancement and social progress. In particular, this discrepancy, according to the archival documentation and materials in the history of pedagogy, is caused by the following factors: 1) there were no foreign language teaching eligible technical means in sufficient quantity – voice recorders, film projectors, tape recorders, computers, etc. – in the higher educational institutions; 2) the library funds were not equipped enough with modern study materials and methodical literature, including manuals, edited in Western Europe or the USA; 3) the teaching staff had no material and teaching motivation, which would have been an impetus for the proficiency enhancement; 4) the university teachers used eclectic forms and methods while teaching language classes, as they had to apply the obsolete study materials, available at their disposal, not meeting the students' needs; 5) the cooperation with foreign universities was fine to nonexistent, that slowed down advanced learning technologies implementation; 6) the curricula and syllabi were imbalanced with regard to their compliance with social realities.

At the same time, against the background of the factors mentioned above, there developed rapidly a tendency towards quick changes in the existing situation and the search for optimal pedagogical resources in the Ukrainian higher school language education. The intensive and creative efforts, undertaken in the foreign language education, resulted in the formation of a predominant methodical pool, consisting primarily of similar content approaches and methods, wherein a communicative learning strategy became central. In this theoretical context – since the second half of the 1990s – there has been taken a scientific and pedagogical interest in competence educational ideology as an innovative didactic project, which, however, requires its improvement. Studying the genesis of a competency-centred approach to students' foreign-language training in Ukraine indicates a need to upgrade a competence concept sphere with the aim of bringing it in line with structural transformations in the global technological space.

In particular, at the moment, in our opinion, special attention should be paid to the issue of artificial and half-backed polarization of concepts "knowledge" and "competence". To build competences, rather than knowledge, is established by the Ukrainian scientific and pedagogical expert community to be important. This statement is widely proliferated through methodical associations in the higher school teaching practice. As a result, the dilemma concerning developing knowledge or building competences is growing more urgent. In addition to the above, building competences in students is emphasized by the experts to be prior at school and university during cardinal reorganization of human resources management, first of all, towards the specialized, professional competences structure development.

We consider the designed dilemma to be internally illogical and somewhat contradictory. The semantic controversy is that the polarisable key concepts are typified as definitions rather than operation. Meanwhile, competences are sure to be mainly built through student's increased knowledge potential: knowledge development and extension are instruments for developing and extending competences. Within this framework, knowledge and competence are interdependent, twin educational centrepiece, which should not be cleaved. It's worth noting that the Report to UNESCO of the International Commission on Education for the Twenty-first Century "Learning: the Treasure Within"(1996) points out that developing competency-based work traditions is directly associated with a knowledge-based paradigm: "learning to know, learning to do, learning to live together and learning to be" (Delors, 1996, p. 37). Thus, the attitude to building competences, but not knowledge – according to the KSC (knowledge, skills, competencies) practice – is theoretically groundless and, therefore, in our opinion, didactically dead-end. In addition, there has not been conducted any fundamental research concerned with linguistic didactic differences between the KSC and competency-based approaches. The experts have reinforced in the view that the difference between the KSC and competency-based educational ideologies and teaching methods is that a pragmatic component (a competency-based approach) prevails over the knowledge one (KSC). According to their opinion, while using competency-oriented training, a teacher develops the stable balance of motivational, adaptive and activity-related, properly productive, reflexes and skills, whereas while applying the KSC practice, he / she builds a body of knowledge, required for personal fulfilment. Such views, in our opinion, are somewhat trivial, conceptually inconclusive, they have met no test of didactic experiment, as well as they are not in line with scientific and pedagogical advances. Most likely, the mentioned didactic traditions opposition is caused by the key pedagogical categories conceptual and terminological fluctuation, as well as poor awareness of many innovative contexts, embedded in the KSC tradition, which are relayed in other definitions. Therefore, the arguments in support of a competency-based approach priority while training students is groundless, as the issue of knowledge acquirement for further effective activities was also relevant in the pre-competency-based pedagogy. This is proved by many pedagogy practitioners and theorists. For example, as far back as 1950s – 1970s, E. Milerjan in his book "Labour and vocational education psychology: selected writings" anticipated the ideas of a competency-based paradigm. In particular, the scientist required to develop a general labour and vocationally-based didactic methodology and such methods for developing special skills, which structure would have been diversified, flexible, precise, intensive and efficient. E. Milerjan's writings include such the important notional frameworks as follows: skills are "knowledge in action" plus the "ensemble" of personal qualities, or: "the transfer of learning" (Milerjan, 2013, p.62) is the variability of skills under changing working conditions. This example indicates a more thoughtful analysis of various didactic paradigms, among other things, as regards two learning strategies comparison: to develop knowledge or to build competences.

While promoting and popularizing a competency-based approach in language education, just as in other pedagogical disciplines, one should differentiate between developing knowledge and building competences; the hidden or obvious opposition of knowledge and competence pedagogical resources assumes that a competence concept includes comprehensiveness, its social immensity, whilst the concept of knowledge is local, it has the applied significance. Meanwhile, as noted by I. Zimnjaja, this opposition is completely unreasonable, as a competency-based approach should be typified as a practice-oriented component, incorporated into the knowledge-based learning strategy structure (Zimnjaja, 2004, p. 36).

On the one hand, to choose a competency-based paradigm as the main educational ideology was somewhat risky, given this preference adequacy and organic nature for social, economic, national and cultural / religious life in Ukraine and the post-Soviet states. It is obvious that the choice of any educational paradigm should be primarily based on the national cultural and religious traditions and mental features of the society. If there is a discrepancy between the people's pedagogical and economic experience and the educational doctrine, then the breakdowns in the education system, including secondary and higher school, is inevitable. In addition, according to D. Fedjaev, the subject of competence is directly correlated with the pragmatic notions, rooted in Protestantism with its orientation to tireless, vigorous activity of sacral significance. Creating a competency-based approach in a non-protestant religious and cultural environment has resulted in unalloyed technicism (Fedjaev, 2015, pp. 361–362). Due to this, the question that has to be answered is about implementing a competency-based training in the Eastern Orthodox cultural environment, rather than the opposition of the KSC and a competency-based educational approach.

On the other hand, using the concept of competency / competence in language education and linguistics, may be considered reasonable, as this notion is synonymous with the notion of knowledge. For example, according to N. Chomsky, competence is determined to be man's intrinsic ability to know / learn a language; linguistic competence, in N. Chomsky's words is "the speaker-hearer's knowledge of his language", which is realized or performed in "concrete situations" (Chomsky, 1965, p. 4]. Due to this precise reason the notions "language knowledge and "competence" / "linguistic competence" are identical and, therefore, their opposition is logically inexplicable, it fails to meet the requirements of scientific soundness. Considering the premise of the notions "knowledge" – "competency / competence" identity raises the question of the feasibility for a competency-based approach to be universally implemented. After all, as noted by A. Andreev, "competence discourse and knowledge language are equivalent in the content" (Andreev, 2005, p. 6], for which read, to replace one concept with another one makes no sense at all.

With reference to the points mentioned above, the often articulated dilemma seems to be artificially put into scientific and pedagogical practice, therefore, the matter requires its interpretation and solution. In the light of the foregoing, we consider that nowadays to transform the structure of building competences, corresponding to a labile information, economic and technological space, is the next ones. First, we should come up with opinion that foreign linguistic competence is "a dynamic combination of knowledge and practical skills", and "the ability of individuals to use a foreign language in professional, scientific activities and in social communication successfully" (Stavytska, 2017, p. 123]. Second, a system monitoring changes in employment is to be developed with the aim of identifying the emergence of new specialties or specifying the trends towards their emergence. Third, methodological guidelines and manuals, aimed at developing the abilities of self-study, self-training and retraining are reasonable to be drawn up. For example, in foreign language education, to compile specialized, vocationally-oriented active grammars and dictionaries, containing the required basic grammar and vocabulary for performing production functions successfully, would be promising. In addition, as new labour competences arise, the relevant grammar and vocabulary should be produced. Furthermore, to develop a number of vital professional competences, for example, physician competence, one should compile performative dictionaries and phrase books, containing professional speech patterns, necessary for patients life support. Fourth, the teaching corps should be re-qualified, as it is critical to master and manage the media sphere tools, since against the background of information and technological change, training and retraining will be out of classrooms and merge into Internet audience. Fifth, the educators ability to perform new, early alien to them, functions emerges full blown, inasmuch as a teacher's functional duties will gradually shift from the learning experience to a mediator's practice (in this sense the word "teacher" modifies its proper meaning). For adequate reflection to changes in competence-oriented work, the education system will have all the makings of competence-centricity, it will be able to provide a full-fledged training support, being equivalent to the information and technological transformations.

Within this framework, there arises a new educational reality which is congruent with the "liquid" and "fluid" social and economic reality". In this sense, the very concept of structure is, as it were, reconstructed or reformed. It means that the notion of structure as such is reconstructed or changed. In the new social reality, the notions strength, steadiness, stability do not correlate with labour and educational competences structuring. Indeed, according to the traditional beliefs, a structure is a fairly strong, rather stable relationship, interaction of elements, sides, parts of an object, phenomenon, process as a whole. On the contrary, the set of classifications and competences constant variability, new specialties emergence and previously popular professions disappearance indicate that in the present and, probably, in the future, the structure nature will change in the quality. In the new reality, the structure should be viewed and read as the constantly variable order of connections – the order, generated by the chaos.

The coming social changes generate a need to fundamentally modernize the approaches, on the one hand, to building competences and, on the other one, to arranging employment and social services. The required modernization involves implementing a number of measures aimed at optimizing the system "man – social medium", it calls for experts' great administerial, scientific and engineering efforts. In particular, one should focus on university teaching quality matters; as noted by B. Amante García & R. M. Martinez Martinez, "there is not enough recognition within the university sector for those academics researching in the area of teaching in science and technology"; as a result, a current university environment values only "discipline based research, and as a consequence, the career development of those involved in researching learning and teaching science and technology in the university sector are disadvantaged" (Amante García & Martinez Martnez, 2013, p. 57). Such an academic practice, according to them, is not conducive to introducing innovative didactic projects, among other things, the poly-disciplinary ones.

Meanwhile, analysing all that’s happening is indicative of the human's standing on the cusp of a new poly-competency-based education era. Along the specialists' training and retraining nearest future we recommend that the experts, first, change mono-competency-based education for the poly-competency-based one and, second, they introduce the principle of modularity into the employment life support sphere. It means that by the time students graduate from university they will have mastered more than one speciality, including multidisciplinary trades. For example, a medical student can – for choice and by avocation, as well as upon social workers' recommendations – practice for both the possible activities in information services and high-tech software products creation; possessing several competences means, first of all, having freedom of career and leisure choice, wherein there are not any boundaries in the designated framework. In such futuristic prospects, the risks of the disproportion between personal traits and social (as well as labour market) demands are substantially cancelled out. As a matter of fact, in this reality one should radically reorganize scores of educational mechanisms, reprogramming them into a poly-competence operating mode. At the same time, that is obvious, a modular principle will be adopted in employment; according to the principle, the holder of a number of competences will be able to change the scope of activity, integrating in a new labour module, as the global information and technological transformations change.

The project implementation is particularly topical as part of a forthcoming intelligent digital revolution, which will reshape a social and labour structure, specifically, there will be no call for a number of socially important professions. According to Ya. Bondaruk, the revolution "can change people’s life fundamentally and substantially – their style of living, working, resting, as well as their philosophy of living in general" (Bondaruk, 2017, p. 45) as well as it will convert a labour market, which has to solve a complex of issues surrounding education even now. In this situation, the project of a poly-competency-based modular educational strategy will prove to be relevant, effective and well-timed. Training a poly-competent personality will probably reduce chiefly to three types of competences: computer intelligence control, smart public digital safety and anthropological self-preservation, that is the survival of the human species. In all the cases, developing a special universal language, wherein a programming / computer language will be incorporated into global languages, seems to be much-in-demand. Therefore, even now language education should be given the task of training students through foreign-language software and computing: a programming language should be regarded as a necessary and organic component of English or, for instance, Chinese. Indeed, in a short while, interpersonal communications will be carried out through a software intellectual product, and the personality will be presented as an integral, perhaps, the main, part of this product. The prospect requires due consideration and compulsory specific linguistic training. Therefore, building foreign linguistic competence is advisable to be deeply coordinated with students and teachers' information training, and, as noted by some authors, through "the Institutes of Continuing Education, which should become the centres of practical implementation of competence approach by providing online resources" (Grinyova & Rezvan, 2016, p. 114). At the same time, according to F. Helm, S. Guth & M. Farrah, who explored "the impact of potential linguistic, technical and educational hegemonies on the learning outcomes for English language students" (Helm, Guth & Farrah, 2012, p. 103) from the U.S., Europe, and the Middle East and North Africa, while training students using the Internet, careful attention should be paid to tolerance, as both the English language and the Internet are symbolical of the "West" social model hegemony. This is often perceived as western countries' social and cultural, political and technological expansion. However, we consider expanding the Internet technological advantages usage to be inevitable and, in certain situations, highly desirable. For example, against the background of inclusive education, applying Internet technologies would be efficient in order to establish a constant, comfortable and complimentary contact between the teacher and students with disabilities (Fernandez-Batanero & Colmenero-Ruiz, 2016, p. 20). The same view was entertained by L. Castañeda, M. Román & R. Barlam: "The opportunity that ICT offers in providing contexts of cooperative learning, the execution of shared projects that encourage motivation, and the opportunity to learn how to learn, with attention that is much more personalized and adapted to the real needs and interests of each student, should lead investigators to an analysis of all innovative educational practices that favor the development of coherent educational responses" (Castañeda, Román & Barlam, 2015, p. 97).

4. **Conclusions**

Summarizing, we consider rapid changes in the science and technology to reveal a lot of accumulated social, economic and, in particular, education challenges. One of them lies in the fact that students' qualification / competence training / retraining structure is out of keeping with a hypermedia reality, wherein employment patterns are constantly being reshaped. This discrepancy requires to transform learning space in order to reform competency-based education. At the same time, some questionable views, generating a negative impact on the education system, should be critically rethought.

The concepts "knowledge" and "competence" unreasonable polarization is obvious to be one of the erroneous, scientifically unpromising beliefs, common in Ukrainian education experts. As a matter of fact, the experience soundly based on theory and practice leads us to conclude that the KSC education tradition, which has proved its value, fits the competence-centered educational ideology; developing knowledge resources is an essential prerequisite for building professional, personal and civil competences. Alongside this, as innovative opportunities for social construction, such as digital economy, artificial intelligence, the biological programming of man, start up, there emerges a spectre of upheavals in the employment segment: demands for many specialties reduce in the foreseeable future, and most trades (translator, turner, milling machine operator, bus / trolleybus driver, etc.) appear to be passed as superfluous. The education system is meant to be brought in a poly-competence operating mode, which suggests that simultaneously several promising professional competences are built in higher school. In particular, in language education, the issues of a students' parallel, complementary language and information training, foreign language / digital language development will emerge full blown.

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ROLE-PLAYING GAME AS A MEANS OF DEVELOPING COHERENT SPEECH IN JUNIOR SCHOOLCHILDREN WITH HEARING IMPAIRMENT

The urgency of the problem under study is due to the insufficient development of the means of improving coherent speech in junior schoolchildren with hearing impairments in the process of playing activity. The article is aimed at studying the characteristics of coherent speech formation in children with hearing impairments. The leading methods for studying this problem were "Methods for the development of preschool age children speech" by Ushakova O. S. and Strunina E.M. After analysis of the experiment results, it was concluded that in the course of the work carried out, children of primary school age improved the level of object description, as well as the level of narrative statements on the picture plot. The article materials may be useful for teachers and educators to work with children suffering from hearing impairments, as well as for students of pedagogical departments and faculties of colleges and Universities in their preparation for the classes and during the pedagogical practice.

Keywords

children with hearing impairment, speech, communication, subject-role-playing game, speech development, speech formation, hearing impairment, coherent speech

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1. Introduction

Hearing impairment, like sensory impairment, affects all aspects of a person's mental development and may cause various forms of deprivation.

One of the most important problems of a person with hearing impairment is his interaction with other people. Representatives of various sciences have always paid attention to the process of speech development in a child. Scientists, teachers, psychologists studied the driving forces of speech development, identified the reasons for the delay or activation of this process. The information that is obtained during the study of this problem may be used to organize pedagogical influence in order to accelerate the process of developing verbal coherent dialogical speech in children with hearing impairment at a special school.

There are three areas of speech development in primary classes: word (lexical level), phrase and sentence (syntactic level) and coherent speech (text level) (Rechitskaya, 1988). The development of these areas occurs in parallel, each level depends on the previous one. Thus, the assimilation of the vocabulary provides material for constructing sentences, and the results of both areas are used in the preparation of connected stories.

Such pedagogical device as a role-playing game is often used in work to optimize the development of children speech (Romaeva, 2011). However, the work on the development of coherent speech in children with hearing impairments has some peculiarities (Rechitskaya, 1994). Recognizing the value of mobile and didactic games and their great importance for the development of a child, we still focused on role-playing games (Elkonin, 1978). This is because deaf children can easily take part in mobile and didactic games. The role-playing game is used mostly in preschool and primary school age. The use of a role-playing game was analyzed as a method for developing speech in children with hearing impairments in theoretical literature earlier (Vygodskaya, 1975; Vygodskaya, 1964). However, taking into account the tendencies to updating the paradigm, we suppose the modernization of the methodology in modern pedagogy as well.

The work on the development of the speech of junior schoolchildren with hearing impairments is considered as the most difficult task of primary school. Due to the integration processes taking place in society, it is extremely relevant. Thus, the problem of the development of speech in children with impaired hearing during a role-playing game is a pressing issue for research in modern deaf-and-dumb pedagogy.

The works of such domestic scientists as G. L. Vygotskaya, A. M. Goldberg, R.M. Boskis (Boskis, 1981), S.A. Zykov (Zykov, 1977), L.M. Bykova (Bykova, 1980), Zh.I. Schiff, as well as foreign specialists - V. Weiss, K. Leimiz, and O. Perie are the theoretical basis of our research. Scholars R.M. Boskis, L.G. Zikeev (Zikeev, 2000), T.S. Zykova, K.G. Korovin, L.P. Nazarova et al. were engaged in the study of deaf students' coherent speech development peculiarities. Scientific research works by I.M.Gilevich, T.M.Vlasova, A.G. Zikeev, K.G. Korovin, and L.I. Tigranova emphasize the role of activating speech activity for the harmonious psychophysical and personal development of preschoolers with impaired hearing, their successful further schooling and socialization in society. The works by L.V. Andreeva, T.G. Bogdanova, O.A. Krasilnikova, H.M. Nazarova, M.I. Nikitina, and F.F. Rau define the importance of improving the efficiency of training and education process to maximize the use of speech environment opportunities. Here, they take into account the general patterns and features of speech perception, imitative ability and the desire for active and productive action (R.M. Boskis, L.S. Vygotsky, S.L. Zykov, B.D. Korsunskaya. E.I. Leonhard and others).

The object of the research is the speech of junior schoolchildren with hearing impairments.

The subject of the research is the development of a coherent speech of junior students with hearing impairments in the process of gaming activity.

Objectives of the study:

1. Study of role-playing game method effectiveness in the development of coherent speech;

2. Conducting the ascertaining stage of the experiment to identify the level of coherent speech development in children;

3. Analysis of the obtained data;

4. Development and conduct of classes to improve the level of coherent speech;

5. Re-examination of children to identify changes in the level of coherent speech development.

Hypothesis: role-playing game is an effective method in the development of coherent speech in junior schoolchildren with hearing impairments.

Base of research: State public educational institution of the city of Moscow "Special (correctional) boarding school № 65".

The novelty of the work lies in the generalization of pedagogical experience on the development of coherent speech in junior schoolchildren with hearing impairments, as well as in the presentation of a number of special methods and techniques for working with such children.

2. Materials and Methods

2.1. Selection

In order to understand how effective role-playing games are for speech development, a study of speech development of 4th grade children was organized. All participants in the experiment were observed in individual and group classes.

The study was conducted at special (correctional) boarding school № 65 in Moscow in three stages.

• The first stage is an ascertaining experiment;

• The second stage is a formative experiment;

• The third stage - identifying the dynamics of speech development in children of primary school age (control experiment).

The study involved 17 children of primary school age with various hearing impairments, congenital or acquired at an early age.

2.2. Conducting research

Conducting the ascertaining experiment.

The experiment was conducted with adherence to the principles:

• The principle of complexity;

• Age principle;

• The principle of an individual approach;

• The principle of taking into consideration personal characteristics.

The study involved 17 people. Determining the level of coherent speech development in junior schoolchildren with hearing impairment was carried out based on a series of tasks for speech research from "Methods of speech development in preschool children" manual for educators of preschool educational institutions by Ushakova O. S, Strunina E.M. The tasks were adapted and used in experimental part of the work.

According to this method, the child is supposed to perform 3 tasks:

1. Retelling of the literary text.

2. Compilation of descriptive stories.

3. Composing a story on a series of pictures.

4. The development of coherent speech is assessed, in addition to the above-mentioned general indicators, by special criteria that characterize the basic qualities of a coherent utterance (description, narration on a series of pictures or on a chosen topic). Indicators:

1. Content (in the narration - the ability to come up with an interesting plot, to deploy it in a logical sequence; in the description - reporting on micro topics, signs and actions).

2. Composition of the utterance: the presence of three structural parts, such as beginning, middle, end.

3. Grammatical correctness.

4. Ways of linking sentences.

5. A variety of lexical means.

6. Verbal presentation of the utterance.

Three levels of coherent speech development were identified among the participants of the experiment based on the data of the analysis of connected utterances.

54 - 49 (points) - high level

48 - 27 (points) – intermediate level

18 - 26 (points) - low level

I High level. We can trace the structural organization of the text. There is a compositional completeness in the stories, parts of the utterance are connected. Thoughts are precisely formulated and expressed. Grammatically, the utterances are correct. Informative description is at a high level. Different language means are used during speaking. There is a balance of structural parts in the story. Speech is smooth, the number of pauses is no more than two. All the facts that are shown in the picture are fully covered. Diverse links are revealed between the objects and the actors. The observed facts are presented coherently and in the correct sequence. There are many complex sentences in the stories.

II Intermediate level. Low informative. The predominance of nouns and adjectives in speech. Often use of the formal connection, that is, conjunctions. The structure and description sequence is broken. Mostly, simple sentences are used. There are many pauses in speech. The story is made up with the help of an adult. Enumeration of the subject attributes.

III Low level. The content of the statements is poor. The relations between objects, phenomena, actors shown in the picture are not revealed. The story consists of separate sentences without end and beginning. A large number of pauses.

Conducting a control experiment. At the control stage, we carried out recurring diagnostics using the same techniques that were used at the ascertaining stage of the experiment in order to verify the effectiveness of role-playing games and identify the dynamics of speech development.

2.3. Analysis and processing of research results

The results of the ascertaining experiment.

After diagnostics, the results were processed. When children performed the tasks, their utterances were recorded in the minutes. Then the survey data were presented in the tables. After processing the obtained data in accordance with the proposed criteria, we obtained the results, which are shown in Tables 1 and 2. The results were systematized and analyzed, and based on the results, we got three levels of tasks performance success: high, intermediate and low. Each level indicates the degree of development of the skill diagnosed in the task. After all three tasks were performed, the scores for all the criteria and the scores for the special additional criteria were summed up to get a total grade for the entire series. Three levels were also identified on the basis of this assessment, indicating the state of coherent speech in children under test.

Completing the task caused difficulties for most of the participants, with the exception of children with good hearing residues. Therefore, we obtained a rather low result of coherent speech development among schoolchildren.

In addition, in all three tasks, the children's speech was evaluated by special criteria that characterize the basic qualities of a coherent utterance. Additional points were added for each criterion, and they were added to the general table of results.

Thus, all the data obtained by the ascertaining experiment were listed in Table 1.

TABLE 1 - THE LEVEL OF COHERENT SPEECH DEVELOPMENT IN JUNIOR SCHOOLCHILDREN WITH HEARING IMPAIRMENT ACCORDING TO THE RESULTS OF ASCERTAINING DIAGNOSIS

Coherent speech development level	**Number of children**
High level (34-45p)	2
Intermediate level (21-33p)	8
Low level (9-20p)	7

Thus, in the course of the study, it was noted that the coherent speech of most children is at an intermediate and low level of development. Moreover, these groups are almost the same quantitatively. Based on this data, we conclude that the coherent speech of junior schoolchildren with hearing impairments is not adequately developed. There is an incorrect construction of simple and complex sentences, frequent replacements of nouns with pronouns in the speech of children. The monologues of most children suffer from a lack of a clear structure for constructing a coherent utterance. All this testifies to the need for training in order to develop special skills for the construction of coherent monologue statements and the development of coherent speech.

2.4 The results of the control experiment

At the third stage, we carried out recurring diagnostics in order to verify the effectiveness of role-playing games and to identify the dynamics of speech development.

Taking into account the points obtained from the results of the evaluation according to special criteria that characterize the main qualities of a coherent utterance, and the results of completing all 3 tasks, we compiled general tables for all tasks in 2 stages. The data in the tables allowed us to make a diagram.

TABLE 2 - COMPARING THE LEVEL OF COHERENT SPEECH DEVELOPMENT IN JUNIOR SCHOOLCHILDREN WITH HEARING IMPAIRMENT BY THE RESULTS OF ASCERTAINING AND CONTROL DIAGNOSTICS

Level of coherent speech development at the 1-st stage.	**Number of children**
High level (34-45p.)	2
Intermediate level (21-33p.)	8
Low level (9-20p.)	7
Level of coherent speech development at the 3-d stage.	**Number of children**
High level (34-45p.)	5
Intermediate level (21-33p.)	8
Low level (9-20p.)	4

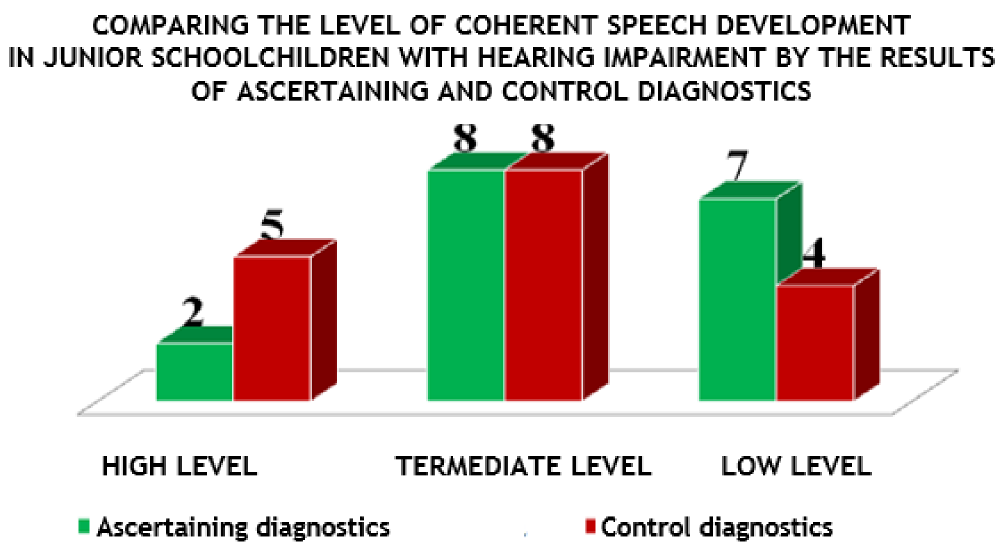

FIGURE 1 - COMPARING THE LEVEL OF COHERENT SPEECH DEVELOPMENT IN JUNIOR SCHOOLCHILDREN WITH HEARING IMPAIRMENT BY THE RESULTS OF ASCERTAINING AND CONTROL DIAGNOSTICS

Children who were at a high level of speech development showed the same results at the end of the formative experiment. Three children with a low level improved their results and passed to an intermediate level of speech development. Four children remained at a low level of speech development. During the games they were inactive, and did not show much interest in the game. In further work, it is necessary to develop the gaming activities of these children.

2.5. Discussion of the research results

The results of primary school age children, obtained after the examination on the selected criteria, indicate positive changes in the development of coherent speech. As a result of the training, schoolchildren were able to reveal the content of the text much better, many of them independently, and some with the help of a tutor. An analysis of the texts compiled by the children showed that practically all of them highlighted in the text initial and final sentences that organized the text. Initial sentences in narrative texts fix the main characters or story events. The final sentences are a summary related to the entire text. After the work done, children give an assessment of heroes' actions, convey their feelings more often in the course of the story. However, at the same time, six children did not acquire the skills that ensure the overall structural form of the text. The texts of these children contain only two parts - the first and the second, and accordingly they are incomplete. The volume of utterances is presented in different ways when they perform the tasks. So, when children retell literary works, we usually find on average up to 15 sentences in the text. In making up stories of pictures and subjects, the children's texts consisted of 5-6 sentences at the beginning of the study, and of 8-13 sentences by the end of it. On the average, a story consists of 11 sentences. Schoolchildren build sentences of 4–7 words mostly; on the average, one sentence consists of 5 words. Analysis of the grammatical structure shows that children are beginning to use a variety of sentences constructions. If they used one-word, incomplete sentences at the beginning of training, then the number of such sentences decreased by the end of the year, and the number of two-part sentences increased. Complete, extended sentences appear in the speech of children. The number of simple sentences in the text has decreased and the number of complex and direct speech sentences has doubled. The experiment participants begin to use various types of links more often. At the beginning of the experiment, the children used one, two types of links in the stories (they were chain pronominal or formally coordinative links mostly); they use two, three types of links by the end of it. One can still note the presence of a formal link in the utterances, but, at the same time, the chain pronominal, lexical repetition, and "but", "and" conjunctions are used more often. The utterances of schoolchildren have become more solid. They are not so often interrupted by pauses. More often, a pause is followed by a more precise, bright word, i.e. children try to set the text forth in consecutive order, select words and phrases that are more suitable for the content and scheme of the text. The number of children who have independently coped with the task has increased, and the amount of assistance required to complete the task has decreased.

The proposed set of tasks pays special attention to the development of coherent speech. The proposed types of tasks may be used in extracurricular time, in various educational events. As the experiment showed, the worked out correctional and developmental program has a positive effect on the development of coherent speech of deaf schoolchildren.

3. Discussions

The analysis of the theoretical propositions, as well as the conclusions obtained at the ascertaining stage of the research, allowed us to develop a pedagogical technology for the development of coherent speech in junior schoolchildren with hearing impairments by means of a role-playing game. In the development of this technology, we relied on the assumption that the work in this area should not be limited only to giving certain knowledge to children (Vygodskaya, 1964). It seemed important to develop among deaf and children with impaired hearing the ability to make stories, including various means of expressiveness, as well as the ability to express their thoughts logically, consistently, reason, and draw conclusions in their own speech activity. Such an approach to the problem made it possible to use the role-playing game in the most efficient way, as one of the methods of teaching deaf schoolchildren to tell stories, to develop the child not only verbally, but also intellectually. The complex playing and developmental nature of the proposed games-classes may be one of the ways to optimize the development of coherent speech among junior students with hearing impairments.

The work on the development of coherent speech should be carried out systematically and be educational in nature. Teaching deaf schoolchildren of coherent speech at all stages should be subordinated to the main goal: to develop their independent, creative, logical thinking and, on this basis, precise and expressive coherent oral speech. To achieve this ultimate and complex goal, the teacher must think over the entire system of work for the development of coherent speech thoroughly in good time; the system should include all types of work appropriate for this age children and recommended by the program.

4. Conclusion

The conducted work allowed us to draw the following conclusions:

The ability to play did not arise in children spontaneously, but under the influence of learning. During correctional work, schoolchildren master the basic vocabulary, grammatical means of speech, their phonetic abilities are also improved - intonation and stress, which are particularly difficult for children who are unable to perceive the voiced speech adequately, and coherent speech is also developed.

Analyzing the results of the control experiment, we concluded that children of primary school age improved their level of objects' description as well as the level of narrative utterances describing pictures in the course of the conducted work. The coherent speech of children was enriched by the variety of used language means, became better in structure and logic.

Thus, the work showed that children of primary school age are able to create a narrative type of utterance in the course of special training based on the use of toys, a series of plot pictures in situations of their interaction with each other and a teacher. At the same time, children use various types of links in their texts. The syntactic structure of preschool children speech is improved; they often include various syntactic constructions. Moreover, it occurs precisely when the teacher turns for help to children, offers to tell for peers, attracts them to the selection of better words, utterances. Their speech becomes coherent, interesting for listeners. The children try to select exact words and phrases intelligible to those around them, expressing their intention that corresponds to the content of the text. The game form of training made it attractive for children and more productive.

The data of our study showed that the process of speech development, speech activity of the child requires targeted pedagogical guidance, which establishes effective ways to manage this process. By guidance we mean a process in which such methods and techniques are used that would contribute to the better development of the speech abilities of primary school age children with hearing impairments by means of a role-playing game.

As a result of the study, we came to the conclusion that the level of children speech development increased the quality efficiency. Children have become more focused, more attentive, the volume of active and passive vocabulary has grown, children have become more active, and role-playing dialogue has become more expressive and meaningful.

From the results of the work done, it can be concluded that there is a significant improvement in the level of speech development of children with the development of gaming activity. The volume of the active vocabulary of children has also grown with the development of game activity.

Favorable conditions were created during the game for the communication of children with hearing impairments, for the formation of generalizing and regulating mechanisms of the word function. At the beginning, the speech of children was at the most elementary level - the designation by the word of objects, their qualities, and actions (Geilman, 1978). After the correctional development work had been carried out, most of the schoolchildren learned to select the subject-logical content for description, acquired the ability to build a composition, link the parts into a single text, selectively use language means. Therefore, we can say that role-playing games contributed to the development of the speech of children with hearing impairments. The game itself makes children to master more and more complex forms of speech. Purposeful work on the development of coherent monologue utterances of descriptive type in children with hearing impairment during specially organized classes and in the course of every day gaming activity had a great influence on the development of descriptive and narrative speech, and contributed to the transition of children to a higher level of coherent speech. Therefore, we can say that the hypothesis of our study, according to which the role-playing game is an effective method of coherent speech development in junior schoolchildren with hearing impairments, was confirmed.

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INTEGRATIVE PECULIARITIES OF INNER NEOLOGISMS-TRANSPOSITS OF THE 1990-s - THE BEGINNING OF THE XXI CENTURY IN GERMAN (BASED ON THE MA-TERIAL OF NOUNS)

Abstract

The relevance of the research topic is determined primarily by the increasing attention of modern linguistics to the study of neologisms of the modern German language using Internet resources. The article aims to conduct a comprehensive analysis of the integration features of derived neologisms of different spheres of use. The leading method for the study of this problem is the author's complex technique, which includes different levels of integration. Internal neologisms are characterized by a two-part binary word-formation structure, in some cases there is a three-and four-part structure; the grammatical gender of the noun, to which the affix (for derivatives) is attached, the form of the genitive and plural in accordance with the norm of the German language; the preservation of the pronunciation of the German language. The practical value is determined by the ability to use the material and the practical results in lectures on lexicology, style and history of the German language, in the theory and practice of translation, in neography, as well as in lectures on linguistics. In addition, the use of research materials in the educational process will contribute to the replenishment of teachers and students of knowledge in the field of the latest German vocabulary, serving electronic media.

Keywords

lexical innovations, neologism-transposit, identification of new words, integration aspect

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1. Introduction

The process of updating the vocabulary of the German language, like any other, is continuous. Language is a complex social phenomenon. It is a means of human communication and is in constant motion. We can say that language is a mirror of society. The development of society is reflected in numerous lexical units that define social relations and changes that inevitably entail lexical innovations and transformations in the language. This can be attributed not only to the German, English language systems, but also to many others.

During the period from late XX-early XXI centuries in the German language has accumulated a lot of new words, vocabulary enriched with new meanings, and other words have lost their relevance.

The relevance of the research topic is determined primarily by the increasing attention of modern linguistics to the study of neologisms of the modern German language using Internet resources, the main trends in the emergence and integration of neologisms, their lexicographic processing. For a long time, this problem remained poorly understood and insufficiently systematized.

The reason for turning to a special study of neologisms in the fields of science and technology, education, information technologies (computer / Internet), telecommunications and television was the absence of such research in both domestic and foreign Lexicography. This is due to the fact that the study of neologisms in the German language actively began in the XX century. At this time, there were radical changes in the political conditions of native speakers, in the economy, in science and technology, and in many other areas. All this influenced the growth and development of the modern vocabulary of the German language and required its special research. Domestic and foreign linguists paid first of all great attention to the theoretical aspects of the emergence of new words: the definition of the concept of “neologism”, the criteria for the identification of new words, classifications of neologisms, the main trends of their appearance.

Currently, there are new publications of both domestic and foreign linguists: E. V. Rosen "New words and phrases in German” (2000), “how words appear. German vocabulary: history and modernity” (2000), I. Barz “Was ist aus den Neologismen des WDG geworden?” (2002), E. Tellenbach “Neologismen der neunziger Jahre. Vom Textkorpus zur Datenbank (2002) and others. It is also possible to mention the following dissertation research: N. D. Komleva Lexical innovations of metaphorical type in the modern German language (1981), I. p. Savitsky Neologism of the second order in the modern German language (1983), E. V. Anisimova Neologisms formed by analogy in the vocabulary of the modern German language (1988), L. V. Shalina Lexical neoplasms in the Russian and non-metsk languages of the last decades (the end of the 60s-90s) (1999), O. V. Karnaukhov Functioning of Anglo-Americanisms in German economic discourse (2000) and others.

Up to the present time have generally been treated separately new vocabulary of the political sphere of international life, advertising and fashion, sports, ecology, gender language (E. V. Rosen, 1971, 1976, 1991, 2000), the differences in the vocabulary of the GDR and the FRG (A. I. Domashnev, 1983), computer terminology (R. Raab-Fischer, 1994; C. Belica, 1996; W. Teubert, 1998), display vocabulary (V. Jesensek, 1995; G. H. Gärtner, 1997; D. Zimmer, 1997).

2. Materials and Methods

In the proposed work the approach to this problem is somewhat different from the traditional one. By neologisms we understand the new lexical units (LE) that have arisen at a certain point in time (we study the neologisms of the last 18 years (90-ies of XX century – the beginning of XXI century), often used in the media (at least three times in the specified period), having semantic independence i.e. independence from a certain context and, as a rule, having word-formation activity. The choice of the time period is associated with the emergence of a significant number of neologisms in these areas at the turn of the century. Neologism is taken as the basic unit representing the object of this study.

The material for the study was neologisms (nouns) extracted from dictionaries and press of the late XX – early XXI centuries (the total sample size was 5000 pages of the German press and electronic media). The dictionary “New vocabulary: neologisms of the 90s in the German language” (Neuer Wortschatz: Neologismen der 90-er Jahre im Deutschen, abbreviated as NW) of 2004, edited By D. Gerberg and others.In addition to this dictionary, the data of 20 lexicographic sources, electronic Internet resources were used as the initial lexicographic basis for the establishment of neologisms. The analysis was carried out on the basis of the typology of neologisms identified by the “Dictionary of the modern German language” (Wörterbuch der deutschen Gegenwartssprache, abbreviated WDG) 1961-1977 edited by R. Klappenbach and V. Steinitz.

It is defined as the borrowed LE, transferred to the German language environment, entering into new semantic and word-formation relations (external neologism-transposit, and as the German LE participating in formation of new words in combinations with the German or borrowed components or acquiring new value (internal neologism. In our research, we proceed from the hypothesis that bilingual interference of the German and English language systems is determinant in the formation of neologisms of the end of XX – beginning of XXI century by borrowing, word formation and change of the semantic structure of LE in the areas of science and technology, information technology, education, telecommunications and television.

The subject of this study was the integrative features of neologisms in this period, including formal, semantic, thematic-conceptual, morphological, graphic, phonetic and wordeducational aspects.

Neologism-transposit is taken for the main unit which represents the object of our studies. It can be defined, on the one hand, as a borrowed lexical unit transferred into the field of the German language and entering new semantic and word-formation relations (the outer neologism-transposit), and, on the other hand, as a German lexical unit acquiring a new meaning and taking part in the formation of new words in combination with German or borrowed affixes (lexical units) (the inner neologism-transposit).

The aim of the research is to conduct a comprehensive multi-aspect analysis of new lexical units – neologisms of the last 18 years (90-ies of XX – beginning of XXI centuries) in the fields of science and technology, information technology, education, telecommunications and television. The main method of research is a complex technique, which includes the following methods of linguistic analysis: description, structural and semantic analysis, which allows to reveal the internal organization of the phenomenon under study, the method of comparative analysis of borrowings and their prototypes, the method of transformation, analysis of direct components, the method of classification of vocabulary by thematic groups, analysis of dictionary definitions, statistics. The elements of morphemic analysis are used to determine the volume of the lexical unit semantics.

The scientific novelty of the article is determined by the target setting and objectives of the study, as well as by the complex multi-aspect methodology used in their solution. For the first time investigated the neologisms of the end of XX – beginning of XXI century with the use of Internet resources, formed as a result of the interaction between the processes of borrowing, word formation, changing the meaning of words; identifies the main trends in the development of this layer of vocabulary. The results obtained allow us to present evidently the conditions of interlingual lexical transposition.

The studied inner neologism-transposits reflect the processes of technicalization, intellectualization, globalization and standardization of the lexicon of modern German and the tendency to language bilinguism. Among the semantic and conceptual spheres the dominating status should be given to the names in the field of the Internet/ computer (40%), science and technics (35%) and telecommunication (16%) which is due to, first of all, the development of scientific and technical, informational and computer technologies, the Internet and telecommunication at the observed period. New formations in the spheres of education make up (5%), television – (4%).

Let us take, as an example, the analysis of derivative lexical units with the suffixes –er, –in, –e,-ung.

The suffix –er belongs to the productive affixes of modern German. It is used to form the doers of the actions (nomina agentis) from substantatives and verbs and to form the instruments of the actions. The suffix –in forms names of persons of feminine gender from the corresponding names of masculine gender and is called movational *(Stepanova/Flaisher, 1984)*. The suffix –e is used to form denominative nouns denoting professions. The affix –ung forms verbal names of processes.

1. Names of the sphere Science and Technics:

der Bildschirmschoner - WFS: verbal group Bildschirm schon(en) + –er (loan-translation from the English lexical unit screen saver). LSI: “saving program in a computer“*(NW,2004*) . The dictionaries Duden and DUW3 confirm the indicated LSV. GI: the variant Bilschirm-Schoner. MI: masculine gender, genitive case, sing. Bildschirmschoners, nominative case, pl. Bildschirmschoner. WFI: the main component in the composites Standardbildschirmschoner, Video-Bildschirmschoner (four-component binary structure); **der CD-Brenner -** WFS: the verb group CD brenn(en) + –er. LSI: “CD recorder“ . DUW3 confirm the indicated LSV. MI: masculine gender, genitive case, sing. CD-Brenners, nominative case, pl. CD-Brenner. PI: [tse:de:---]. WFI: rare the modifying component CD-Brenner-Software (four-component binary structure); **der DVD-Brenner -** WFS: the verb group DVD brenn(en) + –er. LSI: “DVD recorder“ *(Wikipedia, 2001)*. PI: [de:faude:---]. MI: masculine gender, genitive case, sing. DVD-Brenners, nominative case, pl. DVD-Brenner;

2. The next group contains denominative names of professions of masculine gender from prefixoid derivatives (or bilingual formations) and movational names of feminine gender S + DS (er / in):

der Telearbeiter - LSI: “one who works at home with the help of telecommunication means“ *(Duden, 2000)*. MI: masculine gender, genitive case, sing. Telearbeiters, nominative case, pl. Telearbeiter. WFI: derivative Telearbeiterin; **Biomediziner/in —** biophysician (*Wikipedia, 2001)*; **Bioethiker/in —** bioethician *(DUW3,2001*), **Biochemikerin —** biochemist [www.wikipedia.de], **Cyber-Gnostiker/in** [saibR-] **—** cybergnostic (*Wikipedia, 2001)*, **Cybermediziner/in** [saibFR-] **—** cyberphysician *(Wikipedia, 2001)*, **Cyberberaterin** [saibFR-] — cyberconsultant *(Die Zeit, 2018).*

Simplex (telescope) + the suffixes –er/-in: **Mechatroniker/in** — mechatronician; **Genetikerin** — geneticist (*Wikipedia, 2001)*, **Logikerin** — logician *(Die Zeit, 2018)*.

The abbreviation composite (or bilingual) + the suffix –in: **DV-Beraterin** — a consultant in the sphere of computer software, **IT-Beraterin** — a consultant in the sphere of information technologies, **IT-Kundenbetreuerin —** a woman in charge of consumer service, **IT-Leiterin —** a woman top manager in the sphere of information technologies, **IT-Konfigurationskoordinatorin** — a coordinator of the development of computer software in the sphere of information technologies, **IT-Mediengestalterin —** a woman multimedia designer, **IT- Ökonomin —** an economist in the sphere of information technologies, **E-Learning-Autorin** [i:lQ:FRnIN-] **—** an author of the concepts of interactive ways of teaching, **E-Mail-Agentin** [i:meil-] [i:me:l-] — e-mail agent *(Wikipedia, 2001)*.

Determinative autochonic composite (or bilingual) + the suffix –in: **Medienberaterin —** multimedia consultant; **Mediendesignerin** — multimedia designer, **Call-Center-Agentin** [k%lsEntFR-] **—** a telephone agent, **Computerlinguistin** [kOmpjutFR] — a computer linguist;

Neo-Anglicism + the suffix –in: **Chatterin** [7EtFRIn] — a woman chat member *(DAAD Letter 2017*), **Layouterin** [lEia4tFRIn]**—** a woman illustrator *(Wikipedia, 2001),* **Onlinerin** [OnlainFRIn] — a woman Internet user *(DAAD Letter 2017*) , **Webdesignerin** [vepdIzain-] **—** a web designer *(Wikipedia, 2001)*;

der Biopsychologe - LSI: “biopsychologist (studies the psychology of birds of passage)“ — “Mit einen einfachen Experiment haben Biopsychologen aus Bochum dies herausgefunden” . MI: masculine gender, genitive case, sing. Biopsychologen, nominative case, pl. Biopsychologen.

3. Names in spheres of telecommunication, science and technics, information technologies represent verbal formations of feminine gender — V+DS (-ung):

die Boullevardisierung - LSI: “boulevardization (a simplified way of presenting information)“ *(Die Zeit, 2018)*. MI: genitive case, sing. Boullevardisierung, nominative case, pl. Boullevardisierungen; **Computerisierung** [kOmpjutFR-]**—** computerization (Die

Zeit, 2018), **Digitalisierung —** digitalization (the digital presentation of information), **Klonierung** — cloning, **Virtualisierung —** virtualization (the use of a computer for creating virtual reality) *(Die Zeit, 2018)* .

3. Results

As a result of a complex approach to the integrative aspect of inner neologism-transposits on the formal, semantic, conceptual, morphological, graphic, phonetic and word-formation levels the following typical features can be singled out:

- binary word-formation structure (consisting of two, three or four components). Among the new formations composites prevail (57%), derivatives make up (37%), acronyms (4%), telescopes-simplexes (2%).Compositional productive ford-formation models are S1+S2, A+S. Among inner neologism-transposits we may observe serial composites with a common initial or final components, and also partial loan-translations of English-American lexical units or similar formations. Bilingual formations make up 45%.
- a relatively high degree of morphological integrity is typical of the analysed lexical units though some of them show fluctuations in gender, in forming the plural and genitive case;
- graphic integration lacks uniformity. The most graphically adaptable are telescopes-simplexes and acronyms. Among derivatives and composites we may single out lexical units with several graphic variants, it is especially typical of bilingual formations. Bilingual derivatives and composites are rather often spelt separately or they are hyphenated which allows to give transparency to the semantic structure of a lexical unit. It also makes it possible to interpret the unit easily by its components;
- the smallest degree of inner neologism-transposits integrity is typical of the phonetic aspect of bilingual derivatives and composites. As a rule, the borrowed components preserve the pronunciation of the source language, thus emphasizing the non-standard sound form and the expressiveness of the new. However, there are some peculiarities that are characteristic of the recepient language;
- the analysis of the empiric data indicates that inner neologism-transposits participate, in most cases, in word-formation processes, especially in the formation of bilingual composites consisting of two, three and four components. The word formation activity helps to quicken the process of adaptation;
- inner neologism-transposits represent a group which is constantly open to new lexical units or LSV.

Among the internal neologisms, a significant group consists of bi-lingual formations-neoplasms with bilingual layer-educational composition, which also reflects the interaction of the two language systems and contributes to faster assimilation of borrowings.

4. Conclusion

The studied neologisms of the late XX-early XXI centuries represent the area of close interaction of the English-German language zone and prove the impact of the English language on the processes of borrowing, word formation and semantic changes in the modern German language.

The main regularity of the English-German language contacts is the borrowing of the terminology of the considered spheres and the preservation of the conceptual structure of the prototypes. Their transposition into the recipient language is associated with extralinguistic factors (intensive development of science and technology, information technology, television and telecommunications, language contacts, integration into world culture, etc.). D.) and intrastructural factors (language economy, expressiveness of novelty, synonymic attraction, metaphorical imagery and expressiveness, semantic specificity and capacity, communicative clarity, activity of nominative processes). The integration process depends mainly on the proximity of the contacting languages at the formal, semantic, phonetic, morphological, graphic and word-formation levels.

The theoretical significance of the research is that it contributes to the description of the characteristic features of the word-formation system of the modern German electronic language, to the terminology of the Internet, contributes to the disclosure of the role of the English-language influence on the German language. We also study the internal nature of inter-and intra-language interactions on a synchronous slice (the last 18 years), which can be applied in the historical perspective.

The practical value is determined by the ability to use the material and the practical results in lectures on lexicology, style and history of the German language, in the theory and practice of translation, in neography, as well as in lectures on linguistics. In addition, the use of research materials in the educational process will contribute to the replenishment of teachers and students of knowledge in the field of the latest German vocabulary, serving electronic media.

Thematic and conceptual spheres reflect the extra-and intra-linguistic development of modern German society and the German language. The considered names are open groups, which are constantly updated with new lexical units. The prospect of their further research is associated with the identification of pragmatic functions and actualization in various discursive conditions, types of speech acts, text and genres.

List of Acronyms

LSV – lexico-semantic variant
GI – graphic integration
LSI – lexico-semantic integration
MI – morphological integration
WFI – word formation integrity
WFS – word formation structure
PI – phonetic integration

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TRYPANOSOMA CRUZI AND BIOTHERAPY OF CANCER: HISTORY OF THE DRUG "CRUCINE"

Abstract

The growing rate of cancer cases worldwide generates an urgent need of novel treatment options. The article is devoted to the discovery of the protozoa drug "Crucine" which made a great contribution to overcoming the oncological diseases. Thanks to the discovery of the drug thousands of people were cured. The drug effect discovered by Soviet scientists is based on the fact that some trypanosome molecules "recognize" cancer cells and kill them. Other antigens can affect a person’s immune system by mobilizing it to fight the cancer. So far this is only a hypothesis, but, according to some scientists, the search for the chemical basis of crucine should be continued.

Keywords

crucine, Trypanosoma cruzi, Nina Klyueva, Grigory Roskin

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1. Introduction

The middle of the XX century in the history of science was the time of physicochemical methods’ wide application in biology, which significantly allowed to expand the boundaries of research, transferring them to the cellular, subcellular and molecular levels. Novel strategies were proposed promoting the development of molecular biology both at the cellular and molecular level. On the other hand, the history of development of experimental and clinical oncology demonstrated insufficient effectiveness of therapeutic methods based on the methods of modern biology. The nature of malignant cell degeneration became the subject of cell and molecular biology. Chemotherapeutic and radiological methods were used to study it. The concept of "biotherapy" was also present that time (Golubovsky M.D., 2000; Hoption Cann S.A., van Netten J.P., and van Netten C., 2003).

Traditional therapies like surgery, radiotherapy and chemotherapy today remain the fundamental base of the worldwide cancer therapy. But not every malignant tumor can be accessed surgically because physical and chemical methods generally do not distinguish between healthy and malignant tissues (Hoption Cann S.A., van Netten J.P., and van Netten C., 2003). In order to overcome these challenges the complex research was carried out to increase the knowledge about carcinogenesis which determined cancer as a highly complex and multifactorial type of disease (Crawford S., 2013). In regards to that fact immune surveillance is now generally accepted as the hosts own defense system against the development of cancer. Considering all the immunity issues the idea of using unicellular parasitic prokaryotes and other organisms in cancer therapy is often presented as entirely new approach but in reality overcomes the conventional therapies by a long time.

2. Materials and Methods

We have conducted literature research review to summarize and compare the results of the past 70 years in Trypanosoma cruzi mediated tumor therapy from preclinical to clinical studies. Lessons we have learned from the past can provide a solid foundation on which we can base future efforts for the cancer struggle.

3. Results

An effective weapon against the cancer is reported to be the causative agent of a dangerous tropical disease named Trypanosoma cruzi. This parasitic protozoa has an elongated, spindle shape, pointed at both ends, the length ranges 15-30 microns. The cell body starts with a short flagellum, which goes along the entire cell, forming an undulating membrane. At the posterior end of the cell flagellum enters the cytoplasm and ends in a specific organoid called kinetoplast (Garsie E.S., Gonzalez M.S.,1995).

Trypanosoma cruzi is known to be the causative agent of South American trypanosomiasis or Chagas disease which is a deadly threat common in Brazil, Peru, Mexica, etc. and affects the internal organs, heart muscle, brain, leading to death. The causative agent of Chagas parasites in humans and many mammals (armadillos, possums, anteaters, Guinea pigs, dogs, cats, etc.), which are natural reservoirs of the pathogen. Specific vectors are the "kissing" bugs" sp. Triatoma. A person is infected by scratching the epidermis after a bite in the area of the lips or upper eyelid and rubbing the bug excrement into the small wound.

Since the death rate by cancer is still high and the number of forms of malignancy that are not amenable to treatment grows, data analysis, experimental oncology, deferred to the archive may be helpful to gain a new level of understanding of the processes occurring in the tissues during their malignant transformation. The concept of biotherapy is ambiguous and requires clarification. Usually it means methods of treatment based on the use of drugs of biogenic origin, focusing on their more gentle (in comparison with medication) effects on the body. The growing interest in alternative methods arose as a reaction to “medical aggression” due to the use of potent drugs and medical equipment, which while increasing the possibilities of diagnostics and therapy, carried a certain danger. Phytotherapy, a variety of physiotherapy methods, new-fangled bioenergy therapy can be also referred to alternative methods (Garsie E.S., Gonzalez M.S.,1995).

So, it was 1947 year. Microbiologists Grigory Roskin and Nina Klyueva make a loud worldwide statement: they managed to find a cure for cancer. Clinical trials are encouraging. Patients manage to prolong life, reduce the size of the tumor and postpone relapses. Is a painful disease that takes so many lives forever in the past? However, an ideological machine unexpectedly revolts against scientists: Roskin and Klyueva were declared traitors to their homeland. Work on the miraculous drug continues in a secret laboratory under the strict supervision of the special services, but the medicine no longer works. Where did his magic formula go? What happened to the mysterious Crucine - the first cure for cancer in the USSR?

The beginning of the XX century. Brazilian parasitologist Carlos Chagas makes an interesting discovery: it turns out that people infected with the parasite Trypanosoma

Cruzi do not get cancer. For many centuries, scientists all over the world have been trying to find a cure that can defeat a cancer cell, which is naturally immortal. And suddenly…

"If the body is affected by Trypanosoma cruzi, a malignant tumor cannot develop in this organism. And vice versa: if there is a malignant tumor in the body and this tumor is cut off with a preparation obtained from this microorganism, the tumor very quickly regresses," says oncologist Helena Gens. True, this same single-celled parasite causes a deadly sickness. How to make trypanosome treat, not kill? The answer to this question was given by the Soviet microbiologist Gregory Roskin. After two decades of research he made the trypanosomes live in artificial conditions. Grigory Iosifovich Roskin (1892-1964) was a major biologist of the European level, a specialist in the field of Cytology and protozoology, one of the founders of the all-Russian society of protozoologists. From 1930 he was in charge of the MSU Department of histology and established there laboratory of cancer cell biology. He assumed that cancer cells were aggressive, but they were distinguished by a violation of self-regulation, so that could become their vulnerability. In 1931 he discovered that a single-celled flagellate microorganism, the protozoan Trypanosoma cruzi inhibits the development of a wide range of tumors in animals (Kalinnikova, V.D. Gregory I.,1994).

"Absolutely fantastic, delicate work - to make trypanosomes live in cultures. It is not a single mathematician, nor a physicist who understands what biological torment is - to make live. They live in culture, they are mobile, and that means scientist can accumulate these cells and get extract out of them, " says Gregory Roskin's student Simon Shnol.

Grigory Iosifovich had made a discovery and verified on experimental models (transplantable tumor of mice and culture of Trypanosoma cruzi both in vivo and inactive by heating) the assumption of the existence of the previously mentioned antagonism between Chagas disease and people with cancer. Subsequent years were devoted to the study of the interactions of this intracellular parasite with normal and malignant tissues, identification of changes in cell metabolism and morphological changes during parasite invasion. And finally Roskin discovered the miracle of wildlife. He discovered a special protein on the parasite's membrane, which boosts immunity to the fight against cancer cells. So, scientists only have to select it and put it into production. His wife, Academician Nina Klyueva, an expert in immune responses, joins Roskin. In 1945, they create the first cancer treatment in the USSR — Crucine, or CR, that is, the drug Klueva-Roskina.

"The difficult thing is the scientific environment, because everyone doubts you. So Roskin behaved himself with tremendous dignity in this complex human environment: he was in no hurry, he did not make sensations. Well, his wife was much younger than him noticeably, his wife Klyueva, a microbiologist. Together they, perhaps, gave this a somewhat extra shade of agitation, " says Simon Shnol. Nina Georgievna Klyueva (1899-1971) was a prominent soviet microbiologist, corresponding member of the USSR Academy of Sciences (1945). For a long time she worked as a doctor in the Rostov sanitary and bacteriological Institute. She obtained vaccine strains of cholera, typhoid and paratyphoid pathogens, developed a combined dry vaccine against intestinal infections. (Garsie E.S., Gonzalez M.S.,1995).

4. Discussions

Initially Klyueva and Roskin used a liquid extract, unstable and uncomfortable for long storage. A similar drug was obtained in France in a frozen-dry form and was called Trypanose. Oncolytic (solvent) effect of the drug was evidenced by laboratory and clinical experiments. The most effective trypanose showed itself in the early cancer stages and even in the late terms incurable tumors significantly decreased in size. The drug relieved pain, removed sufferings and dramatically improved the patient's well-being. All the doctors noted it even when they did not know about the use of that drug (Levina E.S., 1998).

Although the tumor did not disappear completely, the cells ceased their active division and lost their ability for metastasis. In France, in the mid-50s, under the influence of Roskin's discovery and information about the crucine, the pharmaceutical company of professor Charles Mérier in Lyon had launched its own research. In 1960 its representatives visited the laboratory of Roskin. Researchers found mutual understanding, especially in one important point: long-term use of both crucine and trypanose did not have harmful side-effects.

The research part of scientific work of scientists with general biological significance was published aroused great interest in the scientific community. The manuscript of the book was prepared for publication. In USSR the work of N.G. Klyueva and G.I. Roskin on cancer biotherapy was regarded as a great success of Soviet science. Clinical trials on patients were very promising: many managed to prolong life and reduce the size of the tumor (Klyueva N.G., Roskin G.I.,1946).

The fame of the crucine had gone far beyond the limits of Moscow State University, where Roskin leaded the department. But, by the way, it was here, in the building of the Moscow University, that events would start to occur giving this story a tragic tinge.

In 1946, Klyueva and Roskin's monograph "Biotherapy of Malignant Tumors" was published in the USA. After that they were accused of betraying the interests of the Soviet Union where many articles appeared in newspapers about corrupted scientists. In 1955, scientists were invited to the Central Committee of the Communist party where they had to apologize in public and begged to continue further work on the modernization of the drug Crucine. Although Klyueva and Roskin were not arrested, the label of “dubious citizens” and “spies” for many years accompanied their scientific research in the field of cancer biotherapy (Kalinnikova, V.D. Gregory I., 1994).

Repeated clinical studies in the early 60s were more successful than those conducted in the late 30s. Almost all 800 patients with cancer stage III-IV showed improvement in their general condition, remission from several months to several years. Still crucine removed painful syndromes and did not give side effects (Klyuyeva N.G., Roskin G.I.,1963).

The possible mechanism of crucine action. The drug has a dual mechanism of antitumor effects. In addition to the destruction of cancer cells crucin also negatively affects the malignant process itself through the immune system. The trypanosoma cruzi by entering the vertebral host first suppresses its immunity, then reactivates it so that the organism remains alive (Klyuyeva N.G., Roskin G.I.,1963).

And yet the development of trypanosomal drugs was shut down by scientific society in the 70s. Roskin and Klyueva suffered a lot as Roskin felt completely humiliated. He was so wonderful biologist that he could still do a lot though died early. When we think about the fate of the research of Roskin and Klyueva here comes to mind the metaphor of Professor A.A. Lyubishchev: the past of science is not a cemetery of hypotheses, but rather a collection of unfinished architectural ensembles, interrupted either by audacity of design or lack of funds (Golubovsky M.D., 2000).

It is well known today that a tumor will not occur if the growth of capillaries and vessels that nourish it is suppressed. But American surgeon J. Falkman had been tormenting this path of cancer fight for more than a quarter of a century (since 1970). The community of molecular biologists fascinated that time by the search for oncogenes and substances that stop cell division (cytostatics) not only showed shameful indifference to his supracellular, holistic-organisational approach, but also maliciously demonstrated it. With bitter humor, Folkman recalls how during his reports the academic public unanimously left the hall. The historian of science is forced to recognize such a collision as the creator — the community is quite typical (Kalinnikova, V.D., Gregory I.,1994).

They say that the discovery lives only in the hands of its developer. And what would happen if Roskin and Klyueva were allowed to conduct research not at gunpoint, without war with competitors and those who simply feared the bad glory of crucine? Unsolved mystery.

A tour to the history of medicine to some extent will help answer this question. In France, after the launch trypanose production also did not last long. Money profit dictates its own laws. The Lyon pharmaceutical company started the release of more promising and high-demanded drugs like antibiotics, cytostatics and bioengineering products. After that trypanosomal extract (a mixture, although curative, but chemically unclear) seemed to be some kind of archaic (Golubovsky M.D., 2000).

The scientists pointed to another objective reason for the "failure" of the crucine drug in the world pharmaceutical market: instability, capriciousness of trypanosome cultivation. The unicellular parasite has a complex developmental cycle, undergoing changes in the body's shape and properties. It is necessary to catch only a certain parasitic stage which alone has anti-cancer effect. In addition, different trypanosome species differ greatly in their action. Although the great professionals protozoologist Roskin and the microbiologist Klyueva, and their students at Moscow State University were coping with this biotechnological task, they didn't have time to understand that cancer activity was present only in wild species and they could use only cultivated ones because government had already lowered the iron curtain for them (Klyueva N.G., Roskin G.I.,1946; Pardoll D.M., 2012).

Hence Trypanosome history is not over, maybe it had temporarily faded into shadow because of "lack of funds." Roskin's idea for cancer biotherapy is now being reborn. Today the fatal side-effects of chemotherapy, radiotherapy and cytotoxic drugs are obvious so in January 2002 issue of the authoritative English medical journal "Lancet Oncology" was headed with a problematic article on cancer biotherapy. They were talking about the return to the "old ideas" about the infection-cancer conflict and about new prospects for the use of tumor-specific viruses and bacteria modified by genetic engineering. Similar same terms and approaches have been already proposed in the 30s by Roskin (Scudder P., Doom J.P.,1993).

5. Conclusion

Currently, the drug "Crucine" is not fully investigated, yet the history of it may not be finished. Many scientists are still trying to study more accurately the mechanism of its action. However, modern laboratories as well as a good clinical base are required to proceed this research. The most impressive successes of modern biological medicine have been achieved as a result of international collaboration of scientists. In particular, the study of the genome of trypanosomes has been decrypted for several years.

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SCIENTIFIC RESEARCHES IN THE ARCTIC: SOME PROSPECTS OF HUMAN RESOURCES MANAGEMENT IN THE SAKHA REPUBLIC (YAKUTIA)

Abstract

The national interests of the Russian Federation in the Arctic are defined by the "Fundamentals of the State Politics of the Russian Federation in the Arctic for the period up to 2020" approved by the President of the Russian Federation in 2008. From this point, the Yakutia science can serve as the basis of the industrial development of the Arctic. The creation of a scientific and technological platform in Yakutia will allow the integration of the resources and multidisciplinary competences of the SB RAS research institutes, the IT enterprises to solve the priority tasks of the development of the country. The creation of the "Arctic" technological platform will contribute to the expansion of Russia to foreign markets through the development of independently evolving robotic production complexes.

Keywords

Arctic, geology, oil potential of the Northeast Arctic of the Russian Federation, transportation, industry, manufacture, industrial revolution, human capital, cyberphysical systems, artificial intellect, industry 4.0, neural networks, big data, development, social institutes, migration, natural gas hydrates and their development technologies, seismicity and seismic tectonics of the Arctic regions, global warming within the shelf and continental part of Eastern Siberia

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1. Introduction

The national interests of the Russian Federation in the Arctic are defined by the "Fundamentals of the State Politics of the Russian Federation in the Arctic for the Period up to 2020" approved by the President of the Russian Federation in 2008.

From this point, the Yakutia science can serve as the basis of the industrial development of the Arctic.

The severe climate environment has formed the unique features of the Yakutia science, and over the past century, its progress and achievements have completely transformed the economy and culture of Yakutia. The works of our scientists formed the basis for industrial and manufacturing development in the North, as well as increased the living standards, life quality, and life expectancy of our citizens.

2. Materials and Methods

The Institute of Humanities and the Problems of Indigenous Peoples of the North of the Siberian Branch of Russian Academy of sciences (SB RAS) is the first research institution in the Russian Northeast to perform comprehensive socio-humanitarian studies of the region. At the same time, the science in Yakutia has been formed as an integral part of unified development of the Far North to provide scientific support for this large-scale process. Thus, the names of the scientific institutions in the Republic and their research topics have always been associated with the North or technologies appropriate to the permafrost zone. The Institute of Permafrost Studies is the cradle of technical science, with major part of its activities tied with the problems of the Arctic. For many years, it has performed its studies directly in the Arctic territories of the Northeast Russia.

3. Results

Historically, the main directions of academic science and a number of sectoral scientific institutes have been formed in Yakutia:

1. Environment and atmosphere studies:

- Institute of Biological Problems of Cryolithozone, SB RAS
- Institute of Cosmophysical Research and Aeronomy, SB RAS
- Institute of Physical and Technical Problems of the North, SB RAS
- Yakut Research Institute of Agriculture, SB RAS

2. Mineral resources and permafrost technologies:

- Diamond and Precious Metal Geology Institute, SB RAS
- Institute of the North Mining, SB RAS
- Institute of Permafrost Studies, SB RAS
- Institute of Oil and Gas Problems, SB RAS

3. Complex studies in the North:

- Academy of sciences of the Sakha Republic (Yakutia)
- Research Center of Arctic Studies, Academy of sciences of the Sakha Republic (Yakutia),
- Institute of Humanities and the Problems of Indigenous Peoples of the North, SB RAS
- Yakut Scientific Center, SB RAS

Not questioning the practical experience accumulated in the Yakutia scientific research and university institutions, there is the further and urgent need to focus on the design and implementation of large-scale projects in the Arctic. Naturally, the independent implementation of infrastructure projects by the forces of the local science only in no way seems promising.

Nowadays, technological platforms have become a novel and common form of scientific and technical cooperation in the Russian Federation, as they effectively comprise industrial and production enterprises, universities, and science potential.

In 2016 in Davos, Klaus Martin Schwab, a German engineer and economist, best known as the founder and executive chair of the World Economic Forum, was the first ever to speak upon the Fourth Industrial Revolution. By that, he meant innovations in technology that in the nearest future will lead to a revolutionary breakthrough in the supply market, with long-term advantages in efficacy and productivity. The transportation and communications costs will fall, the efficiency of logistics and global networks will be multiplied, cyberphysical systems will be massively introduced into production (so-called industry 4.0), serving human needs in life, work and leisure. Total changes will cover the labor market, the living environment, political systems, technological order, human identity, and others. In that, particular attention is paid to sharp increase in the quantity and capabilities of robots. With time, the latter are believed to become more flexible, autonomous, and eventually able of interacting with each other (IoT, Internet of Things).

Besides, the fourth industrial revolution provides a number of new opportunities for traditionally lagging countries and regions thanks to the transformation of the global labor market and the decreasing role of such limiting factors as geographical remoteness and institutional underdevelopment.

4. Discussions

Thus, the digital revolution has led to new chances for the industrial and production development in the Arctic. These chances determine the need for the scientific substantiation of new models of integrated development of the Arctic territories in Russia, especially in its eastern part.

As part of the transition to the new technological level proclaimed by the leaders of the country and the republic, the Research Center of Arctic Studies of the Academy of sciences of the Sakha Republic (Yakutia) (ANIC) has started the project of the “Arctic Scientific and Technological Platform.”

At the initial stage, we propose to develop a constant secure intellectual IoT-based system in the form of a “Smart Settlement” with 50 houses in the Kyusyur village, where construction technologies can be tested, thus promoting the solutions of technical and other kind for the Arctic as a whole.

In the design of a smart settlement, IoT will be applied. The model should include such concepts as intellectual management of traffic, health, lighting, parking, construction, waste collection and disposal, water quality, Internet access including Wi-Fi, as well as monitoring the village territory through remote control etc.

1. In the medium term, all production will be performed by AI-controlled robots and robotic complexes. Self-sufficiency in basic raw materials, automated transportation, and logistics systems are planned. Scenarios of the complex evolution can be altered depending on market conditions, while the system itself will further produce node complexes from the local raw. Robotic production facilities are adaptive and, due to AI guidance, can be easily reconfigured to manufacture various products (as in the automotive industry now). Technical maintenance can also be performed by autonomous service robots/droids.

2. The presence of humans, even in technical maintenance, is excluded. This will allow preserving the ethno-cultural features of the region and avoiding any unrestrained migration. The absence of staff means savings on the heating of industrial premises. There is no need in housing, thus anthropogenic violation of the fragile Arctic ecology is left out. Increasing anthropogenic pressures over the environment to the extent that threatens the reproduction of natural resources, and associated with their inefficient use, increased risks to the life and health of the population are among the most significant challenges outlined in the

5. Conclusion

Prep. Stage: software package formation, predictively programming the "Arctic" main evolution trend. In this, there is need in implementing the current accomplishments of the world leaders in the field of independent factories without human involvement, artificial intelligence, nuclear energy, robotic automation of industries etc.

Stage 1. Installation of a modular factory with an independent energy source and the minimum amount of raw.

Stage 2. Installation of mining complexes and the emergence of the mining industry.

Stage 3. Processing of mined minerals, the formation of mechanical engineering, including road and shipbuilding.

Stage 4. Formation of the next stage of evolution - manufacturing industry.

The creation of a scientific and technological platform in Yakutia will allow the integration of the resources and multidisciplinary competences of the SB RAS research institutes, the IT enterprises to solve the priority tasks of the development of the country. The creation of the "Arctic" technological platform will contribute to the expansion of Russia to foreign markets through the development of independently evolving robotic production complexes. The main principles of the platform, after its testing in the Arctic, can be implied in industrial space exploration.

The activities of the platform is aimed at integrating the achievements of the 4th industrial revolution into the real sector of the economy of the Russian Federation and will consist of the following two complementary centers:

1. The network center of cyberphysical systems (production cluster) - mining, processing and raw processing based on the achievements of the 4th industrial revolution with elements of the 5th industrial revolution (self-designing cyberphysical systems) aimed at developing self-evolving unmanned production, including self-design of cyberphysical systems, ensuring the transition to automated unmanned transportation systems in the extraction, raw processing, as well as road construction equipment, unmanned systems during transportation of high value-added products).
2. The center for ethnosociological technologies, logistics, and marketing, solving the problem of product sales, including those with AI, by the example of Amazon, Alibaba etc., ensuring world-class research, technology and developments in the field of ethnosocial research and technologies.

Modern information, communication, and digital technologies, globalization of socioeconomic processes are patterning the type of relationships novel for the world practice (*Dubson B.I. 2014; p. 120; Vishnevskij Yu.R., 2014, p. 513*). In this regard, the question arises of the social technological toolkit adequate to the current realities (*Aksenova O.V., Levchenko N. V.,2017, p. 8*). It is imperative to change the rules of the game, whereas most of the regional communities do not possess a clear strategy for regulating group behavior, through modern information and communication technologies (*Kirdina S.G., 2014, p. 205; Dmitriev A.V., Voronov V.V., 2017, p. 120*). On the contrary, large corporations and politicians in leading countries are actively using Big Data to regulate social processes and electoral behavior. At the same time, there is an immense mass culture assault on the younger generation, a continuous waning of the indigenous languages bearers due to prolonged effects of online media content *(Volkov Yu.G., 2013, p. 126*).

Analysis of data from the published scientific studies in foreign countries shows that most of them focus on transport issues (North Sea Route), hydrocarbon deposits, legal aspects of the Arctic exploration and development; that is generally common for the economic structure of the 2nd half of the 20th century. Developed science schools on the Arctic topics have emerged, though the part of the research is exclusively a tool of the state politics of individual governments, to exploit the mineral resources of the continent and the shelf. This is because conducting research in the region allows for a certain status in the Arctic Council.

The plans of Russian researchers in the Arctic are to some extent inconsistent with the basic strategic government documents: most research teams and business circles do not aim at forming the high-tech processing industry in the region. The Yakutia science is known to be formed in the process of integrated development of the Far North to provide a scientific basis for this large-scale process. Thus, the names of the scientific institutions in the Republic and their research topics have always been associated with the North or technologies appropriate to the permafrost zone. Nevertheless, large research institutes and international groups with Russian participation have already occupied the niche of exclusively basic research in the Arctic. Thus, the research directions of the academic institutes of the center must accent on the laws of natural processes, creation of new cold-resistant materials, welding and operation of machines, mechanisms and structures in low temperature environment, space monitoring and cosmic ray physics, the development of biological resources and the ecology of the North, the development of new types of agricultural species, languages, and cultures of minor peoples of the North, etc.

The best option is the initiation and scientific substantiation of the integrated development of the Arctic, taking into account global development trends in production. In the context of removal of infrastructure restrictions in the futire industry 4.0, with wide use of cyberphysical systems, there is an urgent need for scientific validation and experimental implementation of a new model of integrated development of the Arctic.

Considering that science is focused on ensuring the implementation of large infrastructure projects in the course of integrated development of the Arctic, it is proposed to develop the “Arctic” scientific and technological platform. Its capabilities in the field of research and development will be demanded by enterprises of the real sector of the country's economy, universities, and academic institutions. The fourth industrial revolution will affect the entire society. The self-design of cyber-physical systems as an element of the fifth industrial revolution, will lead our country into the world leaders in this field.

There is a need for theoretical understanding of the successful practices of the regional innovation community. The formation of some models of group behavior in the local community also depends on the development and testing in the context of the emergence of civil society. The relevance of studying the regulatory role of social institutions of the innovation infrastructure is tied to the fact that there is a contradiction existing between their significance and the public administration practice far from the existing institutional base of social relationships in society, the development of information and communication technologies, and gradual transition of communication activities to social networks.

As always before, the model of state regulation of the social structure of the population of the region, the labor market, and the organizational and economic model of institutional regulation of regional communities requires improvement. The innovation infrastructure, directly affecting the formation of a new structure of society, is of particular importance because innovation is a type of social development of society.

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STUDYING THE RELATIONS OF RUSSIAN STUDENTS TO THE PROBLEMS OF PATRIOTISM

Abstract

The article analyzes the results of the study of the attitude of students - future teachers to the problem of patriotism and patriotic education. A rather high rank position of patriotism value in the value system of Russian students has been revealed. It is shown that the majority of students consider themselves patriots of their country. According to students, it is necessary to continue to improve the activities of educational organizations in the field of patriotic education of the younger generation.

Keywords

monitoring, patriotism, attitude, students, patriotic education, youth

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1. Introduction

In modern social conditions, there is an interest in the development of problems of education in the context of the significant changes that have occurred and continue to occur in Russian society. The reflection of these changes is due to the emergence of fundamentally new approaches to understanding the essence, content, characteristics, directions, methods and other important aspects of the modern education of various categories of Russian citizens, especially young people. One of the urgent problems is patriotic education, which is currently viewed not only on a theoretical level, but also as a real socio-pedagogical phenomenon.

The historical experience of the formation and development of our Fatherland indicates that the most important means of building a civil society, strengthening the unity and integrity of a multinational Russian Federation is the patriotic education of citizens.

The studies state that at the beginning of the 1990s in our country in the field of education there was a crisis of patriotic education associated with the conflict of values of liberalism and state traditions of patriotism in Russia. In the youth environment for several decades, destructive processes prevailed over creative activity, over positive changes.

In the second half of the 1990s, overcoming crisis phenomena gradually began in the sphere of patriotic education. At the beginning of the twenty-first century, a revival of civil and patriotic education in the new socio-economic conditions took place in the Russian Federation.

Currently, the patriotic education of young people is the primary task of modern society and is an important component of the social order. It is intended to form the patriotic consciousness of Russian citizens as the most important value, one of the foundations of the spiritual and moral unity of society *(Shaydenko, Kalinina, Pazukhina, 2011).*

There are three main components in the structure of patriotic values *(Tsvetkova, 2014):*

1) values aimed at maintaining social order in society. Basically, these values are manifested in the readiness to defend their homeland in the presence of an external threat, in self-sacrifice in the name of the Motherland, in readiness to serve in the army, in knowledge of state and national symbols (coat of arms, anthem, flag) respect for them, in experiencing a sense of pride in their country;

2) values that form the spiritual component of patriotism. These values, as a rule, are “responsible” for the observance of traditions, for respect for the native language, ability to speak and write competently, faith in the future of the country and experiencing a sense of pride for achievements in science, culture, sports;

3) values that encourage the manifestation of positive social activity. These values contribute to the formation of social solidarity, cohesion in society, expressed in the support of government policy, in the love of the “small Motherland”, in helping veterans, pensioners, in respect for nature, in an effort to learn and work as best as possible.

2. Materials and Methods

In order to monitor the problems of patriotic education in modern Russia, we have developed a questionnaire on the topic "Patriotism in the value system of Russian youth."

The questionnaire contained 10 questions of closed and open-closed types with a choice of one answer or multiple choice.

3. Results

We will analyze the results of the study.

100 students took part in the survey, of which 58% were female, 28% male, 14% did not indicate their gender. These were mostly first-year students (68%). Among the

respondents were also students of the 2nd course - 9%, 4 courses - 8%, 5 courses - 1%. 14% of respondents did not fill in this column.

The distribution of students who took part in the questionnaires by faculty was as follows: faculty of physical culture - 13%, technology and business - 13%, natural science faculty - 15%, mathematics, physics and computer science - 8%, foreign languages - 8%, psychology - 9%, arts, social and humanities - 7%, Russian philology and document management - 8%, history and law - 5%. 14% information about yourself is not filled.

The first question of the questionnaire “What is patriotism, in your opinion?”, Which was of a closed nature, and allowed the students to make multiple choices (no more than three answers) the following way: most of them chose the answer “love of motherland” (87 %), the next in the frequency of elections was the answer “respect for one’s Motherland, pride in one’s country” (63%). The remaining answers received the following number of choices: knowing their history and following traditions - 39%, love for one's native city, village, house - 31%, love for national culture - 27%, love for people - 18%, striving for social justice - 18%, love for all mankind, humanism - 18%, desire for a safe global world - 11%, love for one’s family, relatives - 9%, glorification of Motherland’s victories - 7%.

To the second closed question, "Do you consider yourself a patriot of your country?" 76% answered in the affirmative, 4% - negatively, 18% wrote that they are not sure. In two forms there were no answers to this question.

The third question is "What is true patriotism?" was open-closed and suggested multiple choice, but no more than three positions. Respondents answered this way: the answer option "in conversations and conversations with acquaintances on patriotic topics" was chosen by 3%, the option "in voting for patriotic parties in elections" - 6%, "in opposing forces trying to undermine Russia from the inside" - 24% , "in participation in the activities of patriotic organizations" - 21%, "in celebrating historical events and anniversaries" - 28%, "in constructive criticism of shortcomings in the country" - 19%, "in working with full energy for the good of the Motherland" - 45 %, "in love for their small Motherland and real actions for its improvement" - 47%, "in the Criminal Code eplenii family and upbringing of children in the spirit of patriotism "- 20%," ready to defend their country with arms in their hands "- 25%," faith in the future of Russia "- 38%. Nobody offered their own answer. Thus, the most popular answer was “in love for one’s small Motherland and real actions for its improvement”, which was chosen by 47%.

Distribution of students' answers to the fourth question "Do you know the flag, the coat of arms and anthem of the Russian Federation?" It was as follows: in the "flag" position: yes - 99%, rather yes - 1%, nobody chose the answers "most likely no" and "no"; “emblem” position: yes - 96%, more likely yes - 4%, nobody chose the answers “most likely no” and “no”; in the anthem position: yes - 85%, more likely yes - 14%, no - 1%, nobody chose the answer "most likely no".

The fifth question was: "What is a source of pride for you as a citizen of Russia?" Respondents could give several answers to it. The first option "victory in the Great Patriotic War" was chosen by 60% of respondents, the second "history of the country" - - 60%, the third "cultural heritage" - 61%, the fourth "belonging to their nationality" - 18%, the fifth "natural resources of the country" - 32%, the sixth "position of Russia in the world community" - 19%. The answer "there is nothing to be proud of" was chosen by no one. Own version of the answer was offered by 6% of students (2% of them pointed out the beauty of nature, 1% pointed to the uniqueness of nature of Vologda and the Far East, added the option "people" - 2%, suggested the option "everything" - 1%).

In the sixth question, the respondents had to assess how developed the 11 values listed in the list are among modern youth. According to the instructions, they were to circle the number in the corresponding column, where grade 5 corresponded to the maximum level of development, 1 - the minimum level. The value of "freedom" the highest number of elections (39%) received on a scale of 4 points. The value of "truth" the highest number of elections (45%) received on a scale of 3 points. The value of "good" the highest number of elections (39%) received on a scale of 3 points. The “beauty” value received the largest number of elections (40%) on a scale of 4 points. The value of "justice" the largest number of elections (41%) received on a scale of 3 points. The value of "mercy" the highest number of elections (31%) received on a scale of 4 points. The value of "partnership and friendship" the largest number of elections (35%) received on a scale of 4 points. The value of “collectivism” received the largest number of elections (42%) on a scale of 3 points. The value of “patriotism” received the largest number of elections (34%) on a scale of 3 points. The value of "conscience" the highest number of elections (33%) received on a scale of 3 points. The “honor and dignity” value received the largest number of elections (29%) on a scale of 5 points (table 1).

TABLE 1 - DISTRIBUTION OF STUDENTS' ANSWERS TO THE QUESTION "HOW WELL ARE THE VALUES LISTED BELOW DEVELOPED IN MODERN YOUTH?"

Values	Degree of development, in points					Average
	1	2	3	4	5	
	Number of students, %					
1. Freedom	2	9	24	**39**	26	3,78
2. Truth	2	14	**45**	24	15	3,36
3. Welcome	3	26	**39**	22	10	3,1
4. Beauty	3	8	30	**40**	19	3,64
5. Justice	9	15	**41**	22	13	3,15
6. Mercy	8	23	28	**31**	10	3,12
7. Partnership and friendship	2	9	20	**35**	34	**3,9**
8. Collectivism	2	11	**42**	23	22	3,52
9. Patriotism	8	12	**34**	29	17	3,35
10. Conscience	7	28	**33**	21	11	3,07
11. Honor and dignity	9	13	23	26	**29**	3,53

Thus, the value of "patriotism", in the opinion of the students who participated in the survey, is developed among modern young people, but not to the maximum extent, but at an average level.

The seventh question ("Which of the listed qualities are inherent to you?") Suggested an assessment of the personal qualities inherent in the students themselves. Evaluation was made on the same system of scale assessments, as in the previous question. Personal quality "dedication" received the largest number of elections (38%) on a scale of 4. Personal quality "civil courage" received the largest number of elections (38%) also on a scale of 4. Personal quality "social activity" received the largest number of elections (38%) on a scale of 4. Personal quality "patriotism" received the largest number of elections (31%) on a scale of 5. Personal quality "respect for the rights and freedoms of others" received the largest number of elections (52%) on a scale of 5. Personal quality "willingness to stand for others These "received the largest number of elections (45%) on a scale of 4. Personal qualities" civil conscience, decency, honor "received the largest number of elections (42%) on a scale of 4. Personal quality" collectivism "received the largest number of elections (45%) on scale 4. Personal quality "tolerance" received the largest number of elections (43%) on a scale of 5.

Thus, the majority of respondents consider in themselves sufficiently developed (at a high level) such personal quality as patriotism.

The eighth question was: “Which patriotic events, in your opinion, are most interesting to today's youth?”. When answering this question, it was possible to select several positions from the proposed options, but no more than three. The most popular were the answers "the organization of military-sports games, quests of patriotic orientation" and "volunteer work with veterans / meetings with veterans of the Great Patriotic War, local wars." These options were chosen by 45% of respondents. Next in terms of the number of elections, the answers were arranged as follows: visiting museums of military glory / memorial complexes / exhibitions (38%), attending mass events of a patriotic orientation (festivals, historical reconstructions, and others) (37%), participating in search teams / activities of the military historical clubs (27%), participation in contests dedicated to the history of the native land, its great countrymen (19%), studying the history of their family (18%), participating in hiking trips to places of military glory (21%), participating in circles patri otical orientation of associations / centers (17%), study of songs, literature of a patriotic orientation (17%), development and implementation of individual projects of a patriotic orientation (12%), participation in discussions, round tables conferences on the problems of patriotism (12%), development of sites patriotic orientation (8%).

When analyzing the answers to this question, it turned out that the patriotic sites currently being developed, which the organizers place high hopes in terms of the patriotic education of young people, have not yet enjoyed due popularity among students and, according to their estimates, have low efficiency in working with modern by youth.

Distribution of answers to the ninth question "Would you like to be born and live not in Russia?" was as follows: "yes" answered 15% of respondents, "no" - 44%, found it difficult to answer - 40%.

Comparison of the answers to the ninth and second questions shows that among students who consider themselves patriots of their country, there is a rather large proportion of people who would like to be born and live not in Russia.

The tenth question “What, in your opinion, must first be done to revive patriotism in our society?”, Involving the choice of several answers, revealed the students' opinion on the ways to improve patriotic education. The first place in terms of the number of answers received was taken by the answer "to improve the activities of educational organizations in the field of patriotic education" (55%). Further, the distribution of answers was as follows: to achieve a radical change in attitudes towards patriotism and patriotic education in the media (41%), to assist patriotic associations, clubs, other organizations of a patriotic orientation (40%), to fundamentally change attitudes towards the problem of patriotism and patriotic education from the leadership of the state, the ruling political elite (37%), to intensify work on the ground, in the regions (27%), to strengthen the patriotic work with students Russian forces, the Ministry of Internal Affairs, the border troops (26%) provide more opportunities for the Russian Orthodox Church to influence the religious and patriotic society (9%). Own version of the answer to this question was offered by 2% of respondents.

4. Discussions

The problem of studying the relationship of student youth to patriotism and patriotic education has been engaged in such researchers as Vezhevich, 2011; Tsiulina, 2012; Vorobyeva, Yablochko, 2016; Vyrschikov, Kusmartsev, 2006; Ivanova, 2004; Musina, 2013; Snopko, 2007; Tashbaev, Tovarischeva, 2016, and others. However, in their works, the aspect we analyzed did not become the subject of in-depth consideration and analysis.

5. Conclusion

Thus, based on our analysis of the results of the student survey, it can be concluded that the value of patriotism in the system of values of modern youth (above average) is quite high rating. However, the revealed contradictions between the assessments of students of various aspects of patriotic education and the direction of their real actions indicate the need to continue and intensify the work of all institutions of education on patriotic issues, preserving traditions, improving the existing arsenal of methods and taking into account the views of young people on the forms of patriotic education most interesting for modern young people.

6. Recommendations

The materials of the article are of value to teachers of universities, social teachers, educational psychologists, deputy deans for educational work, curators of student groups.

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STREAMING AS A FAVORABLE FIELD FOR DIGITAL MARKETING

Abstract

The relevance of the problem is determined by the development of the newly appeared field for digital marketing – streaming-platform. The article is aimed at the consideration of the statistical data demonstrating the efficiency of the promotion through streams, for example twitch.tv. The applied method of the research of this problem is the analysis: comparative analysis, factor analysis, analysis of statistics. The authors suggest the division of the streaming channels according to their attractiveness for advertisers, the ways of the brand integration into the stream and the steps of the most productive promotion. The authors consider the indicators to assess the profitability of the advertising campaign through the streaming-platforms for further control. The applied strategies in the framework of the Twitch are considered. The material of the article can be useful for commercial organizations when planning and conducting advertising campaigns.

Keywords

marketing, digital marketing, advertising, advertising campaign, broadcast, broadcasting, broadcaster, streaming, twitch, streamer

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1. Introduction

Nowadays digital technologies are a decisive factor in the successful promotion of any company giving obvious competitive advantages *(blog.ringostat.com)*. Social success determines the company's success on the market *(Gel'fond, Mishchuk, Miroshina, 2018)*. The criteria of success and the ways of its achieving depend on a society *(Gelfond, Mishchuk, Miroshina, 2017)*, but the criteria of success in business are unique to some extend. Without using digital marketing it will be extremely difficult for modern companies to reach their audience, which spends a lot of time surfing the digital space. The search for new ways of communication with the consumer is one of the principal tasks that marketers have to solve today.

Streaming platforms, the most popular YouTube and Twitch, have become the newly discovered goldmines for digital marketing. Streamlabs published a quarterly report where experts showed the interesting statistics about the leading streaming platforms. Thus, in 2017 YouTube active streamers grew by 343% over year, while Twitch grew by 197%..

Streamlabs has seen a steady 25% rise per year since 2016, so we will definitely see another rise in 2018 *(blog.streamlabs.com)*.

The world-renowned brands are familiar with Twitch.tv. They know that Twitch is not only a platform for conducting and watching online broadcasts, but also the main communication platform with gamers, because it is too hard to reach this type of audience through ordinary marketing tools. Twitch is called the TV of the future, and the economic effectiveness for advertisers is much more higher compared with the promotion in social networks or other marketing platforms. In the USA major FMCG brands such as Procter & Gamble, Coca-Cola, Mars and others have been actively promoting on Twitch for a couple of years.

The report says that today Twitch has 15 million daily active viewers who spend about 95 minutes watching live games and over 2.2 million creators share their games live on Twitch monthly. At the same time, according to the results of September 2017, 81.5% of the Twitch users are men (55% at the consumer age between 18-34). And the Twitch users are ready to accept advertising: 82% say that sponsorship is good for the gaming industry, 80% are ready to sponsor a specific gamer or team *(twitchadvertising.tv)*. According to Similarweb for September 2018, 862 million visits per month worldwide was recorded on Twitch. Compared to December 2016, this figure was 524.4 million, the growth was 64.5%. Russia ranks second in traffic (the USA – 20.98%) – 6.64%. So, our country generates 57 255 392 visits per month *(similarweb.com)*. In Russia the promotion on Twitch attracts the manufacturers of accessories for gamers, game developers, online stores and Internet providers.

The figures presented above demonstrate that the platforms for online broadcasts are a favorable marketing field. To ignore this innovative opportunity is to miss the chance to attract an additional audience to the brand.

2. Results

Streamers can be divided into 3 categories:

1. Top streamers with hundreds of thousands audience;
2. Middle streamers with audience up to 50,000 followers;
3. Beginners with audience up to 10,000 followers. There are beginners who are ready to advertise for free (barter) or at a low price.

The benefits of advertising on Twitch:

1. Feedback: you get questions, comments or requests while broadcasting *(intervolga.ru)*;
2. Native advertising: the opportunity to integrate advertising into the main content of the broadcast;
3. A variety of advertising forms and wide price differentiation.

Here are the steps to help you choose the right place to advertise:

1. Shortlist.

Compile a list of streamers whose audience trusts their channels and they are suitable for placing your advertisements. Do not try to publish ads with the help of top streamers. Based on the price to quality ratio, it is correct to choose someone less popular, as the former may have too much advertising and it can disturb confidence of viewers.

2. Analyze the selected channels.

You can ask for broadcast statistics from the channel owner *(cossa.ru)*. Pay attention to such indicators as average and maximum number of viewers, unique viewers and unique chatters, average chat messages, new subscriptions and followers.

3. Evaluate the content.

Evaluate the channel, its quality, uniqueness, advertising sharing. Determine what form of the stream and what game is suitable for the most effective placement of your advertising.

4. Send a request for advertising.

Try to provide a detailed offer in the first message: it will allow the streamer to evaluate this own capabilities and to give a cost estimate of the advertising.

The main ways of the brand integration are:

1. “From above”: through Twitch advertising possibilities;
2. “From below”: through the streamers.

The first option is a cost-based model suitable for the world leading brands such as Procter & Gamble, HP, Nintendo and others. The advantage of this type of advertising is a maximum reach of target audience. It can help well-known brands remind the consumer of their brands. The disadvantages include the high price for this type of promotion and the availability of Adblock that allows users to skip advertising.

The second option is more accessible and effective for most advertisers. Working directly with streamers allows to gain advantages of using Twitch as a media channel. It ensures the advertiser a deep involvement and a high conversion audience into the target action. Moreover, the advantages of this type of promotion can be called relatively cheap advertising compared with the first option (but it depends on the popularity of the streamer and the type of advertising). It is a great benefit for the audience that they do not need to wait for the end of advertising and the beginning of broadcasting.

The essential ways to integrate advertising through streamers are:

1. Integration into the content;
2. Integration into messages from donators;
3. Integration into the channel description;
4. Integration into “background mode”;
5. Integration into chatbot;
6. Integration into the title of the broadcast.

The integration into the content is the most common way to promote a product or service. Despite the fact that viewers immediately guess advertising, this method is quite effective. The main thing is to provide the streamer with a clearly organized speech and choose the right time for the integration, when the broadcast has the largest number of viewers. You can advertise a lot: from a trailer and accompanying calls for watching, to headphones, the streamer is wearing playing during the broadcast (the average duration of the stream is about 4 hours; it proves that they are comfortable to wear).

FIGURE 1 - E INTEGRATION INTO THE CONTENT

The integration into messages from donators. A company transfers money to the streamer for the opportunity to publish some messages (in this case, advertising) on the broadcast screen. Such advertising has a low cost about 100 rubles, but its effectiveness is also low, as this message is on the screen about 10 seconds and few people will pay attention to a small donation, and especially with advertising content.

FIGURE 2 - THE INTEGRATION INTO MESSAGES FROM DONATORS

The use of banners in the description of the channel is quite an effective way of promotion, which also allows to add an active link (hyperlink) with the transition to the advertiser's website. Provide the audience with a bonus, for example, a special discount promo code, it will increase the efficiency and get information about the advertising campaign. To hold a competition is also a good option. It benefits the streamer, you and the audience, that increases their interest to your product and the chance to be noticed. One of the conditions of the competition may be the registration on your website, or downloading and running your application.

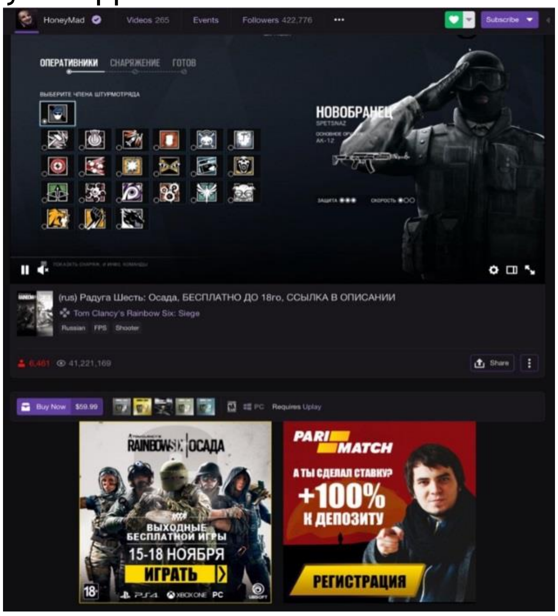

FIGURE 3 - THE USE OF BANNERS IN THE DESCRIPTION OF THE CHANNEL

The integration into “background mode” is similar to the integration into the channel description. But in this case the banner is placed on the broadcast screen and is there for a pre-agreed period of time that increases its chance to be seen. The disadvantage is that you can’t add an active link (hyperlink) to this type of banner.

FIGURE 4 - THE INTEGRATION INTO “BACKGROUND MODE”

The integration into Chatbot. An advertising message with an active link appears in the chat at certain intervals.

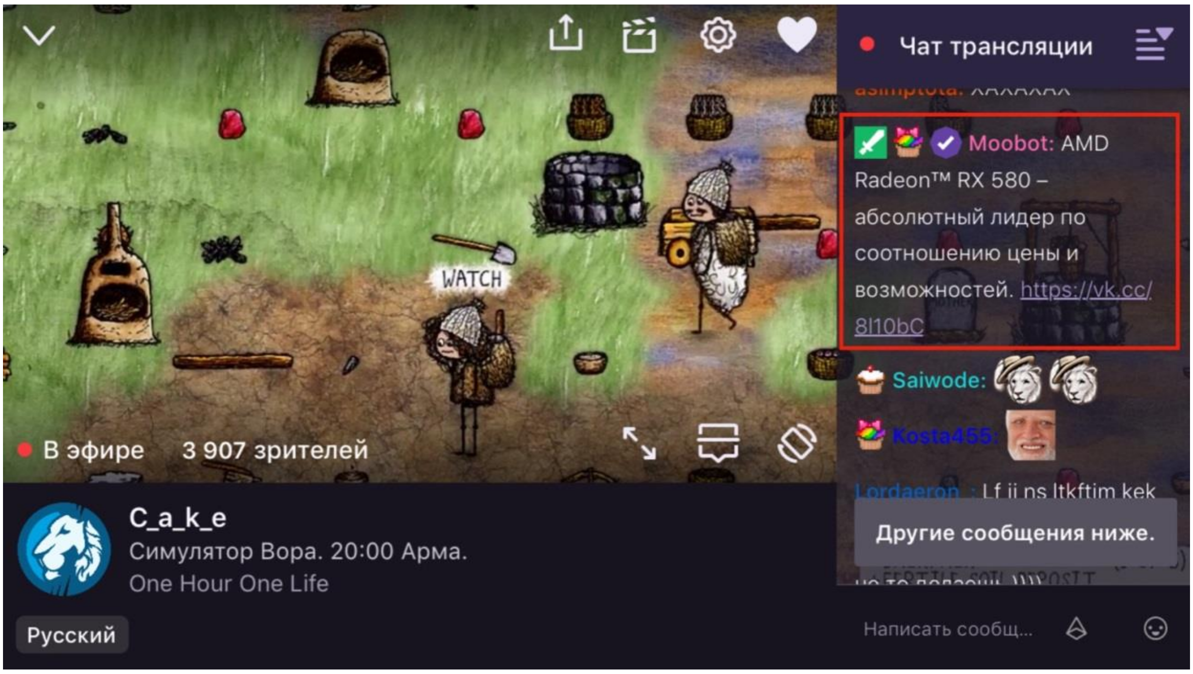

FIGURE 5 - THE INTEGRATION INTO CHATBOT

The integration into the title of the broadcast. This is another option of presence, which can complement the advertising campaign *(cossa.ru)*.

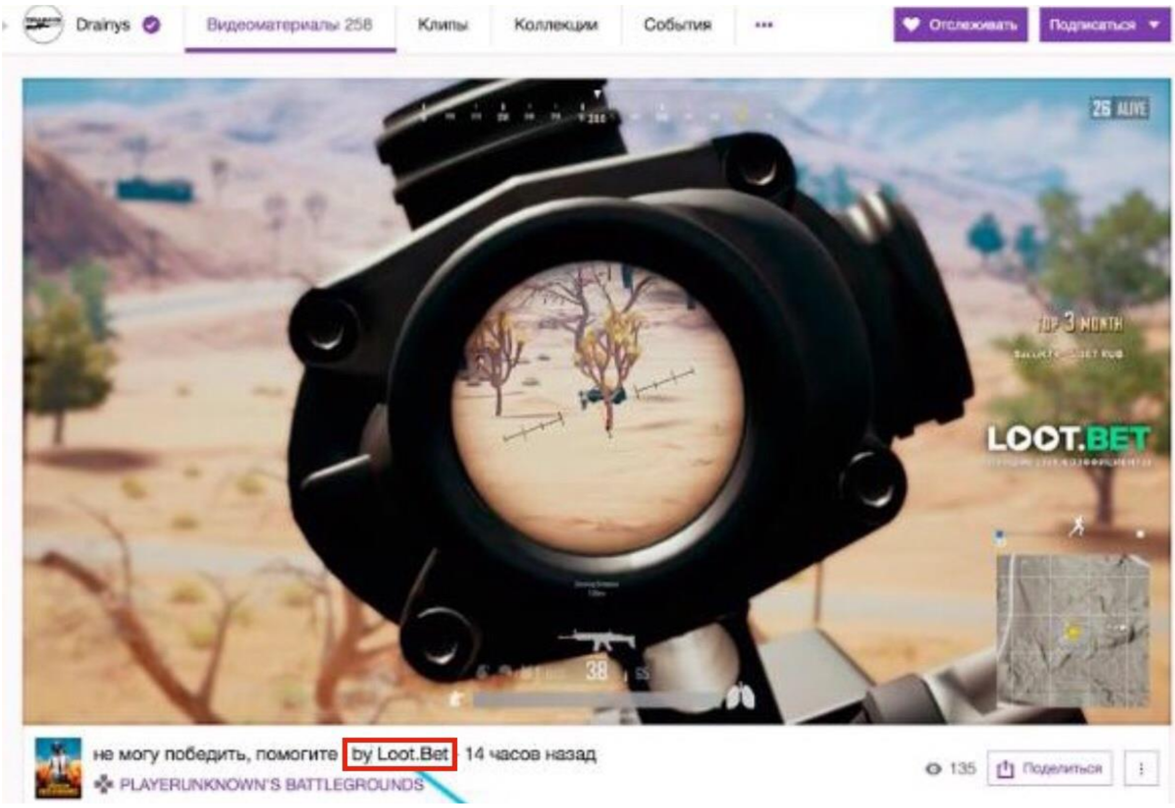

FIGURE 6 - THE INTEGRATION INTO THE TITLE OF THE BROADCAST

Advertisers usually combine several ways of integration to promote and increase the impact of the campaign.

At this stage the authors offer a way to assess the profitability of any investments including investments in marketing through a number of indicators:

The suggested notations are:

L - a number of clicks the link;

S - the amount of sales by a promo code;

X - an average number of viewers, maximum number of viewers, a number of unique viewers, a number of unique chatters.

1. Engagement Rate = $\frac{L}{X} \times 100$

2. Attraction Rate = $\frac{S}{X} \times 100$

All these indicators should be analyzed only in the ratio of costs. On the basis of it, you can calculate the following KPI:

1. Click price = $\frac{B}{L}$

2. Sales price = $\frac{B}{S}$

The important stage of any marketing campaign is the analysis of feedback received during the broadcast and a response to it.

The first example of advertising on Twitch is the online game store Zaka-Zaka, which conducted a campaign on Twitch to attract the target audience (gamers) to the store website. 11 draw games were held during the campaign. It covered 199 276 people. In particular the company engaged popular broadcasters such as ceh9, TaeRss. The following games were given as prizes: ArmA 3, Dead by Daylight, Mafia III, Witcher 3. 5,5 thousand people participated in these draw games, the final part and the broadcast with the choice of the winners were watched by about 42 thousand people. The target actions that increase the chances to win were: click the game page on the Zaka-Zaka website, joining the social networks and watching promo videos. According to vc.ru, this advertising campaign on Twitch proved to be more economic effective than a similar activity on "VK.com". On Twitch ad showing costs only 0.07 rubles, on" VK.com " — 14.8 ₽, and the click — 5.9 and 50.5 ₽, respectively *(vc.ru)*.

War Thunder, one of the leaders on the flight simulator market, carried out an advertising campaign to involve the audience in the game play, so they were able to assess the competitive advantages of the product. The TaeRss's viewers took part in the competition. The streamer announced the draw game live. The main prizes were two certificates for 4000 ₽ on Steam-wallet. The participants were asked to increase their chances to win by performing one of the targeted actions:

- subscribe to the streamerж
- make a post about the draw game in social networks;
- register and win ten times.

It is possible to promote game products but also advertising fast-food chain, so that the viewer can satisfy hunger without getting out of watching the stream. Such advertising was ordered by Papa Johns from the streamer C_a_k_e and giving his viewers a special promo code which allows to get a pizza as a gift when ordering from 799 ₽.

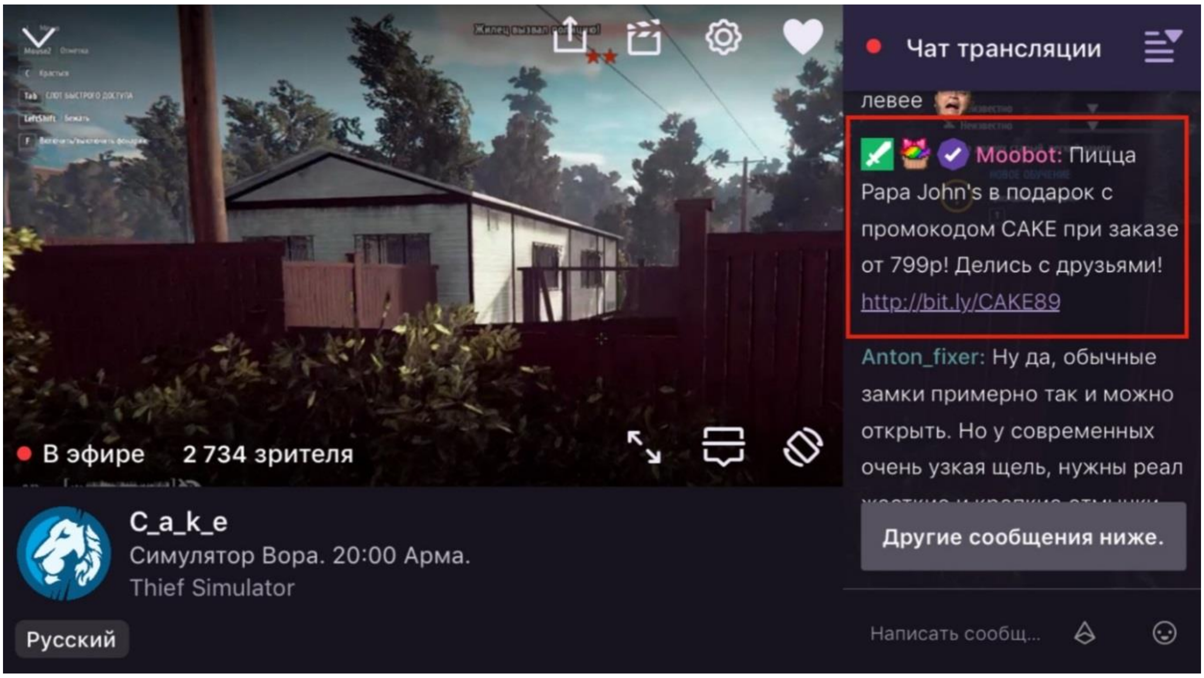

FIGURE 7 - ADVERTISING PAPA JOHN'S FROM C_A_K_E

If you are creative you can successfully advertise goods on Twitch required not only by gamers, but also by many other viewers, such as a bank card or shaving gel.

For example, Tinkoff Bank issued a bank card "ALL Games", which gave an increased cash back for the purchase of video games and the ability to add a nickname to the front of the card. The campaign was held in 2017 with the participation of HoneyMad. The terms included the availability of a banner on the screen of the stream and the demonstration of the card by the streamer during the broadcast.

FIGURE 8 – ADVERTISING TINKOFF ALL GAMES FROM HONEYMAD

The famous brands ”Gilette“ and ”Head & Shoulders" didn’t miss the opportunity to show themselves in this marketing field. They used a fairly classic way of promotion, endorsement, but the chosen ambassadors were Alexey Solo Berezin (“Gilette”), a captain of Virtus.Pro by Dota 2 and Roman RAMZES666 Kushnarev (”Head & Shoulders"), a Virtus.pro player. It was quite an effective advertising step, these celebrities are more popular among the Twitch audience than football players, singers or actors. Advertising was distributed by means of 30 second commercials through twitch.tv.

FIGURE 9 – ADVERTISING GILLETTE WITH ALEXEY “SOLO” BEREZIN

The most unusual advertising campaign was held by “Old Spice". The company created its own channel on Twitch with entertainment streams to promote the line of deodorants in April 2015. Within three days the Twitch users vising the Old Spice channel could control a real person who was in the forest. All his actions depended on the will of the most viewers. In particular, the character managed to shoot from a huge slingshot, to taste a stone, to quarrel with the farmer Amish, to marry his daughter and even to fight with a bear (not real).

FIGURE 10 - ADVERTISING OLD SPICE CHANNEL

The campaign drew an interest of millions of people. In total, more than 2.65 million people watched commercials, 703 thousand watched live broadcasts on Twitch, more than 31.5 thousand people subscribed to the channel.

4. Conclusion

As we can see the success of advertising campaigns on Twitch is founded on a few key aspects:

1. Economic efficiency (compared to targeted campaigns in social networks);
2. Interactivity (direct communication between the streamer and the viewer);
3. High level of credibility of the viewer to the streamer.

The distance between gamers and advertisers is reducing. Russian and foreign brands are actively working with the audience of the streaming-platforms. This is a new market for the whole world with a wide range of possibilities for modern marketing specialists.

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