ISSN 2311-8806

Modern European Researches

Issue 2
2019

Salzburg, Austria

MODERN EUROPEAN RESEARCHES (2019) ISSUE 2, 82 P.

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

EDITORIAL BOARD

Olga Bermant-Polyakova, *PhD, Israel*

Tatyana Fedotova, *PhD, Professor, Ukraine*

Alla Gabidullina, *PhD, Professor, Ukraine*

Pavel Gorev, *PhD, Associate Professor, Russia*

Mariya Greb, *PhD, Associate Professor, Ukraine*

Natalya Korableva, *PhD, Associate Professor, Ukraine*

Nikolay Kotryahov, *PhD, Professor, Russia*

Kanat Lakbaev, *PhD, Associate Professor, Kazakhstan*

Galina Nekrasova, *PhD, Professor, Russia*

Aleksander Nosov, *PhD, Professor, Russia*

Gennadiy Senkevich, *PhD, Associate Professor, Ukraine*

Samvel Sukiasyan, *PhD, Professor, Armenia*

Eugene Vechtomov, *PhD, Professor, Russia*

Elena Visotskaya, *PhD, Professor, Ukraine*

EDITORIAL ADDRESS

SEEBURGSTRASSE 7,

5201 SEEKIRCHEN AM WALLERSEE,

SALZBURG, AUSTRIA

PUBLISHER@DOAJ.NET

ISSN2311-8806
Authors are responsible for accuracy of the information, contained in the articles.
Editorial opinion can differ from opinion of authors.
If reprinted, the reference to the journal is required.
© All Rights Reserved
Printed in Russia, 2019

CONTENTS

PERCEPTION OF CHINA'S PUBLIC DIPLOMACY IN THE WESTERN EUROPE

The relevance of the topic is determined by the need for a more in-depth study of the public diplomacy's direction in relation to the European Union in view of differences in cultures, behavior and lifestyle of the Chinese people as it may seem unusual for residents of Western countries, which causes not only misunderstanding, but also increasing concern in international affairs. The article aims to clarify the specifics of the Chinese perception of the world and acquaint Europeans with the original culture of China, as the lack of information about China, its biased interpretation, and as a result of bias towards China, is considered in Beijing as the main cause of misunderstanding and mistrust in bilateral relations. The leading approach to the study of this problem is constructivism, which is used to determine the predictability and stability of international relations in achieving respect and acceptance of other norms and values. This material is applicable in the development of the foreign policy and China's diplomatic activities, public diplomacy and "soft power." The results of the topic can be taken into account both for adjusting the strategy of Russia in the field of public diplomacy, and for shaping policies towards the People's Republic of China.

Keywords
public diplomacy, China, European Union, constructivism, Chinese threat

AUTHORS

Irina A. Gnedash
Student of the international relations department, Volgograd State University, Volgograd
100, University Avenue, Volgograd, 400062 Russia
E-mail: nightm2013@ya.ru

Nikita S. Ivanov
Student of the international relations department, Volgograd State University, Volgograd
100, University Avenue, Volgograd, 400062 Russia
E-mail: nikitos.rus9715@gmail.com

1. Introduction

China's leadership is deeply receptive to how foreign audiences relate to its politics or culture. Minister Zhao Qicheng from the Information Bureau of the State Council of China, while on a visit to Moscow in August 2003, criticized the Western media. He stressed that the Western media not only control public opinion, but also damage China's image in the world: "As they dominate the media, they emit negative traits in China, not indicating positive events that have occurred" *(Agency France Press, Beijing lashes out at Western Media Coverage of China, 2003)*. The government wants China to regard it as a stable, reliable and responsible in terms of economic cooperation, a growing economic power that should not be feared. This is the task of China's public diplomacy for good-neighborliness and harmonious peace. Such a strategy demonstrates the economic and safe benefits of working with China, rather than the negative results of a potential conflict.

2. Materials and methods

2.1. Research objectives

The study addressed the following objectives: 1) Designation of a constructivist's point of view regarding public diplomacy; 2) The designation of the concept «public diplomacy» and the distinction between public diplomacy and propaganda; 3) Interpreting the position of the People's Republic of China in the European Union through public diplomacy; 4) Identifying the main objectives of China's public diplomacy.

2.2. Theoretical and empirical base of research

2.2.1. Theoretical methods:

In order to correctly understand China's political and diplomatic processes, we need to rely on a constructivist approach. Representatives of constructivism *(Kratochvil, 2000; Onuf, 1995; Wendt, 1999)* insist that predictability and stability of international relations can be achieved only if other norms and values are respected and accepted. Thus, unlike other approaches, public diplomacy is considered by constructivists as a "bilateral highway", i.e. it should include both the broadcasting of one's image and norms, and their adaptation in accordance with the norms in a particular country.

2.2.2. Empirical methods:

The following sources served as an empirical basis for the study: regulatory acts, resolutions of the Chinese Communist Party, annual government reports, and speeches of CCP leaders, materials of press conferences and interviews with leaders of the PRC, materials of official electronic resources of the PRC government departments.

3. Discussions

Public diplomacy is inextricably linked with "soft power", the goal of which is to maintain a favorable image of the state, which became the main difference from propaganda, since an international actor achieves success with the help of legitimate tools. In this regard, it is necessary to identify the actual theoretical approaches to the study of public diplomacy in the system of international relations. In our opinion, constructivist theory is preferred for this study. This is due to the fact that public diplomacy is a complex social process. Interaction with foreign audiences at the present stage is a necessary component in the implementation of public diplomacy, since their future cooperation and their place in the international arena depend on this. The need for public diplomacy is direct cooperation with the recipient state, as well as to have a positive impact on its population, using effective tools of influence. Diplomacy is being implemented in order to form a positive opinion in the face of citizens.

One should remember that public diplomacy is often associated with propaganda. According to the generally accepted concept, propaganda is mainly deliberate manipulation with the help of symbols, words, gestures, flags, images etc. by the thoughts or actions of other people regarding their beliefs, values and behavior. It is known that the term «public diplomacy» appeared in American political science in the middle 1960s as a result of the search for a replacement of the word «propaganda» that caused negative associations. On the one hand, it was necessary for the replacement term to describe the already existing practice of communication with societies of other countries. On the other hand, it was indispensable to clearly indicate the distance between what the United States and its allies do, and similar work done by communist camp.

Constructivists develop the idea of the society's "norms of communication", that is, what is generally accepted throughout the world. In the first place, they relate to formed social values. Their reflection can be seen in the media, for example. Thus, the concept of such norms shows a soft and reciprocal communication, which in turn is the main meaning of public diplomacy. According to the theory of constructivism, two outcomes of public diplomacy can be defined:

1. In the event of a positive response from the audience to the norms that the state demonstrates, the government is increasingly organizing events and projects.

2. In case of a negative reaction to the norms or their non-acceptance, public diplomacy slowly collapses, since its further implementation can only aggravate bilateral relations.

According to the second point, public diplomacy will not give a positive result and effect. Consequently, the effectiveness of the implemented policy is of particular importance, since the place and influence of the state in the arena depends on it.

Constructivists are actively exploring the effectiveness of public diplomacy. In their writings, they indicate that it is a "two-way highway," since it includes not only covering its domestic and foreign policy, but also monitoring the political situation in the recipient state. Constructivists take into account the need for a "bilateral dialogue" to demonstrate their "norms" as an example.

Public diplomacy as a phenomenon of political practice is increasingly being analyzed at the conceptual level and in the context of applied scientific research. The emergence of this concept in international discourse is due to the objective trend of diversifying the formats of cross-border communications to increase the attractiveness of their foreign policy in the eyes of the foreign public. However the understanding of public diplomacy as a new phenomenon of international interaction is not complete and does not remove from the agenda the issue of «non-military» ways of enhancing the influence of various traditional and new actors on world politics.

The Chinese government identifies three main goals in public diplomacy. First, through Western media, the leadership sets as its fundamental task the construction of a harmonious society in China. The government is committed to understanding its political system and policies of other states. What is meant here is that a developing country is in a phase of a slow but fundamental economic transition, which is faced with enormous problems where there are no simple solutions. In other words, the world may not expect that the leaders of China will take radical steps in political and economic reforms, as a cruel policy will destabilize the country and bring suffering to its people. In this context, the Chinese government has developed a concept based on a harmonious society, in fact, a massive redistribution of wealth in order to narrow the gap between rich and poor, urban and rural, as well as coastal and inland regions of China. Here, China's efforts to inform the public about its political goals through speeches by its leaders, the creation of websites, the formation of official documents, the publication of journals and the organization of educational exchanges should be taken into account.

Secondly, the government wants the state to be seen as stable, reliable and responsible in terms of economic cooperation, a growing economic power that should not be feared. This is the task of China's public diplomacy for good-neighborliness and harmonious peace. Such a strategy demonstrates the economic and safe benefits of working with China, rather than the negative results of a potential conflict.

Public diplomacy in relation to the European Union has a special relationship for China. The first important joint documents that largely determined the vector for further development of relations were the 1978 Trade Agreement and the 1985 Trade and Cooperation Agreement. In the mid-1990s, when China's increasing political and economic status became apparent, the European Union recognized the need not only to develop the economic vector of cooperation, but also to develop a comprehensive strategy for the rapidly developing Asian power. In 1995, the first such document, "The Long-Term Policy of Sino-European Relations" was adopted. In particular, it says that, despite the serious cooling of relations, after the events of 1989 on Tiananmen, Europe needs to reconsider its position in the spirit of the "new Asian strategy", to develop long-term bilateral relations that would correspond to political, economic, regional and global status of China, and would be the cornerstone of the European Union's foreign policy, both in Asia and in the world".

The strategy not only emphasizes the importance of China as a trading partner, the largest sales market and supplier of goods, but also the need for cooperation on a wide range of issues of global importance - from nuclear non-proliferation to economic security. The same document mentions the need for the active involvement of China in all international processes and the establishment of mutual understanding between the parties. At the same time, the strategy formalized concerns about human rights in China, since "a commitment to human rights and freedoms is at the core of the European Union's policies throughout the world" and China is no exception.

Subsequently, the European Union invariably included an item on human rights on the agenda when interacting with the Chinese side. For example, in the 1998 document "Building a Comprehensive Partnership with China", its accession to the WTO is seen as a tool for exerting pressure on the issue of human rights. In 1995, the practice of the annual bilateral China EU dialogue on human rights was started. Moreover, under the auspices of the European Commission on Human Rights, various educational seminars are held for Chinese and European experts in this field, at which participants have the opportunity to share experiences and share their vision of the situation. By the way, China is actively using this platform to conduct its policy: consistently expressing willingness to cooperate on human rights issues, China at the same time does not cease to emphasize the importance of the special Chinese way of development, and its rights to follow this path.

Since the beginning of the 2000s, Chinese leaders have also realized the need to formulate their own strategy towards the EU. The first such official document appeared in 2003. In it, the Chinese side stressed that, despite the fact that both sides do not have a conflict of interests and they do not pose a danger to each other, differences in historical experience, cultural heritage, political system and level of economic development predetermine a difference of opinion on various problems, which is quite natural. At the same time, if the interaction will occur in the spirit of mutual respect and trust, this will in no way affect the quality of the relationship. Also in this paper, it was stressed that the EU should strictly adhere to the "one-China" principle regarding the Taiwan issue and not maintains relations with the Tibetan government in exile. The main part of the document was devoted to cooperation in various fields: ecology, high technology, agriculture, education, and so on.

The level and speed of development of China-EU relations at the beginning of the 21st century allowed experts to talk about the emergence of an example of "exemplary cooperation" between two subjects of international relations. This was determined not only by strong economic ties, but also by the absence of such an often problematic issue in relations as a "security issue". Unlike, for example, US-China relations, where security issues play a serious role, the PRC and the EU do not perceive each other as an immediate military threat. However, in spite of successful and fruitful economic cooperation, the political relations of the two actors continued to remain a weak link.

The EU's tough response to the Tibetan riots of 2008, the meetings of several European leaders with the Dalai Lama, despite the opposition from China, attempts to boycott the Beijing Olympic Games led to a sharp deterioration in relations. Public opinion polls showed that not only the image of China fell in the EU countries, but also Chinese respondents began to perceive the Europeans more negatively. This led to a clear realization that, despite the good economic side of relations (in 2012, trade in goods amounted to 433.6 billion euros, services - 49.8 billion euros), it is necessary to build a political and intercultural dialogue, since success can be canceled in the absence of mutual understanding and trust.

Thus, the main task of China's public diplomacy with respect to the EU was to establish more trusting partnerships and smooth out discussions about China's internal problems (the most acute of which is the issue of human rights). As in the case of the United States, in the opinion of the Chinese side, a limited amount of information about China in Europe and its biased interpretation is an important factor that hinders full understanding and acceptance of each other by different cultures. Representatives of the PRC constantly remind their European colleagues that, despite the differences, China and the EU have a lot in common - both sides are in favor of a multipolar world, the rejection of military methods, the leading role of the UN and the solution of global problems such as terrorism and the environment.

European researchers believe that the main reason is that China and Europe have too different value systems. For Europeans, issues such as the protection of freedom of speech and human rights, the rule of law, etc. They have traditionally been given serious attention. Such difference creates a serious barrier that is difficult to overcome by simply increasing the awareness of Europeans. This point of view is indirect, in general, opinion polls, which show that human rights concern Europeans more than other issues related to China. For example, when a survey was conducted in 2008, which event can be considered the most significant 33% of respondents from France and 26% of respondents from Germany answered that this is a Tibetan problem. For comparison, in the United States only 7% chose this answer.

Nevertheless, in the strategy of public diplomacy in Europe, China also relies on culture. In October 2007, a joint declaration on cultural cooperation was signed between China and the EU to become a documentary base for joint events, exchange of experience in the field of culture and the development of a policy of intercultural dialogue. As part of this cooperation, in 2010, China and the EU held the first cultural cooperation summit, and at the 13th PRC-EU summit, 2012 was declared the year of intercultural dialogue. In recent years, under the auspices of the Ministry of Culture of China, a number of major cultural events were held in European countries: the cultural years of China in various European countries, the China Today Festival (China Now), held in 2008 in the UK.

As a result of the active work of the PRC in Europe, a rather controversial situation has developed: on the one hand, cultural events enjoy great success, Europeans are happy to join the art and traditions of the country, on the other hand, the level of trust in the state remains rather low. In other words, the Chinese people, culture and art are accepted by Europeans, and the attitude towards the political system, the social system as a whole remains rather negative and even decreases. A positive point is that, despite the presence of controversial issues, both parties are aware of the necessity and inevitability of maintaining constructive relations. Moreover, in contrast to the United States, the theory of the “Chinese threat” did not receive serious dissemination in Europe and the main contradiction in relations remains the issue of human rights. China has yet to develop a strategy that would allow it to more effectively solve the tasks of the country's public diplomacy in Europe, but the interest of the parties in each other is fertile ground for further deepening mutual trust.

4. Conclusion

Summarizing the analysis of China's public diplomacy in Western countries, one can single out the common problems that the country faces. First of all, these are serious differences of a civilizational nature, which predetermined the different political and social structure of the parties. With a general rise in interest in Chinese culture, art and language, attitudes toward China’s political and social system, remains suspicious and alarmist. Therefore, there is still a long way to go before China achieves one of the main goals of its policy in this region — to change its attitude towards China as a country that does not share “universal” Western values, and, therefore, is ideologically hostile to the West; turn public opinion in the direction of perception of China as a state, developing according to its exclusive laws, due to civilizational characteristics. Secondly, it seems that the lack of experience in implementing effective public diplomacy, especially when interacting with Western countries, leads to the fact that not all methods are ineffective, and some may even have the opposite of what was expected.

REFERENCES

Arifon, O. (2013). Mutual Trust and Soft Power Regarding European and Chinese Models: Madariaga Report, Madariaga College of Europe Foundation. Retrieved from http://www.madariaga.org/images/madariagareports/2013-feb-05%20-%20mutual%20trust%20and%20soft%20power%20regarding%20european%20and%20chinese.pdf

D'Hooghe, I. (2010). The Limits of China's Soft Power in Europe: Beijing's Public Diplomacy Puzzle. Clingendael Diplomacy Papers. The Hague: Netherlands Institute of International Relations, 25. DOI: 10.1057.

EU report, 1995. A Long Term Policy for China-Europe Relations. European Union, Brussels. http://eeas.europa.eu/china/docs/com95_279_en.pdf

EU report, 2014. Facts and figures on EU-China trade. European Union, Brussels. Retrieved from http://trade.ec.europa.eu/doclib/docs/2009/september/tradoc_144591.pdf

European Commission: Press release, 2012. Launch of 2012 EU-China Year of Intercultural Dialogue. European Union, Brussels. Retrieved from http://europa.eu/rapid/press-release_IP-12-91_en.htm

Hongwei, Zh. (2007). Chinese diplomacy in the context of the processes of mutual influence and rivalry in the East Asia, MGIMO Policy Briefs. Retrieved from http://www.mgimo.ru/files2/y12_2011/216759/az-21.pdf

Kratochwil, F. (2000). Constructing a New Orthodoxy? Wendt's Social Theory of International Politics and the Constructivist Challenge. Millennium: Journal of International Studies, 29 (1), 73–101. DOI: 10.1177.

Onuf, N. (1995). Levels. European Journal of International Relations, 1(1), 35-58. DOI: 10.1177.

Wendt, A. (1992). Anarchy is What States Make of It: The Social Construction of Power Politics, International Organization, 46 (2), 391-426. DOI: 10.1017.

Wendt, A. (1999). Social Theory of International Politics. Cambridge: Cambridge University Press.

MOOC AS A MEANS OF PROMOTING EDUCATIONAL PROGRAMS OF THE UNIVERSITY

The relevance of the topic is due to the popularity of massive open online courses (MOOCs) as an alternative to traditional education, and the need for universities to adapt to this new market environment. The purpose of this article is to develop an MOOC based marketing mix model to promote offline university educational programs. The standard concept of marketing mix adapted to MOOC's requirements in the form of a 5Ps model: Product, People, Price, Platform, Promotion is used as a basic approach. The results of the analysis made it possible to formulate essential factors for the effective use of the MOOC as a means of promotion, namely: the need for accurate course positioning, a thematic link-up between the course and offline programs, building alternative communication channels in relation to the MOOC's environment, reinforcing the role of a tutor-facilitator, discounts for offline programs for students receiving a paid certificate, etc. The results can be used in the promotion strategy development of educational programs by universities that are not among the leaders of online education in the MOOC environment.

Keywords
Mass open online courses, MOOC, marketing mix, marketing promotion system

AUTHORS

Elena G. Zavorina
Senior lecturer, hospitality management department, RANEPA, Moscow
82, p. 1, Prospect Vernadskogo, Moscow, 119571, Russia
E-mail: Lena-suleiman@mail.ru

1. Introduction

Although distance education began to develop in the middle of the 20th century, it was long considered a fairly marginal and niche component of higher and vocational education without playing any significant role in it. This situation remained until the beginning of the 21st century, despite the gradual development of technological means of communication between the University and the student, which has passed through at least five different stages (Taylor, 2001). The situation began to change with the emergence and expansion of e-learning technologies, and the widespread use of virtual educational environments based on the Internet. However, a radical increase of distance education is reasonably associated with the emergence of MOOCs (massive open online courses) – mass open online courses (Yuan and Powell, 2013).

The MOOC concept is based on the provision of unlimited access to e-courses for everyone on a free basis. Students from all over the world having registered on one or more international platforms can take part in the courses of the world's leading universities. Importantly, though, the content is not limited by simple access to the materials, but includes a full range of educational practices: home assignments, practical classes, tests, course discussions with other students and/or tutors, individual consultation, team projects, etc.

Despite initial scepticism, the world's leading MOOC platforms, which emerged at the end of the first decade of the 21st century, have overcome their earlier difficulties and continue to fulfil their mission successfully at the present time. The mass enrolment of potential students from around the world, allowing traditional universities to reach new audiences and promote their brand name, underpins the success of the MOOC. Despite the apparent cost-free nature, all key players in the online courses market were able to find sufficiently effective business models to ensure their financial sustainability (Yuan and Powell, 2013; Dellarocas and Van Alstyne, 2013).The MOOC platforms can generate payments from universities that place their courses, students' fees for additional services (obtaining a certificate, individual consultations, etc.), and analytical services and recruiting, company personnel training, etc.

As for the universities, MOOC monetization can be carried out both directly through payment for the certificates and additional educational services, and indirectly through attracting students to full-time educational programs, increasing their global recognition and reputation. The government interested in ensuring access to education can also become a guarantor of MOOC projects' financial sustainability; as, for example, in the case of the Russian platform "open education". The main beneficiaries of the new educational format are larger universities with initially strong brands. They are able to create and maintain a large number of courses and specializations while ensuring their high quality. Relying on significant financial and organizational resources it allows them to be sustained over time, or even to consider the MOOC as a part of their social responsibility strategy, as in the case of the edX platform. For universities that cannot boast of such opportunities, and consider the MOOC, first of all, as a means of promoting their fee-based educational programs, the developing successful system of marketing promotion becomes urgent. Below there is a model of such a system which can be applied to Russian higher education taking into account the opportunities and challenges of established universities which, however, are not the leaders of the online market.

2. Materials and Methods

A standard marketing concept, including strategic and tactical (instrumental) levels, serves as a backbone for the development of a system of educational programs marketing promotion of the University with the help of an MOOC. Strategic marketing of educational programs is based primarily on target segments selection. The instrumental level, in turn, is represented by a set of specific tools that can be used to solve strategic tasks and collectively constitute a marketing mix (Kotler and Armstrong, 2010). In our case, we consider only the instrumental level; that is, the marketing mix of the University, which uses the MOOC to promote its educational programs.

The standard model of marketing mix known as 4P, involves the classification of all marketing tools: Product, Price, Place, Promotion. At the same time, depending on the industry and the specific market, various modifications of this model can be used, complementing it with new categories. Modern higher and professional education, especially the MOOC, have many unique features that make it necessary to modify the standard model of marketing mix. In particular, within the framework of the "MOOC as a promotion tool", the course itself is both a promotional tool and independent product. In other words, the online course is an independent value for the student, because it allows them to directly solve their educational problems.

This and other features of the MOOC (mass, free, limited direct contact between participants, cross-border, etc.) should be taken into account when developing a marketing mix. A number of researchers suggest various modifications of the standard model for distance learning in general, and MOOC in particular. Thus, M. Kane and others use the 5Ps model, which includes such categories as People, Places, Programs, Processes, Policies (Cain, Abell and Cindric, 2016). Another option is proposed by A. Kaplan and M. Haenlein: Professor, Participants, Pedagogy, Pattern, Platform (Kaplan and Haenlein, 2016). The 7Ps model developed by A. Kaushik for the MOOC: Product, Price, Place, Promotion, People, Physical Evidence, Process appears to be useful (Kaushik, 2018). A similar approach is also used by M. Haskins, although they reduce the entire set of tools into five groups (Haskins, Centini and Shaffer, 2017).

Based on these approaches and on the prospects of the University, which uses the MOE not so much as an independent educational product, but as a tool for promoting offline programs, we can offer the following 5Ps model of marketing mix (Fig. 1).

Product	Content, structure, quality
	Positioning
	Educational technologies
	Relation to offline programs
People	Team, key roles
	Key competences and personal traits
	Communication and Interaction between team members
Price	Costs
	Price policy
Platform	The choice of MOOC platform, LMS, reach of tagret groups
	Tuning, adaptation and personalisation of the learning space
	Alternative and additional communication channels
Promotion	Advertisement and promotion of MOOC
	Marketing communications within courses
	Integration with offline programs promotion

FIGURE 1

Applying this model to the promotion of offline programs allows us to specify the content of each marketing element and formulate recommendations for their use.

3. Results

3.1. Product

The product of the marketing mix plays a key role in promoting educational programs of both traditional and online universities with the help of the MOOC. This is due to two key factors. Firstly, as already noted, each course used for promotion is also an independent educational product through which the student expects to meet their needs. Secondly, the entry barrier for the user, who signed up for the free online course, is so low that the termination of the course is the most natural and simple choice in the case of any dissatisfaction. When signing up for the course, a student does not make any commitments, does not engage with any personally significant social relations, does not pay for anything, and the competition among the suppliers of most popular courses is very high.

As a result, the quality of the course and its compliance with the needs of a student becomes a key task, the solution of which depends on the success of any business model that uses mass courses. At the same time, the MOOC format is objectively characterized by limitations that initially made the academic community sceptical about its pedagogical value. The key quality problems of the MOOC are the lack of direct contact between a teacher and student, the inability to conduct many types of practical classes, the prevalence of automatic assessment systems and the lack of individualization. MOOC developers are looking for ways to partially solve these problems by providing additional, usually paid services, as well as new technical and organizational solutions, such as peer assessment, virtual laboratories, etc. However, such solutions usually involve additional costs and the need to develop pedagogical technologies specifically for the MOOC, which in many cases does not correspond to the logic of business models focused on economies of scale.

Analysis of courses placed on several major international and Russian platforms (Coursera, edX, Udacity, "Open Education", "Universarium"), as well as feedback from students, allowed us to identify several typical problems of modern MOOCs directly affecting their quality and perceived value in the eyes of students:

1. The course is designed by "cutting" mechanically from the classical University course. The peculiarities of the MOOC format and content perception in online learning are often not considered.
2. Lack of proper feedback and interactivity which particularly does not allow you to ask clarifying questions and get explanations, as well as to understand the source of errors in individual tasks and tests.
3. Insufficient practical training or the inability to develop necessary competences.
4. Unclear course objectives and target audience description results in non-alignment with real needs.
5. Low quality or irrelevant lecture material, isolation from practical needs, errors in the texts.
6. The limited scope of the used teaching technologies. Despite the opportunities provided by modern platforms, most authors are limited to a relatively small set of learning formats and do not use more interactive and innovative solutions, such as virtual laboratories, special software, creative and project work in a team, gamification, tutor support, etc.

A careful look at the above-stated problems allows us to see a critical difference between the strategies of those universities for which the MOOC is an independent activity, and those for which it is a means of promoting offline programs. In the first case, ensuring the quality of courses and their compliance with the educational needs of students is the main and self-sufficient goal. The simplicity of refusing to undergo further training leads to the termination of contacts with students and, as a result, the inability to monetize the course.

In the case of an MOOC as a means of promotion, the situation is more complicated, since the shortcomings and limitations of this format of training can be considered as a certain opportunity for the university. More specifically, when presenting and positioning online courses, universities can offer offline services and programs as a complement, focusing on those aspects of the educational process that are objectively easier to implement in a full-time learning format (interactivity, immersion in practical and project work, a more individualized approach). However, maintaining the quality of the MOOC to the extent permitted by the format itself is a priority in this case as well.

One more important issue of the university product policy must be considered in the formulation of specific marketing objectives. In most cases, universities that use MOOC for their promotion are focused on the development of the university brand as such. As part of this strategy, it is assumed that developing a strong brand will provide an influx of students to various university programs. Accordingly, the task of the university is to develop a high-quality online course which will be in demand by the target groups, and to form an appropriate promotional system.

If the university plans to use the MOOC to promote specific educational products, the task becomes more complicated. To successfully promote specific programs, it is not enough to simply develop any quality course based on available resources and competencies; it is necessary to consider its relationship with offline programs and positioning opportunities for the same target audience. For example, it is easy to imagine a situation where a university has enough competence to develop a high-quality online course in the IT sphere. However, if the promoted offline programs are business or finance related, the effect of such promotion will be insignificant.

Establishing a clear link between an online course and an offline program, as well as course positioning, can have two components: thematic and competency-based. A thematic link is a meaningful link between an online course and a specific educational product offered by an offline university (e.g. refresher courses, a master's program, an MBA program, seminars and training courses, etc.). At the level of competence offline programs can be positioned as a way to develop and consolidate specific knowledge and skills that are objectively difficult to form in the course of automated mass online training. First of all, it concerns practical skills and experience in solving real problems, as well as skills that require direct interpersonal interaction, for example, communication.

Based on the specifics of the product component of the MOOC in the system of promotion of educational programs, we can formulate several specific recommendations for the university:

1. When developing online courses, it is necessary to proceed from the list of priority offline programs that they are planning to promote. With limited resources and low entry barriers, it is advisable for the student to be limited to a small number of quality courses that most closely match the topics of the promoted programs and the needs of the target groups. The strategy of massive development of courses based on maximum coverage of the market must be abandoned.
2. When developing the course, it is necessary to position it as accurately as possible, based on the understanding of the educational needs of the target audience defined in preliminary marketing research.
3. When developing the course, it is recommended to use as wide a range of pedagogical technologies as the platform allows, as this can create value for the user. Interactive forms that provide rapid feedback are particularly valuable.
4. Each course should be developed as a stand-alone product in view of its connection with offline programs and features of online learning. It is unacceptable to develop a course by mechanically reducing or adapting a classical university course.
5. The structure and content of the course should contain elements that clearly indicate its thematic and competency relationship with offline programs. These elements may include selected thematic blocks with a description of related disciplines and training programs, reference material, teasers, etc.
6. Independent audit is required to guarantee the quality of the course, and the relevance of its content and compliance with the educational needs of the target groups.

3.2. People

The second element of the MOOC marketing mix, which is absent in the standard model focused on the commodity market, is the people who provide the development, placement and support of the course. In traditional educational models the key role belongs to the teacher. However, in the case of the MOOC, the situation is more complicated, because even if we do not take into account the organizational and administrative support of the educational process, it is necessary to allocate at least three independent roles which the quality of the course depends on. These are the authors who create the content of the course, the designers who ensure its presentation in electronic format, and the tutors-facilitators who accompany the course during the training. The latter role is particularly important because it provides elements of interactivity and feedback to trainees that are extremely valuable to them.

Ideally, all three roles are combined in one, but in practice this is not always possible, due to lack of competencies and for organizational reasons. If the course is very popular and a larger number of students are enrolled, the author in principle cannot provide its operational consulting support. Well-established platforms enter into contracts on their own with independent experts who can act as tutors. However, for ordinary universities, simpler MOOC platforms and for situations of "MOOC as a means of promotion" such a model is not very suitable.

Taking into account the specificity of training in the MOOC environment, as well as the limited human and organizational resources of the university, it allows us to formulate the following recommendations for the development of the personnel component of the marketing mix:

1. It is necessary to form an MOOC-team responsible for the creation and support of the course. The key roles within the team include author, designer and tutor. If it is impossible to combine roles in one person, it is necessary to create organizational conditions for effective interaction of team members.

2. It is essential to draw up and formalize a list of key competencies required from the members of the MOOC-team, then carry out the selection of personnel in accordance with the list. Study shows that MOOC teachers, in addition to knowing the general subject and having pedagogical competencies, are also required to have more specific skills: the ability to hold their audience's attention in the absence of direct contact, presentation skills and the ability to work in front of a camera, competencies related to the course support, such as creating topics in forums and maintaining discussion, developing tests and checking homework, etc. (Pekker, 2018). Other important requirements include ICT and virtual environment skills, an ability to work with culturally and socially heterogeneous groups, knowledge of their audience's needs, as well as an understanding of possible educational paths, and a taught course can be part of them.

3. One of the key professional duties of tutors-facilitators is to inform and consult with students about relevant offline programs, if and how they are connected with the content of the online course, and to assist in the formation of a further educational path.

3.3. Price

The price component of the marketing mix of the MOOC includes the cost of creating and maintaining the course, the ways of its monetization and university's financial strategy compliance. As noted there are different financial models of MOOC involving their monetization through additional services, services for corporate clients, government subsidies and attracting applicants for paid programs, etc. (Dellarocas and Van Alstyne, 2013). At the same time the key idea of the MOOC is to minimize the cost of the educational process due to the economies of scale, lack of costs for physical infrastructure and movement, growing automation and intellectualization of ways of providing content, and practical and assessment activities.

When calculating the cost of the course, it is necessary to take into account that the methods that improve its quality due to interactivity and tutor support can significantly increase the costs to the university, thereby levelling the advantages of the new format. This is one of the main reasons why universities refuse to use many interactive forms of online learning, and students regularly face the problem of obtaining timely and adequate feedback. If a university uses MOOC as a promotional tool, it does make sense to use tutoring as well in spite of additional costs. This is due, not only to the importance of maintaining the quality of the course, but also to the need to build long-term relationships with students for whom direct consulting work within the course is extremely valuable. Based on this, a university can be recommended to use the following pricing and cost strategies:

1. Minimization of maintenance costs is achieved by accurate positioning of the course and dropout "at the entrance" of those who are not included in the target segment, as well as the possibility of charging for individual forms of work.

2. Obtaining a certificate and providing other additional paid services to students should be accompanied by discounts on admission to paid offline programs or recommendations to third parties, the result of which was their appeal to the university.

3.4. Platform

An MOOC platform in the online education system serves as a sales channel in the traditional marketing mix. The platform is the entry point for students and a university fully ensuring the educational process. Although universities can create their own online education environment, in the case of MOOC this practice is not normally used. The platform not only provides high-quality education infrastructure, but also often accomplishes many other tasks: data analysis, development of new pedagogical technologies, assistance in course development, attracting students, interaction with employers, etc. The concentration of a large number of courses from different universities in one place stimulates competition and fosters the reputation of both the platform and all partner universities. At the same time existing platforms may differ significantly in the opportunities they provide and their ability to achieve target segments of universities. For universities that focus primarily on the Russian-speaking audience, it is important to choose between Russian and international platforms.

TABLE 1 - SHOWS THE COMPARATIVE CHARACTERISTICS OF SEVERAL MAJOR INTERNATIONAL PLATFORMS FROM THE POINT OF VIEW OF THE RUSSIAN UNIVERSITY

Parameter	Coursera	edX	Udacity	Udemy	Future Learn
level of requirements to university reputation	Very high	Very high	Very high	Middle	High
openness to partnership	Low	Low	Very low	Very high	High
opportunity to place on-line programs	Yes	Yes	Yes	No	Yes
global audience (million students over the world)	25 m	14 m	n/d	20 m	8 m
amount of courses in Russian language	190	5	0	>100	0
amount of Russian university partners	8	3	0	-	0
possible role of an independent expert	Tutor	-	Tutor	Author	-
Russian interface and documents	Yes	No	No	Yes	No

As you can see, international platforms have great potential for promoting a university primarily due to global coverage, high reputation and wide functionality, which allows, for example, placement, not only of individual courses, but also entire specializations. However, it is easy to see that for the purposes of promoting specific programs in the Russian market, the choice of international platforms is still irrational. Some platforms, primarily Udemi, are focused on working with individual authors and do not allow us to effectively solve organizational problems. Others do not have a Russian-language interface and Russian partner universities, and make high demands which can only be met by the market leaders. The potential cooperation with Coursera looks the most promising, but rather from a more distant perspective.

A comparison of existing Russian and international platforms allows us to formulate several recommendations for Russian universities:

1. For a university that is not a market leader, in the short term it is recommended to cooperate with the Universarium platform; in the long term with Coursera.
2. Taking into account the practical lack of alternatives when choosing a platform in the Russian market ("open education" is closed to universities "from outside" and is focused on supporting only standard educational programs; other platforms are of insufficient quality, or functional), it is recommended to use alternative channels of communication with students, in particular, social networks, in addition to the platform's capabilities.

3.5. Promotion

Marketing communications used to promote the MOOC include a wide range of channels, but the main role is played by Internet marketing tools, including SMM, direct and native Internet advertising, word-of-mouth, etc. In many ways, the task of informing and promoting online courses rests with the MOOC-platforms, which use the reputation weight of partner universities to promote both the platform itself and the rest of its participants.

In the case of "MOOC as a means of promoting a University", where an online course is only a means, the most effective promotion strategy is the 'try-before-you-buy' strategy (Petrusheva, 2018; Ponomarenko and Yartseva, 2017; Howarth et al., 2016). The online course is used as a kind of tester - a free sample service, or an extended version of which a satisfied customer can purchase for a fee. In accordance with the freemium model, such an approach in the case of a classical MOOC involves the purchase of paid certificates or additional services, as well as an entry to the online specialization. In the case of a traditional university, such "extensions" of the free product are offline programs. The main marketing task for the University in the field of promotion is to establish long-term relationships with the client, beyond the specific online course.

Based on the features of the online learning format and the marketing task, there are several conditions for building marketing communications for a traditional university:

1. MOOC should be integrated into the holistic system of marketing communications, including traditional channels of promotion of educational programs. At the same time, the MOOC should be seen as an independent channel of communication.
2. It is advisable to position the online course as a free trial version of more complex and valuable paid educational products in traditional channels of promotion of educational programs.
3. It is advisable to position the online course directly in the MOOC environment as part of a possible educational path, including (paid) offline programs that can compensate for the shortcomings of the MOOC, and are of value to the user.
4. The establishing of long-term relationships with students requires an active role of the facilitator in the promotion of specific products, as well as the creation of alternative channels of communication outside of the MOOC platform. Since social networks have proven effective as a means of promoting MOOCs (Liu et al. 2016), alternative communication channels in social media used by the target audience (in Russia it can be Vkontakte, Facebook, Telegram) should be created. This will ensure the communication independence of the university, the preservation of ties after course completion, and the implementation of horizontal ties which will contribute to the successful WOM-marketing.

4. Conclusion

The new format of training based on free mass online courses, having passed the first stage of formation, has proved its viability and prospects.

Despite its limitations, the MOOC developed by the world's leading universities is a threat to traditional universities, as it provides an alternative way to meet educational needs, which has important advantages: low cost, flexibility, the opportunity to learn from anywhere, constant access to content and the ability to communicate professionally with students from around the world.

In this context universities that are not leaders in online education should look for ways to integrate MOOCs into their strategies, in particular to use them as a new channel of promotion. This goal can be achieved through the accurate identification and study of the target audience, the development of a small number of quality courses that meet its needs, and the purposeful building of the marketing mix system.

The role of a tutor-facilitator is of primary importance. They interact with students to promote offline programs and the accompanying learning process, as well as the creation and maintenance of alternative communication channels, beyond the MOOC platform used.

REFERENCES

Pekker, P.L. (2018). Key professional competences for educators of Massive Open Online Courses (MOOC). *Values and Meanings, 1,* 117-127.

Petrusha, P.G. (2018). MOOC as a branding tool on the International Market of Higher Education. *Journal of Economy and Entrepreneurship, 8*, 1225-1230.

Ponomarenko, V. and Yartseva S.V. MOOC as a tool of university promotion. *Studies of the LINK International Institute of Management*, *15*, 204-208.

Howarth, J.P., D'Alessandro, S., Johnson L., and White, L. (2016). Learner motivation for MOOC registration and the role of MOOCs as university 'tester'. *International Journal of Lifelong Education*, *35*, 74-85.

Dellarocas, C., Van Alstyne, M. (2013). Money models for MOOCs. *Communications of the ACM, 56*, 25-28.

Haskins, M.E., Centini, L. and Shaffer, G.R. (2017). Ideas for growing executive education revenue: codification and catalyst. *Journal of Management Development, 36*. DOI: 10.1108/JMD-02-2015-0024.

Kaplan, A.M. and Haenlein, M. (2016). Higher education and the digital revolution: About MOOCs, SPOCs, social media, and the Cookie Monster. *Business Horizons, 59*, 441-450.

Kaushik, A. (2018). 7P's of marketing mix in MOOCs environment. *International Journal of Information Dissemination and Technology, 8*, 57-61.

Liu, M., McKelroy, E., Kang, J., Harron, J., and Liu, S. (2016). Examining the use of Facebook and Twitter as an additional social space in a MOOC. *American Journal of Distance Education*, *30*(1), 14-26.

Taylor, J. (2001). Fifth generation distance education. *Instructional Science and Technology, 4,* 1-14.

Yuan, L. and Powell, S. (2013). *MOOCs and Open Education: Implications for Higher Education. A White Paper*. Center for Educational Technology & Interoperability Standards, Lancaster, UK.

Cain, M.A., Abell, N.M. and Cindric, J.F. (2016). Inviting online learning environments in higher education. In: S.T.Gregory and J.Edwards (Eds.) *Invitational Education and Practice in Higher Education: An International Perspective* (21-29). Lanham: Lexington

Kotler, P. and Armstrong, G. (2010). *Principles of Marketing. 13th edition*. Upper Saddle River, Pearson Education.

EXPERIENCE OF APPLICATION OF ACTIVE TEACHING METHODS IN A HIGHER MEDICAL SCHOOL

Abstract

The aim of the article has been to analyze active teaching methods used in the pedagogical practice of higher medical schools. The experience of application of the technology "The World Cafe" as one of efficient methods of interaction between the higher school teacher and students is reported in the article.

Keywords

active methods of teaching, innovation training, the technology "The World Cafe", activization of students' cognitive activities

AUTHOR

Natalya A. Kloktunova
Candidate of Sciences in Sociology, Head of Department of Pedagogy, Education Technologies and Professional Communication,
Saratov State Medical University n.a. V.I. Razumovsky, Saratov
112, st. Big Cossack, Saratov, 410012, Russia
E-mail: pedagog.sgmu@mail.ru

Irina V. Sheshneva
Candidate of Sciences in Pedagogy, Associate Professor of Department of Pedagogy, Education Technologies and Professional Communication,
Saratov State Medical University n.a. V.I. Razumovsky, Saratov
112, st. Big Cossack, Saratov, 410012, Russia
E-mail: irina0806@mail.ru

Tatyana V. Rodionova
Senior Teacher of Foreign Languages' Department,
Saratov State Medical University n.a. V.I. Razumovsky, Saratov
112, st. Big Cossack, Saratov, 410012, Russia
E-mail: rodionova.tvsar@yandex.ru

Anita Y. Ramazanova
Senior Teacher of Department of Pedagogy,
Education Technologies and Professional Communication,
Saratov State Medical University n.a. V.I. Razumovsky, Saratov
112, st. Big Cossack, Saratov, 410012, Russia
E-mail: pedagog.sgmu@mail.ru

Marina Y. Mukhina
Senior Teacher of Foreign Languages' Department,
Saratov State Medical University n.a. V.I. Razumovsky, Saratov
112, st. Big Cossack, Saratov, 410012, Russia
E-mail: pedagog.sgmu@mail.ru

1. Introduction

At present, one of the most significant directions aimed to improve training of higher school students is installation of active methods of teaching into the educational process. The higher school teacher must not only have deep and wide-scale knowledge in the discipline he teaches, but he must also fluently operate the entire complex of pedagogical technologies which contribute to optimization and substantial elevation of quality of the educational process (Kloktunova N.A., 2017). Application of active methods allows the teacher, who plays the role of the organizer of students' cognitive activities, to create conditions for their better comprehension of educational materials (Opredelennova O.V., 2013; Rodionova T.V., 2013; Veretel'nikova Yu.Ya., 2016).

Active methods, undoubtedly, belong to pedagogical innovations carried out in the educational process of the higher school, and they differ from conventional methods of teaching in a number of specific features. According to the conventional approach, there prevails the authoritarian style of interactions between the teacher and the student, where the student is the object of the educational process. The student comprehends, remembers and reproduces the obtained information, not being actively involved in the educational process. The aims and tasks of a certain lesson are determined only by the teacher himself, and are not correlated with individual and personal capabilities, intentions and demands of the students (Bakaeva O.V., 2015). By applying conventional teaching methods the higher school teacher usually acts according to some pattern or certain model, and by doing so he transmits the ready-to-be-used experience and does not encourage manifestations of students' independent activities while solving academic tasks. In case of using such an approach students should be rather called "those to be trained" (Lemeshevsky A.V., 2011).

On the contrary, active (and interactive) methods imply qualitatively new interactions between the teacher and the student, in which the leading role is played by the teacher's creation of conditions for students' independent cognitive activities. These methods may be called "developing" or "activity-centered", since the students are actively involved into searching and investigative work; they – by themselves – gain, creatively process and practically apply the obtained knowledge, and they directly participate in setting the aims and tasks of education (Fedjukov S.V., 2018). Within the frames of realization of this approach, the student appears to be the subject of the pedagogical process. And in this case the students may be called "those who study", or "those who train". The advantage of active methods as compared to passive ones is as follows: they allow students to gain deep, fundamental knowledge, and develop skills necessary in both practical and intellectual activities of all specialists (Yavorskaja S.D., 2016).

It is active education that, being a dialogue by its nature, develops in students the ability to quickly take decisions, act in non-standard situations, and foresee possible variants of occurrence of events.

Thus, application of active methods which imply various modes of cooperative work with students regarding their individual peculiarities seems to be more productive. Installation of active methods into the educational process of the higher school contributes to creation of comfortable conditions for teaching students, and develops in them positive representation of their own capabilities (Vinogradova E.N., 2014).

Currently, active methods of teaching are widely used in higher medical and pharmaceutical schools. It should be emphasized that introduction of active and interactive forms of cooperation between the teacher and the student into daily practice of higher schools is one of the main conditions for realization of basic educational programs of training specialists on the basis of the federal standards applied for higher professional education in Russia.

Methods of active teaching are used by higher medical school teachers at various stages of the educational process. For instance, at the first stage – that of initial perception of knowledge – the pedagogues deliver problematic lectures, organize heuristic talks, conduct training discussions, etc. At the second stage – that of knowledge control and academic material consolidation – there are applied such methods as "collective thinking activity", testing, solving situational tasks and cases, etc. The third stage is most important since it implies direct formation of professional skills and abilities based on the obtained knowledge, and development of creative capacities of students. At this stage there are used various types of modelled teaching, methods of playing games (business games, playing roles, etc.), methods of problematic and creative teaching (preparation of multimedia presentations on a certain theme, individual projecting of situations and tasks, analysis of certain situations, discussion of correctness of medical workers' actions on the basis of information obtained after watching educational and feature videofilms) (Artjukhina A.I., 2011).

Active teaching methods applied in medical education allow the students not only to gain necessary knowledge and skills, to master the complex of various competences but also to enlarge their professional range of interests, and they also stimulate students to self-education and self-development (Barsukova M.I., 2018; Kloktunova N.A., 2018; Stupina S.B., 2010).

2. Materials and Methods

The department of pedagogy, educational technologies and professional communication of the Institute of supplementary professional training of Saratov State Medical University named after V. I. Razumovsky has gained a considerable experience of application of innovation teaching methods. Teachers of the department design problematic lectures ("Different approaches to setting tasks and content of education", "The role of family up-bringing in formation of personality", etc.); conduct problematic seminars ("Individualization of students' independent educational activities", "Opportunities of the differential approach to the process of education") and thematic discussions ("Effective methods of activization of students' cognitive activities", "The role of conventional and innovation teaching methods in formation of professional competences of a future physician", "Pedagogical competence of a future physician"); apply various pedagogical game-playing exercises (composition of glossaries, crosswords on certain themes) for educational material consolidation at practical classes.

An efficient form of organization of class work with students of different faculties within the discipline "Pedagogy" appears to be conduction the lesson with the use of the technology "The World Cafe" (it is the technology of organizing a discussion in small groups of students, the art of conducting a conversation in the natural, open and relaxed situation – in a comfortable atmosphere of an usual cafe). This technology requires minimal preparations (setting of the theme and range of problems to be discussed) but it gives noticeable results and makes it possible for students to comprehend a large information volume.

There was conducted a practical lesson on the theme "Modern aspects of education and development of higher medical students" in the form of "The World Cafe" with the second-year students of the medical faculty. At the stage of preparation for the lesson, the students were acquainted with this technology with the help of presentation, explanation of the aim, principles of work, rules and duties of participants. The students were preliminarily provided with a list of questions for independent study. Each table was supplied with moderators responsible for observation over the work development and for referring students from one table to another after their fulfillment of the tasks.

At this stage the place for the practical lesson conduction was also prepared: tables were comfortably arranged and covered with paper cloths in the study-room, colored markers were placed on the tables for the students to fix their answers and emphasize the key moments. To create a more natural and favorable atmosphere tea utensils and articles were placed on each table.

The main stage of the lesson began with greeting the students and their distribution into three groups according to the number of the tables/questions. The following questions were chosen for discussion:

Table 1. The theme: Up-bringing as a constituent of the integrated pedagogical process.

1) What is the essence of the up-bringing process? What are its aims and tasks?

2) What are the principles of up-bringing (from the viewpoint of V.A. Karakovsky, I.P. Podlasyy, N.E. Tschurkova, V.A. Slastenin and others)? How are these principles applied in the work of a physician?

3) What is the relevance of the ideas of K.D. Ushinsky, N.I. Pirogov, V.A. Sukhomlinsky, A.S. Makarenko in conditions of contemporary education and up-bringing?

Table 2. The theme: The problem of classification of the methods of up-bringing.

1) What methods of up-bringing do you know?

2) Why is there no unified classification of the methods of up-bringing?

What author's classification is, by your opinion, most complete and interesting (that of Yu.K. Babansky, I.G. Tschukina, M.I. Rozhkova, L.V. Bajborodova, S.A. Smirnov, I.B. Kotova, T.B. Babaeva)?

Table 3. The theme: Problems of moral and deontological education of higher medical students.

1) What are the aims, tasks and content of deontological education as a form of moral development of medical students?

2) What is the role of the spiritual-moral constituent in professional activities of a physician?

3) What are the causes of "dehumanization" and "deethization" of medical activities?

3. Results

The students distributed into three groups, each consisting of 7-8 persons took their places at the tsbles and received their tasks from the mediators. In the process of discussing the offered questions the students advanced their own ideas and viewpoints, and put down their answers on the paper cloths. The students had to change the tables with the interval of 20 minutes; the moderator stayed in his place and informed new participants about the matter of discussion: he reported the basic ideas and viewpoints of previous participants. So, the work of each table went on with regard to all ideas and viewpoints suggested by other students, and all participants had the opportunity to get acquainted with ideas and viewpoints of each other. Each student had the opportunity to state his opinion and (which is even more important) to listen to his group-mates. After several rounds the students returned to their tables to start the general discussion on the theme.

"The World Cafe" was finished with presentations prepared at each table. The moderators informed the rest participants about the conclusions made in the result of joint work on the theme of each table. After that the results of the entire work were analyzed in detail, and the perspectives of further work were scheduled.

According to the final students' testing of the learned material, the technology "The World Cafe", which was used at the conducted practical lesson, made it possible to achieve high results. The students fluently oriented themselves in a rather complex material, demonstrated their skills in comparative-contrastive analysis, and their understanding of the most significant aspects of the problem under investigation.

Thus, the efficiency of active teaching methods in the higher school educational process is indisputable. Active methods of teaching make it possible for students to solve complex problems; develop the skills of individual and collective work, of searching necessary information; discover their own cognitive and creative potentials; raise their professional and cultural level (Sheshneva I.V., 2003).

REFERENCES

Artjukhina A.I. & Chumakov V.I. (2011) Interactive teaching methods in medical school: Textbook. Volgograd: VolgGMU.

Bakaeva O.V., Skrynnik A.P. & Turchin G.D. (2015) Specifics of the organization of communication in the field of innovative educational institutions. Pedagogic potential of innovative educational environment: collection of scientific papers of the eleventh international virtual scientific-methodological conference (pp. 16-17). Saratov: Saratov regional public organization "center" Education".

Barsukova M.I., Kloktunova N.A. & Sheshneva V.I. (2018) About the motivational component of the educational process in medical school. For quality education: Materials of the 3 All-Russian Forum (with international participation) (pp. 46-49).Saratov: Saratov State Medical University.

Fedjukov S.V., Sheshneva I.V. & Rodionova T.V. (2018) Peculiarities of formation, accumulation and development of human resources in contemporary economic conditions. Modern European Researches, 4, 58-62.

Kloktunova N.A., Barsukova M.I., Rempel E.A., Sheshneva I.V. & Ramazanova A.Ya. (2018) Formation of communicative skills of a doctor in the process of teaching in a Medical university. Humanities and education, 3(9), 50-56.

Kloktunova N.A., Solovyova V.A. (2017) Multitasking and polyconceptualization of the notion "Quality of education". The Higher Education Today, 11, 12-15. DOI: 10.25586/RNU.HET.17.11.P.12

Lemeshevsky A.V. (2011) Active teaching methods in medical education. Minsk: Info-MED.

Opredelennova O.V., Rodionova T.V. & Vinogradova E.N. (2013) Problems of increasing the effectiveness of vocational-oriented learning. Linguistic and socio-cultural aspects of teaching foreign languages. (pp. 64-69). Saratov.

Rodionova T.V., Yurova I.Yu. & Mukhina M.Yu. (2013) The problem of improving the quality of education in Russian universities. Education in the modern world: Collection of scientific states (pp. 72-75). Saratov.

Sheshneva I.V. (2003) Speech Culture Development System for Medical University Students (PhD Thesis). Available from Elibrary (ID: 16020294).

Stupina S.B. (2009) Technologies of interactive education in higher education. Teaching manual. Saratov: Publishing House “Science”.

Veretel’nikova Yu.Ya., Rodionova T.V., Chernyshkova E.V. & Mukhina M.Yu. (2016) The main functions and trends of the modern development stage of education in Russia. Modern development trends of the science and technology. 10-12, 22-25.

Vinogradova E.N., Rodionova T.V. & Opredelennova O.V. (2014) The methodology of cooperative learning as a pedagogical device that contributes to a more effective socialization of the student. Science and education: problems and prospects: Collection of scientific states of the International scientific-practical conference (pp. 36-39). Saratov.

Yavorskaja S.D., Nikolaeva M.G., Bolgova T.A. & Gorbacheva T.I. (2016) Innovative methods of teaching medical high school students. Modern problems of science and education, 4, 64-71.

SOME FEATURES OF HOCKEY PLAYER PSYCHOLOGY IN THE PERIOD OF INFLUENCE ON THE SUCCESS OF THE TEAM

Abstract

In this article, we will think through the features of the hockey player psychology, which affect the work, social and other spheres of human life. The article presents the results of studies of foreign and domestic psychologists. Today, much attention is paid to professional sports, which is aimed at achieving the highest results in order to increase the status of the country and sports in general. The dynamically changing world generates intense rivalry for athletes during work; they must survive the crisis and become stronger not only physically, but also psychologically.

Keywords

psychology, hockey player, hockey, team, influence, motivation, profession

AUTHOR

Kseniya Yu. Kozhemyak

Postgraduate Student, Institute of Global Civilizations; Director of Development and PR Department, Mini-Football Club “Krepost”, Moscow

1/2, building 1, Leninsky Prospect, Moscow, 119049, Russia

E-mail: kseniya.kozhemyak@mail.ru

1. Introduction

Popularization of sports in the world and its dynamic development as a special kind of profession.

Today, professional sport is a special physical work, which is aimed at achieving the highest results for the status of a country that wins prestigious titles in world competitions.

2. Materials and Methods

The following methods were used: observation, analysis of documents, and analysis of theories. It is necessary to solve the following tasks in order to study the problem: to make a theoretical analysis of psychological researches; to determine the conditions ensuring the achievements of an athlete in the period of sports activities; to determine the role of an athlete in the development of professional sports and make an analysis of the psychological characteristics of an athlete as a subject of labor.

3. Methodological Basis

The article presents the results of studies of foreign and domestic psychologists. Particular attention is paid to the works of Baryshev A., Bratukhin V.L., Dobrovolsky S.S., Zagainov R.M., Ilyin E.P., Kikteva E., Nesterov V.A., Slobodyan A.P., Usenko V.P., Adair D., Baldoni D., Bennis W., Herzberg F., McClelland D., MacGregor D., Meredith Belbin R. and Moslow A.

Some features of hockey players’ character in the work.

The work of hockey players is a long-term continuous work, consisting of learning process and physical development of abilities. Hockey activities, like other sports, require adherence to the sporting routine throughout their professional activities. The life routine of a hockey player is not only training, but it is also associated with many limitations in enjoyment, including restrictions in communicating with family and friends for a long time. A specific feature of a hockey player’s work is changing an athlete as a person and individual. The following features are characteristic of a hockey player’s activity as a competitive activity:

publicity - the fans, the audience rating, the media - all this increases the fame of the athlete;

• importance - aimed at achieving highest results;
• limited number of scoring attempts - there is often no way to correct the failure;
• time constraints - to make an independent or team decision;
• unusual conditions - climate, time, sports equipment, etc. (Ilyin, 2012).

The life of a hockey player is aimed at constant physical labor and improvement of his skills, such work is considered to be hard and difficult, as its results help the team to be up to the mark and achieve set goals.

Analysis of hockey player’s motives in his work.

Traditionally, motivation is defined as an incentive to action that forms a person's desire to act and comes from his personal needs, beliefs, desires, etc. A. Baryshev and E. Kiktev, who turned to HR specialists (recruitment specialists) for research, gave a more precise definition of the labor subject “motivation”. In their work, they highlight the main factors of satisfaction in the period of employment, the subject wants:

• development and career;
• stability;
• novelty and convenience;
• drive and money;
• recognition and meaning;
• justice and self-realization.

Let us consider these factors on the example of hockey players:

• development - there is time for the development of physical and tactical abilities, there is no time for education (many hockey players get education by the end of their careers or after the completion of their professional careers);
• making a career - opportunities, change of roles, assistant, captain, increase in income;
• stability - only for the duration of the signed contract (many players have contracts for 2–3 years);
• novelty - constant progress in methods and techniques;
• conveniences - the standard of living of an athlete is constantly increasing in the world (new stadiums, equipment, etc.);
• drive - many hockey players enjoy their work, they live with hockey;
• money - a good income and a steady increase of earnings;
• recognition - public loves hockey players (fans, media), they are admired, they are supported;
• importance - there is a clear understanding of their mission and goals in hockey, new goals appear every year;
• justice - hockey players are not always satisfied with the attitude (of the judges, coaches, media and fans);
• self-realization - many options and chances for self-realization (Barysheva, Kikteva 2014).

D. McClelland's theory - the theory of three necessities is well applied to the practice of the hockey world. The theory of three necessities and its basic idea: human needs are shaped throughout his life and in addition to needs, such as food and shelter, McClelland identifies three types of motivational necessities:

• achievements: the motivation of a person to succeed and achieve goals;

• power: the motivation of a person to achieve power, leadership and respect;

• affiliation: the motivation of a person to interact with other people of a particular group.

There is an opportunity to realize all three types of motivational needs in hockey. "Do we have to motivate the hockey player initially?" - The answer is the hockey player is initially motivated and we are only to support his motivation to avoid professional burnout (McClelland, 2015).

Some features of hockey player psychology in the period of influence on the success of the team.

The psychological characteristic of the pre-competition phase begins with the preparation for a specific competition; experienced athletes begin training several days before the start of the competition. The preparation stage includes:

• collection of information (place and conditions of competition, rivals, etc.);

• forecast of competition outcome (based on the study of the functional condition of athletes);

• setting goals to hit a real target;

• planning work (working out tactics, choosing methods to achieve the goal);

• selection of methods to preserve athlete's functions and organize the rational training process (Ilyin, 2012).

During the period of teamwork, everyone is focused on the overall result, and every hockey player and team faces a crisis situation. John Baldoni believes that every professional should increase his own value and the value of the team, therefore this he must ask himself questions during the crisis:

• How can I continue to add points / value to my team?

• What circumstances prevent me from adding more values?

• How can I support the value adding process?

A hockey player, as a specialist in this field, needs to lay the foundation for success in difficult times, so he could quickly adapt to the psychologically new working conditions (Baldoni, 2015).

4. Results

General analysis of the hockey player work.

The peculiarities of professional activity exert influence on the work of a hockey player. Hockey is one of the most complex forms of sports activity, which has its own special qualities and it is different from other professional sports. Special qualities include:

• psychological atmosphere of activity (motives, character, environment, etc.);

• psychomotor qualities (reaction, speed, etc.);

• decision time;

• physical condition.

The hockey team is a complex system that consists of people with different types of character, with different views, opinions and desires. All the players develop interrelationships in the team with its specific atmosphere. R. M. Zagainov defined the following types of psychological atmosphere in sports teams:

• professional atmosphere - only professional relationships, the athlete obeys the orders of the coach, the coach controls the process, the club management pays salary;

• professional and emotional atmosphere - an ideal atmosphere, rarely found in practice; the basis of it is unity. There are three types of unity:

1. game (competition) unity - manifested during the competition;
2. pre-game unity - a complex process, there is rivalry to get into the main part of the competition;
3. life unity – it is not possible usually due to rivalry.

• professional-dictatorial atmosphere - usually found in Russian teams, when the coach dictates conditions to everyone;

• professional-democratic atmosphere - the coach gives the team the opportunity for creativity in the game, the opportunity to show the players themselves as leaders;

• non-professional atmosphere - there is no order, requirements, discipline (the worst option for professional sports);

• spiritual atmosphere - morality and life values are the priority, but the first places are occupied by the others in this case;

• mafia atmosphere - authority is important in the team and the mercantile interests are the priority (money, fame, etc.), and not professional and team interests (Zagainov, 2006).

Psychomotor qualities are important in hockey, which affect the speed of movement and they are divided into three groups:

• time of single movement;
• response time to a signal;
• frequency of movements (Usenko, 2011).

The speed of a single movement depends on the manifestation of morphological and functional features and muscle fibers. Muscle fibers have different speeds of contraction: some about 60 milliseconds, others about 120 milliseconds. It affects the development of muscles, some develop faster, others slower, and the speed at which the excitation impulse appears /disappears from the center to the muscle fibers. The frequency of movements depends on the mechanisms described above and on the ability of the muscles to relax quickly (Usenko, 2011).

The time of response to a signal is measured by the reaction of the interval between the appearance of the signal and the beginning of the response, this time is determined by:

• excitation rate;
• signal processing rate;
• speed of decision making;
• speed of reference to the signal to start a response;
• rate of excitation development in the muscle (Nesterov, 2011).

When analyzing the efficiency of hockey players, it is important to pay attention to the decision-making time, the central delay and the number of mistakes made; this combination can have four response options:

• decision making time (central delay) is short (high rates), there are no errors or they are minimal - it is considered to be the best option;
• decision making time is short, but it has many erroneous reactions;
• time for decision making is long, there are no errors or they are minimal;
• time for decisions making is long, there are many mistakes - the worst option (Slobodyan, 2011).

If we take into account the above listed decisions and their laws, then the professional selection for the team will be more harmonious.

The physical condition of a hockey player is determined by the health condition, build and level of physical qualities development. A physician (general practitioner, neurologist, surgeon, etc.) assesses the health condition, and the following indicators are used to assess the build:

• excellent body - fat in body mass 9-10%, subcutaneous fat 3.8-4.5%, muscle tissue 51%;

• good build - body fat 10–12%, subcutaneous fat 4.5–5%, muscle tissue 50–51%;

• satisfactory build - body fat 12–14%, subcutaneous fat 5–5.5%, muscle tissue 49–50% (Dobrovolsky, 2011).

The level of physical qualities is determined by passing the control standards (tests). The following tests are used to assess the physical fitness of hockey players:

• speed qualities - 30 m. running on skates from the start and from the course; the time is recorded;

• speed-power - a five-time long jump, the length of the jump is recorded;

• speed endurance - 400 m. run on skates and 3 times by 400 m. at intervals, the lap time is recorded;

• power - squats with a bar-bell equal to own weight, the number of squats is recorded;

• endurance - 3000 m run, the lap time is recorded;

• overall performance PWC-170, analyzes the work capacity in kg. m / min with a pulse rate of 170 beats / minute (Bratukhin, 2011).

5. Discussion

The psychological atmosphere in the team, the psychomotor qualities of the hockey player, the time for decision-making and the physical condition of the hockey player - all these components affect the overall work activity of the hockey player.

6. Conclusion

The hockey player’s work activity is aimed at achieving great things in sports (medals, records, titles, etc.), his small value brings its contribution to the common great cause. All work of the hockey player is associated with specific psychological characteristics of work, a special microclimate atmosphere within the team and emotional support from society. Great is in small – the great success depends on every small part.

REFERENCES

Barysheva A. and Kikteva E. (2014). Motivation. St. Petersburg, S-PB: PETER.

Bratukhin V.L., Dobrovolsky S.S., Nesterov V.A., Slobodyan A.P., Usenko V.P. (2011). Psychomotor activity in the complex assessment of the psychophysical condition of hockey players of various ages and qualifications: - Vladivostok: Far Eastern State Academy of Physical Culture.

Zagainov R.M. (2006). Psychological skill of coach and athlete. Moscow, M: Soviet Sport.

Ilyin E.P. (2012). Sports psychology. Moscow, M: PETER.

Adair D., Bennis W., Herzberg F., McClelland D., McGregor D., Meredith Belbin R., Moslow A. (2015). Promotion of people and teams. St. Petersburg, S-PB: PROFILE BOOKS.

Baldoni D. (2015). The golden book of the leader. Moscow, M: Eksmo.

SOME LINGUO-STYLISTIC FEATURES OF ENGLISH POLITICAL DISCOURSE (BASED ON THE ANALYSIS OF SOME PUBLIC SPEECHES OF U.S. PRESIDENTS)

Abstract

An increased attention of modern linguistics towards discourse analysis determined the area of research described in the article below. The article aims to study some linguo-stylistic features of contemporary English political discourse. The leading method for the study is the two-step comparative linguo-stylistic analysis of four public speeches delivered by U.S. presidents. The linguistic phenomena under investigation include evaluative statements and political labels. The study reveals a close connection between these linguo-stylistic features of English political discourse and the situation in which public speeches were delivered. The results of the study may be useful for those who are interested in the analysis of political discourse, as well as serve as a start for further research on the topic. The practical value is determined by the ability to use the material and the results of the study in lectures on linguistics and stylistics.

Keywords

institutional communication, political discourse, public speech, two-dimensional content analysis, evaluative statements, political labels

AUTHORS

Larisa V. Milyaeva
PhD, Associate Professor, Chair of English Philology,
Tula State Lev Tolstoy Pedagogical University, Tula
125, Lenin Avenue, Tula, 300026, Russia
E-mail.ru: lauramila777@mail.ru

Dmitrii A. Tsarev
Undergraduate student, Department of Foreign Languages,
Tula State Lev Tolstoy Pedagogical University, Tula
125, Lenin Avenue, Tula, 300026, Russia
E-mail.ru: danhendanhen@mail.ru

1. Introduction

Language is the most important means of human communication. Practically no activity or interaction between people can successfully occur without linguistic communication. However, in the course of time human language has also become an important means of exercising power in the society. Language is considered one of the most useful tools in political strategies, e.g. persuasion or propaganda. Using language for such purposes enables political leaders to control and manipulate with public opinion, impose certain views on the society, influence people's behavior, make them obey certain decisions, agree with certain plans, etc. This important function of language makes it necessary to study a specific type of institutional communication, which is called political discourse.

It is an open secret that in modern linguistics one can hardly find an interpretation or definition of the term "discourse" accepted and recognized by every scientist. Not only the term "discourse" itself, but also its differentiation from such notions as “communication", "speech", "text", "dialogue", etc. is a matter for constant debate among modern linguists (Dijk, 1983; Bogdanov, 1990; Makarov, 2003; Romanov, 2005). In this article, without belittling the importance of discussions of that kind, we will adhere to the following definition of discourse: "discourse (from French discourse, “speech”) is a coherent text in conjunction with extralinguistic — pragmatic, sociocultural, psychological and other factors; text,considered from the point of view of event; speech, viewed as a purposeful social action..." (Yartseva,1990).

Indeed, our study of scientific literature on discourse analysis has proven that the majority of modern scholars, both Russian and foreign, stress the fact that discourse is not an abstract text, but a text viewed through the situation (or the communication setting) in which it is produced and operates (Dijk, 1983; Stubbs, 1983; Karasik, 2006; Chernyakovskaya, 2006). Thus, discourse can be defined as a text, which is "immersed" in the situation of communication (Karasik, 2006). At the same time, Stepanov notes that discourse presents a "special use of language...; which entails the activation of certain linguistic features (Stepanov, 1995).

This article aims to study some linguo-stylistic features of modern English political discourse based on the material of public speeches delivered by four U.S. presidents. Before we proceed to the results of the study, let us dwell on the notion of political discourse in a bit more detail. From our point of view, political discourse can be viewed as a form of institutional communication. The language of politics is realized within a frame of an important social institution – the institution of power. In this article the term “institutional communication” is referred to the type of communication which occurs within a particular social institution, e.g. religion, politics, science, etc. Following the works of Y. Karaulov. I. Khaleyeva, E. Kamenskaya, V. Maslova, we dare assume that discourse is the reflection of the knowledge of the world in the society, the mirror of the social mentality and its linguistic interpretation of the worldview (Karalulov, 1987; Kamenskaya, 1990; Khaleeva,1999; Maslova, 2018). Political discourse, in its turn, is the reflection of the linguistic view of the political world. Thus, analyzing political discourse one may get such sociocultural data that may give the wholesome linguistic view of the political world of native speakers. Comparing different political discourses enables the researcher to find similarities and differences in the ways societies describe and reflect political reality.

Among the scholars who study political discourse there is no common understanding of this term. For instance, A. N. Baranov defines political discourse as "the total of all speech acts used in political discussions, as well as the rules of public politics, sanctified by tradition and proven by experience" (Baranov, 1999). According to the researcher, the essence of political communication consists in creating prerequisites for reaching agreement in society.

E. I. Sheigal has a contrary point of view and considers political discourse the major instrument in struggling for power in society. In her works, she argues that with the help of political discourse the members of society fight for power, exercise, preserve, stabilize and redistribute it (Sheigal, 2000). We find similar ideas in the works of V. I. Karasik, who believes that the principal purpose of political discourse consists in the preservation and redistribution of power in society (Karasik, 2006).

In this article we accept the point of view expressed by E. I. Sheigal and also believe that the main function of political discourse is to be a means of exercising political power. It means that the use of political discourse for certain purposes can lead to the unification of the behavior and wishes of large masses of people; explain or justify certain political decisions; draw the picture of political reality in the minds of people, encourage political actions, etc. (Sheigal, 2000). All these become possible only with the activation of certain features of the language, which will be discussed next.

2. Literature Review

Modern linguists show significant interest in discourse analysis. Studies on this subject can be focused on such problems as the differentiation between political discourse and other types of discourse, influence of the discourse on the public opinion by means of the language, the choice of linguistic means of persuasion, the image of a politician, etc. Our study is based to some extent on the previous researches and aims to establish a possible connection between some linguo-stylistic features of political discourse and the situation (communication setting) in which it is produced and operates.

The exercise of political power in any society would be hardly possible without certain influence of a political leader on public opinion. Analysis of scientific literature on political discourse revealed two effective persuasive devises used by politicians, which are still not fully described in modern linguistics. These includes evaluative statements and political labels used in public speeches, which we consider distinctive linguo-stylistic features of English political discourse.

Political leaders influence public opinion and impose their views on large masses of people by assessing a particular state of affairs, certain events, incidents, decisions, plans, etc. Therefore, public speeches of politicians contain a large number of evaluative statements, which can express different attitudes. Some statements convey satisfaction/dissatisfaction, others convey pessimism/optimism (Shiryaev, Sigelmen, 1996).

After studying the evaluative statements in public speeches delivered by different politicians L. Sigelmen and E. Shiryaev came to the following conclusions:

– the predominance of optimism combined with dissatisfaction or pessimism is characteristic of public speeches written during a crisis or war;

– the predominance of satisfaction combined with optimism is characteristic of speeches written for visits abroad or international contacts (Shiryaev, Sigelmen, 1996).

Another distinctive feature of political discourse and an essential element of public speaking in the United States is the use of certain communicatively important key words –so called "political labels", by means of which an orator can skillfully affect feelings and shape emotions of the audience.

The term “political labels” was initially proposed by D. Green, who used it with reference to words and phrases which reflected the political idea of particular time and were used in public speeches of political leaders with high frequency in order to exert pressure on audience and to form public opinion (Green, 1987).

A politician can use two types of political labels: a set of longstanding political labels which reflect the "image of the presidency" and the "ideas of power", as well as those political labels that appear effective only in a particular situation and that are used by politicians to complete the "super-tasks"(Green, 1987; Postnikova, 2003). Following L. V. Postnikova, we will call labels of the first type basic political labels, and labels of the second type situational political labels (Postnikova, 2003).

According to this model, basic political labels include such labels as "image of the presidency", "ideas of power", "freedom and independence", "greatness of the nation", etc. (Postnikova, 2003).

The labels reflecting the "image of the presidency" and "ideas of power" are based on the following words and expressions: president, presidency, responsibility, leadership, Oval Office, White House, Washington, Congress, Government, trust, administration, policy, political, reports, my (fellow) Americans, power, strength, pronouns I, you, we, verbs must, shall, should, ought to, etc. (Postnikova, 2003).

The labels "freedom and independence" and "greatness of the nation" are expressed through the frequent use in speech of words and phrases containing the ideas of freedom and independence, e.g. freedom, peace, security, America/Americans, humanity, liberty, democracy, unique, people, mankind, pronouns we, our, ourselves, etc. (Postnikova, 2003).

3. Materials and Methods

The study presented in the article was conducted on the texts of one of the most typical genres of English political discourse, which is a public political speech. There are four U.S. presidents whose public speeches were analyzed: **John F. Kennedy**, **Ronald Reagan**, **Barack Obama** and **Donald Trump**. The selected speeches can be grouped according to the type of communicative situation in which they were delivered: 1) an inauguration ceremony; 2) a state visit.

The following four speeches were selected for the study: inaugural addresses of President Kennedy (Washington, 1961) and President Trump (Washington, 2017) and public speeches delivered during the U.S. President's official visit to a foreign country – Reagan's Moscow State University address (Moscow, 1987) and Obama's speech at Cairo University (Cairo, 2009).

The analysis of the selected material was conducted in two stages:

1) two-dimensional content analysis *(Shiryaev, Sigelmen, 1996)*.

2) analysis of political labels *(Green, 1987; Postnikova, 2003)*.

An inauguration ceremony is a formal ceremony of swearing a person into office. Since the U.S. President Inauguration is of great symbolic and ritual importance, it attracts attention not only within the United States, but also the attention of the entire world community; the ceremony is carefully planned and prepared in advance according to the scenario which was developed in the course of history.

As opposed to the inaugural address, U.S. President's talk to the audience of foreign students occurs in a warmer atmosphere and is accompanied by fewer formalities. Such speeches usually convey some personal experience of the speaker and information which is interesting for young people. However, the texts of such speeches are also written in advance and their target audiences much wider than a group of foreign students.

As will be shown next, these characteristics of the communicative situation determine to a great extent linguo-stylistic features of the public speeches.

3.1. Step 1. Two-dimensional content analysis

This analysis is based on two types of evaluative statements found in political texts, which can express either *satisfaction/dissatisfaction* or *optimism/pessimism (Shiryaev, Sigelmen, 1996)*. Then the statements of each type are grouped together and counted and their percentages are calculated. The type of statements with the highest frequency of use is called the dominant attitude. Other types of evaluative statements play a subordinate role. This analysis can be illustrated on a fragment of Donald Trump's inaugural address. In the text below letters **S**, **D**, **O** and **P** stand respectively for *satisfaction*, *dissatisfaction*, *optimism* and *pessimism*:

These are just and reasonable demands of righteous people and a righteous public **(S)**, *but for too many of our citizens, a different reality exists* **(D)**: *mothers and children trapped in poverty in our inner cities* **(D)**; *rusted-out factories scattered like tombstones across the landscape of our nation* **(D)**;*an education system flush with cash* **(S)** *but which leaves our young and beautiful students deprived of all knowledge* **(D)**; *and the crime and the gangs and the drugs that have stolen too many lives and robbed our country of so much unrealized potential* **(D)**.

This American carnage stops right here and stops right now **(O)**. *We are one nation, and their pain is our pain. Their dreams are our dreams. And their success will be our success. We share one heart, one home, and one glorious destiny* **(S)**. *The oath of office I take today is an oath of allegiance to all Americans.*

For many decades we've enriched foreign industry at the expense of American industry **(D)**, *subsidized the armies of other countries while allowing for the very sad depletion of our military* **(D)**. *We've defended other nations' borders while refusing to defend our own* **(D)**, *and spent trillions and trillions of dollars overseas while America's infrastructure has fallen into disrepair and decay* **(D)**.

In this passage of the speech there were found 13 evaluative statements. The percentages of each type are as follows: 70% of evaluative statements express *dissatisfaction*, 23% - *satisfaction* and 7% - *optimism*. Statements expressing *pessimism* were not detected. Thus, *dissatisfaction* is the dominant attitude in this fragment of speech while *satisfaction* and *optimism* are subordinate. It is worth noting that throughout the whole text there turned out to be percentages which are different from these.

During the two-dimensional content analysis of the inaugural speech of President Kennedy we detected 67 evaluative statements. In Trump's speech the number of statements is 94. In the speeches of Reagan and Obama delivered to foreign students we counted 70 and 176 evaluation statements, respectively. The results of the two-dimensional content analysis are presented in Table 1.

TABLE 1 - THE RESULTS OF TWO-DIMENSIONAL CONTENT ANALYSIS OF THE US PRESIDENTS' SPEECHES

President	Type of attitude			
	Satisfaction	Dissatisfaction	Optimism	Pessimism
John F. Kennedy	45%	15%	37%	3%
Donald Trump	27%	26%	45%	2%
Ronald Reagan	43%	0%	53%	4%
Barack Obama	23%	36%	34%	7%

Thus, in Kennedy's inaugural address *satisfaction* and *optimism* are the dominant attitudes. It proves that the speech was delivered not in a period of crisis, but in a normal, non-crises situation. Somewhat different trends can be observed in Trump's inaugural address, in which *optimism* and *satisfaction* dominate together, but *satisfaction* and *dissatisfaction* have approximately the same weight. The predominance of *optimism* in the speech combined with a high level of *dissatisfaction* indicates that the speech was delivered in the situation of a crisis. At the same time in both speeches *pessimism* is expressed only slightly and functions as a subordinate tendency. If to compare the presidential elections in the United States in 1960 and 2016, it is necessary to say that the competition between D. Trump and H. Clinton was much tougher and even unfair than the competition between J. F. Kennedy and R. Nixon. D. Trump's victory also brought about numerous protests in many cities and parts of the country. Many American public figures, world leaders, TV channels and even American pop stars expressed their negative attitude to Donald Trump in public. For this reason, the situation in which Trump uttered his inaugural address can be considered a crisis.

In Reagan's speech, the dominant attitude is *optimism*, followed by *satisfaction*. *Pessimism* serves as a subordinate tendency and statements expressing *dissatisfaction* were not detected at all. In Obama's speech, there is a slightly different trend: *optimism* and *dissatisfaction* are both dominant while *satisfaction* and *pessimism* serve as subordinate tendencies. Taking into consideration the historical and political context in which the presidents uttered their speeches, it can be concluded that R. Reagan delivered his talk to students in a non-crisis situation because at that time the relations between the United States and the Soviet Union enjoyed a significant thaw. In contrast, President Obama's speech was delivered shortly before the "Arab spring" — a series of protests and uprisings in the Arab world, supported by Americans. It points to the fact that the speech was uttered in the time of a crisis.

3.2. Step 2. Political Labels Analysis

The public speeches of all four presidents contain both basic political labels as well as situational political labels.

The following words and phrases are basic political labels extracted from the inaugural addresses of presidents **Kennedy** and **Trump**: *the citizens of America (fellow Americans, fellow citizens, citizens of our country, the/our people, we/our/us), the United States of America (America, our/your/this country, our/this nation, our land), government/govern, power/powerful, control/controlled, party, world (earth, globe), loyalty (allegiance), proud/pride, free/freedom (liberty), strengthen/strength/strong/strongly, man (human), humanity (mankind), the rights of man (human rights) friend and foe, enemies, peace, allies/alliance, Washington (Washington, D.C., our nation's capital), forebears, revolution/revolutionary, heirs/heritage, patriots/patriotism.*

Situational political labels in **Kennedy's** speech are the following words and phrases: *unite/united, all, belief, citizens of the world, generation, committed, pledge, hope, supporting/support, help, both sides, both, negotiate, fear, absolute, summon, battle/embattled, struggle, arms, effort, endeavor, balance, light, renewal/renew/ new/anew, join, terror, call, bear, against.*

Situational political labels in **Trump's** speech are *one, together, same, forgotten, American hands (American labor, American workers), pain, righteous, right here and right now, from this day forward, movement, back (giving back, bring back, get back), again, great, dream, prosperity/prosper, wealth/wealth, rich/enhanced, victory, triumph, stops, success, winning, Shine, big/bigger, only, celebrate/celebration, America first, protect/protection/protected, men and women, transfer/transferring/transition, oath, other countries (other nations).*

Basic political labels in the speeches of presidents **Reagan** and **Obama** include the following words and phrases: *we/our/us/ourselves, the United States (America, my country), Americans (the American people), world (globe), the Soviet Union (your country, your land), peace/peaceful, government/government, free/freedom (liberty), democracy/democratic, independent/independence, right, human beings, equal/equality, responsibility, President, secure/security, legitimate/legitimacy.*

Situational political labels in **Reagan's** speech include the following words: *message, hope/hopeful, together, friend/friendship, revolution, computer/computing, technological/technology, information, economy/economic/economist, entrepreneur/enterprise, faith, truth/true, change, future, growth, dream, reform, Perestroika, culture/cultural, human/humanity, progress, generation, conflicts.*

Situational labels in **Obama's** speech: *Islam/Islamic, Muslim, together, tradition, communities, tension, West/Western countries, cooperation, conflict, religion/religious, hostile/hostility, violent/violence, extremist/extremism, respect, mutual, common, tolerance/tolerate/integral, share, Christian, Jewish/Jews, Arab/Arabs/Arabian, civilization, dignity, nuclear, innocent, issue, partner/partnership, kill/killing, aspirations, interest/interests, opportunity, commit/committed/commit, woman, women, development, deny/denying/denied, combat/combating, prosperity/prosperous, confront, each other, one another, stereotype, principle, true/truth, a new beginning, recognizing/recognize/ recognition.*

The percentages of basic and situational political label in the presidents' speeches are given in Table 2. In order to calculate them, the number of uses of each type of labels was divided by the total number of uses of political labels in each speech.

TABLE 2 - THE RESULTS OF THE ANALYSIS OF POLITICAL LABELS IN THE U.S. PRESIDENTS' SPEECHES

President	Type of political labels	
	Basic political labels	Situational political labels
John F. Kennedy	62%	38%
DonaldTrump	58%	42%
RonaldReagan	45%	55%
BarackObama	41%	59%

4. Results

The results of the two-step comparative linguo-stylistic analysis can be presented in the following way:

1. In a non-crisis situation in the speech of the political leader there is a predominance of evaluative statements expressing *satisfaction* and *optimism*. In the situation of a crisis, *optimism* comes first and is followed by *dissatisfaction*. There can also be a more complex picture where the amounts of *satisfaction* and *dissatisfaction* are approximately equal. Studying the historical and political context, in which a particular speech was uttered, helps to define the situation as the situation of a crises or a non-crises one.

2. The study of political labels in the texts of the presidents' speeches revealed the following tendencies: in the speeches of all four presidents there are two types of political labels: *basic*, which are common for different situations in which the speech is delivered, and *situational*, which, on the contrary, are chosen in accordance with the situation. In an inaugural address of the president, which is delivered in the atmosphere of high solemnity, there is a predominance of basic political labels, while in the speech delivered to foreign students, dominate situational political labels.

5. Discussions

As it has been already noted in *Literature Review*, the research conducted by the authors is based to some extent on previous researches conducted by other scholars. Its findings turned out to be consistent with those of previous studies, namely it confirmed the theory of E. Shiryaev and L. Sigelmen and proved that in the situation of a crisis the orator is likely to use those evaluative statements which express *optimism* and *dissatisfaction* or *pessimism*, while in a non-crisis situation the speech of a political leader contains statements which express *satisfaction* and *optimism (Shiryaev, Sigelmen, 1996)*.

At the same time our study made its own contribution to the analysis of political discourse by establishing a connection between the prevailing type of *political labels* used in the speeches and the communication setting in which the speeches were delivered.

The research findings fully correspond to the fact that political discourse is situated i.e. occurs within a specific communication setting.

6. Conclusion

This study revealed a close connection between some linguo-stylistic features of public speeches of the U.S. presidents and the characteristics of the communication setting in which the speeches were uttered. The results of the study also confirm the provision that a particular type of discourse should be considered in a close connection with the communication setting in which it occurs because the setting affects how the message is produced, i. e. linguo-stylistic features of the text. The present research was aimed at studying of only two such features, which were evaluative statements and political labels. However, they are among the most effective means of persuasion used in political public speeches, which affect emotions and feelings of people rather than minds and make them accept certain values and viewpoints, shape particular worldview, etc.

7. Recommendations

The results of the study may be useful for those who are interested in the analysis of political discourse, as well as serve as a start for further research on the topic. Besides, the material and the results of the study can be used in lectures on linguistics and stylistics.

REFERENCES

Baranov, A. N. (1999). Political discourse: farewell to ritual. Human, 6 (pp. 108-118). Moscow: Russian Academy of Sciences.

Bogdanov, V. V. (1990). Speech Communication: pragmatic and semantic aspects. Leningrad: Publishing House of SPbU.

Chernyavskaya, V. E. (2006). Discourse of power and power of discourse: problems of the influence of speech. Moscow: Flinta.

Dijk, T. A. van, Kintsch, W. (1983). Strategies of Discourse Comprehension. New York: Academic Press.

Green, D. (1987). Shaping Political consciousness: The language of politics in America from McKinley to Reagan. London: Cornell univ. press.

Karasik, V. I. (2002). On the categories of discourse. Language circle: personality, concepts, discourse. Volgograd: Peremena.

Karaulov, Yu. N. (1987). Russian language and Language personality. Moscow: Science.

Kamenskaya, O. L. (1990). Text and communication. Moscow: Higher School.

Khaleeva, I. I. (1999). Interculture: the third dimension of intercultural interaction? Problems of intercultural communication: Collection of research papers of Moscow State Linguistic University (pp. 5 – 14). Moscow: Moscow State Linguistic University.

Makarov, M. L. (2003). The Fundamentals of the Theory of Discourse. Moscow: Gnosis.

Maslova, V. A. (2018). Cultural linguistics. Moscow: Yurait.

Postnikova, L. V. (2003). Prosody and political image of the speaker (on the speeches of American presidents) (Thesis). Moscow State Linguistic University, Moscow, Russia.

Romanov, A. A. (2005). On the correlation of the notions of discourse vs text in the humanitarian paradigm: review, evaluation and reflection. Linguistic personality in discourse: polyphony of structures and cultures: Proceedings of the International Scientific and Practical Conference (pp. 10-21). Moscow: The Institute of Linguistics, Russian Academy of Sciences; Tver: Tver State University, Tver State Agricultural Academy.

Shapochkin, D. V. (2012). Political discourse: cognitive aspect (Monograph). Tyumen: Tyumen State University, Russia.

Sheigal, E. I. (2000). Semiotics of political discourse (Doctoral dissertation). Volgograd State Pedagogical University, Volgograd, Russia.

Shiryaev, E., Sigelmen, L. (1996). Analyzing political rhetoric: a two-dimensional approach (Manuscript).

Stepanov, Yu. S. (1995). Alternative world, Discourse, Fact and Causality principle: Language and science of the late 20th century. Moscow: The Institute of Linguistics, Russian Academy of Sciences.

Stubbs, M. (1983). Discourse Analysis: The Sociolinguistic Analysis of Natural Language. Oxford: Blackwell.

Yartseva, V. N. (1990). Discourse. Linguistic encyclopedic dictionary (p. 136). Moscow: Soviet Encyclopedia.

THE STUDY OF REGIONAL POLICY FOREIGN EXPERIENCE

Abstract

The urgency of the studied problem is due to the fact that there is no exact determination of the goals and objectives of regional policy in Russia, as well as its instrumental content. The article is aimed at a comprehensive study of the foreign experience in the management of territorial development with a view to its subsequent adaptation to the specifics of Russia, its regions and their relationship with the federal center. The objects of this study were the European Union (EU), Germany, the United States of America (USA), and China. Their experience of regional policy (supranational in the case of the EU) for a number of reasons, in my opinion, will be interesting and useful for Russia. Examination of this problem suggests that the existing differences in approaches to it, consisting in the organizational model of institutional managing the territorial development of the country, as well as the elaboration of its federal, regional and local regulatory support, are in many respects due to the form of government and the level of subnational and municipal bodies economic and political independence. The following common features are characteristic of the regional policy for all the objects of our research: stability of the management vector of territories social and economic development; transparency of criteria and methods used within its framework for the selection of government support recipients both at the level of individual enterprises and industries and at the level of regions, etc. (Polidi A.A., Skhaplok R.B., Kharadzhyan L.V. 2016). There is no doubt that the selected properties, introduced into the national regional policy, will improve its effectiveness significantly.

Keywords

regional policy, instruments, mechanisms, intergovernmental fiscal relations

AUTHOR

Victoria V. Prokhorova
Doctor of Economics, Professor, Industry and Project Management Chair,
Kuban State Technological University, Krasnodar
2, st. Moscow, Krasnodar, 350072, Russia

Ruzanna B. Skhaplok
Lecturer, Industry and Project Management Chair,
Kuban State Technological University, Krasnodar
2, st. Moscow, Krasnodar, 350072, Russia

Elena B. Sheludko
Senior Lecturer, Industry and Project Management Chair, Kuban State Technological University, Krasnodar
2, st. Moscow, Krasnodar, 350072, Russia

1. Introduction

The abolishment of the Russian Federation Ministry of Regional Development in September 2014, which was responsible for the development and implementation of government regional policy for almost ten years, shows us that the government continues to search for the optimal organizational model of the institute for managing the territorial development of the country. Such institute is represented today by the Ministry of the Russian Far East Development, the Ministry of the North Caucasus, and by individual departments of the Ministry of Economic Development of the Russian Federation, the Ministry of Finance of the Russian Federation, the Ministry of Construction and Housing and Public Utilities of the Russian Federation, the Ministry of Culture of the Russian Federation and the Ministry of Justice of the Russian Federation, which inherited part of the abolished Ministry of Regional Development functionality. Until recently, the Russian Federation Ministry for the Affairs of the Crimea was among the government structures implementing the regional policy, however, due to the termination of the period of Republic of Crimea’s joining Russia, it was abolished and its functions were transferred to the Ministry of Economic Development of the Russian Federation. (Skhaplok 2016; Aluyan, Sheludko 2015).

It should be noted that the government should pay attention not only to the organizational issues of the country's territorial development management system, but also to the establishment of a single comprehensive regulatory and legal framework, which is currently absent in Russia. The following documents and their individual parts represent the legal base of the regional policy of Russia:

- Decree of the President of the Russian Federation “About the Basic Provisions of the Regional Policy in the Russian Federation”;
- The state program of the Russian Federation "Regional Policy and Federal Relations";
- The state program of the Russian Federation "Social and economic development of the Arctic zone of the Russian Federation for the period up to 2020";
- VII section "Regional development" of the Concept of long-term socio-economic development of the Russian Federation for the period up to 2020. (Kuznetsova 2013; Prokhorova 2013)

As a result, there is no exact determination of the goals and objectives of regional policy in Russia, as well as its instrumental content.

2. Materials and Methods

2.1 Study of the foreign experience in the management of territorial development.

A comprehensive study of the foreign experience in the management of territorial development can help to solve these problems with a view to its subsequent adaptation to the specifics of Russia, its regions and their relationship with the federal center. The European Union (EU), Germany, the United States of America (USA), as well as China were the objects of this study. Their experience of regional policy (supranational in the case of the EU), will be interesting and useful for Russia, in our opinion, for a number of reasons.

2.2 Study of territorial development management experience in the EC.

In the EU, which is an integration association of countries based on the model of "traditional" regionalism, the management of the socio-economic development of the territories is of paramount importance in supranational policy. This is confirmed by the fact that, according to the EU financial plan for the period from 2014 to 2020, the share of funds allocated to regional policy will be almost a third of the total budget expenditures (351.8 billion euros). The EU structural funds responsible for the unity policy (the European Regional Development Fund and the European Social Fund) will finance 270 administrative-territorial units (in 27 EU member states), divided into three groups according to the level of their socio-economic development. The first group of less developed areas includes 71 regions with a total population of 128 million people, in which

GDP at purchasing power parity (PPP) does not exceed 75% of the EU average level. The second stratum totals 51 administrative-territorial units of the intermediate type (68 million people) with GDP per capita ranging from 75% to 90% of the average level. The third group of more developed territories includes 151 regions (307 million people), GDP per capita in which is more than 90% of the EU average level. At the same time, funds allocated for regional policy are unevenly distributed between administrative-territorial units of the designated groups. Thus, the amount of allocations per one resident of the region belonging to the first stratum will exceed 200 euros per year, while within the territories belonging to the second and third groups, annual budget expenditures will be about 75 and 25 euros per person, respectively. (Regions in the European Union 2015).

As we can see, the EU is characterized by a high level of supranational regional policy objects detail (276 on the NUTS-2 grid and 1342 for cross-border cooperation programs on the NUTS-3 grid) [14, p. 9], allowing to take into account their specific features and, as a result, to increase the efficiency of the territories socio-economic development management. It is also facilitated by the division of regions into groups, which is based on strict formalized rules that increase the transparency of the EU unity policy and reduce the possibilities for lobbying the interests of individual countries and territories [16, p. 16]. However, in crisis conditions, EU member states have the opportunity to use the mechanism of redistribution of funds from structural funds and to co-finance the implemented supranational programs to a lesser extent. These measures provide the flexibility of the regional policy in the euro area. Subdivision into not two, as it was until 2016, but into three groups of administrative-territorial units in terms of socio-economic development also contributed to the unity policy improvement. This made it possible to exclude relatively prosperous regions from the first stratum mentioned above and concentrate the main efforts and financial resources on raising the standard of living in the most lagging ones.

The EU regional policy is carried out not only on a territorial basis, but also on a sectoral perspective. So, there are four key priority areas of budget support provided by structural funds in the EU financial plan for 2014-2020: R & D, information and communication technologies, small business and low carbohydrate economy. It is assumed that these areas of economic activity more than others correspond to the concept of sustainable balanced development. Moreover, the higher is the level of socio-economic development of the administrative-territorial units, the greater the proportion of allocations should be directed to the identified key priorities, which may be due to the hierarchical factors of regional development.

If we do not touch upon the debatable questions of the methodology for evaluation the effectiveness of the EU unity policy, which is the subject of a separate study, then it can be said that the super governmental management of the socio-economic development of territories produce positive results. However, despite this, the strategic goal of regional convergence in living standards of population is not yet achieved. Its achievement is complicated in the coming years by admission to the union of economically underdeveloped countries, recession in the economies of some EU member states, relatively high average unemployment rate in the euro area, current migration crisis, and some rise in the particularistic attitudes primarily related with the possible exit of the UK from the EU.

Thus, the above-mentioned merits of the supranational EU regional policy, consisting in a high level of unity policy objects detail, a combination of its transparency and flexibility in crisis conditions, and the concentration of efforts on the most lagging administrative-territorial units, may be adapted to use not only in Russia but also in the framework of the Eurasian Economic Union (EAEU), if the countries participating in the latter take the path of further integration in accordance with the five-step model of “traditional" regionalism. (The European Union explained: Regional policy. 2014)

The management of the socio-economic development of the territories is carried out in the EU member states not only at the supranational, but also at the national level. Germany's regional policy experience may be of particular interest for Russia, due to some similarity of their federalism models, in which the center has broad powers to exert regulatory effects on the economies of administrative-territorial units, including large-scale redistribution of funds between their budgets.

2.3 Study of the experience of managing territorial development in Germany.

The key objective of the regional policy in Germany is to equalize the standard of living for the population of all regions, which is reflected in the Basic Law (article 72). According to article 106 of the same legal act, intergovernmental relations, being an independent element of the national administration system of territorial development under the jurisdiction of the Federal Ministry of Finance, are also focused on attaining this objective. Taking into consideration the relatively low differentiation of administrative-territorial units in Germany in terms of socio-economic development (the ratio of the highest and lowest GDP values per capita among lands at the end of 2015 was 2.3), we can speak about the high effectiveness of German regional policy. That is why we should study its principal propositions, as well as implementation tools and mechanisms (Borodina 2013).

The Federal Ministry of Economics and Energy is responsible for regional policy in Germany. It is based on the task "Improvement of the regional economic structure", which is implemented by the authorities of the center and the lands together (hereinafter referred to as the "Joint task"). Within its framework, the federal budget finances half of the costs of carrying out relevant activities in each region, developed with the participation of lands' authorities, who are responsible, according to the Basic Law of Germany, for the determination of the parameters of government influence on the economy of an administrative-territorial unit and its efficiency assessment. The "Joint task" is implemented in order to create favorable conditions for the economic development of lands in the medium and long term, primarily due to modernization of their sectoral structures (including investments in infrastructure) and improvement the region's investment attractiveness. Small and medium businesses, as well as areas of activity that contribute to improving the level of engineering and technology development enjoy the benefits of receiving the government investment assistance. At the same time, there exist sectoral limits (primarily for traditional sectors of the economy), which make it impossible to maintain an inefficient land management structure using the funds allocated by the government. It is important to emphasize that enterprises of various scales of activity can apply for government support within the "Joint task" framework. In spite of the maximum possible amounts of investment subsidies provided are inversely proportional to the size of commercial organizations, the harmonious development of business structures of different scales contributes to ensuring the sustainability of the economic systems of administrative-territorial units. At the same time, not only newly established enterprises are supported, but also those already functioning in the sector.

In order to orient the regional policy of Germany to solve the most pressing and significant problems of land development, the framework plans for the implementation of the "Joint task" change periodically every few years. Scientifically based formalized approaches to the definition of territories in need of government support are used for their implementation. They are based on an analysis of labor market regions which boundaries are based on pendulous labor migrations of the population and often do not coincide with administrative-territorial boundaries.

The convergence of lands in Germany in terms of the population standard of living is facilitated by fiscal policy, which determines the shares of the federation, regions and municipalities in collecting three joint taxes (income tax, corporate taxes and value added taxes), lists of taxes fully credited to the budgets of different levels, and establishes the horizontal distribution of tax charges between separate administrative-territorial units. In accordance with the latter, the taxes are transferred to the budget of the region in which they are levied. An exception to this rule is the above-mentioned joint taxes. Thus, the income tax is accumulated in the budgets of the land of its payers' residency, and not the regions where they work. Based on the fact that the greatest demand for labor, as a rule, is in urban agglomerations, where residents of suburbs and districts go to work, this principle of crediting income tax makes it possible to redistribute funds from the center to the periphery, which budgets bear the main burden of expenditures aimed at improving social sphere of the population life. They levy corporate tax in the region of the corporation headquarters location, and after that, it is credited to the budgets of those lands in which it works de facto. The VAT distribution system equalizes the level of socio-economic development of administrative-territorial units to the greatest extent, taking into account the budget security of the regions and their population number.

With the direct redistribution of funds from donor lands to recipient lands, the authorities proceed from the idea of average per capita budget revenues parity in all regions except city-lands and territories with low population density, for which the population size is adjusted to a greater number by means of special coefficients. At the same time, the horizontal alignment does not change the ranks of the regions in terms of budget funds, but reduces the differences between lands. In addition to the above-mentioned instruments, Germany's fiscal policy provides for the allocation of targeted and non-targeted grants from the federal budget to the least developed regions in order to equalize living standards of population in different lands.

The third component of the government management of territorial development in Germany is regional planning, which is carried out by the Federal Office for Construction and Regional Planning, which is a part of the Federal Ministry for the Environment, Nature Conservation, Construction and Safety of Reactors. The latter also controls the Federal Institute for Construction, Urban and Territorial Studies, which forms, with a frequency of several years, the Territory Organization Report, reflecting the specifics, parameters of the country's regions development, their involvement in the unity policy pursued by the EU and its impact on them. This report serves as an analytical base for adjusting and improving the regional policy of Germany.

An interesting tool for preventing the excessive growth of German capital and supporting the regions is the decentralized stationing of federal-level authorities. However, its use provides for additional budget costs associated with changing stationing of certain government structures, as well as ensuring their linking with other authorities, which often requires opening representative offices in the capital or at least in the metropolitan area.

Thus, the regional policy of Germany is characterized by a complex and well-developed regulatory framework, a high level of analytical security and clear distribution of powers for the individual components of managing the territorial development of the country between various institutions of government. Particularly noteworthy is the German model for income taxes and corporate taxes distribution, as well as VAT, which promotes the convergence of land in terms of living standards. In addition, the system of enterprises and industries support, which makes impossible the preservation of the inefficient sectoral structure of the regions, is also very interesting.

2.4 Study of the experience of managing territorial development in the USA

The United States are another state with a federal State system, which experience may be useful for increasing the effectiveness of Russia's regional policy. The model of US federalism is fundamentally different from the German and domestic one primarily by the relatively high level of decentralization, that is, economic and political independence of the administrative-territorial units, which exerts influence on regional policy.

The stability of competitive federalism model is explained not only by the wide range of powers granted to the states by legislation, but also by their ability to solve tasks related to their competence effectively, which includes the specification of federal programs in the region and municipalities within the framework of regional policy. This goal is achieved because state administration employs highly skilled personnel, who are technically equipped and provided with information, and their competitive advantage over the central structures is knowledge of the regional specifics.

From an organizational point of view, the specifics of the US territorial development management, which does not stand out as country's independent direction of socio-economic policy, is that at the national level, a wide range of different government institutions are involved in the implementation of functions, one way or another related to regional policy.

We should pay particular attention to the fact that the implementation of various kinds of US territorial development projects is provided by agencies of three types. The first are responsible for the financial component of the program, the second - directly for its execution, and the third - for the control. Such a distribution of authorities contributes to reducing the likelihood of inappropriate spending of funds allocated for the implementation of regional policy measures and enhancing its effectiveness.

We should note an extremely high level of analytical support of government territorial development management in the United States, which is provided as a result of the authorities' cooperation with the scientific and expert communities. The research conducted on problems related to federative relations (Advisory Committee on Intergovernmental Relations), assessing the level of regional innovation (Economic Development Branch of the US Department of Commerce), determining subsidy needs of states (US Department of Housing and Urban Development and Rutgers University Urban Policy Research Center), and the models formed on the basis of this research allow us to give a comprehensive empirical characteristic of social and economic situation in the administrative-territorial unit, as well as the effectiveness of regional policy.

State regional corporations also focus on solving territorial development problems, accumulating budget funds and investing them in infrastructure facilities. Congress and the Financial Control Committee of the United States, which conducts audits three times a year, monitor the effectiveness of these institutions.

A wide network of regional structures (governmental, private and public) has been established in the USA, covering 80% of the states and dealing with export consulting and marketing support, which is implemented in the form of conferences, exhibitions, specialized literature publishing, etc. The shift of emphasis in stimulating the export activities of companies to the state level is quite logical, since it allows you to interact directly with current and potential exporters, receiving from them feedback on the effectiveness of the taken measures and the encountered problems. (Bukreev 2014)

In order to ensure that states fulfill a wide range of functions within their area of responsibility, the federal budget supports regional ones with grants, half of which are allocated for co-financing from the administrative-territorial units. Funds are provided primarily for states to fulfill social obligations to the population.

Grants are allocated for specific goals, the detailed elaboration of which depends on the type of transfer - category or block. Category transfers make up about 80% of the total financial resources received by the states from the federal budget. They are strictly regulated and are intended for the implementation of individual programs and projects. This type of grant is provided to the regions only if they agree to comply with all requirements of the federal authorities and present a detailed justification of the effectiveness of the funds use.

Block transfers are allocated to states for the development of any sphere of public life, and the administrative staff of the regions and municipalities determine what part of it to improve and how to do it. Winning block grants is also associated with the readiness of administrative-territorial units to meet the requirements established by federal structures, one of the most important of which is the obligation of co-financing, the proportions of which are determined by the US Congress. The latter also controls the targeted nature and efficiency of spending funds provided by the federal budget to the regional budget.

A high degree of economic independence in the United States is characteristic not only for states, but also for municipalities, which administrative activity is regulated not by federal, but by regional legislation. About 2/3 of the municipalities' budget revenues are provided by local fees, especially property taxes, the rest part is allocated to municipalities as financial support from the state.

To increase budget revenues, local authorities use such funds as:

- municipal bonds issue, the proceeds of which are invested primarily in infrastructure and housing;
- establishment of municipal economic development corporations, including those engaged in crediting the construction business on favorable terms [46]. In addition, local authorities provide land for construction organizations at a reduced rental rate;
- attraction of business structures to the improvement of municipal social infrastructure, by means of public-private partnership.

An effective institution for optimizing the budgetary expenditures of municipalities is the partnership agreements between them, which make it possible to reduce the costs of providing services to the population due to the positive effect of scale.

The instruments for providing favorable conditions of business functioning and development are tax and credit benefits that are used to increase the taxable base in the medium- and long-term perspective. At the same time, states use these means to compete for investors, which allows them to improve and maintain permanently the stability of such a policy.

These instruments, along with simplified documentary support and reduced environmental requirements for business, form the basis for the operation of business zones (BZ), which are launched in depressed areas that meet certain criteria and may fall within the competence of federal, regional and municipal authorities. The development and distribution of the BZ (there are more than 1,400 BZs in the US) is explained by their effectiveness in ensuring business growth in the underdeveloped, from an economic point of view, territories, as well as by the fact that they do not have a negative impact on the budget system and allow increasing tax revenues in future.

Technological parks are an effective form of support for scientific, technical, and innovative activities. More than 30% of world technological parks operate in the United States. Their economic stimulation is carried out with the help of various kinds of benefits (tax, credit and customs). The foundation of a technological park does not require the consent of the authorities, and the most successful technological parks are not established by the government, but by individuals, private companies and their groups.

Thus, the following specific features are inherent in US regional policy:

- absence of a specialized government body responsible for it;
- a lot of non-core power structures involved in its implementation;
- high level of its information and technical support, as well as scientific justification of the measures taken;
- a variety of institutional forms of its implementation and control due to considerable economic and political independence of states and municipalities.

2.5 Study of the experience of managing territorial development in China.

The outstanding economic success of China in recent decades necessitates a study of its accumulated experience in managing territorial development.

The specificity of China regional policy lies in its long-term nature, which involves the phased inclusion of various regions of the country in it. In the first phase, which began in the 80s of the twentieth century, one of the four macroeconomic regions - Eastern China was chosen as the object of government support. According to the government, it had competitive advantages over other regions (Central, Northeastern and Western China), consisting of ports and major cities, in which there was an excess of qualified labor resources. At the end of the characterized phase, Eastern China achieved unprecedented economic results. Therefore, tested instruments, mechanisms and models, including regional policy, are being used now in the implementation of its second phase, which started in the early 2000s. It is focused on increasing the level of socio-economic development of the remaining macroeconomic regions of the PRC.

The dynamic and stable development of Eastern China is based on increasing its investment attractiveness, primarily for foreign direct investment, through large-scale government investments in infrastructure facilities, as well as liberalization of the tax, customs and financial regimes.

Free economic zones (FEZ) are an effective mechanism for ensuring the social and economic development of the territories in the PRC. They are constantly improved in the process of work in the direction of reducing the government participation and increasing the role of private capital, which is achieved through a transparent regulatory framework and the most favored regime for investors.

Regarding the structure of the regional economy, the State Council of the People's Republic of China has identified strategic sectors of the economy that, in the opinion of the Chinese government, should help maintain high rates of the national economy growth and its modernization. These include energy saving and environmental protection, information technology of a new generation, bioengineering, production of high-tech equipment, alternative energy, production of vehicles operating on alternative power sources and the development of new materials.

A significant factor in the territorial development of the PRC is the level of urbanization, which should contribute to the formation of a mass middle class, which is necessary for expanding domestic consumption and, consequently, maintaining high rates of economic growth in the country. The number of cities in China is growing, but they have not selected a single model of urbanization. The alternatives are the development of small and medium-sized cities, the development of megacities, or the simultaneous implementation of the first and second options. (Pogudina 2011)

Thus, the key advantages of China’s regional policy are its strategic nature and clear target orientation at each phase, including the first, when the country's economic growth was accompanied by an increase in the scale of interregional imbalances. Despite the success of the first phase of the regional policy in the PRC, it should be noted that the influence of Eastern China on the socio-economic development of lagging territories remains limited, and their characteristic individual features may reduce the effectiveness of proven instruments, mechanisms and schemes.

3. Results

Our analysis of foreign experience in regional policy suggests that there are differences in the approaches to it, which consist in the organizational model of the institute for managing the country's territorial development (union of countries in the case of EU), as well as the elaboration of its federal, regional and local regulatory and legal frameworks. These differences are due to the form of government, as well as the level of economic and political independence of subnational and municipal entities. (Prokhorova 2011) However, the following common features characterize the regional policy of all the objects of our research:

- stability and sustainability of the management vector of territories' social and economic development;
- transparency of criteria and methods used within its framework for the selection of recipients of government support both at the level of individual enterprises and industries, and at the level of regions;
- high degree of analytical security of the country's territorial development management;
- combination of various government and market instruments and mechanisms for raising and leveling the standard of living in the regions.

There is no doubt that the noted properties, imparted to our national regional policy, will significantly improve its effectiveness.

REFERENCES

A.V. Kuznetsova, O.V. Kuznetsova (2015) Regional policy: foreign experience and Russian realities. Moscow: IMEMO RAS, 137 (14-15)

Kuznetsova O.V. (2013) Pyramid of regions' socio-economic development factors. Economic Issues №2 (121-131)

Borodina Yu.I. (2013) Improving the tax system of the Russian Federation: the experience of Germany. State and municipal government. Scientific notes of SKAGS (50-55)

Bukreev S.A. (2014) Regional structural policy of the United States and China - opportunities for use in Russian conditions // Bulletin of VSU. Series: economics and management. (76-82)

Pogudina Yu.Yu. (2011) Features of the urbanization process in China. Bulletin of St. Petersburg University. Series 9. Philology. Orientalism. Journalism (171-177)

The European Union explained: Regional policy. (2014) Luxembourg: European Commission, 16 pp.

Regions in the European Union (2015). Nomenclature of territorial units for statistics NUTS 2013 / EU-28. - Luxembourg: Publications Office of the European Union. -140 pp

Prokhorova V.V. (2013) The essence and economic content of the territorial systems in Russia. Representative power - XXI century: legislation, comments, problems. No. 1 (26-28)

Skhaplok R.B. (2016) Regional economic system as an object of public administration. Economy and Business №4-1 (69) (491-494)

Polydi A.A., Skhaplok R. B., Kharadzhyan L.V. (2016) Structure and types of regional economic systems. Journal of Economics, Law and Sociology №1 (55-60)

Aluyan V.S., Scheludko E. B. (2015) Sustainable development of the regional economy: problems and prospects. Economy and Business. №3 (56) (241-243)

Prokhorova V.V. (2011) Territorial economic system: subregional resources, strategies and instruments for intensive development. Adyghe State University, Maikop.

HEURISTIC METHODS OF TEACHING AS A MEANS OF CREATIVE SELF-REALIZATION IN EFL CLASSROOM

Abstract

The relevance of the problem is due to the growing popularity and efficiency of the use of modern teaching methods. The purpose of the article is to theoretically identify and by experimental work to test the effectiveness of the use of heuristic methods. The leading methods to study this problem are modeling of pedagogical conditions, pedagogical observation, testing, ranking. With the help of the experiment it was proved that heuristic methods have a positive effect on the cognitive independence of the student, as well as on his motivation and creative self-realization. The materials of the article can be useful for teachers of English as a foreign language in school.

Keywords

heuristic method, creative self-realization, pedagogical action, creativity

AUTHORS

Ayagul Ye. Serikbayeva
Master student, L.N.Gumilyov Eurasian National University, Nur-Sultan
2, st. Satpayev, Nur-Sultan, 010008, Kazakhstan
E-mail: ermuratkyzy@mail.ru

Lyazzat Zh. Beisenbayeva
PhD Doctor, L.N.Gumilyov Eurasian National University, Nur-Sultan
2, st. Satpayev, Nur-Sultan, 010008, Kazakhstan
E-mail: aishalyaz@mail.ru

1. Introduction

In the conditions of modern society, experiencing a time of radical changes in the economic, cultural, political and educational spheres, there is a need for well-educated creative people, competent professionals who are able, if necessary, to rebuild the direction of their activities. In this regard, it is difficult to overestimate the role of a foreign language as a means of communication.

The basis of teaching a foreign language are certain means, methods and forms, technologies, principles and laws used by the teacher to achieve the goal of mastering a foreign language by students at the level of their native language. One way to achieve this goal is to use heuristic methods in foreign language classes, which allow to develop cognitive, creative and organizational abilities of students.

The urgency of research is defined by the fact that heuristic methods in the educational process involves the rejection of rejection of ready-made knowledge, from their reproduction, based on the search for information, the flow of which in modern conditions increases every year (Khutorskoy, 1998). The growth of the volume of information requires the modern man such qualities as initiative, ingenuity, creativity, and it is impossible without the ability to work creatively and independently.

The term "heuristics" comes from the Greek "heuresko" – "to look for, to open". Several meanings of the term are currently used. Heuristics can be understood as:

- scientific and applied discipline that studies creative activity (at the same time, it should be recognized that the founders of the theory and generally accepted guidelines do not exist);
- methods of solving problematic (creative, non-standard) tasks in conditions of uncertainty, which are usually opposed to formal methods of solving, based, for example, on accurate mathematical algorithms (Kapterev, 1990);
- teaching method;
- one of the ways of creating computer programs.

Heuristics and heuristic methods have a rich history. For the first time, the heuristic associated with the system of the dialogues, conversations, skillfully used by Socrates (469-399 BC), from whose name comes the term “Socratic conversation”. Socrates, through special questions and considerations, helped the interlocutor independently come to a certain conclusion, as a result of which the truth was revealed not only to the student, but also to the teacher. The definition of “socratic conversation” will later be interpreted as “heuristic conversation”. Henry Bush, in his work “Dialogue and creativity” states that “Dialogue is a specific way to realize the essence of man” (Bush,1985).

The internal need for creative activity is considered by psychologists and educators as an objective law of development of the individual. According to G.K. Selevko, creativity is the norm of children’s development, the tendency to creativity in general is inherent to any child. However, taking part in creative activities, a person can act on the basis of a certain model (passive imitation activity), can choose one (active imitation) from many proposed solutions, and, finally, he can come up with a qualitatively new model (creative activity). Each student at a certain stage is capable of some of these activities to a greater or less extent. This should be taken into account by the teacher (Selevko, 1998).

The theoretical basis of heuristics formation proved the necessity of heuristic methods application in practice, which required scientists, teachers and psychologists to take certain measures to solve this scientific problem, which is still insufficiently developed. Thus, heuristics has a rich centuries-old history, during which there was a gradual development of heuristics as a science of creating a new methodology of heuristic activity (Fomin, 2005). Knowledge of the history of heuristics helps to realize and understand modern problems and reasons of insufficient implementation of heuristic methods and to find conditions and ways to solve this problem.

It should be noted that the educational process for the development of creative abilities are built taking into account the creative activity of students. The planned pedagogical situation is thought out on the basis of the achievements of students, what they know and comprehend, taking into account their abilities (Kitaigorodskaya, 1998).

According to the didactics, abilities serve as a prerequisite for acquisition of knowledge and skills, as a result, and the criterion level of learning (Lubart, Sternberg, 1999). With regard to the situation of school education, creative abilities are manifested in solving problems, but the optimal condition for ensuring the intensive development of creative abilities of schoolchildren is not an episodic solution of individual creative cognitive tasks, but a systematic, purposeful presentation of them in the system.

Creative activity is the creation of a qualitatively new, never before existed idea (MacKinnon, 2002). The incentive to creative activity is a problem situation that can not be solved by traditional methods. The original product of activity is obtained as a result of the formulation of a non-standard hypothesis, the choice of non-traditional relationships of elements of the problem situation, the attraction of implicitly related elements, the establishment of new types of interdependence between them.

The elements of creative abilities (Sternberg, Lubart, 2000):
- vision of a new problem in a familiar situation;
- transfer of knowledge and skills in a non-standard situation;

- vision of a new (hidden) features of known objects;
- vision of all the relationships in the object structure;
- vision of alternative and variable ways of solving the problem;
- combining known methods of action and creating a new method on this basis;
- construction of a fundamentally new method of solution, different from the known.

Methodological basis of research is theoretical background and elements of heuristic learning (J.J. Rousseau, L.N. Tolstoy, R. Steiner, G.S. Altshuller, M.I. Makhmutov, etc.); V.I. Andreev, V.J. Laudes, D. Poiya, A.V. Khutorskoy, solved problems heuristic methods of teaching; theoretical background of the process of self-realization (K.A. Abulkhanova-Slavskaya, L.I. Antsiferova, A.A. Idinov, L.N. Kogan, V.I. Mulyar, A.V. Shinkin etc.); the idea of freedom of children's creativity (L. Vygotsky); ideas about the relationship between intelligence and creativity (I.A. Beskov); research on the education of active, independent and creative person (V.S. Lednev); on the problem of pedagogical creativity of the teacher (V. I. Andreev, D.B. Bogoyavlenskaya, V.A. Kan-Kalik, V.G. Ryndak, A.V. Khutorskoy); research on methodology, theory and practice of foreign language acquisition and stimulate cognitive and creative activity of pupils (N.B. Baryshnikov, V. G. Gulchevskaya, M.M.Gahlinger, V.V. Oschepkova, P.A. Razin); the conceptual provisions of a student-centered approach in the educational system (E.V. Bondarevskaya, V.L. Karakovskiy, I.S.Yakimanskaya, N.A. Alekseev, E.V. Bondarevskaya, M.V. Klarin, V.V. Serikov).

The study of psychological and pedagogical literature on the topic of the study allowed to put forward the following hypothesis: it is assumed that the educational process will be carried out more effectively with the use of heuristic methods, the conditions of which are: the development of motivation among pupils on the solution of heuristic tasks and mastering heuristic methods; step-by-step introduction to training heuristic methods and heuristic problems of increasing complexity and difficulty; creating a situation of success in the classroom, contributing to the transformation of students from learning objects into subjects of cognitive activity.

2. Materials and Methods

In accordance with the objective and hypothesis of the research the following tasks were defined: to analyze psychological and pedagogical literature on the research problem, to consider the concept of "heuristic method" in psychological and pedagogical literature, to reveal peculiarities of heuristic method usage in educational process, experimentally test the effectiveness of the conditions of heuristic method in the educational process.

To test the hypothesis a set of different methods were used:

- theoretical - literature analysis, comparison and classification of heuristic problems and modeling of pedagogical conditions.
- empirical - pedagogical observation, testing. ranking, analysis of students' work, diagnosis of levels of heuristic thinking.

Experimental work to identify the level of readiness of students for creative self-realization was held on the basis of school-gymnasium №34 named after A.Taimanov.

First stage was aimed at the study of psychological, pedagogical and methodical literature on the problem of research, which was a theoretical reconsideration of the topic, object and subject of research, work proposal hypothesis was determined.

During the second phase the conditions for the effective use of heuristic methods of teaching in the process of learning a foreign language in order to form a readiness for creative self-realization of students were identified. The basic provisions of the hypothesis were tested, psychological and pedagogical bases of the organization of formation of readiness for creative self-realization of pupils with application of heuristic methods of training were controlled.

Third phase was devoted to the analysis and synthesis of research results, theoretical understanding of the scientific work, the formulation of conclusions and design work.

At the stage of the ascertaining experiment, we developed a questionnaire, which consisted of three sections, each of which corresponded to certain indicators allocated by us to identify the level of creative self-realization of students, the formation of independent cognitive skills for students, the level of formation of heuristic abilities, creative thinking, motivation for creative activity and reflection.

The ascertaining experiment was aimed at solving the following tasks: to determine the degree of readiness of students for creative self-realization through heuristic methods of teaching; to develop a criteria-based assessment tool to identify the degree of readiness of students for creative self-realization through heuristic methods of teaching, identify indicators, develop criteria, determine the level scale; choose the diagnosing techniques to determine the level of readiness of students for creative self-realization. The analysis of the diagnostic tasks and techniques allowed to reveal the level of readiness of pupils for creative self-realization of pupils (18.2 % of students have a low level of readiness for creative self-realization, which is 4; 81.8 % of students have an average level of readiness for creative self-realization, which is 18).The high level of readiness of students for creative self-realization is not revealed. Thus, according to the results of the ascertaining experiment, we came to the conclusion that it is necessary to increase the level of readiness of students for creative self-realization through the use of heuristic methods of teaching a foreign language at the next stage of experimental work. The purpose of the formative experiment was carried out to identify psycho-pedagogical conditions for the formation of self-actualization of students through heuristic teaching methods in the process of learning a foreign language. In this regard, for the formation of heuristic abilities, work was carried out to improve the creative, cognitive and methodological abilities of students.

3. Results

At the final stage of experimental work of the diagnosing methods to identify the degree of readiness of students to creative self-actualization through heuristic teaching methods with the purpose of organization of monitoring of the effectiveness of these methods and technologies of education were conducted .

Analysis of the results of the work was aimed at solving the following tasks:

- to determine the degree of readiness of students for creative self-realization after the forming experiment;
- to analyze and process the obtained results of the conducted survey;
- to draw appropriate conclusions about the effectiveness of heuristic methods of teaching foreign language lessons in the creative self-realization of students.

As a general conclusion on the first two tasks of the analysis of experimental work, it can be determined that after the implementation of the experiment, the level of proficiency in cognitive independence increased in 4 people, and accordingly the high level began to be 63.6 %. A high level of heuristic abilities development was revealed in 8 people, which was 36.4 %. Creative thinking of students after the implementation of the formative experiment was 27.2 % of students with a high level.

Motivation for creative activity of students was 8, which corresponds to 36.4 %. The ability to reflect their own activities revealed in 10 people, which was 45.5 %.

The results of the survey prove the effectiveness of heuristic methods of teaching a foreign language in the formation of creative self-realization of students.

Analysis of the results obtained after the forming experiment made it possible to determine that:

- the high level of readiness for creative self-realization was determined by 10 people, which corresponds to 45.5 % of the group of students, which is 45.5 % more than at the stage of the ascertaining experiment, so students with a high level of readiness for creative self-realization at the stage of the ascertaining experiment were not revealed;
- the average level of readiness of students for creative self-realization was found in 45.5 % of students, as many students with an average level of readiness for creative self-realization after the implementation of the forming experiment, showed high results, and accordingly, began to have a high level of readiness for creative self-realization;
- the low level of readiness of students for creative self-realization was 9%, which is twice less than at the stage of ascertaining experiment.

4. Discussions

Comparing the obtained results at the stage of ascertaining and final stage of forming experiment, it is possible to draw a conclusion about efficiency of applied heuristic methods of teaching foreign language in formation of readiness of pupils for creative self-realization.

At the stage of ascertaining experiment, the degree of readiness of students for creative self-realization was determined: the level of creative thinking, the level of formation of heuristic methods and skills of cognitive independence, the degree of motivation for creative activity and reflection of their own activities.

The results showed that students have insufficient level of readiness for creative self-realization.

In order to increase the degree of readiness for creative self-realization at the stage of the forming experiment, a set of heuristic tasks in a foreign language were implemented. The lessons were of non-standard forms with the use of modern technologies and methods of teaching a foreign language in order to improve the readiness of students for creative self-realization.

Analysis of the results showed an increase in the degree of readiness of students for creative self-realization: their cognitive independent activity and motivation for creative activity of students were noticeably intensified. And, accordingly, the creative thinking of students develops.

Today, not all secondary schools are ready to teach a gifted child qualitatively, without harming, but on the contrary, fully developing, taking into account all the features of such talent. Teachers face a real problem, which is, first, to identify the tendency of the child to non-standard thinking, secondly, the need to develop an individual trajectory of its development. Of course, in addition to good subject training, teachers should teach the child psychological self-control, as well as the ability to use the entire resource of knowledge and skills.

5. Conclusion

The study revealed psychological and pedagogical conditions of creative self-realization of students through heuristic methods of teaching foreign language lessons and after school:

- heuristic methods should be integrated into the educational process, which will create a real language environment and solve the corresponding didactic tasks;

- the applied methods of heuristic training are aimed at the formation of cognitive, intellectual, creative and methodological activities are the main pedagogical condition of creative self-realization of students;

- complex implementation of the system of non-standard forms of training with the use of modern technologies and heuristic exercises promotes creative self-realization of students.

Thus, in the course of the study, the tasks were solved and the provisions of the hypothesis were confirmed. The study does not claim to be exhaustive and can be continued in the following directions: heuristic development in the process of learning a foreign language, the study of the level of heuristics of students of other age groups, problematic and developing training in heuristic technologies in foreign language lessons, the use of modern pedagogical technologies in heuristic learning.

REFERENCES

Bush H. (1985) Dialogue and Creativity, 236.

Fomin M. M. (2005) Pedagogical heuristics as a methodology of modern education. Socialization of personality in the XXI century, 257-259.

Lubart T.I. Sternberg R. (1999) Creativity across cultures/Handbook of creativity, 212.

MacKinnon D.W. (2002) The nature and nurture of creative thinking talent,155.

Kapterev P. F. (1990) Heuristic form of education in the people's school // anthology of pedagogical thought of Russia in the second half of XIX-early XX century, 218-221.

Kitaigorodskaya, G. A. (1988) Principles of intensive learning foreign languages, 260.

Khutorskoy A.V. (1998) Heuristic training, 345.

Selevko G. K. (1998) Modern educational technologies: textbook for pedagogical universities and institutes of advanced training, 55.

Sternberg R., Lubart T.I. (2000) Creative giftedness: A multivariate investment approach, Gifted Child Quartely, 287.

ABOUT RUSSIAN VERSION OF HISTORICAL PROGRESS

Abstract

The article provides an analysis of the views of Russian thinkers on historical progress; the concepts of freedom-opportunity, freedom-necessity, time and space are explored. Comparing the western and domestic approaches to the formation of the so-called "national idea", the author formulates his own hypothesis of progress, based on the creativity of the Person as conciliar unity.

Keywords

progress, history of Russia, Russian philosophy, national idea, freedom, creativity, religious philosophy, social ethics, philosophy of history, ideology

AUTHORS

Pavel D. Simashenkov
Candidate of Historical Sciences, Associate Professor, Associate Professor,
Public Administration and Legal Support of the Civil Service Chair, "MIR" University, Samara,
21, st. G.S. Aksakova, Samara, 443030, Russia
E-mail: pavel.simashenckov@yandex.ru

1. Introduction

To see the image with spiritual eyes,
elevating to prototype
Tsar John IV the Terrible

The relevance of the stated subject is determined by the regrettable tendency of a decline in interest in Russian culture not only on a global scale, but also among Russians. Russia is now fashionable to perceive either in a negative-political or in the infernal-messianic context, and both are imbued with deliberate pathos, which gives the image of national culture not even cheap, but fair look – bright one, like any colonial product offered for sale. We prefer to avoid the overly profitable work of myth-making and myth-debunking: let us try to figure out what is the notorious specificity, "mysteriousness" of the Russian soul and national historiosophy.

In a certain sense, Russia is a country of political chastity, innocent of wretched rationalism. In truly Russian (in the spiritual sense) novel by I. Goncharov [1], Oblomovism is the stability "so that it does not get worse" as a prerequisite for its superation – the ongoing process of surpassing cyclic recurrence with redundant efforts. [2]. Oblomov was a living piece of art for Pshenitsyna — that is what inspired and deifying love, life-giving idealization is capable of! Apparently, the gentry was perceived not only as a system of oppression exclusively, but (less often and not by all, certainly) as inviolability of domestic concerns - a guarantee of moral integrity. Oblomov's personality enhances the phenomenon of Oblomovism, a kind of humility with a certain comfort and a sofa scale of dreams. The very image of the main character (internal emigrant) is remarkable for moral purity: according to E. Trubetskoy [3], Oblomov's Christianity is closer to Russians.

According to A. Khomyakov [4], the correct algebraic formula was the ideal for which the whole life of European peoples unconsciously strove. The ideal of Slavophiles is the conversion of society and the state into the Church. The famous "Uvarov's triad" of the official national character is the best illustration of how superation (Orthodoxy) is able to surpass the potential antagonism of the natural (the people) and the artificial (the autocracy).

2. Results

Ready to serve the cause of freedom,
but not to be its serf
V. Klyuchevsky

Russia is indeed the abode of fatal and total non-freedom, but this must be understood more deeply and without "vodka-matreshka" populism. Russians understand freedom as a necessity (freedom "for"), and not as an opportunity (freedom "from something"). Freedom in our national understanding is unconditional; the absence of all "if ifs and ans were pots and pans" is something genuine, real. Western freedom in its export-replicated format is an abstract ethical vacuum irrespective of humanity.

The context of "Russian freedom" is deeply archaic in the noblest sense of the word: it is religious, as opposed to freedom-opportunity suggesting an alternative, and therefore limiting duality. That is why nobody managed to enslave the Russians, except for their own bureaucrats [5]. The history of the Fatherland is replete with social cataclysms, when attempts to attain liberal freedom — opportunity always ended in rudeness and bondage in the grip of consolidated and concentrated power, and freedom-necessity helped fight social injustice collectively. Therefore, freedom in the Russian version is not so much a conscious necessity (as Marxists formulate it), but an irrational necessity consciously perceived as a Fate. The western concept of freedom presupposes the loneliness of a hyper-individualist, drifting in the rarefied space of the so-called "personal sovereignty", which greatly simplifies "self-realization", determined by enclosing one's own space from society and by raising one's own rating (in one's own eyes) by belittling others. It is easy to seem great to yourself when others are far away. The result is "me-me-me generation", an ambitiously awkward generation of selfies and flash mobs.

It is extremely significant: life was perceived as a gift even in the "atheistic" USSR (according to N. Ostrovsky: "you must live in such a way that you would not be thoroughly ashamed of purposeless years" [6], and in the world of capital life is a resource (Carpe diem, take everything from life!). Freedom in Russian way of thinking is asceticism, taking responsibility not only for others (the western term "social responsibility"), but also for everything that happens around us (the Russian version is historical responsibility), and this is a mission of a religious nature, and then "eternity will extend a hand to us, the future will understand us" (as N. Dobronravov writes). Taking on the burden and the cross of responsibility voluntarily is the destiny of the few; it is even more surprising when such phenomenon becomes mass. It takes the courage of a higher order to sacrifice life, realizing oneself as an expendable material of History [7].

Views on development goals also differ in the West and Russia in many respects. The goal is the idea of the desired result, the mission is the idea of the Path. Choosing it is more important than setting a goal, because the shortest path to the goal is amoral, cynical, and simplifying. "Chekhov's intellectual" – is a symbol of a beautifully inclined but incapable of active human activity. But what if purposeful activity, that very goal-setting is the brightest and obligatory manifestation of arrogance? To pursue the goal: there is something unpleasant, manic-egoistic even in the literal interpretation. In addition, the achieved dream is surely debased, is it not better to keep it clean?

The peculiarity of the Russian national character is a developed fantasy and a desire to live in a new, better, never before existed world. Perhaps this comes from the historical feeling of dissatisfaction with the Russian reality (in the opinion of I. Aksakov [8]). Perhaps it is due to the tragedy of history: no one has ever lived well anywhere in Russia, and even more so - calmly. All this is due to the anticipation of the world to come – a lot of religious wanderers, and Russian martyr passivity (as the expectation of "the beautiful distant future"), and even government reforms that are divorced from reality: one more moment, and everything should fall into place, you just have to be patient! And all this is because the present reality for fun and the irrational reality in the Russian consciousness are not identical.

Sergey Dorenko once called the Russians "a child-people", for whom everything was for the first time, and therefore it was so easy for politicians to deceive them. It seems to us that the words of the journalist are not at all reproaching. Yes, Russian thinking is akin to childish in many respects: it is picturesque, artistic, and synthetic. Hence, the urgent need for the Image of the Future - an absolutely beautiful idea, which basically has faith, that is super-natural. Russians do not accept anything abstract, unreal, "as though". Hence, the neglect of formal constructions, simulacra, respectively, distrust of jurisprudence and politics, which is not much different from mere verbiage. The image must be inspired; therefore, naturalism is not in honor in Russian art. Sincerity - yes, but no shocking frankness.

Since we are talking about culture, let us emphasize a landmark feature that many people noted: the poet in Russia is more than a poet. He is considered to be a public figure, even if he does not consider himself to be such, because the society feels in him (in creative individual) the potential of new moral guidelines creator, which are, if not higher, then at least contradict the hateful, formal bureaucracy dictated by the government. That is why an intelligent person is always (at least) in opposition to the authorities, it is even more valuable when he is mentally and morally superior to them. Intellectuals have either their own ideals, or their own understanding of the way to achieve these ideals.

Mankind does not wander in a circle, but develops in a spiral. This hypothesis assumes the presence of a certain "center" and a concentric path of turns. It appears that the basis of social progress is a single principle - fixed, as the center of a circle or spiral. It means that universal human values (at the level of moral feeling) are immutable, but it is a matter of the free will of people to twist or unwind the turns. Thus, negation of the negation does not help to avoid a closed "circular" cycle, because it is a logical conclusion from the transition to the anti-quality and therefore unproductive. What gives rise to a new quality of development? In our opinion – this is only creativity.

We are sure that historical progress is provided by the principle of energy expenditure, and not at all by the law of its conservation. Even having to recognize the "jurisdiction" of the latter (and therefore the conditional impossibility of a perpetual motion machine existence, for example), people discover new sources of energy and, in this regard, distinguish between closed and open systems. Something inside a human being does not allow him to become reconciled to the limitations of his capabilities, much less to the isolation of the surrounding world. Thus, the very recognition of energy conservation expands the horizons of knowledge in search of the root cause. Ultimately, the fashionable "big bang theory" is the evidence of scientists' belief in some initial energy expenditure, the first impulse, is not it? By the way, why should we not interpreter the law of energy conservation in the sense that the creative energy given to people is stored in them? - only it is being used and transformed in different ways.

Any laws originate from certain limits, therefore it is impossible to formulate "laws of development", because it is impossible to have development "within frameworks", moreover established by people (it reminds a prison). That is why progress is clearer in the reverse temporal perspective: to evaluate it is the conciliar work of mankind (the common phrase "history will judge us"). The logic of laws is negative; they are suitable only for the demarcation of impossibility, while the notorious subjunctive mood is not even out of the ordinary, but beyond the regulations. Possibility – is mockery of appropriateness; the historical parallels are quite capable of intersecting in the non-Euclidean space of time - complicating, enriching both the very course of events and (most importantly) its comprehension.

Creating the future, we resurrect our past in its specific signs, idealized as we move away from them. Were it different, people would not feel affection for nostalgic memories, family traditions and good old films. Therefore, the so-called reverse perspective with respect to time is the most accurate, for it reflects both historical (ancestors look at us) and futurological aspects (the farther away, the wider are the opportunities for future discoveries; thinking does not narrow, does not "reach the point", it is not dogmatized).

The genius of the Russian proverb “morning is wiser than evening” (take counsel with your pillow) is in a laconic designation of both the principle of reverse perspective and a special, religiously based mood: to look at the passed by day with not so much captious and sober but rather with blessing eyes. And also in the hint that the "present time" is an impenetrable night, which we have to sleep over. A man is made by the past, both in the sense of going there, and in the sense that personality is shaped by memories: everybody moves into the future, leaving for the past. It turns out that there is no real present; there is "only a moment between the past and the future" (in the words of L. Derbenev). It is striking how many times and how thoroughly this image is contemplated in Russian philosophy:

"The fall, the impoverishment of one epoch - let it be our epoch – is only a grimace, distorting a beautiful face for a moment, if the future connects with the past into a living chain" (G. Fedotov [9])

"We are set at the turn of two worlds: the past and the future" (V. Odoevsky [10]).

"It is enough for us to resurrect, to understand the past, and bring it into consciousness and life" (A. Khomyakov).

"The present is not subject to any changes, it always remains a point" (N. Strakhov [11]).

Therefore, perhaps, the appeal to stay in the present sounds so definite and so deadly: a point, a limit, an end. Zen Buddhists, by the way, advise to stay in the present, but this advice does not contradict the above-stated, because where the future is a dream, and the past is a result, the present is a process of creativity, superation of the past. Yes, we should live for this process; it gives meaning and value to earthly existence.

It is noteworthy: in the Russian language, the present tense describes the process to a greater degree than the result (what the British would call present continuous). The result, the accomplishment – is always in the past, and achievement - in the future. The linguistic "present tense" differs from the future only in a volitional component (I do - I will do, I make - I will make). Thus, realizing our plans, we rather do not bring the future closer, but we lock the materialized dream into the closet of the past by an effort of will. Evil is not so much in restriction (process), as in narrowness (result).

A person does not seek for self-assertion in creativity, but serves another, higher idea. To create is a kind of self-denial act, not self-realization. We almost agree with M. Mamardashvili [12] that self-determination is the most important guarantee of creativity. It is self-awakening, finding oneself not outside, but inside the transmission of life impressions, from which one learns the meaning of what is happening. Largely, it is rather self-overcoming, than self-determination. Therefore, in order to crystallize the coordinate system, a person must first be dissolved thoroughly in the surrounding world. The act of creation occurs always for the first time, harmony is being built from the primordial chaos. It turns out that the essence of creation lies in this dissolution and resurrection, i.e. in the work itself - it has no goal as such. Art is the only way to communicate with Eternity. To inspire and perpetuate - these are the aspirations and needs of the creator. It means that there can be no competition in art (and in creation in general). The environment can form a fairly high "general cultural level," against which every creative person, however, will always try to surpass oneself, but not to gain an advantage in competition.

However, you can adapt to the "challenges" by becoming like mediocre creatives. Like any other person, they are also endowed with the ability to create, but they are deprived of their conscience and, therefore, value the gift as a means of survival in a market-trading environment. The vulgarization of art consists in its artificiality. Art can not be a mediator, because it is purport. Therefore, creatives are slaves to the temporal context (fashion and trend). The act of creation is expressed in the desire to exceed the commonness, based on the direct sensation of the irrational interrelations of the surrounding phenomena. The result (but not the product) of creation becomes a new value - hitherto unprecedented, not existing in nature. This is not necessarily a work of art; for example, state institutions are also the result of the creative work of those people who do not deal with art. Social development in many ways vulgarizes the idea underlying it; hence, we have all the mistakes and perversions of what is considered to be the progress.

We idealize the past eventually, and people want to return the "golden years". History is the childhood of nations, and the melancholy of the “golden age” is already the prettifying of the past: it means that people survived, surpassed culturally its gross realities. Here the main thing is not to dwell on the admiration with the past, not to flatter yourself with the simplicity of retrograde nostalgia, but to try to develop the best moments of what is recalled with warmth. However, when the past comes back in ceremonial formalism, this is already a farce and a vulgarization of historical memory. Consequently, conservatism and retrogression are different concepts. True conservatism preaches inseparability from the primeval ideal, retrogrades prefer to get skeletons from cabinets and shake up rotten idols of the past. The root of evil here is not even in objective circumstances (ideas hardly depend on them), but in the efforts of specific subjects who implement ideas in their own discretion. As a rule, these subjects make up for their own creative inconsistency with an excess of possibilities for its realization (usually - by concentrating power in their hands). If artists, poets and thinkers are the bearers of ideas, then the official propagandists-ideologists are their peddlers.

In fact, every creator is a fringe frustrated by the fact that it is impossible to materialize an idea by its very definition. However, the impossibility is the prerequisite for its further (and permanent) improvement. The mass, with its criticism and inertness, balances the egocentrism of the creative individual; this is how social harmony is born in the development of someone else's moral ideals. The people define the criteria of historical responsibility not only for the creative individual, but also for each member of society. If it were different, the fringe groups would destroy the world.

The hierarchy (coordinate system) is built into the human consciousness as a vector of expanding creative possibilities. Naturally, there is always an indignant minority in society that is opposed to the hierarchy in general, especially when representatives of the upper elite begin to treat their subordinates with disdain, because they consider themselves to be within walking distance from God. Time smooths over the conflict: as a rule, the masses declare posthumously both martyrs for the faith and fighters against the regime to be heroes, tools of Destiny - as mediators between God's providence and people. Thus, the institution of saints forms the spiritual hierarchy, and that, in its turn, is layered on the social one — with the fathers of the nation and freedom fighters. Social stability largely depends on the coincidence of these coordinate systems: a society, in which the authorities have purely “exclusive” saints and, conversely, there are hero men who are worshiped by the common people, will hardly be harmonious.

Historical continuity is total, as an inheritance: either to accept it entirely, or to give up everything. According to M. Prishvin [13], if you do not take the whole of Christ, then the rest of Christ would stand against taken by you as Antichrist. A western, alternative approach leads not to the development, but to the negation of negation. Therefore, we have "antichrists" of world history (Nero, Hitler). Any attempt to achieve progress through the search for alternatives leads to the loss of the integrity of the worldview and, as a result, to the emergence of "antichrists", confusion.

Social is always more conditional, formal and massive than individual, hence there is inevitable blurring and vulgarization of high thoughts and aspirations. Is Christ responsible for the moral character of “catholic” Cesare Borgia, and communist Lenin for the deceit and betrayal of the Motherland by “member of the Communist Party” Gorbachev? Consequently, the redundancy of creativity provides mankind with at least some chance for development. It compensates with this for the vulgarization of the idea due to its replication. The potential of social development is the creative potential of the idea underlying it.

3. Conclusion

There are six days of creation for the moral world, for History:
what day are we in the world?
M. Pogodin

Spatial perspective may be any (direct - inverse, linear - non-linear), but temporal one - most likely, is only inverse. This does not imply a retrospective nostalgia, but a historical responsibility to those who had lived before us, and whom we will certainly meet at the end of the earthly journey (Fedorov's "sons' duty is the return of the lives of fathers" [14]). Let us not to disgrace the ancestors - it means that we will remain in the grateful memory of our descendants.

They are mistaken, who think that those possessing information own the world, it is ruled by those who takes possession of time. Time is eternally desirable wealth, infinitely limited due to unlimited perspective (Russian saying: “God has many days”) and finiteness at the moment (“you do not breathe before dying”). There is neither history nor progress without a time concept.

Time is the path from plurality to unity, a kind of defragmentation of being by consciousness. Historical time is transformed into a space of memories, which people are free to decorate, as they like. Closing his life within the framework of earthly existence, a person can break the eternal moral law by arranging for himself his beloved cozy closet with the benefits of civilization. The process is more valuable than the result, therefore the root of evil is always present in the creature, but it is absent in creation. Evil appeared as soon as creation was embodied in the created.

Evil is non-existence, a frozen form, intended to become a dogma, it is a cashing of reality into actuality, into everyday life. Moreover, what could be explained by the historical context is outdated. But the development is provided not so much with confidence in the infinity of human potentials, as with infinite faith in inexhaustibility of creativity. According to N. Ustrialov [15], progress is not in a continuous linear rise, but in an increase of being, in a growing wealth of motives number. It turns out that the time is not so continuous cyclically-measured, and if you wish, you may not hang about the main entrance, but enter the new life by opening the doors with the keys of knowledge and experience. Cyclic recurrence is not infinity, but hopelessness. Nevertheless, "the arrows go in a circle, time goes forward" (by N. Dobronravov).

Each stage of progress is a kind of synthesis, surpassing the established limits of the law or genre. Figuratively speaking, one trying to climb a descending escalator without considerable acceleration will inevitably move down. Anyone who tries to go towards progress "in tune with the century" will not facilitate progress and will not make it. Moreover, the Russian way is to *surpass* the world around us - and this is the essence of creativity and superation. Not to adapt, but to soar above the objective reality given to us in sensations, with the help of subjective sensations - is not it a challenge and an answer to all-powerful Fate? Russian destiny is the tragedy of the ascent of the human spirit over inhuman circumstances.

REFERENCES

Goncharov I. A. Collected Works in eight volumes. Vol. 4. M.: State Publishing House of Fiction, 1953. 670 p.

Simashenkov P.D. Historical progress and involution of ideals: ethical and philosophical research. Samara: ASGARD Publishing LLC, 2017. 176 p.

Trubetskoy E.N. Three Essay on the Russian Icon: Contemplation in colors; Two Worlds in Old Russian Iconography; Russia in its icon. Paris: YMCA-Press, 1965. 298 p.

The complete works of Alexey Stepanovich Khomyakov. In 8 v. V. 2 M.: University Printing House. 1886. 350 p.

Simashenkov P.D. Responsibility for likes and reposts: problems of legal qualification // Scientific-methodological electronic journal "Concept". - 2019. - № 3 (March). - pp. 116–126

Ostrovsky N. A. Works in three volumes. V. 2 M.: Pravda. 1969. 307 p.

Simashenkov P. D. Power-property as a remedy from the power of the owners // Scientific-methodological electronic journal "Concept". - 2018. - No. 9 (September). - p. 236–244

Collected works of I. S. Aksakov. M., 1886. 846 p.

Fedotov G.P. Collected Works in 12 Vol. V.7. M.: Martis, 2000, 268 p.

Odoevsky V.F. Works. M.: Khudozhestvennaya Literatura, 1981. 728 p.

Strakhov N. N. Literary criticism. M.: Sovremennik, 1984. (Series "For the lovers of Russian literature"). 326 p.

Mamardashvili M.K. Aesthetics of thinking. M.: 2001. 416 p.

Prishvin M.M. Diaries. Book 2 (1918-1919) M. 2012, 853 p.

Fedorov N. F. Collected Works: In 4 vols. / Drafting, editing and comments by A. G. Gacheva and S. G. Semenova. M.: Publishing group Progress, 1995. V. I. 518 p.

Ustryalov N. V.. National-Bolshevism. M: 2004. 236 p.

CONTEMPLATION OF THE IDENTITY PROBLEM IN THE CONTEXT OF THE EXPERIENCE OF BEING AN ETHNOS

The authors ponder over identity in the context of the return of the Caucasus small nations to the basic values of ethnos. Ethnos is interpreted as a category that minimizes the experience of being oneself, carried out in the process of ethnogenesis at the level of "family", "people", "nation". Identity is understood as such a basic value for people, the loss of which results in the loss of the image of themselves as a viable form of the subject of life. In this sense, the meanings of "identity" and "identification" concepts are different. "Identification" is characteristic of the civilized form of the subject of life - a social actor rooted in autonomous, individualistic, group psychology. The social actor builds a social scenario of life in the “I am Different” system of relations, on the choice and opposition, on the hierarchy of role-playing relationships, the will to power (violence). To illustrate this thought, the concept of “theatrical effect” is used. The article discusses the socio-cultural consequences of such a “substitution” for the nation and its future. It is shown how the nation “intuitively” refers to the values of identity and how a real “turn” of the small nations of the Caucasus to “themselves” is possible. “Turning” to identity is interpreted as the content of “identity problem contemporaneity”. The concept of "contemporaneity" in this context has an independent meaning: it means "desired", which becomes such only when it escapes from the final "appropriating". To substantiate the main provisions, the authors refer to the provisions of existential philosophy of M. Heidegger, phenomenology of E. Husserl, hermeneutics of the subject by M. Foucault, anthropological research of the twentieth century (M. Mid. B. Porshnev), ideas of the philosophy of religion (L. Feuerbach, G. Plekhanov).

Keywords
contemporaneity, identity, identification, ethnos, family, nation

AUTHORS

Svetlana N. Teslya
Doctor of Philosophy, Professor, Pedagogical and Psychological Education Chair,
Sochi State University, Sochi
26a, st. Soviet, Sochi, 354000 Russia
E-mail: Wayness@yandex.ru

Alexander V. Shashkov
Candidate of Pedagogical Sciences, Associate Professor,
Psychology and Defectology Chair, Sochi State University, Sochi
26a, st. Soviet, Sochi, 354000 Russia
E-mail: vh109g@mail.com

1. Introduction

Addressing the topic of identity, which we associate with the study of the experience of being an ethnos, is not so much “relevant” as it is “contemporary”, since it requires an understanding of what it means “to be oneself”. From our point of view, the desire to comprehend the phenomenon of identity is not because we still do not know what identity is, trying to fill the gaps in knowledge with the help of scientific methods of cognition. Identity, as a topic and a phenomenon, does not focus on “knowledge” about it, but motivates precisely to comprehension — the principal quality of consciousness inherent only to a human being. Therefore, the impulse to comprehend may be attributed to the “plan” hidden in the subject of identity, since it is the ability to think that makes it possible for the person to discover himself, but as someone who is restricted in “being himself.” However, in a paradoxical way, comprehending in understanding the restriction of “being himself”, a person becomes “himself.”

The subject of analysis in this article is a complex phenomenon that requires problematization precisely when it would seem that knowledge of it is clear, simple and obvious. However, this is the secret of identity issue “contemporaneity”, that the meaning of identity is something “which requires reflection, evades us” [Heidegger, “What does it mean to think?” 1991a, p. 142]. Distinguishing between the concepts of “contemporary” and “relevant”, one can say with the words of the philosopher: “... self-removal of what should be understood, perhaps, is more contemporary today as an event than everything relevant ...” [Heidegger, 1991a, p. 138-139].

Identity reveals itself in this “evasion” and it would be a mistake to think that the problem is to “catch” it, or make it no longer “evade”. Completeness is not inherent in identity, and in this sense, constant inquiry is the best way to understand the meaning of identity: evading, identity moves us to turn to anthropology. In this "movement to anthropology", we fix our position regarding the place of identity problem in contemporary humanitarian issues. The main provisions of the position are the following:

- contextual approach allows us to distinguish between the meanings of "identity" and "identification" concepts: the meaning of the first one, "identity", is appropriate to derive in the context of ethno-genesis; the second, "identification" - in the context of socio-genesis;
- narrowing the topic to the psychological aspects of identity, we consider it in the semantic field of the ethnos consciousness, different from the semantic field of the social actor consciousness. The principal psychological concept of the semantic field of the ethnos consciousness is the concept of "self". From our point of view, what we denote by the concept of "self" bears the meaning of the limited introspective "denotation" ("Bedeutung" - G. Frege) of identity;
-"Ethnos" and "social actor" correlate to different contexts of life, but both of them are included in the meta-context of the "subject of life". The "subject of life" does not correlate to "object", but to "man" and "life"; this category, which generalizes the attitude towards life as a whole, has the meaning of the personal position of an individual towards life in general. "Position" is interpreted as "transition of life into being" - as the process of generating the ideal, transforming the reality, or as the subjectiveness of the subject of life;
- attitude to life deepens in general the understanding of an individual as an "image of the world", but not as the one who "reflects the objective world", but as the one who forms, constructs the world by himself, becomes the image of the world;
-concretization of "transition of life into being," as a position in relation to life in general, implies a number of ontological assumptions, one of which is the following: ethnos and social actor are two forms of the subject of life, and each of them in its own way transits life into being;
- the transition of life into being, as a characteristic of an ethnos subjectivity, is interpreted as the generation of a symbolic self, transforming the real self. Striving for complete identity in this context is understood as the direction, the strategy of the generating activity of the ethnic group;
-"Ethnos" is considered as a "universality", "category" ("idea"), therefore, we can speak about "collecting" the meaning of this category at the level of its "ontologizing" concepts, which are "family", "people", "nation". Factuality [Mikhailov A. Factuality New Philosophical Encyclopedia: In 4 vols. M.: Mysl. Edited by V. Stepin. 2001.] of ethnos is represented by "family", "people", "nation" - the fractals of the ethnic group [Bezruchko, Koronovsky, 2005. P. 65];
- it is important to understand transition of life into being as an incessant formation. Therefore, research points of interest are the key points of transition - the points at which the craving for formation is enhanced. And these are the "points" in which the problematic character of being deepens, thereby encouraging the subject of life to expand the existential potential, or the striving for being.

The main purpose of the article is to mark those key points of formation that, in our opinion, may be attributed to the ethnos' consciousness regarding identity, and, if we are talking about specific members of the ethnic community, these are the moments that they associate with such a concept as "self" (reflection of ethnicity and ethnic self-consciousness).

2. Discussion

So, concretization of the identity problem implies an understanding that identity constantly dissipates, which is experienced by an individual as the alienation of his generic essence. This alienation is experienced as social loneliness, abandonment, rejection in the world and, as a result, as expected or real nostalgia for those things that dissipate all the time, which are designated as “generic”, “genuine” in philosophy. The “genuine” evades us. But, precisely because of its evasion, it inevitably makes us to look for it: “What is removed, comes, namely, in such a way that it draws us in, captivating... But because we are drawn into the “pull to” … what pulls us, our essence is already minted, namely: through this “in the pull to ...”. Minted so, we point to the self-removing things ourselves. In general, we are ourselves, we are what we are only when we point to this self-removal. This pointing is our essence. We exist by means of this pointing to removing” [Heidegger, 1999 a, p. 139].

We emphasize that the concepts of "identity" and "identification" are not equivalent in meaning, but they are often identified now [Schneider, 2004]. The difference is that “identification” indicates the “role”, the process of likening of “I” to “Other”, which already implies the existence of “identity”: in order “I” could “liken”, multiplying in the projections of “Other”, someone must "regulate" this process. “Someone”, who remains as “single whole”, capable of retaining his own identity in perception, but who is present implicitly, “behind the scenes”: this “someone” is the one that we call “myself.”

The perception of self-in-myself, as the basis of identity, should already exist before identification begins (likening of “I” to “Other”). This foundation of the actual psychological experience of a person - perception - is the basis for feeling oneself as myself.

It is clear that "oneself as myself" is the "code" of the human as such. Therefore, we can say that identity, as self-perception, is the source of all further psychological and physical self-unfolding of the human essence.

Not without a reason, we see this essence in consciousness, and where there is no consciousness, there is no human there either. Therefore, it is not by chance that “consciousness” and “perception” are close in Husserl’s phenomenology. He believed that “pure act of perception” is an essentially represented phenomenon of consciousness.

Moreover, as the prerogative of consciousness in general and the “pure act of perception” in particular, Husserl substantiated “intentionality” as “striving for ...” - in order to emphasize the very idea of a human. A human does not come into the world “for all found”, but he himself in free (spontaneous) activity of consciousness, which requires all his (human) essential forces, intensifies being, producing it from “nothing”, outlining his universe by tension of meanings. It is only in the space-time of meaning setting that such phenomenon as a human takes place [Husserl, 1999; Husserl, 2001a; Husserl, 2001b; Husserl, 2011].

It is clear from these axioms of phenomenology that identity, as self-perception of oneself, and realization of oneself as a human (where the “human quality” is the other side of oneself) are archetypically united.

The first thing that we pay our attention to, trying to comprehend the fate of nations in the twentieth century, is the fact that only when people, as a cultural community, are close to “death” (war, for example), they do realize themselves as a nation. The proximity of death reveals the meaning of calling: to be a self-nation on the way to oneself. On the verge of extinction, the people face the problem of identity, requiring conscious cultivation. This is their response to the existential request of that single scale in which the subject-nation is able to experience itself as a human being and move “from the survival mode” to the “rhythm of life-living”. The question is about the scale of identity.

"The rhythm of life-living", reveals itself in the symbols creation, which is not associated with a goal-rational activity, but close to the directive for the meaning as such. Understanding the meaning of meaning correlates with the desire to "be oneself" always.

Modern cultural anthropology and ethnopsychology, referring to ethnogenesis, shows how the consciousness of an ethnos produces the being of an ethnos. The being of the ethnos is incarnated in the body of the ethnic group; it becomes accessible to observation and description. The living body of the ethnos is constituted by the consciousness of the ethnos; the consciousness manifests itself by figures of the ethnos body, having a certain rhythm. The “apparent” forms of an ethnos body are “family”, “people”, “nation”.

Perception of themselves as a nation determines the level of ethnos’ consciousness, which can be described as “self-cognition”. It is preceded by the level of the ethnic group’s consciousness that matures in the "family". We refer to this level of consciousness as the “definition of self”. Both of these levels "unfold" in "taking care of themselves," determining the "transition" to the "nation." We can say that in “taking care of themselves” the consciousness of the ethnos “twists”, approaching the fullness of identity. So, the depth of identity is represented by a triad: “defining themselves - knowing themselves - taking care of themselves”.

“Family”, “people”, “nation”, therefore, correspond with the levels of the ethnos’ consciousness noted above, and “convert” in the process of ethnogenesis, constantly “expanding” to the completeness of identity.

We should add that, since perception gives a holistic image, and a human is always a “motivated” being, he “carries” in the image of himself what is desirable precisely to human-people, human-family, human-nation, to which they are disposed.

Identity is something that the family, the people, the nation never resist in themselves. And what they do not resist in themselves? - To themselves. Therefore, the problem of identity, if it is stated as a problem, stimulates the search for “gaps” in what we call “the ability to be ourselves” [Murray, 2001, p. 312].

In an attempt to reveal what it means to be able to be ourselves, let's see where is the “body of the ethnos” of the peoples living in the Caucasus, find its “place” (“essential”, “so-to-be being”) in order to realize the relevant locality of nation and its actual presence (“existentia”, “here-to-be being”). Or, on the contrary, to note the “lack of a place” and, therefore, the non-relevance of a nation, its “illusory” presence and its non-authenticity.

The country roads of Abkhazia, Armenia, Russia are the locality where the ethnos lives, where you can still find it. However, in the markets where the ethnic “elite” of the city shows itself in a concentrated way, not a lively image of the nation is presented, but its virtual “image”. An image that creates a “theatrical effect” as opposed to a “reality effect” [Kapustina, 2012; Pavie, 1991, p. 367, 437].

This image is “ethnic seller”. And this is, rather, a projection of commodity-money relations, which is detrimental to the identity of the people, in which an “adult” civilized subject identifies himself at the level of ego-ambitions and self-limits, resembling the chosen role.

But, at first glance, Abkhazian, Armenian, other national choral folk songs with the words "... all Armenian land" or "...our Abkhazian mountains..." sound together with the hits in the same markets, from cars loaded with vegetables in some strange dissonance with an "adult seller"! It seems that identity “sings” childishly in the very thick of identification, disrupting the rate of goods exchange by the free resistance to the imposed social adulthood.

In a “broader” sense we can conclude that in the case of the “seller’s” domination, the body of the ethnos is alienated into the “obedient body” of the social actor (Foucault, 1999), wearing out in unloved work. Such a body eventually turns into a rebellious body, directly or indirectly reacting to the inferiority of identification only on the theatrical-market stage of society. And just as Luddites in England in the 19th century, who used to break machines, seeing in them “mechanical” competitors for themselves, and, in reality, feeling themselves to be “mechanisms”, “tools”, so “ethnic” sellers, one day, can dump their oranges into the Mzymta river, and another “Orange River” will appear on the map of ethnic instability.

What we are witnessing today at the song level already reminds the ethnos' emerging resistance to this “theatrical effect” and may turn into real technologies and techniques for the destruction of this illusion. Such a “technology of destruction” may be the processes of ethnic consolidation. For example, popular gatherings – on the occasion of weddings, childbirth, and funerals - have acquired great importance in independent Abkhazia today. All these celebrations have a bright "borderline" ritual character and ritual status: they fix an important stage in life, marking a new round of growth, or an irreparable loss. In addition, we emphasize that they are celebrated on “their” Land, in the living landscape of “their” homeland.

Why do we emphasize this fact? “Because “here” the need for ritualization of life in the modern life of the small peoples of the Caucasus becomes clear.

Why is ritual so important to the people? “Because the main values of the clan are symbolically enshrined in it, the clan to which the people belong and which binds the generations to a single line of succession, guaranteeing the continuation. Moreover, no one can challenge these generic values on “their land”. The ritual satisfies the intuitive demand for “feeling-us”, in which the religiousness of the people is rooted, the law of the religious definition of themselves as the desire of a common, harmonious life [Porshnev, 1974].

This is not a strict confessional choice. Religiousness here manifests itself as a natural framework of the desire to “be in connection, together”, of “dependence feeling”, which is incorporated in the meaning of the word “religio” [Feuerbach, 1955; Korelin, 2008].

Today, the Abkhaz religious request is not just the “institutional and religious level” [Plekhanov, 1957, p. 251], but a request for ethnic memory in the form of a “memorial candle”, which can be attributed both to the mosque and to the Christian church, or simply to the grave of a relative who rests in the “home necropolis”. The main thing is to make the connection, childishly simple and natural. And this was characteristic of the “first being”, the hypothetical “beginning” of human history, “hypothetical”, because there was no “beginning” and there is no such thing - a human is a human only because he always “becomes” a human [Porshnev, 1974].

Holiday (celebration), transforming the “surroundings” into a landscape with general co-presence and participation, creates the conditions for a real vision of ourselves (obvious), and not just for recognition of “our” in the conditional space of the market infrastructure.

Thus, we can conclude that the peoples of the Caucasus today seem to be returning to becoming as the meaning of human history through a turn towards identity (and vice versa). The nature of this “meaning of human history”, as evidenced by M. Mead, is childish [Mead, 1988]. So, the “childishness” of history can be compared to human childhood as such, and in this childish incarnation identity grows - the genealogical constant of a nation as a fractal of an ethnos.

Therefore, their own peoples perceived the independence of Abkhazia and South Ossetia with such enthusiasm, above all. We cannot say the same about the perception of this fact by the civilized European community, with the exception of the “cautious” and “unofficial” semi-consent of the “clan” states of Asia and the Indian subcontinent. It is clear: western civilization demonstrates in this case incompatibility with the generic culture of identity. In our case - the peoples of the Caucasus.

Without unduly romanticizing the childish nature of identity, we note that in this space, the childhood of the nation is tied to the other side of identity, and not just to the realization itself as a nation. This second side, overlapping the first, forms a “knot”, tightening the “bag” into one whole: undo it - and the whole network comes apart along the threads. Therefore, there is another version of the “unfolding” of events for the small nations of the Caucasus, namely, to prefer, forcibly or voluntarily, the “theatrical effect”, ideologically shaping it rigidly “under the only reality”. Ignore the identity and agree to a full "state control", give free rein to the "will to power", digitize yourself with status signs and badges. Quickly, relatively cheaply, you can become like real adults and rich civilized people of the West - all have mobile phones, laptops, cars, American cornmeal ... After all, living in the era of information computer technologies and, plunging into the virtual space, do we think we do live really? [Zizek, 2012].

Economic lag and political relaxation, the absence of a strong layer of the spiritual elite, the consequences of the war, be it the “winner” complex or the “defeated” complex, create the nation’s fatigue that modern “conquistadors” can use, as it happened in history more than once . And virtually, for the peoples of the Caucasus, it will look like a “civilized state”, but in reality they will turn into a raw materials appendage and a sales market for spoiled products of developed countries.

On the other hand, they can easily turn into a leveled population, devoid of unity, which, as a rule, leads to the transformation of “independent” territories into a military testing ground of oligarchic factions competing for power, into an arena of information games, played by “visiting tour performers” for the “lower classes” at the “pre-election hour”, in the performance with the title “friend or foe” in worn nationalist costumes, but with real weapons in hands, obligingly provided by the “man from above”. Moreover, the “neighbor” is “not a neighbor” any more, but “the enemy” and “subhuman”, and the war is “served” as the only one logic of unfolding of events without alternative. And the children's book about the myths of ancient Greece, where Troy and “Greeks, bearing gifts” were, was not gathering dust on the shelf [Legends and myths of Ancient Greece and Ancient Rome, 1987, p. 371-376].

3. Conclusion

Without mystifying the problem of identity, we can say that the very fact of thinking about identity as a problem points into evasion, escape of the Childhood of Nations. Therefore, one can see the contemporaneity of the identity problem in the demand for the Childhood of Nations. It escapes, and therefore requires reflection.

Thus, the “contemporaneity” of the identity problem is seen, on the one hand, in the need to give people back their Childhood, and on the other hand, in their desire to distance themselves from Childhood in favor of politicized consciousness. However, this distance is useful to the people: childhood evades, therefore, it “attracts” to itself, summon up comprehension [Heidegger, 1991b, p. 104]. Where does “comprehension” lead? - To the human in himself, that is, to piece.

The main idea, that we tried to develop in this article, is the statement that the transition of life into being is connected with the turn, orientation of the ethnos’ consciousness (in particular, represented by the family and the nation) to identity.

REFERENCES

Bolnov O.F. 1999. Existential Philosophy. SPb.

Bezruchko B.P., Koronovsky A.A., Trubetskov D.I., Hramov A.E. 2005 The Path to Synergetics: Excursus in Ten Lectures / Preface by S. Mirov, G.G. Malinetsky M.: KomKniga, 2005. 304 p. (Synergetics from the past to the future).

Husserl E.1999. Ideas for pure phenomenology and phenomenological philosophy. V. 1. M.: DIK.

E. Husserl. 2001b. Cartesian Reflections. SPb: Nauka. p. 173-177.

E. Husserl. 2001a. Logical research. V. 2. M.: DIK. p. 395-396.

Husserl E. 2011. Logical research. V. I. Prolegomena to pure logic / Trans. From Ger. by E.A. Bernstein, ed. By S.L.Frank. New edition by R.A.Gromov. M.: Academic project.

Zizek Slavoi. 2012. Year of the impossible. The art of dreaming is dangerous. M.: Europa Publishing House.

Kapustina L. 2012. Analytics of the theatrical post avant-garde // Cultural journal. No. 4 /intelros.ru Journal Club <Cultural Science Journal>… -teatralnogo ...

Korelin A. 2008. What does the name Jesus Christ mean? / Http://lingvofreaks.narod.ru/korelin/index.htm

Legends and tales of ancient Greece and ancient Rome. 1987 / Comp. by A.A. Neuhardt. M.: Pravda

Mead, M. 1988. Culture and the world of childhood. Selected Works. Transl. from English and comments by Yu.A. Aseev. Comp. and the afterword by I.S. Kohn M.: The main editors of the Oriental literature of the publishing house "Nauka"

Mikhailov A. Factuality / New philosophical encyclopedia: In 4 vols. M.: Mysl. Edited by V. Stepin. 2001.

Murray D. 2001. What is the Western concept of “Self”? Recalling David Hume / Personality, Culture, Ethnos: Modern Psychological Anthropology / Ed. by A.A. Belik. M.: Smysl. p. 309-329.

Pavi P. 1991. Theater Dictionary: Trans. from Fr. M.: Progress.

Plekhanov G. V. 1957. About religion and the church. M.: "Publishing House of the Academy of Sciences of the USSR", 1957. P. 251.

Porshnev B.F. 1974. On the beginning of human history. M.: Publisher "Mysl".

Feuerbach, Ludwig. 1955. Lectures on the essence of religion / Feuerbach L. Selected philosophical works. Edition in two volumes (General edition and entry by M.M. Grigorian). V.2. M.: "State publishing house of political literature." Pp. 490-811.

Foucault M. 1999. Supervise and punish. The birth of the prison (Transl. from Fr. by Vladimir Naumov, ed. By I. Borisova). III Discipline. Ch. 1. Obedient bodies. M.: Publisher AD MARGINEM. Pp. 197-248.

Heidegger M. 1991b. Detachment / Heidegger M. Talk on a country road. Selected articles of the late period. M.: "Vyschaya Shkola". p.102-111.

Heidegger M. 1991a. What does it mean to think? / Heidegger M. Talk on a country road. Selected articles of the late period. M.: " Vyschaya Shkola". p. 134-145.

Schneider L.B. 2004. Professional Identity: Theory, Experiment, Training. Tutorial. M.: Publishing House of the Moscow Psychological and Social Institute; Voronezh: Publishing house NPO "MODEK".

CONSTRUCTORS OF ELECTRONIC TEXTBOOKS: A COMPARATIVE APPROACH TO RESEARCHING SOFTWARE AND MEDIA FOR CREATING

This article discusses informational electronic resources on the example of electronic books and electronic educational publications. The authors give a comparative description of promising constructors and software for the creation and construction of electronic textbooks. They study in practice the advantages and disadvantages of electronic textbooks constructors, which are reflected in the synchronistic table. An attempt has been made to classify electronic textbooks and classify constructors for electronic textbooks constructing. The constructors of electronic textbooks are examined to find the most comfortable and functional in constructing electronic textbooks for disciplines in the field of art education (convenience for including musical notation, high-quality display of paintings reproduction). The main difficulties in working with the constructors of electronic textbooks and the main conditions that are necessary to create high-quality textbooks in the field of art education disciplines are listed. The authors study scientific theoretical works concerning issues of electronic educational resources and peculiarities of electronic textbooks use in the educational process.

Keywords

informational electronic resources, electronic books and electronic textbooks, constructors of electronic textbooks, classification of electronic textbooks, classification of constructors for electronic textbooks constructing, disciplines in the field of additional art education

AUTHORS

Svetlana S. Titova

Lecturer; History, Theory of Music and Composition Chair; Social, Humanitarian, Psychological and Pedagogical Disciplines Chair; Postgraduate Student, South Ural State Institute of Arts named after P.I.Tchaikovsky, Chelyabinsk
41, st. Plekhanov, Chelyabinsk, 454091, Russia

Olga A. Figlovskaya

Educator, Children's School of Arts No.9, Chelyabinsk;
Student, South Ural State Institute of Arts named after P.I.Tchaikovsky, Chelyabinsk
41, st. Plekhanov, Chelyabinsk, 454091, Russia

1. Introduction

The urgency of the problem. Due to the current requirements for supporting the educational process, the issue of using high-quality electronic educational resources that would conform to the specifics of the educational process and the scope of the studied disciplines is relevant. With all the variety of electronic resources and electronic software products available, there is a need to select high-quality educational resources.

Objective. To make analysis of existing electronic textbooks constructors and select the most appropriate functional services and media for use in additional art education to support the theoretical and musical disciplines.

The theoretical and methodological basis of the study is the works of Russian and foreign scientists on the use and construction of electronic textbooks, the official websites of software developers - constructors (services and media) of electronic textbooks.

The study was conducted in three stages. At the first stage, theoretical works on the selected subject were studied, a preliminary search and examination of existing of electronic textbooks constructors was conducted.

At the second stage, the analysis of electronic textbooks constructors was made; the issue of electronic textbooks classification and theoretical works in this area were studied.

At the third stage, the results of electronic textbooks constructors' comparison were summarized, a summary comparative table was compiled, and conclusions and recommendations were formulated on the considered constructors use for the musical-theoretical disciplines of additional art education.

Unlike conventional e-books, which are the simplest "substitutes" for print publications, the interest in diversity and functionality is increasingly focused on electronic textbooks. There are large databases that provide access to electronic book periodicals presented by electronic textbooks: "Rukont", "Lan", "Elibrary", "CyberLeninka". Some of the electronic databases also include electronic textbooks: "Drofa", "Prosveschenie", "Ventana-graph", "Astrel", "CET", "Binom laboratory of knowledge "," Academkniga "," Russian word ". In addition to paper products, they promote electronic textbooks as their reading, using not just PDF versions, but reading software — with the possibility to underline, bookmark, play audio and video applications, navigate through hyperlinks, etc.

The electronic textbook, in most cases, includes theoretical and practical blocks, reference books, dictionaries, task books, laboratory practical works, a diagnostic system and many other components, as indicated by a number of authors, for example: Diener E.V., Kurmanbaeva Sh.K. (E.V. Diener, 2016), (Sh.K. Kurmanbayeva, 2015). These characteristics are noted on the official site of the Logos Scientific Publishing Center (2018).

Let us consider the issue of electronic textbooks classification. The document regulating the types of electronic publications is GOST R 7.0.83-2013 SIBID. "Electronic editions. Main types and outputs" paragraph 4 contains classifications (SIBID Electronic editions, 2013).

One of the authors examining the classification of electronic textbooks is G.G. Shvarkova - graphic designer, e-education and computer graphics specialist, computer math systems researcher (Belarusian State University). In a number of works, her co-authors are Yu.V. Poznyak, V.M. Golynsky. For example: Shvarkova, G.G., Galynsky, V.M. "Modern interpretation of the electronic textbook. Typology, the necessary structural elements" (2006), and Shvarkova G.G., Poznyak Yu.V., Galynsky V.M. "Model of content organization and delivery in the virtual educational environment" (2012) (G.G. Shvarkova, Yu.V. Poznyak, V.M. Galynsky, 2012).

Classification of tools for constructing electronic textbooks

Tools for constructing electronic textbooks can be divided into groups, for example, using a wide-ranging criterion, including such indicators as the purpose and functions performed, requirements for technical support, and features of application. In accordance with the above-mentioned criterion, the following classification is possible: traditional algorithmic languages, general-purpose tools, multimedia, hypertext and hypermedia.

Depending on the goals that the authors set, and the capabilities of the developers, electronic textbooks may have a variety of qualities. We can find a classification of electronic textbooks, electronic manuals or methodological materials according to various criteria: interactivity, availability, according to the system in which the textbook was developed, etc. The following criteria are considered to be the most important in the classification today: accessibility and form of presentation (structuring) of the material.

From the standpoint of accessibility, all electronic textbooks can be divided into: online, which can be used only via the Internet, and offline, with which you can work offline on any computer or other electronic device.

Online e-textbooks are available for work on the Internet, or within smaller, corporate networks. Placing electronic textbooks in the network allows the developer (teacher) to make changes quickly, correct errors, which is their main advantage. Another advantage is the opportunity of communication between students and the teacher.

Programming languages such as HPP, C ++ Builder, Visual Studio, Ruby on Rails, Perl, Delphi, Java, JavaScript, as well as the language of hypertext markup documents HTML, PHP are used to construct electronic textbooks.

Offline e-textbooks are available for reading on any personal computer (sometimes you need to install a special program). The main formats of offline electronic textbooks are pdf, html, flash, nb (Mathmatica system format), various presentations (PowerPoint format and its analogues), text documents and various multimedia applications. You can construct offline e-textbooks at home using any available tools.

All electronic textbooks can be divided into four types according to the form of material presentation. This allows you to build a "pyramid" of electronic textbooks evolution from the simplest type of "text document" to the most modern "educational courses".

An electronic textbook of the “e-book” type is an imposed “text document” to which the simplest elements of navigation have been added: hyperlinks, bookmarks, table of contents. This type is most common, and it is called an electronic textbook in the literature. The most common e-books are in the formats html, pdf.

An electronic textbook of the “Multimedia” type is a more complex structure. It can have its own shell (previous types used navigation buttons and hotkeys of viewer programs), non-linear structure, video and audio materials. There may be interactive elements that adapt the presented material to the student’s level.

This type of electronic textbooks allows you to realize fully all the possibilities of modern technology to intensify the educational process. However, the construction of such an e-textbook may require significant resources.

An “e-course” is usually constructed with the use of distance learning systems. Unlike previous types, it may have additional modules: games, references, entertainment. There are various forums for communication in the group, between the students and the teacher. The e-course has a binding system of knowledge control throughout the entire course of study, and, perhaps, some unnecessary information, for example, of reference or entertainment nature.

After conducting the study and comparison of a number of constructors (services and media), a summary table was formed. The authors admit the possibility of other constructors’ existence, but for the time being, the services and media that are known to us are in the field of study and we do not exclude the existence of other resources.

The authors of this article are aware of some works devoted to reviews of services for constructing electronic textbooks, for example, the work of N.V. Buzhinskaya and Makarov I.B. (N.V. Buzhinskaya, I. B. Makarov, 2016). But the attention of this article authors is focused on the synchronization of data on the constructors (services and media) of electronic textbooks, compilation of data on supported formats and file extensions, regarding constructors, and attention to the analysis of services, interfaces and environments convenience.

TABLE 1 - COMPARISON OF SERVICES AND MEDIA FOR CONSTRUCTING ELECTRONIC TEXTBOOKS

No.	Name	Author	Function (Supported formats of audio, video, text, pictures)	Opportunities	Requirements	Access online/offline	Versions, interface language	Official site reference
1	ChmBookCreator		• Text files • Microsoft Word files • Rich Text Files (RTF) • HTML files • HTM files • BSF files (Book Source File)	• Create chm books • Convert from CHM to TXT • Conversion from CHM to • biographies for the author and use it in the chm book • Create your own design for chm books • System integration to simplify program call.		Offline free	5.7 Russian	https://smallweb.ru/library/chmbookcreator.htm
2		DesweR (deswer89@mail.ru).	• Web files: MHT, MHTML, HTML, HTM, SHTML; • video files: AVI, WMV, MOV, 3GP, MP4, MPG, MPEG; • audio files: MP3, WAV, WMA, MID, OGG; • graphic files: BMP, GIF, JPEG, JPG, PNG, ICO; • Rich Text Format files (not directly supported): DOC, DOCX, RTF; • archive files: RAR, ZIP, 7z;	• creating new documents through interaction with Microsoft Word; • adding existing files; • searching, extracting and adding files from specified directories; • searching, extracting and adding files from RAR, ZIP, 7z archives; • automatic file conversion (Rich Text Format files -> web files • a set of standard functions for editing the content of an electronic textbook.	• installed Microsoft Word application	Offline free	Russian	https://soft.sibnet.ru/soft/18208-constructor-electronic-books/
3	Course Lab	WEBSOFT Alexei Korolkov, Pavel Kovalev, Dmitry Kosarev	• creating and editing educational material in a WYSIWYG medium • standards SCORM, AICC support. • Web fonts • JavaScript access • object interface	• custom branding (color templates, player) • interactive simulators • non-linear content • gamification • tests and polls (results can be sent to the DLS) • creating courses for mobile devices • sound accompaniment • screen capture • library of finished objects		offline paid	Russian	https://www.courselab.ru/vozmozhnosti
4	Document Suite	Maxim Timchenko	• construction of an electronic textbook in SCORM format • a set of commands to construct a book in XML format	automatic generation of electronic books and CHM help based on user documents • export of educational materials to the Web site • navigation support	• Internet Explorer	offline free	1.77 Russian, English	http://jetdraft.com/rus/index

			•References in Microsoft Compiled HTML Htlp (chm) format	• knowledge test function • batch add / delete / change of text information				
5	Easy generator			didactic sound templates for creating courses • zero learning authoring curve for subject matter experts • interactive question types, video and audio. • tracking, tracing, and LMS integration. • teamwork • branding • creating courses for mobile devices	Internet Explorer	online paid	English	https://www.easygenerator.com/features-2/
6	eBook Maestro		• file types: HTML pages, graphic files, Flash files, Java scripts, VB scripts, cascading style sheets (CSS), audio files, video files, etc.	• constructs independent EXE books from websites (HTML pages) • protects your books from being stolen • may restrict access to the book if it has not been registered		offline free and paid	•eBook Maestro PRO 1.80 •eBook Maestro STANDARD •eBook Maestro FREE, Russian	http://www.ebookmaestro.com/ru/
7	eBooksWriter LITE		• All standard formats of e-book files suitable for all PCs, smartphones and e-book readers, including Pad Nook Kobo Mac Kindle Palm Android, etc. • music and video: MP3 AVI MPEG WMV • plug-in capabilities (for example, 3D Buttons plug-in for quickly creating headers and buttons)	• fully featured optimized text word processor and editor • creation and distribution of compact and / or protected multimedia content • you can simultaneously create many e-books: exe mobi epub opf idpf • unlimited number of copies of your e-books / ebrochure online and on CD / DVD • password creation • frames, text styles, pop-ups, rollover / mouse over sensitive images, visual communication • automatic image gallery / photo album / thumbnail generation	Windows OS: 95, 98, NT, 20XX, XP, Vista, 7, 8, 10, and 32 and 64 bits (as well as Mac and Linux with free variations and all other common PCs • Internet Explorer	online paid	English	https://www.ebookswriter.com
8	iSpring Suite		• constructed courses comply with international standards SCORM 1.2, SCORM 2004, AICC, xAPI (Tin Can) and cmi5 and are compatible	• built-in audio and video editor, screen, interactivity recording, test editor • constructing courses for mobile devices on any platform: iOS, Android and Windows Phone.	Internet Explorer	online paid	Russian	https://www.ispring.ru/ispring-suite?utm_source=yandex.search&utm_medium=cpc&utm_term=ispring%20suite&ut

			with 130 distance learning systems. • save all PowerPoint effects	• 50,000 ready-made templates • large content library				m_campaign=ispring_suite_brand&utm_content=3473025569&yclid=737012081885480078
9	Learning Content Development System		• interactive tasks, questionnaires, games, test work, animation and demonstration videos and other multimedia resources. • insert image and video	• templates	Windows OS: 95, 98, NT, 20XX, XP, Vista, 7, 8, 10 and 32 and 64 bits	offline free	LCDS 2.8Simplified Chinese Hindi Polish Portuguese (Brazil) Russian Spanish (Spain) Turkish	https://www.microsoft.com/ru-ru/learning/lcds-tool.aspx
10	MOS Solo		• En rich learning content by integration Documents (Microsoft, OpenOffice, Adobe) Photos, audio clips, videos, flash animations e-learning (AICC, SCORM 1.2 and 2004, QTI)	• Task manager for organizing collaboration between authors and authors. • all types of web content: translations (with integrated translation interface) MOS Chorus LCMS and LMS platforms MOS Chorus LCMS is an authoring tool that complies with 100% SCORM eLearning standards. • constructing courses for mobile devices on any platform: iOS, Android and Windows Phone. • content created in MOS Chorus LCMS can be exported to XLM and HTML.		offline paid	French	https://www.mindonsite.com/en/product/mos-solo/
11	Sun Rav Book Editor		• documentation in the form of EXE files, CHM, HTML, DOCX, PDF formats, as well as in any other (using templates). • insert tables, links, images, video, audio files, special characters, YouTube videos, Flash and GIF. • creation of documents in HTML, CHM, PDF formats, as well as documents in any format (using templates) • create EXE file	• templates • distribution of electronic books on CD and DVD discs	MS Windows 2000/2003/XP/Vista/7/8/8.1/10.	online and offline paid		http://sunrav.ru/bookeditor.html

12	Sun Rav WEB Class	SunRav Software	• To create and edit tests, you need the tMaker program, which works only under Windows and comes with SunRav WEB Class. • use of multimedia tools: images, gif and flash animations, audio and video files, YouTube videos, as well as tables, links to other books or web pages.	• remote testing • providing access to the online library • organize users into groups. • restrict the rights of users, thereby providing them with certain opportunities (for example, testing, working with tests, creating reports, etc.). • manage configuration • constructing courses for mobile devices on any platform: iOS, Android and Windows Phone.	Internet Explorer • WEB server Apache or MS IIS. DB • MySQL version 4.1 and higher. • PHP versions 5.0 - 5.6. • PHP modules: Iconv, MB Strings, GD, XML, MySQL.	online paid		http://sunrav.ru/webclass.html
13	Tildee	N.V.Obukhov	• Zero Block - graphics editor for professional designers • maps, images, video.	• library, 450 blocks • constructing courses for mobile devices on any platform: iOS, Android and Windows Phone. • Each textbook gets its own unique short URL.	Internet Explorer	online free	Russian	http://tilda.education
14	TurboSite		• insert video files and JavaScript	• design themes • support for comments, feedback form	knowledge of hypertext markup language - HTML	offline	1.7.1 Russian	https://brullworfel.ru/turbosite/
15	Writing House		• draws up citations in the basic standards of –MLA, APA, Chicago or Harvard.	• automatically creates bibliography	Internet Explorer	online	English	https://writinghouse.org

Based on the above presented comparative table, in our opinion, the most useful for creating electronic textbooks in the field of art music additional education are the following constructors (services and media): Constructor Electronic books, CourseLab, Easygenerator, eBooksWriter LITE "," ISpring Suite "," Tildee "," SunRav BookEditor "," SunRav WEB Class "," Learning Content Development System ".

The most functional constructors among those presented in relation to the supporting formats, in our opinion, are: “eBooksWriter LITE”, “Learning Content Development System”, “iSpring Suite”.

Currently, constructors with the greatest functionality in terms of format are paid ones. Many of them are available in Russian.

At present, there are electronic textbooks on the subject "Music" for general education school programs. Unfortunately, not all theoretical disciplines of additional art education in the field of music are currently provided with electronic textbooks. Such disciplines as “Solfeggio”, “Musical literature” (foreign, Russian, domestic), “Listening to music”, “Theory of music”, “Fundamentals of musical literacy”, and “Rhythm” currently need their electronic textbooks to be constructed and approved in accordance with the requirements of additional education. Therefore, the teachers of additional education face a serious problem of independent constructing e-textbooks in order to provide modern educational process in the field of art music additional education. Having reviewed the functionality of a number of constructors, services and tools for the construction of electronic textbooks and analyzing their functionality, supporting formats, accessibility of the interface, we came to the following conclusions.

There are some rare works among the exclusive, currently existing samples of electronic textbooks in the disciplines in the field of additional art music education, not yet approved for mass use (with the exception of e-books, which are the digitized analogues of printed ones). For example:

• Interactive visual aid on “Logo rhythm” for junior students - this textbook includes video materials, a glossary, textual content, audio tracks, practical tasks. The textbook is divided into sections: tempo, rhythm, dynamics, accent, articulation, melody, walking, running, jumping, coordination (Interactive visual aid "Logo rhythm", 2018).

• "Audio clavier" - this electronic textbook was edited in 3 volumes for 1-3 grades by M. Kushnir, the theme of the fragments was selected by A. Malyutin, computer editing by D. Koryakin (Creative laboratory of Mikhail Kushnir, 2006). This electronic textbook is presented by full packaged CD and DVD disc - as the introductory material, and the methodological material for teaching this discipline. It is also available on the Mikhail Kushnir Creative Lab website. In fact, this is an audio and video reader. This resource provides the opportunity to use about 300 fragments of quizzes during three years of learning. The study of discipline is impossible without the participation of a teacher. The guidebook does not contain navigation on the theoretical course, which would be accompanied by music video illustrations in the electronic textbook. At the same time, a noticeable advantage of this resource is the availability of multimedia quizzes, with the possibility of automatic score calculation. The use of this resource implies the availability of a PC, audio headphones, a synthesizer.

• “Musical literature” by E.V. Strigina. The course includes foreign, domestic musical literature, folk art. The textbook is available on the official website of the author «Музлитератор. РФ» (E.V. Strigina, 2014).

The authors do not deny the existence of other electronic textbooks on these subjects, but, unfortunately, we have not had the opportunity to examine them yet.

2. Results and conclusions

The main characteristics of an electronic textbook are the possibility of introducing illustrative multimedia material, using the function of notes and underlines, memorizing pages and bookmarks, the possibility to copy material from this resource, the possibility to use practical tasks (test forms, crosswords, rebuses, and gamification). Textbooks can serve as a distance learning platform for one or a whole group of students — a platform for communicating students and teachers, exchanging messages, verifying results bypassing third-party instant messengers and using other additional means of communication based on a single platform. There is an opportunity for background music to introduce elements of musical design and expand the student's audio experience. There is also an opportunity of using a glossary of personalities for a specific studied discipline with a function of electronic encyclopedias kind.

Along with the listed electronic functionality of textbooks, this resource has a certain number of flaws. These flaws were noted by M.P. Yakovich (Georgian Technological University): Electronic textbook, its advantages and disadvantages (2012) (M.P. Yakovich, 2012). Namely, the need to use some additional equipment (computer, speakers, webcam), increased load on the sense organs through the perception from the PC screen or communication device, the need for strict observance of a limited stay in working with PC devices and communication devices. Electronic means in most cases exceed the cost of printed analogues in the price category due to their high technology and additional human labor costs.

The relevance and novelty of the result lies in the compilation and comparison of data on the functionality of services and media for the construction of electronic textbooks, in proposing a number of the most functional, in the authors' opinion, constructors for practical use to support musical-theoretical disciplines of additional art education.

The perspective and significance of the study lies in practical recommendations and compilation of information on the use and construction of an electronic textbook for the music-theoretical disciplines of additional art education. It may be interesting to the teachers of additional art education, teaching the music-theoretical disciplines.

REFERENCES

Buzhinskaya, N.V. & Makarov, I.B. (2016). Reviews of software for creating electronic textbooks. International Journal of Experimental Education, №.4-1. Russian State Vocational Pedagogical University Nizhny Tagil, Russia.

SIBID Electronic editions, 2013. The main types and outputs: GOST R 7.0.83-2013. Electronic fund of legal, regulatory, and technical documentation, Russia

Elena Diener (2016). Experience in the classification of objects included in the system of electronic books. Bibliosphere, 1 (19-25). https://dx/.doi.org/ 10.20913/1815-3186-2016-1-19-25

Interactive visual aid "Logo rhythm". (2018). Online catalog Retrieved 2018, from http://lenbaza.ru/catalog/detail.php?ID=11898

Kozitsyn, A. L. (2017). Electronic textbook as the most effective means of the educational process. Scientific and methodological electronic journal "Concept". Retrieved 2017, from http://e-koncept.ru/2017/771208.htm

Kurmanbaeva Sh.K. (2015). On the effectiveness of electronic textbooks in the work on educational texts. Modern problems of science and education. Retrieved 2015, from https://science-education.ru/en/article/view?id=22635 7/

Scientific Publishing Center "Logos". (2018). Electronic textbook publishing service. Extracted Retrieved 2018, from http: //tsentr-logos.rf/electronic-

Popov, S.V. (2013). Problems of improving the quality of electronic textbooks. Basic research. Retrieved from https://fundamental-research.ru/en/article/view?id=31412

Strigina, E.V. Musical literature. (2014). Musical literature electronic textbook. 2014, from http: //muzliterator.rf

Creative laboratory of Mikhail Kushnir. (2006). Creative laboratory of Mikhail Kushnir. Retrieved 2006, from http://arsidea.ru/index.php/slushanie-muzyki/1class

Filimonenkova, T.N. (2015). Analysis of modern means of creating electronic textbooks. Problems of modern teacher education, Retrieved 2015, from https://elibrary.ru/item.asp?id=23826264

Shvarkova, G.G. & Poznyak, Yu.V. & Galynsky, V.M. (2012). Model of content organization and delivery in the virtual educational space. Information and technological support of the educational process of the CIS member states: a collection of reports at international Internet conferences, Minsk. Retrieved 2012, from http://elib.bsu.by/handle/123456789/27785

Yakovich, M.P. (2012). Electronic textbook, its advantages and disadvantages. Modern scientific research and innovation. Retrieved 2012, from http // web.snauka.ru / Issues / 2012/10/16884

THE GEOPOLITICAL AND GEO-ECONOMICAL MECHANISMS OF ENERGY SECURITY IN WORLD POLITICS: IRANIAN CASE

Abstract

The article covers the problem of energy security from main theoretical approaches in the field of international relations theory - political realism, geopolitics and geo economics. The purpose of the article is aimed at revealing factors that contribute to the emergence of international conflicts and contradictions where natural recourses play the key role in «resource nationalism» and defines a shift from geopolitics to geo economics. A total ban imposed by USA on the purchase of oil from Iran, shows that in contrast to the military-political power, geo-economic power allows to achieve political goals by more gentle means. However, this does not mean that geo-economics abolishes traditional criteria of power – the possibility to use force to protect national interests.

Keywords

energy security, natural resources, resource nationalism, geo-economics, Unites States, Iran, oil sanctions

AUTHOR

Oleg A. Khlopov

PhD in Political Science, Associate Professor of the Department of American Studies of the Russian State University for the Humanity, Moscow

6, Miusskaya sq., Moscow, 125993, Russia.

E-mail: rggu2007@rambler.ru

1. Introduction

Over the past years, energy security has become one of the main topics of international security due to the following key trends: the growing dependence of developed countries on oil and gas; the growing energy needs of the emerging new powers, such as China and India; depletion of non-renewable fuel reserves (it is expected from the middle of this century); the growing debate on climate change issues; renewed interest of many countries to nuclear power plants. Additional factors include big amount of revenues that states receive from exporting energy recourse mainly oil and gas and competition among suppliers of resources on international market.

Most of the scientific literature in the analysis of influence of hydrocarbon resources on foreign policy on the traditions of the school of political realism and geopolitics. The main assertions of the advocates of this approach can be summarized as follows:

- access to and control over natural resources, among which oil, gas, coal the most important, are the main components of national interest;
- energy resources are becoming increasingly scarce and unstable: assertion often follows from the thesis of the "oil peak", "the curse of resources" and "resources war";
- competition among states for access and control over these resources will increase in future;
- conflicts and wars over these resources are more and more distinct, if not inevitable.

This general approach is well illustrated in numerous works by Michael Klare on the subject of international energy policy (Klare, 2001, 2008). The arguments given in a number of his books can be summarized in some points:

1. In the period of the post-bipolar world and with the growth of the new economic power of new states and energy transnational companies obtaining or maintaining access to valuable natural resources and control over them are becoming increasingly important on the world political agenda. This is the main source of conflict between the strongest states: the United States, China, Russia, the EU, Japan, and India.

2. Natural resources, primarily oil, are becoming increasingly scarce due to increasing demand in Asia and the prospect of an “oil peak”.

3. Most of the world's hydrocarbon resources from areas such as the Central Asia and Africa, are located in the weak, fragile states that have many interstate disputes and conflicts in which political and religious extremism is growing. Oil supply leads to paradoxical consequences, namely the formation of these states as influential international actors and centers of power and conflict because of their possession and control over vital resources. One can trace the connection between the wealth of natural resources and the growth of radical Islam and the threat of international terrorism in these countries.

4. The probability of occurrence of international conflicts over oil and other natural resources increases.

These overall comprehensive theses are undoubtedly a strong and convincing basis for the analysis and conclusions of many analysts and politicians.

For example, from this point of view, it becomes obvious that the unreliability of the straits of Malacca and an embargo on oil export would pose a fundamental threat to China’s main national interests.

On the other hand, the same allegations underlie the concern of the US Congress that the proposal of the state-owned Chinese oil company CNOOC to buy American oil company UNOCAL in 2005 would represent a critical threat to American national interests and US energy security.

These theoretical conclusions of political realism theory are the basis on which the military planning of the Pentagon, the general staff of the China or the Russian armed forces work out their national defense strategies to protect vulnerable sources of energy and their transportation (Blank, 1995, Jaffar, 2004).

The same assumption is suitable for “struggle for Africa” and “the struggle for the Arctic” where great power rivalry arises for new resources of oil and gas.

Similar concerns about new conflicts for resources also emanate from Western analysts regarding the rising role of China, increasing its influence in the Central Asia, Africa, Latin America and the prospects for conflicts between China and its regional neighbors, Russia, Japan and India (Morris, 2006).

2. Materials and Methods

The purpose of the study is to reveal and compare the modern approaches to the problem of conflicts for resources in international political studies - political realism, geopolitics and geo- economical theories.

It should be noted that research on the topic of war and conflict for resources can fairly be attributed to one of the traditions of political realism - geopolitics. At the same time, it is difficult in some way to relate the problem of conflict for resources to a certain theoretical concept in the theory of international relations. The only thing that unites these works is that, firstly, as a rule, they are written from the point of view of the traditions of real politics («real politik») and geopolitics, which gives grounds to include them in the general paradigm of political realism adjusted for modern balance of power, struggle for power and influence in world politics among the states.

Secondly, the key topic of these studies is the problem of the lack of resources, primarily hydrocarbons, and the historical struggle between among states and companies for access to these resources.

Thirdly, these research works are written from the point of powerful approaches to energy security, interstate relations, and consideration of their foreign policy under conditions when the lack of resources for some states provokes conflicts and armed clashes with those who have them and thus actualize the problem of energy security of consumer and supply countries (Khlopov 2016).

After the international energy crises of 1973 and 1979 and in the early 1980s, the decline in production of various resources in the world led to the emergence of problems in scientific literature about the lack of global resources. These studies are not the first theoretical attempt to investigate the problem of lack of resources. Thomas Robert Malthus (1766-1834), a British economist, wrote more than two centuries ago in his «An Essay On the Principles of the Population» in 1798: "The population increases in geometric proportion, while the livelihoods increase in arithmetic ratio» (Malthus, 1997).

The viewpoint of Malthus at the times of the Enlightenment was rather pessimistic, but perhaps more realistic. Despite technical progress by the end of the 20th century, the world witnessed hunger (in Africa, Asia) and serious environmental problems as global warming.

Modern research on interstate conflicts for resources focused on the causes and means of resolving these conflicts. Researchers have shown that there is another form of non-violent conflict, but also indicated that these conflicts could intensify in the near future.

Part of the literature is devoted to national or bilateral relations. The works of such authors as Reuveny and Maxwell (Reuveny and Maxwell, 2001), and Ross (Ross, 2004) contribute significantly to the understanding of conflicts for resources in general.

In general, the topic of “resource conflicts” from the point of international political analysis was quite well and clearly stated by Robert Mandel, professor and researcher in the field of international relations. In his book “Conflicts for World Resources”, published in 1988, he focuses on the main problems of these conflicts, arguing that the main causes and factors of “resource wars” remain relevant to the present (Mandel, 1998).

R. Mandel identified a number of structural factors that contribute to the emergence of international conflicts: 1) a decrease and inelasticity of the supply of resources to the global market; 2) an increase or persistent inelastic demand for these resources at the global rather than the national or local level; 3) a change in global access to resources compared to an earlier period, where unlimited access to resources by some countries caused their unfair distribution; 4) the increasing importance of collective or common resources, rather than private or national monopolized resources; 5) increase in side effects of one national energy policy in relation to others; 6) increasing the complex structures of international interdependence in the development, production, processing and distribution of resources; and 7) increasing the impact of transnational and non-governmental forces, such as Greenpeace, in determining how to use resources.

Issues and problems of the so-called "resource nationalism" are also analyzed in the framework of the thesis of "conflicts for resources". “Resource nationalism” means enhanced state control over natural resources, primarily in the producing countries, which strengthen their position in the international arena and make it possible to enrich their budgets. In practice, increased state control means an increase in the state's shares of mining companies, as well as a restriction on foreign investment in the energy sector, which is often accompanied by a revision of existing contracts.

As examples of countries whose leadership pursues a policy of “resource nationalism,” most often the west researchers and analysts cite Russia and Venezuela. In itself, the desire of the state to manage national natural resources, experts say, is absolutely natural. Nevertheless, from the point of view of energy consuming countries, complications for all market participants may arise due to the possibility of using energy levers for political purposes. In addition, experts point to the risk of reducing investments in business projects of the state-controlled companies, a significant portion of whose revenues go to finance social programs.

Another phenomenon of the “resource nationalism” is the significant growth of influence in the world of state-owned energy companies. If in 1978 international companies with a predominance of private capital controlled 70% of oil and gas reserves, now their share has decreased to 20%. More than two thirds of proven traditional reserves are controlled by state-owned companies - new "Seven Sisters" (including Saudi Aramco (Saudi Arabia), Gazprom (Russia), CNPC (China), PDVSA (Venezuela), etc.), which completely have changed the relationship between states and private companies, strengthened the struggle for energy.

In the Russian scientific literature, the topic of “resource conflicts” has begun to be studied quite recently. This is explained by the fact that Russia is not experiencing a shortage of natural resources, it is a sufficient state, and the foreign policy aspects of energy security can be reduced to four main problems.

Firstly, that is discrimination against the export of Russian raw materials to international market, which has been increased by European states in recent years, and some actions by “Western partners” aimed at weakening the competitive advantages and activities of Russian oil and gas companies abroad.

Secondly, with the imposing sanctions and restrictions on Russian economy, domestic businesses have lost access to foreign investment in modern technology that are needed for oil-gas industry.

Thirdly, competition in energy markets among oil and gas companies for the right to develop fields, supply oil and gas and processed products to markets has been increasing. Finally, the Russian Federation has no significant levers of influence on the price policy of energy resources.

3. Results

In the Anglo-Saxon scientific literature in recent years, publications have appeared that study dependence and the correlations between the rising oil prices with the aggressive behavior of states, first of all oil-gas exporting countries, which led to the creation of a theory about the aggressive behavior of petroleum states.

Studies show that oil states become aggressive and start conflicts when oil prices skyrocket. Political analyst Cullen Hendrix, on the examples of 153 countries over a 50-year period, showed that with high oil prices, oil exporting countries start behaving themselves more aggressive towards their closest neighbors. At the same time, oil prices do not affect the behavior of ordinary, non-oil-exporting countries. According to the Hendrix model, if the price of oil is above the threshold of $ 77 per barrel, then oil states become at 30% more aggressive than non-exporters.

These explanations are based on the premise that high oil revenues contribute to a decrease in the personal, political responsibility of the authorities inside the country and their responsibility for political decision-making, which leads to an increase in adventurism in the international arena. Oil revenues also help to build up the military potential, providing oil exporting countries with more substantial revenues to finance their military spending (Colgan, 2013).

However, the patterns described above in the logic of the proposed “aggressive oil theory” cannot explain why the Russian leadership continues to behave fairly consistently and firmly in Syria, fighting against international terrorism using armed forces at a low and unstable oil price ($ 50 per barrel in August-October 2015 and $ 35 in February 2016). It obviously points to the weakness of this theory that is enabled objectively to evaluate the actions of states, taking into account other circumstances than the high price of oil (Hendrix, 2014).

Energy security and geo-economics

Similar power mechanisms explaining the problems of energy security are inherent in the modern approach to the study of world politics and economics – geo economics. Geo-economics is considered as a modern geopolitics, formed under the influence of the factors of globalization and regionalization (Dergachev, 2002).

Geo-economics is the doctrine of the technique of national operation in the geo-economic space in order to timely regroup the forces to reach the most favorable conditions for the formation and redistribution of world income. In this context, income is understood as the rent received from the sale of goods and services produced within the framework of internationalized reproduction cycles.

One of the most authoritative scholars, Edward Luttwak, argues that in the new era after the Cold War economic and financial instruments are very important. This thesis supports the fact that transnational corporations, large international banks, stock exchanges and various speculative products can easily destroy states or at least make them vulnerable.

One of the modern researchers, Klaus Soilen, believes that geo-economics is the study of the cultural and strategic aspects of resources, that give the possibility to obtain a sustainable competitive advantage. This is a continuation of the logic of geopolitics applied to the era of globalization. He also proposes a new term that comes to replace the classic concepts of geopolitics "Heartland" and "Romeland" - "Nareland", (Nareland acronym from English - Natural Resource Lands) (Soilen, 2012).

This new logic of scattered geographic locations defines a shift from geopolitics to geo economics. Justifying this thesis, the author sees the reason the current US presence in the Middle East, where hydrocarbon reserves are concentrated, as well as the presence of interests of China in the agro-industrial sector and in the petroleum industry of African countries.

From a geo-economical point of view, power is identified with control over international networks. Power arises from the ability to create international networks (trade, transport routes, channels for the transmission of material resources, goods, information or images), using them in order to earn income. At the same time, from the point of energy security, international networks are a system of oil and gas pipelines, routes of transportation and delivery of oil, gas, coal, electricity and other necessary energy resources or their products for the needs of the economy.

At the same time, the one who occupies a strategic position in the international network has the ability to maximize its advantages, possesses power, influence and profit. If political and military power allows one country to impose its will, to threaten and strike, then that country controls international networks and thus has possibilities to manipulate and influence others. Under the new conditions, power means the ability to establish or maintain order in networks.

Mobility is also an important category in geo-economics. It is the ability of a state or a company responds quickly to changes and adapt to them, to change or influence the formation of the supply route, which gives them competitive advantages.

From this point of geo-economics, international energy security is the ability to achieve global development strategies in the formation of international networks, control and maintain stable operation, taking into account the balance of interests of all stakeholders (producers, consumers, transit countries).

4. Discussions

In May 2019 Unites States re-imposed the sanctions after President D. Trump has pulled out of a 2015 accord aimed at curbing Iran's nuclear ambitions. Washington also says it wants to stop what it calls Tehran's "malign" activities including cyber attacks, ballistic missile tests, and support for violent extremist groups and militias in the Middle East.

The US has been gradually re-imposing sanctions, but analysts say this latest round is by far the most significant. The US State Department announced a total ban on the purchase of oil from Iran. About eight countries that buy oil from Tehran, and which were not subject to sanctions - China, India, Japan, South Korea, Taiwan, Turkey, Italy and Greece since 1 May 2019 must stop buying Iranian oil.

More than 700 individuals, entities, vessels and aircraft are now on the sanctions list, including major banks, oil exporters and shipping companies. US State Secretary Pompeo said that more than 100 big international companies had withdrawn from Iran because of the looming sanctions.

In November 2018, after withdrawing from an international nuclear deal with Iran, the United States imposed sanctions on countries for the purchase of Iranian oil. The Donald Trump administration provided special exemptions to only eight countries, allowing them temporarily for six months import oil from Iran. And now it has become known that the White House does not intend to prolong the regime of exclusion as the goal of the USA is to reduce Iranian exports as quickly as possible.

The United States is trying to get Tehran to give up its nuclear program and stop supporting militants in the Middle East. Iran's oil exports are shrinking rapidly. So, Italy, Greece and Taiwan refused to buy oil from the Islamic Republic almost from the moment of the introduction of US sanctions. As a result, Iranian shipments decreased by 2.5 million barrels per day to 1.1 million barrels in March 2019. In April, they dropped even more to 1 million barrels per day.

Thus Iran in the hands of the United States has become a strategic tool for manipulating the oil market. And without new sanctions, the Islamic Republic is going through hard times. According to the IMF, inflation in recent months has accelerated to 30% (the real rate has lost half of its value since the beginning of 2019), and budget revenues continue to decrease. The new package of sanctions will only aggravate Tehran's economic isolation.

Probably, Iran will continue to adhere to the tough political position of "disobeying" the United States. At the same time the United States are pursuing towards Iran the policy that Israel needs. As Mikhail Alexandrov, a leading expert at the Center for Military-Political Research at MGIMO points “Trump was originally a representative of the pro-Israel lobby. The main foreign political opponent of Israel is Iran, therefore, Washington is seeking a variety of means in order to reject Tehran, weaken, force to curtail foreign policy” (Polunin,2019).

Tehran is ready to respond to the decision of the United States. Ali Reza Tangsiri, commander of the naval division of the Islamic Revolutionary Guard Corps (IRGC), said that the Iranian authorities would block the Strait of Hormuz, if Tehran could not use it because of US restrictive measures.

Iran is not the first time warning about the possibility of the blockade of the Persian Gulf. In July 2018 the Deputy Commander of the IRGC, Ismail Kousari, spoke about this possibility. In December, President Hassan Rouhani repeated that if one day the Americans wanted to prevent the export of Iranian oil, oil would not be exported at all through the Persian Gulf.

This statement by the Iranian leader was made on the background of aggravation of relations between Washington and Tehran when on the 2-d of December US Secretary of State Mike Pompeo accused Iran of testing medium-range ballistic missiles, which allegedly could carry nuclear warheads and threaten the countries of Europe and the Middle East.

The United States sent to the Persian Gulf US Navy group of military ships led by the aircraft carrier “John C. Stennis” to "show strength" to Iran. And on November 21, 2018, the commander of the Iranian Islamic Revolutionary Guard Corps General Amir-Ali Hadjizade, stated that the American aircraft carriers in the Persian Gulf, as well as the US base El-Udeid in Qatar, Al-Dafra in the UAE and Kandahar in Afghanistan are under the sight of Iranian missiles (Polunin 2019).

The American edition of “The National Interest” confirmed that in case of an armed conflict with Iran, the United States risks facing a powerful blow on their ships and bases in the Persian Gulf area. Ballistic missiles, maneuverable small ships, submarines and boats of the Iranian fleet, along with minefields will pose a serious threat to the US Navy (Gay, 2018). In addition, the publication noted that several types of weapons available to Iran, are "deadly" for the US military. These are the Sajil ballistic missiles with a range of up to 2,500 km, the Qadir submarine, the Khalidge Fars anti-ship missiles and the Russian S-300 air defense missile systems.

Iran has chances to block the Strait of Hormuz, through which one fifth of world oil supplies go. Yet its width at its narrowest point is only 54 km, and the northern coast entirely belongs to Iran. Tehran understands that in this case the energy security of the European Union, India, China and Japan will be under attack and affects global interests.

5. Conclusion

Indeed, Iran has opportunities blocking the Strait of Hormuz. However, the real prospect of the US-Iran conflict in the Strait of Hormuz is not yet visible. Iran has never blocked the strait before and this means that a real military clash with the United States is an extremely unfavorable scenario for Tehran. However, there are fears that if Tehran is cornered and forced to completely curtail oil exports, it will proceed to decisive actions. This scenario fear, above all, European countries, that directly speak about the danger of a conflict situation.

It is likely that by raising rates and increasing pressure, the White House still hopes that Iran will eventually agree with the conditions of the United States and will be afraid to move to direct confrontation. The United States is actively imposing sanctions worldwide against oil-producing countries: Russia and Venezuela.

Americans are thus clearing the way to the oil market for their oil companies. USA using geo-economical instruments is trying to get a profitable position in the international network of energy recourses in order to maximize its economic advantages, power, influence and profit. The political and military power of the Unites States allows them to impose sanctions, threat and control international networks of transport routes.

Iran in this case has quickly to respond to changes and adapt to them, changing the formation of new the supply route, which will not let decrease oil revenue and use geo-economic advantages in their favor.

From this point of geo-economics, international energy security is the ability to achieve global development strategies in the formation of international networks, control and maintain stable operation selling oil, taking into account the balance of interests of producers, consumers, transit countries. In contrast to the military-political power, geo-economic power allows to achieve solutions to the problem by more gentle means. However, this does not mean that geo-economics abolishes traditional criteria of power to use military political, instruments to achieve the political goals.

REFERENCES

Blank St. (1995). Energy, Economics and Security in Central Asia: Russia and its Rivals // Central Asian Survey, Vol. 14 (3), 373–406;

Colgan Jeff. D. (2013). Petro-Aggression: How Oil Makes War. Cambridge University Press.

Gay John Allen. (2018). There is a Real Risk of War with Iran // The National Interest // The National Interest, November. URL: https://nationalinterest.org/feature/there-real-risk-war-iran-35217

Gergachev V. (2002). Geoeconomics: Text book for universities, Kiev.

Hendrix Cullen S. (2014). Falling Oil Prices, More Peace? // Washington Post. December 3. URL: https://www.washingtonpost.com/blogs/monkey-cage/wp/2014/12/03/falling-oil-prices-more-peace/

Jafar M.(2004). Kazakhstan: Oil, Politics and the New 'Great Game. In Shirin Akiner (ed.), The Caspian: Politics, Energy and Security, London: RoutledgeCurzon.

Khlopov O. (2016). Energy Security in the Theory and Practice of International Relations. Moscow, MSRU.

Klare M. (2001). Resource Wars. New York: Henry Holt and Company.

Klare M. (2008). Rising Powers, Shrinking Planet: The New Geopolitics of Energy. New York: Henry Holt and Company.

Mandel R. (19880. Conflict over the World's Resources: Background, Trends, Case Studies, and Cnsiderations for the Future. New York: Greenwood Press.

Malthus T. (1997). An Essay on the Principle of Population, As It Affects the Future Improvement of Society with Remarks on the Speculations of Mr. Godwin, M. Condorcet, and Other Writers. - London: Rendered into HTML format y Ed Stephan. URL: www.ac.wwu.edu/~stephan/malthus/malthus.0.html,

Morris D. (2006). The Chance to Go Deep: U.S. Energy Interests in West Africa // American Foreign Policy Interests, Vol. 28, Issue 3, 225-238.

Polunin A. (2019). Trump Will Strike Iran, Russia and Venezuela Help // Free Press 22.04. URL: https://svpressa.ru/politic/article/231034/

Polunin A. (2019). Iran Declare to America Tank War // Free Press пресса.23.04. URL: https://svpressa.ru/politic/article/231131/?rss=1

Reuveny R., Maxwell J.W. (2001).Conflict and Renewable Resources // The Journal of Conflict Resolution, Vol. 45 (6), 719-742.

Ross M. (2004). What Do We Know About Natural Resources and Civil War? // Journal of Peace Research, Vol. 41 (3), 337-356.

Soilen Klaus S. (2018). Geoeconomics, Bookboon.

MODERN EUROPEAN RESEARCHES: ISSUE 2, 2019
ISSN 2311-8806

FOUNDER AND PUBLISHER
Privatuniversität Schloss Seeburg, Salzburg

EDITORIAL ADDRESS
Seeburgstrasse 8, 5201 Seekirchen am Wallersee, Salzburg, Austria
publisher@doaj.net

PRINTING HOUSE
Autonomous non-profit organization of supplementary professional education
“Inter-regional center of innovative techniques in education”
printed by permission of Privatuniversität Schloss Seeburg, Salzburg, Austria

Sent for printing 13-05-2019
Circulation 1000
Order 050117/463

© All Rights Reserved, 2019