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## MODELS OF LEADER'S LABOUR BEHAVIOUR AS MANIFESTATION OF HIS CULTURE

### Abstract

The paper deals with the essence of professional culture of a chief according to personal qualities. The authors give the assessment of level of chief's professional culture as the way of objectification of his work; describe improvement of management level and effective use of chief's intellectual and physical resources.

### Keywords

organizational culture, head, management, management culture.

### AUTHORS

#### Valeriy Bykov

PhD in Economics

Russian Presidential Academy of National  
Economy and Public Administration  
Moscow

#### Anna Bykova

PhD in Psychology

Moscow State University of Fine Chemical  
Technology named after M.V. Lomonosov  
Moscow  
*147390@mail.ru*

### Introduction

Activity of the modern production, based on application of difficult techniques, technologies and coordination between structural divisions of the organization, needs the accurate organization of work and culture of a chief, use of the basic rules and standards of behavior, which are important for both organization of workplaces and planning and organization of production processes.

Recently the organizational culture has the high value and became one of the main indicators, necessary for a clear understanding and management of organizational behavior [4]. The practice shows that chief's respect to workers helps them to respect themselves and the organization they work for. In the end, this fact helps a company to have the larger income. The representatives of human resource management services of various enterprises and organizations repeatedly noted that money is not the only aim of work and money is not the most effective way of motivation. It is necessary to create such conditions, which help people to feel their importance in a labor collective, or, at least, to treat them with necessary respect.

The organizational culture as complex of key beliefs, developed in an organization or created by a concrete group of people during the labor activities, allows to affect non-material motivation of the personnel and to increase the efficiency of organization functioning in general.

The organizational culture is value base of the organization stability; it allows to cope with difficult situations, appearing in a constantly changing environment and processes of internal integration in the case, when effective norms and values are transferred to new members of organization as an example of the correct image of perception, thinking and relation to concrete situations.

In ideal case, the leading members of a company are sensibly creating the culture of organization; in the opposite case, the culture is randomly formed over time as the result of various internal and external factors. Despite the fact, that some practices consider organizational culture as a quite theoretical discipline, it has a great influence on all processes, which happen in a company.

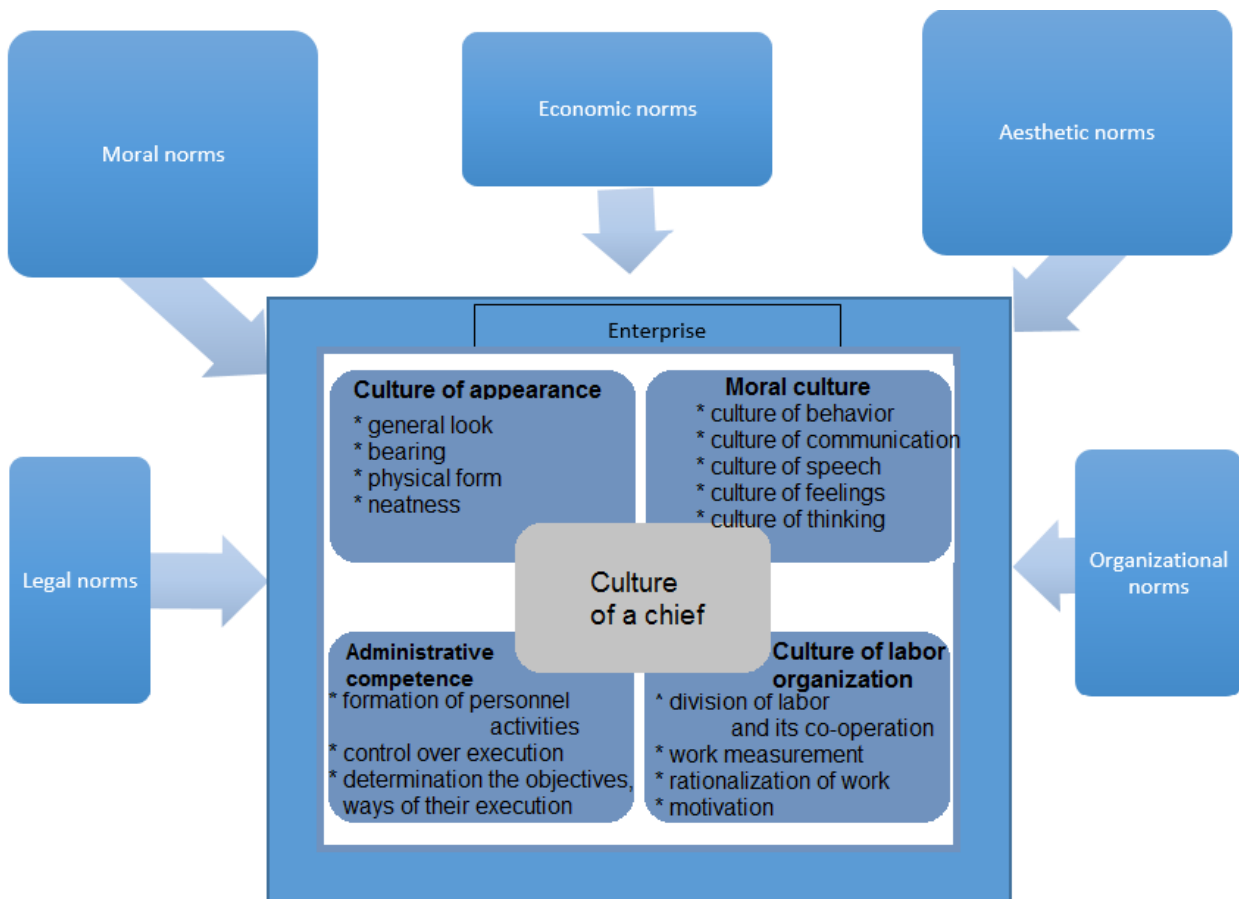


FIGURE 1. EXTERNAL AND INTERNAL FACTORS OF FORMATION OF ENTERPRISE'S ORGANIZATIONAL CULTURE

*The first point* is culture of management, which adjoins the sphere of public culture and is considered as a way of an embodiment of cultural results in the field of regulation of company's activity. The following parameters help to trace and estimate the culture of management:

- tendency to develop (the existence of continuous improvement of a managing system, intra-organizational communications, qualities of production, rise of increase in production, improvement of sale goods and rendering of services, etc.);
- dynamics (speed of a system change under the influence of certain events);
- aspiration (ability of a system to reach results);
- unity (existence of a system and its use of parameters, which are not the components of a system);
- connectivity (presence of the most suitable technological, information, production, commercial and other types of relations);
- straightness (coherence of a system with other systems and perception of outside information, etc.).

However, in practice it is difficult to estimate the culture of management on the system signs, listed above, because of weak verification of quantitative ways of their measurement. The same problem arises with necessity to estimate the level of culture of management on ethical, legal, economic, organizational and esthetic standards, which are non-system signs. Nevertheless, it is important to introduce these signs for increase of competitive ability of a company.

The ethical conventional standards has the controlling function, stabilize behavioral reactions of people in society and collective. Following the ethical standards during administrative work is one of the main indicators of chief's culture level.

Legal norms of management are describes in state- legal and organizational-legal normative acts. At a great extent, the degree of development of management culture depends on observance of legal norms during management.

Indicators, which are reached in the process of economic activity, characterize financial norms. Organizational norms define the structure of organization, operating procedure of different divisions and independent employees, their relations and communication, order within organization. In the course of creation and application of organizational norms, regulations on workers duties, frequency and places of information distribution, processes of its processing and application have to be truly defined and fixed.

Esthetic requirements and the conventional norms extend not only on the technical means, applied during management, but also on the external environment.

In practice, except above-mentioned parameters and norms, there are also real and etalon culture of management. The real culture of management is the accurate almost reached level of formation of administrative work in any sector of economy. The real culture is a complete, universal line of administrative work, which shows its high-quality lines and specifics.

The etalon culture displays higher level of management, which is possible for reaching during the formation period, i.e. a standard of its perfection. From this position, the etalon culture is a set of the advanced modern requirements to managers.

The following factors influence the formation of management culture [1]:

- increase of the general culture of citizens of a country;
- increase of the level of general and special education of subjects of national economy;
- improvement of the theory of management of a national economy;
- accumulation of the actual skills of effective management of economic objects;
- increase of education of economic personnel;
- upbringing of economic personnel;
- increase of requirements to administrative personnel.

The account and implementation of requirements of management culture allow increasing the quality of administrative work, facilitating various administrative operations and process of management, considerably improving work conditions in organization, and creating harmonious work of personnel.

**The second point is culture of a chief**, since talent and experience of the highest manager influence on quality and results of enterprise activities. Professionalism and personal qualities of managers help to find the most successful and the less painful way in any difficult situation, allow to keep and to strengthen the enterprise reputation.

The concept “culture of a managing director” unites the following components:

- 1) moral culture;
- 2) administrative competence;
- 3) culture of appearance;
- 4) culture of labor organization [3].

The absence or unsatisfactory development of any component bring dissonance in a chief’s image. Only the abilities, brought to automatism, have every chance to provide qualitative activity and solution of problems, facing the enterprise.

**1) Moral culture**, according to authors, is a kernel of “culture of a chief”, as it is difficult to consider the loss, which the head with the bad level of self-censorship is capable to put to own organization. Moral culture consists of five important components:

- culture of behavior (a choice of a right way of behavior in every situation, even sudden or specific one);
- culture of communication;
- culture of speech;



- culture of feelings;
- culture of thinking.

Based on the Japanese experience in the sphere of management, the image of a perfect chief was designed [2]. He has the following characteristics: rigid, but at the same time flexible; solid, but funny; friendly, but capable to keep a distance; obedient to the business, but keep his head at success or accident; pensive, but with considerably developed will; ready to take the risk, but fairly counting every step. The successful chief can be adequately guided in public and financial situation, which is badly modeled; can look for rational options of behavior concerning the personnel and guests of organization, and relationship with the external environment.

The naturally acquired moral and strong-willed features of ta person (such as good breeding, love to people, tactfulness, sympathy, keenness, reliability, endurance, will power, bravery) are the base of behavior culture. Such feature as risk-taking can be also included in the list. Risk-taking is a justified creative activity, which is based on sober calculation and sensitive intuition.

**2) Administrative competence** of a chief assumes establishment of the strategic and timely made objectives of organization functioning, definition of ways of their execution, formation of personnel activities and control over their execution.

A knowing chief always follows the principle of collaboration, i.e. ordinary performers with various return of physical and moral forces carry out the charged business; fell themselves comfortable in a labor collective and are actually its main driving force [5].

**3) Culture of appearance** of a head (a general look, figure, physical form, clothes) is important, because it has special value in formation of an enterprise image. A chief influence on the public image of a company. We often see top managers in mass media, which tell us the information about company's activities, and associate the whole enterprise with them.

**4) Culture of labor organization.** The successful approach to administrative activity provides the use of ways of scientific organization of labor, which are the following. First, the equipment of working objects with the furniture, correspondent to physiological features of personnel; distribution of furniture and equipment, taking into account the sequence of working operations. It is also necessary to consider emotional influence of color and lighting at registration of workplaces, to provide workplaces with means of mechanization and necessary office equipment.

**Division of labor and its co-operation.** The concrete number of working operations are assigned to each division or performer.

It increases productivity and quality of labor, helps to save up the practical experience. Division of labor and its co-operation are based on:

- delegation of powers from higher level on the subordinate levels;
- “economy of qualification” (i.e. prohibition to use workers with a higher qualification at the works, demanding the lower qualification);
- documentary fixing of duties in regulations of divisions and duty regulations.

Professional development of administrative personnel is the powerful condition of productive management. Relying on the modern requirements, a manager is obliged to improve his educational level once in 4-5 years and to study the last editions of professional literature independently.

Labor rationing lies in the right distribution of labor between executors. The existing standards of time can help to rationalize work, proceeding from optimization of employees duties.

Rationalization of labor in management means improvement of documentation and controlling system and high-quality preparation and negotiations.

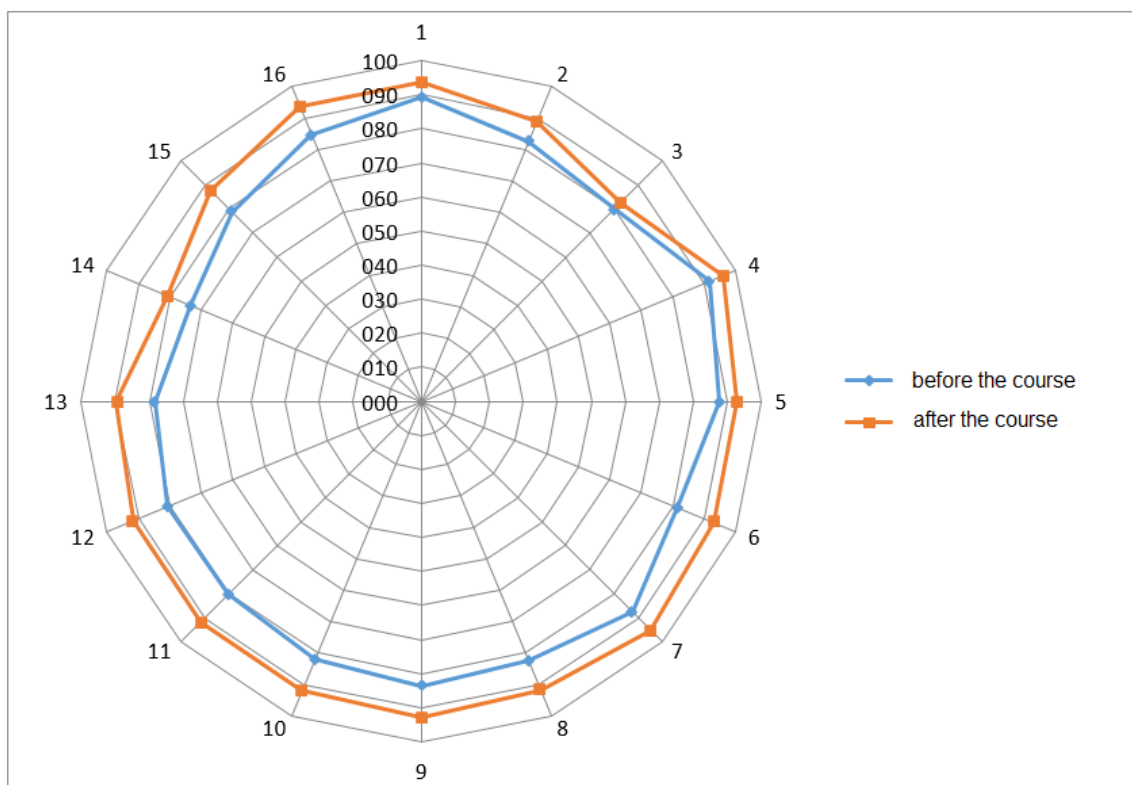
Introduction of progressive forms and ways of material and moral labor stimulation. A head needs to study new methods of administrative activities as often as possible, choosing the most balanced option for the organization. Stimulation of employees is one of the effective ways “to upbringing” employees, devoted to organization.

Organizational culture also includes thorough training and expeditious carrying out of working meetings and culture of official registration of papers.

Thus, the main orientation of a chief’s activities for efficiency increase is finding the balance between the external determinants of organizational culture, depending on conditions of environment, and internal determinants, which a chief sets himself. The higher is the level of professional culture of a chief, the bigger are the scales of results of his activities.

Research of professional culture of a head, according to his personal qualities, allow us to describe the essence of professional culture. In fact, the professional culture of a head displays a high-quality condition of a set of knowledge, skills and experience; it reflects image, ways and working methods of a head from the point of view of realization opportunities, talents, requirements and control.

The impact of personal distinctive features of a head on a staff labor of a company depends on the degree, the purpose and values of a head coincide with the values and interests of workers. A head influence on the balance in these target blocks, which is reached by a suitable choice of any style of management and, actually, is defined by the level of professional culture of a head.



#### Scales

- |                             |  |
|-----------------------------|--|
| 1. Clothes style            | 10. Formation of activity within the labor collective  |
| 2. Bearing                  | 11. Control over execution of the planned activities   |
| 3. Physical health          | 12. Establishment of strategic and timely set objectives of functioning of an enterprise, definition of execution ways |
| 4. Neatness                 | 13. Division of labor and its co-operation   |
| 5. Standard of speech       | 14. Work rationing   |
| 6. Culture of feelings      | 15. Work rationalization   |
| 7. Culture of thinking      | 16. Motivation   |
| 8. Culture of communication |  |
| 9. Culture of behavior      |  |

FIGURE 2. PROFILE OF SELF-ASSESSMENT OF CULTURE OF A CHIEF

We analyzed the results of self-inspection of top managers of the large companies, which were trained by the program “Executive MBA ‘Euromanagement - Master of Business Administration for Heads” of Russian Presidential Academy of National Economy and Public Administration”. Formation of a chief’s culture is the consecutive process; and we considered it within the recorded level of personal development and maturity of company’s management in general.

Top managers estimated themselves in sixteen parameters of a head’s culture, listed above, before the course “Organizational Behavior” and after the course in 2013-2014 academic year. The presented data show that in spite of the fact that managers had highly estimated their culture before the course, they received practical knowledge and skills during the course, what allowed them to pay attention to each quality, to measure its level and potential. As the result, they had a chance to learn operating the cultural potential and to use it in a company as an internal factor of formation and cultural development of an enterprise in general.

Thus, the assessment of level of a head’s professional culture is difficult, but it is possible during the objectification of his work and can be carried out by means of periodic individual estimates of a head’s own intellectual and physical resources and their effective use.

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## KNOWLEDGE IN THE SYSTEM OF CULTURE

### Abstract

The article looks at correlation of knowledge in different levels, from casual to natural scientific with a general cultural level in society, in the process of decision-making. It shows how scientific and humanitarian knowledge can be liaised. The given formula and scheme substantiate the way of developing an integral worldview.

### Keywords

humanitarian and natural science knowledge, factual knowledge, adequate decision, cultural level, world-human integrity

### AUTHOR

**Anna Bystrova**

PhD in Philosophy, Professor at the chair of Philosophy  
Siberian Transport University  
Novosibirsk  
*nananovna38@mail.ru*

In one of his works, M. Heidegger noted that at times of disasters there comes the hour for philosophy. The time of philosophy for Heidegger, who was sensitive to semantics, was particularly connected to the notion that this word had meant indigenously: love for wisdom, universal knowledge. It is also worth remembering that the Plato's myth about cave assumed that, ascending from the cave, a wayfarer ascended to knowledge. Just in the same way Dante's travel through the circles of hell and further ascending to the higher spheres was the way to cognition, without which no age can comprehend its culture that actually represents the state of human being. This state must be cognized and is continuously being cognized by itself.

The scientific and technological development levels in the contemporary world is such as any action can cause irreversible consequences for nature, social conditions, human mind and mentality, methods and forms of human co-existence. This is characteristic for both of natural scientific and humanitarian knowledge. In the middle of the 20<sup>th</sup> century, this idea was categorically stated by Charles Percy Snow as a concept of co-existing of "the two cultures", each unable to be perceived and comprehended by the other. Having dealt with writers and artists, as well as with representatives of the scientific knowledge, the author concluded that they were so alien to each other that no mutual understanding would ever be possible between them. However, I. Prigozhin referred the difference between "the two cultures" to peculiarities of classical stage of science, when physics comprehended the world mainly through dimensional, measurable, sensory perceivable, fixed aspects of thing. Their temporal parameters were comprehended as an abstraction, formally present in the worldview. As for humanitarian knowledge, it had always operated with the notions of the past, present and future, whereas the parameters of space remained prerogative of the worldview, based upon mathematical symbols. In other words, natural scientific and humanitarian knowledge moved towards creating, assimilation and explanation of general worldview in different ways. Thus, the worldview turned out to be specific in every case: in the natural scientific knowledge it tended to be static, predictable, limited by boundaries; in humanitarian knowledge it was dynamic, unpredictable, and boundless. Natural science could not exist without fulfilling a principle of breaking down the world into pieces in the name of more thorough examination of its parts for the following building up of a whole one. An attempt of breaking down humanitarian knowledge into components was also undertaken, which was paradoxical in terms of neglecting its very meaning. However, the

principal object of every cognition is a human being, who "...in his wholeness is described neither by humanitarian nor natural scientific science, for he is reducible to none of its hypostasis - a body or a spirit. So, similar to the fact that he is not reducible to body or spirit, his reflection of himself as a wholeness is an illusion in the world, where there is only its fragmented description by means of different subjects, not reducible to one another" [1, p.42]. Understanding of humanitarian knowledge as live contemplation, free from logical, so-called "exact" mathematical basis, causes understanding of that as approximate knowledge. It is ignored that no fact can be considered as separate phenomenon. Every fact is surrounded by multiple connections, causality relations, complicated development from probable to factual, from random to logical. The system of humanitarian knowledge accepts "free assumptions" related to the specific character of a subject, which has no ultimate and unique distinctness, and cannot undergo formalization that would exclude any variations. This conceptual variability is closely connected to world outlook aspects of cognition, which is considerably less expressed in scientific knowledge. Although in the 20<sup>th</sup> century some attempts of measuring the amount of information that art contained were undertaken (A. Moles), no considerable results for understanding its specificity were found. Humanitarian knowledge was still viewed by scientific community as area of "scientific optionality", deprived of desired "exactness", possessing only temporal but no spatial characteristics. Even though the notion of "chronotope", "legal space" of an art work, its economic, social and cultural space (M. Bachtin) was accepted by scientific community and is currently used in theoretical investigations, basic special characteristics of humanitarian science still place it at a special position in the system of scientific process. Meanwhile since the middle of the 20<sup>th</sup> century a noticeably more holistic trend in universal scientific knowledge development has been growing. This trend first came out in integration of natural science branches and in appearance of a scientific cross disciplinary "problem area". Further on, a "human factor" came about more distinctly in science-intensive technological industrial branches development. Tragic experience of technogenic disasters has shown that no exactness of "exact" knowledge is a safety guarantee for the human society, as the real world has become a world, dependent on the human, the world of the human culture. Science development has demonstrated that so-called "exact" sciences hardly dispose of the declared exactness in cases of hypercomplex systems, which possess a number of elements going to infinity. Besides, for instance, setting a mathematical task presupposes a broad range of assumptions. Reasoning can be built on the basis of "let us suppose that..." or "if it is so, then..." Thus, the scientific search is once again included into an area of growing entropy, and the worldview complication itself begins to require different methodology and argumentation principles.

Every person who has completed a certain stage of study enters a professional activity area where he or she will have to make certain decisions. The decisions may range from highly specialized to personal. In every case, a decision causes a number of consequences from insignificant changes in subjective existence area to changes that influence a broad social environment. There is practically a linear dependence of a decision result on the initial factual knowledge. The decision adequacy grows with the abundance of factors that organize a worldview, considerably free from any kind of interpolations and extrapolations (possessing a necessary measure of objectivity) and providing a desired wideness of thinking. The world as a totality of phenomena, where a subject has to act is an n-dimensional multitude of factors whose number goes to infinity. Every component of the multitude is connected to a number of other components with various links. Every cognizing subject forms, as we stated above, his or her own subjective knowledge in the n-dimensional world space, simultaneously being subjected by a number of ready structures (family, school, university, scientific knowledge

The more abundant the interaction of the subject with every one multitude, the wider the mental outlook, consequently the broader is the thinking system of every single subject. For decision making process it is necessary to outline a certain sub-multitude of phenomena, covered by a sub-multitude of links which, according to the subject's



reasoning, have some influence on the decision being made. In this case, a quotient of compliance (reliability) of the subject's notion of chosen phenomena, their interconnections and objective value becomes important. Let us review a formula for possibility of making an adequate decision, which was mentioned in our article on innovation thinking.

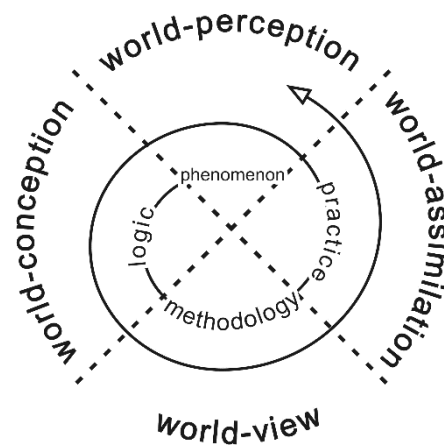
$$\mathcal{D} = \frac{\sum_{i=1}^a k_i}{A} \times \frac{\sum_{i=1}^y s_i}{Y}$$

A is a number of phenomena (factors), objectively necessary for an adequate decision. Y is a number of links, which are necessary to be taken into account for decision-making. a and y, respectively, are phenomena (facts) and links, known to the subject;  $k_i$   $s_i$  are phenomena and links compliance (reliability) quotients, taken into consideration by the subject for decision making. So we can see that the less the numerator the more inadequate the decision can turn out to be. Consequently, the worldview may turn out to be equally inadequate, with all following effects for both the subject and a certain area of his activity. What is even more considerable is that if the subject had not considered any phenomena due to lack of knowledge or care, the corresponding quotients would equal to zero. Consequently, the rendered decisions may turn out to be disastrous. (Here we should note that the formula is not meant for numerical calculations but serves as a maximally simplified analog illustration for the said above).

So, the ability of making such decisions that come about as an effect of basic conditions of the world existence is based upon an abundant factual experience. It is hardly possible to denote, relying merely on narrow pragmatism, what place in the cumulative worldview that a decision is based on, are occupied by adequate knowledge on astronomy or anatomy, primitive culture and literature, mathematics or history, etc. Acquaintance with culture becomes all the more irrelevant in the knowledge system, although the holistic worldview is presented just there. One thing is obvious and it is that absence of any of those types of knowledge can well bring to a decision, which is potentially dangerous for the humans and the society. It is important to realize that ANY decision making can cause a chain of not so random processes, which we are currently observing. We can say that at present the knowledge level, necessary for decision-making, is also an n-dimensional multitude. Therefore, it may be a logic consumption that any superpower can be ruined without a single gunshot, just by destroying its educational system. This idea multiply increases the responsibility of the education system for permanent reinforcement of the initial factual level of graduates' knowledge, those who will later have to make decisions, which are not supported by knowledge about the objective world or base upon a low level of reliability of information about it, when opinion replaces knowledge.

In the given above formula, other important components like moral, artistic outlook and preferences, various forms of world-view, which are important for decision-making, have not been considered. However, we need to note that interaction between the cognition process and the mentioned world areas demonstrates dependence of cognition area and worldview area, as it is hardly possible to work out a scientifically proximate worldview, without expanding the area of relations between men with the world. We present a following diagram, based on the idea of prof. N. Chupahin (2), which

demonstrates that development from cognition of a single phenomenon to practical activity goes in spiral movement:



The given diagram shows that there is a world-perception behind a phenomenon, which is supported by exact sensory relations with the world. Then it moves on to the logic area that develops a world-conception. Seeking a system of effecting the environment and its holistic cognition (methodology) shapes a worldview, and practical activity leads to world assimilation. The spiral is unlimited as the world is changing and the human cognition is boundless. On the other hand, if practice limits people's relations with the world to narrow area of forces application, the worldview may turn out to have a certain degree of defectiveness. The worldview would narrow down to such a minimum that would allow neither sense forming as innovative activity, nor comprehension of existing senses. Within a short period, it is possible to establish only particular phenomena, so the destructive process of "reverse development" will be completed. Consequently, the spiral can be directed both along constructive and distractive ways.

As the modern world cannot free men from narrowly specialized activities, the only way out of such contradictions is initial knowledge base extension, connected to both factual aspect of reality and understanding of as more links and relations as possible. There cannot be any "redundant" knowledge in this process! Similarly, lowering requirements to world comprehension is out of the question.

The contents of the knowledge itself tends to be defined not only by an object or a subject, but also by a complicated character of their interactions and, consequently, their cultural level. On the other hand, culture as a state of a human being turned out to be the knowledge level that is based on the whole structure of a universal world-human integrity. The knowledge culture currently assumes ability to permanently give up the past worldview for building a new one, and give up a past knowledge for obtaining some new knowledge. Consequently, at present, as in Socrates times, the most important knowledge area is "knowing about not-knowing", which presumes ability to see boundaries of cognized knowledge, therefore, trends and prospects for reality transformation, and work out a relevant strategy. In this regard, it is philosophy that must play a substantial part in comprehending and correlating all kinds and forms of cognition, including those in professional areas.

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## FEATURES OF SOCIOCULTURAL ADAPTATION AND IDENTIFICATION OF MODERN STUDENTS (ON THE EXAMPLE OF STUDENTS OF AGINSKOE BRANCH OF THE BURYAT STATE UNIVERSITY)<sup>1</sup>

### Abstract

The paper presents the results of the research, devoted to adaptation of cultural identity of students at theoretical and empirical levels. Relying on the results of the analysis of sociocultural identification of the Buryat people, the authors offer the view on an adaptation problem. The authors concluded that adaptation and identification of students are the main indicators of formation of social interaction competence.

### Keywords

identity adaptation, identification, ethnic interaction environment, polymorphism of modern Buryat culture, multi-identity of youth subculture, self-identification.

### AUTHORS

#### Tsypylma Zhimbayeva

PhD in Culture, Associate Professor  
Buryat State University (branch in Aginskoe)  
Aginskoe

#### Bairma Dashidorzhiyeva

PhD in Culture, senior lecturer,  
scientific secretary  
Buryat State University (branch in Aginskoe)  
Aginskoe

**Statement of the problem.** Variety of cultures characterize the sociocultural environment of students. However, the sociocultural environment is youth subculture and the important culture of the ethnic community; sociocultural relations and public atmosphere, moral and ethical standards, embodied in a real near and far environment of the young man. Dynamism of the sociocultural, social and economic changes, happening in this environment, demands constant attention to students' problems. Development of a program of students social protection and formation of positive identity adaptation, first, proceeds from recognition of youth as the subject of historical activity, recognition of its right for own culture, because modern young people are labor and intellectual potential of tomorrow.

There are more than five hundred students in Aginskoe branch of the Buryat State University. The important question is to know the way of life of regional students and their features of sociocultural identity adaptation. The authors attempt to detect the features of sociocultural adaptation of students identity.

The majority of students, studying in the branch, are inhabitants of the Aginskoe Buryat Autonomous Area and have the Buryat nationality. Undoubtedly, several reasons determine ethnic cultural identity of the youth of the Aginskoe Buryat Autonomous Area. First, it is determined by the territorial localization of the Aginskoe Buryat. However, this factor is considered in the context of the major base of culture stability: it is the existence of ethic and moralistic, standard and legal traditions, sociocultural unity of Aginskoe Buryat. Stability of sub-ethnic identity is historically acquired achievement, based on traditions of unity, which are caused by ethnic history and culture events.

**Theoretical and ideological bases.** Set of various prerequisites, such as dependence of a human by nature and severe climatic conditions, promoted the formation

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of peculiar features of national character, which later became a condition of formation of ethnic cultural identity. Ethnic socialization in a family, feature of the ethnic interaction environment and status relations in an ethnic group affect the formation of ethnic cultural identity of adolescents. In this regard, it should be noted that the most part of parents of Aginskoe community are the “keepers” of ethnic culture and they continue passing ethnically expressed life experiences, social roles, customs and traditions of the ethnic nation to their children. Homogeneity and heterogeneity of a social environment define the nature of formation of ethnic cultural identity. Knowledge of intrinsic characteristics of the concept “ethnic cultural identity” means the following: features of the state of a concept and specifics of its formation, forms of its expression, which allow defining ways of formation of positive identity among young representatives of the ethnic nation.

Studying the student's groups, uniformed in ethnic structure, shows that young people of the groups (and already out of a family) fill up a complex of representations, forming the system of ethnic differentiating signs. First, it was revealed that the main function in the studied students groups (as well as at among all young people) is the communicative one. At that students communication gives information, which adults do not report for one or another reason.

Students in the groups realize group membership, solidarity and the need of friendly mutual assistance. They are rather tolerant to other people, that gives them extremely important feeling of emotional wellbeing and stability. However, at the same time, some students are shy and have small extent of self-disclosure, lowered level of extrovert features, uneasiness and neurotic features. These characteristics are the consequence of upbringing of “culture of shame” and the principles “Be like everyone else”, “Do not be a forward pupil”, which characterize upbringing in the majority of the Buryat families. Here it is possible to note that behavior of the young Buryats has the features of thinking style and behavior, which are connected with ethnic cultural education.

Groups have no antisocial focus and develop necessary skills of social interaction, ability to submit to collective discipline and, at the same time, to assert the rights and correlate personal and public interests. Thus, participating in activity of a group of contemporaries, each of which is the carrier of a certain information on history and culture of the ethnic nation and current state of the Buryat society, the young man continues gaining cultural values of the ethnos.

Accessory to the circle of contemporaries allows satisfying many needs of a young man. Opportunity to divide common interests and hobbies with friends is of great importance for the young man; fidelity, honesty, responsiveness, empathy to his feelings, thoughts and ideas are very important for a young man. All this provides emotional support from contemporaries in overcoming various personal problems, connected with age development.

The important factor, influencing on the development of youth identity, is the modern Buryat culture. And, youth identity, being one of the most difficult sociocultural formations, plays an inconsistent role in students and youth activities. On the one hand, it causes social and economic exclusion of youth culture from society culture. On the other hand, it promotes complication of the structure of youth subculture identity. Polymorphism of the modern Buryat culture (ethnic traditional substratum, updated layers, the Russian culture, culture of the Russian society) determined multi-identity of the Buryat youth subculture.

Undoubtedly, the culture of the Buryat people was constantly developing, thus losing certain lines and getting the new ones, therefore the complex of its ethnic cultural lines was constantly modifying. Some traditions, customs and norms, inherent to the Buryats at the beginning of the century, were lost irrevocably or got the new forms and

qualities at the end of the century, but the other part remained and continues cultivating now, and will be told in the future.

The analysis of the modern Buryat culture in paper of native and foreign researchers (T.M. Mikhaylov, T.D. Skrynnikova, E.A. Stroganova, K. Hamphry and others) showed that there are two main directions of cultural creativity in the culture. On the one hand, the modern Buryat culture is turned inside: it focuses on the Buryat history in the environment and idealizes values of the past. On the other hand, the Buryat culture is turned outside: it acquires the globalized world and looks for the place in culture of a humankind. Within the new global orientation, the Buryat culture integrates the ecological and moral principles of traditional culture and value systems of both the Russian society culture and the humankind.

The philosophical and cultural direction of researches, devoted to the problems of adaptation of cultural identity (T.D. Skrynnikova, A.A. Elayeva), was very effective and it revealed the important circumstance: “During the Soviet period there were considerable changes in the Buryat ethnos, its intra communal collectivism and self-government were replaced by collectivism, subordinating to the state and promoting intra ethnic dissociation. It affected the ability to keep and cultivate the ethnos originality and to resist the processes of acculturation and assimilation. The Buryat had the new sociocultural horizon, appearing in new forms of activity, urbanization of a way of life and mentality, in language situation and in changed multi-ethnicity. The horizon considerably differed from the former one, limited by an ideal of traditional character and idea of autonomous ethnic existence.

K. Hamphry's works were devoted to problems of the Buryat national identity. He showed interdependence of the Buryat self-identification with two religions (Buddhism and Shamanism). Both religions are inseparably linked with each other and form the uniform ethnic and cultural tradition, which practically all Buryats, behind a small exception, adhere in a varying degree [4, 20].

The idea about biosocial essence and existence of the Buryat ethnos was stated by T. M. Mikhaylov, who signed up soil feature (“feeling of a place”) to the small homeland as one of the most important requirements of the Buryat consciousness. Having “feeling of a place”, people are attached to their social, spatial, spiritual and ethnic place. This place is the only real point of standing. The Buryats live in different regions of the country (the former USSR), nevertheless they did not hit in races, did not turn into wanderers of an eyelid - the majority of them stayed at the land of ancestors, kept their Home [2, 8]. Moreover, for many decades there was a destruction of a big patriarchal family. As a result, the general level of demographic activity of the Buryat population and the number of children in families decreased, but the percent of incomplete families increased. It also affects the modern students activities.

**Results of the research.** Our research helped to understand social composition of students parents, group differentiation, extent of participation of students in sports sections, hobby groups and cultural and leisure actions and the importance and orientation of the maintenance of the specified forms of involvement of students in social and individual types of vigorous activity.

For substantial studying of features of students identity we interviewed 300 people. There are some results of the poll. On a question of the reasons, which could bring a student into youth group, we received the following answers. On the first place was loneliness (26%) and misunderstanding from parents (15%). This category also includes conflicts between parents (12%).

Aginskoe students form groups domiciliary (with different degree of expressiveness). Now mass media, modern cinema and literature promote of a certain image of a “strong”, “semi-criminal contemporary hero” and create a complimentary social-cultural context around him. It gives some social sanction to deviant behavior of youth.

For example, respondents allocate traits of character, which are pleasant to them in surrounding young people and which they would like to imitate, such as ability to stand for themselves (59%), courage (48%), independence (36%). We should note that the specified qualities of some members of informal asocial groups take the radical forms: courage and independence are approved by a devil-may-care attitude to other people, to their opinion, dignity, and humiliation of other person.

Studies of the indicators of self-assessment showed the following: answering the question “How do you estimate yourself in comparison with people you know?”, 54% of students said that they estimate themselves good or average person - “as everybody else”. 56% of respondents said that the ideal embodies positive moral qualities and advantages of intellectual character. However, 15% told that the ideal embodies neutral or negative qualities in moral relation (7%), 12% of respondents does not have ideal at all.

Considerable changes happen in consciousness of young people, in their vital reference points and in choice of values. When studying vital values of students, we used E.B. Fantalova’s technique, allowing to define sociocultural status of modern students. The research designated problem zones: such values as “Active life” (27%), “Creativity” (21%) and “Beauty of nature and art” (16%) are not formed enough. It testifies that students underestimate role of activity, have insufficient responsibility and unwillingness to assume this responsibility. Rejecting values of creativity increases stereotype reactions and inability to see various exits from current situation. It was revealed that the leading orientation values of students are “Happy family life” (83%), “Presence of good and true friends” (81%), “Financially secure life” (72%) and “Health” (65%).

We also studied features of ethnic and cultural identity of students. Students receive ideas of the ethnos, acquainting with traditional and household way of activity of ethnos, during educational influence of a family and surrounding community. When studying the importance of the factors, forming ethnic and cultural consciousness, we obtained the following data. The importance of such factors as “General culture, art, literature” (86%), “Tradition of ancestors” (84%), “Unity of language” (70%) are high. At the same time roles such factors (perhaps, not so important), as “Similar appearance” (27%), “Common territory of accommodation” (22%), “Unity of temperaments, characters” (18%) are low. Therefore, it is possible to state rather conscious approach of students in choosing valuable priorities.

At research of features of cognitive and mental expression of an ethnic and cultural originality, it was established that young people are a little reserved and careful; they are guided by the standard norms, but at the same time they are judicious, conscientious and sympathetic. Thus, there are diverse qualities of consciousness and behavior. In most cases traditions of family education in the region remain invariable. Inquisitiveness, self-development, aspiration to comprehension of new, unknown things, respect for ethnic and religious practices also remain invariable. All this somewhat continues influencing modern young representatives of the ethnos.

Feature of culture of the modern Buryats is synthesis of traditional, ethnic culture and European culture or, more precisely, modern universal urbanistic model of culture. At the same time, students youth subculture represents inconsistent, dialectic unity with culture of society. It is pertinently to express that the happening sociocultural changes in culture of society have a great influence on subculture of youth. It allows drawing a conclusion that the following features determine the modern subculture of Aginskoe students: condition of the modern Buryat culture; influence of daily culture of ethnos; traditional pedagogical culture of the people; influence of the western youth subculture.

The crisis tendencies, taking place in sociocultural activity of the country and its regions, aggravate the situation of inconsistency of actions of social establishments and

institutes and absence of thorough investigation of the accepted programs and strategy, concerning youth. All set of social, economic and political problems, characteristic for Russia in general, is reflected in the Aginskoe Buryat Autonomous Area. Adverse demographic processes influence on health, processes of students identity; social and psychological-cultural discomfort follow the processes. The asocial behavior and alcoholism gain some distribution in students environment. These radical manifestations, perhaps, are not typical, but at the same time they reflect youth in modern society. The importance of actions for permission of these problems is defined by special intensity of process of identity and by the fact, that identification contradictions affect the future life. The problem demands immediate measures on formation of socially positive identity of modern students.

Dynamism of the happening social and economic changes in society demands constant attention to the problems of students. Attention of the state to youth policy and updating problems of students have to be realized in the strategic policy directions, founded on the principles of humanization of processes of education, upbringing, socialization of younger generation. It causes the need of modeling of sociocultural activities of socialization institutes for positive cultural identity development.

The model of culture-creative activities for formation of positive students identity is understood as the draft of the multi-cultural convention of activity subjects. The analysis of cultural space of the project of activity considers the following: a) a sociocultural context, in which identity of students is modelled; b) joint activity of institutes and structures, modeling identity; c) features of sociocultural space in modelling. As the cultural space of the project is created by norms and culture values, the idea of integration of intersubjective interaction has the projected character.

At consolidation of efforts of social institutes on the basis of the highest educational institution, difficulties begin not in the course of statement of a problem, with which theorists and practitioners agree. They begin in the course of practical actions of the teaching staff of higher education institutions for overcoming indifferent attitude towards problem students. They become complicated in process of realization of joint efforts of higher education institution and public on filling of students activity by realsocial and personally significant affairs.

The interesting model functions in Aginskoe branch of the Buryat State University. According to this project, the higher education institution pursues the aim of formation of comprehensively developed personality, adapted for life in quickly changing multiethnic world and capable to self-development, self-realization and positive identification.

Practice shows that educational process is effective, when educational institution, public and parents organize it, using the best traditions of the ethnos, his progressive pedagogical ideas. Addressing to pedagogical culture of the ethnos, it is possible to find a lot of valuable, useful points, that remain not completely demanded by modern practice, technologies of training and education. Rational use of this heritage, undoubtedly, will lift the higher school on a new step.

For filling the activity of students by the positive contents and adaptation of cultural identity, the actions, containing regional material on traditional national culture are entered into the plan of work of higher education institution. These actions are the following: organization of annual scientific and practical conference with the international participation "the Valley of Onon: history and the present"; work of students ensemble "Sansara"; carrying out annual competitions, devoted to New year celebrations on lunar calendar ("The beauty of White month", "The most sharp-witted", etc.) and to a holiday of the Buryat people "Altargan"; sports meets on national sports and others.

In non-study time, students lead fascinating, sated with different events life: hold quizzes, competitions, students skits. Students in sport show serious achievements. Group of students -freestyle wrestlers and bow shooters -successfully participate at competitions of various levels and in different regions of Russia. These students are Arsalan Budazhapov, Bulat Batoyev, Baras Bazarov, Bolot Tsybzhitov, Timur Tuchinov, etc.

Students of the branch are always sure that their talent will not be gone in vain and will surely find support. They participate in work of various creative forums. For example, students became winners of the Republican festival "Student's Spring-2009" among higher education institutions in the nomination "Author's Song"; of annual competition of singers "Star rain" (Ulan-Ude). Our students won the special prize of "Associations of Youth" for the best author's composition, presented at "A republican youth festival". Tatyana Golikova, the student of foreign languages department, became the winner of the International youth scientific and practical conference "Philological education and modern world" in the section "Language of Modern Mass Media" (Chita, 2013). The report of the student Indra Sambayeva was devoted the Internet meme as a cultural sign (on the example of the page of "Typical Aginsk" in "VKontakte" social network). Bulat Dalayev and Bair Tsydenov took active part in the All-Russian competition "The Best Scientific Article - 2014", organized by the Interregional center of innovative techniques in education and editorial board of the scientific and methodological journal "Kontsept" (Kirov). Their article "Category of intensity in J. D. Salinger's works" is published in the journal "Modern Scientific Researches".

The empathic interaction of the teaching staff of higher educational institution in students life positively influences on students training and self-assessment and self-identification. All work causes interest in socially useful affairs, promotes students personal development, brings up pride and responsibility for the affairs.

The extremely important circumstance is that the adult community has to give to the young people great opportunities for their self-expression, self-realization and development of social activity. For this purpose, it is necessary to provide the organization of multidimensional activity in system of various youth associations - clubs, studios, societies, groups, but it is obligatory to do according to the principles of original independence and self-government. At the same time overcoming of formalism in work with students assumes orientation of adults to development and use of the positive forms of associations, which young people spontaneously found themselves. The opportunity to be enriched with ideas, values of the adult world allows to break the wall, which youth artificially builds round the subculture. Adults are urged to define the significant conditions of the organization for youth, which are not interfering, but promoting development of the amateur beginnings. Thus it is necessary to establish the correspondence of officially existing youth associations and interests of the modern young man; how to overcome their pseudo-activity; how to make them attractive for the growing people.

**Conclusion.** The research of a condition of adaptation and identification of students of the Aginskoe branch shows that students as a set of developing persons make the most dynamic, vigorous and critically conceiving part of youth community of the Aginskoe Buryat Autonomous Area. It possesses huge social and creative potential and is capable to influence processes of updating of the social and economic relations, occurring in society.

For understanding the effective adaptation of sociocultural identity of students, it is important to take into account family, social-cultural environment of higher educational institution, informal and formal formations, promoting self-development, creative self-realization and development of social interaction competences and the active living position.



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## G.TS. TSYBIKOV'S BOOK IN RIMAY KARMA LING LIBRARY

## Abstract

The paper deals with the Buddhist Rimay Karma Ling Institute, its traditions and personalities. Much attention is paid to G.Ts. Tsybikov's book "A Buddhist pilgrim to the holy places of Tibet", which the author accidentally found in Rimay Karma Ling Library.

## Keywords

Karma Ling Institute, G.Ts. Tsybikov, Buddhism, Monlam, Denys Rinpoche

## AUTHOR

**Sesegma Zhimbeeva**

PhD in Philosophy, working for doctor's degree  
Saint-Petersburg State Polytechnical University  
*munseseg@yandex.ru*

When I was in library of Rimay Karma Ling Institute in Avalon (Buddhist center in the French Alps), I alighted upon the G. Ts. Tsybikov's book known in the Russian language as «Буддист-паломник у святынь Тибета». In 1992, the French publishing house "Peuples du Monde" printed the work «G.T. TSYBIKOV. UN PELERIN BOUDDHISTE AU TIBET» / «Г.Ц. Цыбиков. Буддийский паломник в Тибете». The title-page runs «GOMBOJAB TSEBEKOVICH TSYBIKOV. UN PELERIN BOUDDHISTE DANS LES SANCTUAIRES DU TIBET» / «Гомбожаб Цебекович Цыбиков. Буддийский паломник в святынях Тибета».

In 1918, Sergey Fyodorovich Oldenburg wrote the introduction to the famous book: "G. Ts. Tsybikov's book is a bright exponent of Russia, which unites Eastern and Western cultures". According to S.F. Oldenburg, the book gives "complete and attentive description of the holy places" by means of pictures, drafts, photos<sup>1</sup>, what still makes it a unique scientific labour.

<sup>1</sup> Famous photographs were made at the risk to life, because the Tibetan authorities prohibited taking pictures. G. Tsybikov and Kalmyk Ovshe Norzunov, a descendant of a noble Kalmyk family, fellow traveler of Aghvan Dorzhiev in the Tibetan-Russian diplomatic affairs, secretly took photo shots. Both of them kept each other from his actions. For example, G.Ts. Tsybikov hid his camera in Prayer Wheel Hurde in hurde. In 1903-1905, in various western journals published the photos, which created a furore. These were the first photos of the "Land of snowy peaks", as Je Rinpoche Tsonkhava called his homeland (cit. *Je Tsonkhava (2013) Big Guide to the Stages of the Awakening Path. In 2 volumes. Translated from Tibetan, 4th edition, St. Petersburg. "A. Terentyeva" Publ., Vol. 1, P. 16*). Imperial Russian Geographical Society that had provided G.Ts Tsybikov and O.M. Norzunov with cameras publish photo shots in 1903. Since that time, the famous Tsybikov's lectures and Tsybikov and Norzunov's photos spread worldwide.

In 1919, at the first Buddhist exhibition, displaying Lhasa photos, he said: “The curious fact for us, Russians, is that Russian Kalmyk Norzunov and Russian Buryat Tsybikov took the first Lhasa photos” [3, p. 39].

The 1919 edition is dedicated to Alexander Vasilyevich Grigoryev<sup>2</sup>, secretary of the Russian Geographical Society from c 1883 to 1903. He was regarded as “a driving force” of this unique institution that had been established in 1845 in the time of Nicolas I.

In 1901 in Lhasa, two great Buryats Tsanid-Hambo Agvan Dorzhiev and prominent scientist Gombojab Tsybikov met. G.Ts. Tsybikov wrote, “On February 26 Agvan Dorzhiev, his fellow travelers and Stavropol Kalmyk Ovshe Norzunov arrived from our motherland. Agvan Dorzhiev put his hand to make photos for the Russian Geographical Society. His equipment was just like the one I take my photo shots with. Not to excite everyone, I hide my equipment from him and all locals, not excepting Buryats, my countrymen, and Mongols of various aimags” [4, p. 202]. At page 201 of the book “A Buddhist pilgrim to the holy places of Tibet”, there is a description of Hambo Agvan Lobsan Dorzhiev. G.Ts. Tsybikov wrote, “To exercise Dalai Lama in Tsannid disputes, there were one tsan-shab-hambo from seven monasteries of doctrinal academies Drepung, Sera and Gandan<sup>3</sup>; our transbaikalian Buryat Agvan Dorzhiev represented Drepung” [5, p. 270]<sup>4</sup>.

Forestalling the following text about Monlam in France, I would like to mention G.Ts. Tsybikov’s description about Monlam in Tibet. He wrote, “March 2. Today at 25th day of the Tibetan First month is the last day of Monlam Prayer Festival. After morning worship services, there is time of secular people. To give a short description of Monlam process, I can say that its day starts early in morning, with the first daylight” [5, p. 206]<sup>5</sup>.

<sup>2</sup> A.V. Grigoriev’s last major business was provision of Tsybikov’s Tibetan expedition (1899-1902) and further publication of its description. The 1919 edition of the book G.Ts. Tsybikov published in his memory. Unfortunately, the 1919 edition, which we used for the paper, has a partially typed text, which consequently increases the number of pages. The copy of the 1919 edition is in Ulan-Ude Library. The 1918 edition is available in Kyakhtinsky regional museum named after V.A. Obruchev. We bring gratitude to Maria Feodorovna Matveeva, Deputy Director on Science and the main museum worker.

<sup>3</sup> “When I had to get the title of “Extraordinary Lharamba”, scientists from the three great monasteries of Sera, Gandan and Drepung gathered at the Cathedral of Lhasa, I passed the exam in five sciences (logic, Prajnaparamita, Madhyamika philosophy, monastic discipline Vinaya and Buddhist science Abidarmakoshi). Then His Holiness (the 13th Dalai Lama Thubten Gyatso (1876-1933) appointed me as “Assistant in the study of Dialectics” and for ten years without a break, I have to serve Him” (cit. *The legend of the world tour” or the story of Aghvan Dorzhiev’s life. - Ulan-Ude: BION SB RAS, 1994. P. 13.*) In the book “Earth Vajrapani. Buddhism in the Trans-Baikal” (2008), p. 303. states, “Dorzhiev was not the first and not the last Buryat-Mongol, who achieved success in the academic world of Tibet. The Buryat and Kalmyk Tibet boys, whom he picked up for studies, subsequently entered intellectual and spiritual elite of Tibetan Buddhism, and had a huge impact on the development of world Buddhism”.

<sup>4</sup> Lharamba Aghvan Dorzhiev in his autobiography talks about his visit to France and Paris as “very beautiful, but too crowded place. There was a group of about four hundred men, who treated the Buddhist teachings with great respect. Clemenceau and a woman named Alexandra, who was born a woman, but acquired a great scientific success, were among them. It was very interesting to watch, listen and know how they expressed their respect for the Three Jewels and to what they called ‘recitation’. I made worship before the image of Buddha and prayed in the name of the Three Jewels. Even the little that has been done, could engender the desire to nurture the seeds of good karma” (cit. *The legend of the world tour” or the story of Aghvan Dorzhiev’s life. - Ulan-Ude: BION SB RAS, 1994. P. 17.*) Benjamin Clemenceau Eugene (1841-1929) - French Prime Minister in 1906-1909, 1917-1920. Alexandra David Neel lived in Tibet for a long time. In Russia, her book “The mystics and magicians of Tibet” published in 1991 is widely known. She lived for 102 years. Lharamba here also remembers, “the Prince of Orleans, the one who first visited Lhasa in Tibet to the north, I have not found”.

<sup>5</sup> G.Ts. Tsybikov dwells on the time of tea and rice soup during the ‘prayers’. The monks of medium series managed to collect “oil from the surface by blowing tea ... almost for 6-7 rubles for our money”. “The monks have special lockable containers for collecting oil”. *Ibid.*

<sup>6</sup> G.Ts. Tsybikov gives layout of 20,000 monks in courtyards of the Jokhang Temple during Monlam. entire course ‘tsannid’ and withstand the test-match before the statue Tzu (Zu) in Lhasa during the great Monlam, get the Lharamba degree.

The last day of Monlam Prayer Festival, called Cho-nga Choepa, there is a dispute to get 'Lhampa Geshe' Degree. "Every person, if he wishes, my suggest a question. I notices that there is no lack of interested persons" [5, p. 207]. G.Ts. Tsybikov specified that twenty thousand of monks<sup>6</sup> took their places and Monlam Chemmo "having picked up a crozier, starts telling the Monlam rules" [5, p.196].

Monlam in Tibet<sup>7</sup> falls on the First Tibetan month in Tibetan Buddhism. Tsybikov wrote, "February 7, 1901 was local New Year (Tibetan - Lo-gsar)" [5, p.190]. February 9, 1901. "Today is the first Monlam day. The monks take their places. The administration of each Datsan seats them on places. The monks from Drepung take central places in big courtyards of the Jokhang Temple<sup>8</sup>" [5, p.195]. The Lhasa Monlam or Monlam Chenmo ('Lhasa prayers' or 'Wishing Prayers') was in Lhasa in 1901, as G.Ts. Tsybikov wrote from February 9 till March 2, during the first days of New Lunar Year.

Today Buddhism headily extends geographic boundaries. For example, Denys Rinpoche (Russian - Денис Римпоче) was the follower of Kalu Rangjung Kunchab (Russian - Кьябдже Калу Римпоче), who lived in 1904-1989. Denys continues passing his teacher's ideas and develops the line of the Kagyu school, the Rimé movement in Europe; he is a head of sangha Rimé. Institute Karma Ling represents the ideas of Nalanda Monastery, famous for its scientists. "Being 18 years old, he met Kalu Rinpoche and became his follower. Guided by Kalu Rinpoche, he got theoretic and practical knowledge and soon he became his interpreter and personal assistant. Being showed the Mahamudra-Dzogchen and guided by his Lama, he spent some years in confinement. In 1984, Kalu Rinpoche admitted him to a senior member of Eastern community followers and gave him a title of Vajrayāna Master as one of master's heirs. In 1994, Tai Situpa, one of the oldest lineages of tulkus in the Kagyu School, gave Lama Denys a title of 'Lama Rinpoche' - "Precious Teacher" in Sangha Dashang Rimé community. The appointment had legal confirmation from the French government. Lama Denys Rinpoche is the honorary president of the European Buddhist Union. Inspired by the 14th Dalai Lama Tenzin Gyatso and acting by own initiative, he works on progress in dialogue between traditional cultures and Culture of Peace and Nonviolence in today's world. In Sangha Rime, he advances the way spirituality and respect to the nature, human nature and life" - is written on the web-site <http://www.tibethouse.ru/2011/deni-01.html>

The Buddhist center is located in the mountains and it is a large complex with a complete self-contained content: retreat<sup>9</sup> center, large two-storied hotel, two-three-storied houses for followers from all over Europe, library, and dining room for 70-150 people. Changes in number of personnel depend probably on program and wish of listeners to pass a variety of educational courses and lectures on Buddhism.

Karma Ling branches are situated not only in France (I counted 18 offices in the booklet-program of the Institute), but also in Switzerland, Belgium (I have visited it), Italy, Portugal, Canada, Estonia, India and Russia.

Being in Avalon, surrounded by the entire Buddhist, I felt at home. First, the mountain scenery is almost identical to scenery of the Tunkinsky District<sup>10</sup>. I made it sure on the train, while I was passing a winding river stretching along the road... Second, there was Buddhist paraphernalia around: colorful flags with texts in terraces of Tibetan houses; 'the thread of happiness'<sup>11</sup> over the door of a small stupa, hidden under dense leaves of a weeping willow; Tibetan letter 'A' on the front of the main building; the original large stupa built in memory of the teacher Kalu Rinpoche; a huge Prayer Wheel Hurde, which makes a music tickling while spinning; quotes on large stones; bright colored flagpoles, flanking the main square; the rock garden with an oval border from white marble in courtyard of training building, etc. And, of course, the home-temple of the Buddha in the



form of an octagonal tent with an octagonal pommel, culminating in a gold Soyombo symbol (the image of the Sun and the Moon)<sup>12</sup>.

There are many books about Tibet and Buddhism in French and English and it was a great joy for me to find G.Ts. Tsybikov's book here. I told library's visitors about the Buryat origin of G.Ts. Tsybikov's. Visitors were hardly understand the location of Buryatia, they rather responded to the word 'Baikal', but not always. I was picked for a Vietnamese or Korean, rarely for a Burmese. I had to tell that the Buryats also practice Buddhism.

In 2012, Denys Rimpoche held a 'Kagyü Monlam' for the first time in Avalon, where Tibetan teachers were invited. The newspaper 'Garuda' (Le journal du Sangha Rimay) № 8 of November 2012 talks about this landmark event for the European Buddhists.

"'Monlam' is a Tibetan term that expresses the desire. 'Kagyü' refers to a line in the Kagyü Tibetan tradition, here, in particular, the line of Marpa Kagyü, originated from Marpa the Translator and the line of Shangpa Kagyü, originated from Khyungpo Neljor", - the second page of the newspaper 'Garuda' said.

"The tradition of the Kagyü Monlam appeared five centuries ago in Tibet, when the Seventh Karmapa Chodrak Gyamtso organized the first annual festival of prayers to revive the discipline of the Vinaya, which weakened in the Sangha; to make donations to the Three Jewels and to inspire confidence and strong desire of those, who participated in the first lunar month, the month "wonders of the Buddha". More than ten thousand monks under the leadership of the Karmapa gathered. Karmapa composed the ritual of twenty branches and many prayers: help in making good deeds; elimination of uncertainties, difficulties and adverse circumstances; wishes of love, happiness and harmony to the whole world and living. Since then, the tradition continues to our time.

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<sup>7</sup> H.-D. Natsov, former Lama, who was active collector of Buddhist values in Antireligious museum in the 30s XX century, talks about the sutra "Sanzhid Monlam": "Mongolian 'sayin yabudal-un irugel-un qayan'- 'khan of good wishes for good deeds' is sutra of good wishes, addressed to 35 Burhans to deliver soul of a living or dead person (ükügcid buuu amidui-uin sünesün) in nirvana (nirvan-u oron)". P. 144. G.R. In the glossary of H.-D. Natsova book Galdanova explained, "Monlam Hural is a ritual feast established by Dzonhava. His appointment is supplication of good wishes to all sentient beings" (H.-D. Natsov *Materials on Lamaism in Buryatia. Part II / Pre, trans., N. and a glossary of GR Galdanova - Ulan-Ude: Publishing House of BSC SB RAS, 1998. p.163*). N.D. Bolsohoeva in the article "Atsagat Medical School and its contribution to the development of medical culture of the Buryat ethnos" notes that "H.-D. Natsov had a doctorate degree in Tibetan medicine" (cit. *collected works "Interfaith relations at the turn of the millennium", Ulan-Ude, Publishing house BSU, 2007. p. 288.*). G.Z. Tsybikov about Monlam, "Great Monlam origin dates back to the reformer Tsongkhapa. In his biographies, it is stated that in 1409 Tsongkhapa ... set Monlam reading. It is said that from that time it became a habit to reading Monlam, but apparently its final establishment dates back to the fifth Dalai Lama". G.Ts. Tsybikov, p. 197.

<sup>8</sup> G.Ts. Tsybikov explains: "Lhasa is 'gods country' or 'area of the gods', lhadan is 'full of gods'. According to legend, the Tibetan king Songtsän Gampo (629-711 AD) received two statues of Shakyamuni Buddha as the dowry of his two wives, Nepalese and Chinese princesses. The statues were called Jovo. The Nepalese princess, wife of the king Songtsän Gampo, built Jokhang temple for the statue in 633. Now it is now the center of the city and Jokhang literally means 'Temple of wonderful radiance'. G.Ts. Tsybikov p. 95. The Jokhang temple with its Jo-Rimpoche is the main shrine of the city. p. 102. Lamas, who completed the

<sup>9</sup> From eng 'retreat' - 'solitude', 'removal from society'.

<sup>10</sup> Tunkinsky Buryat region is known as one of the most beautiful corners. Tunkinskaya valley borders with the majestic peaks of the Eastern Sayan Mountains to the north, the Khamar Daban to the south, the Lake Baikal to the east and Lake Hovsgol (Mongolia) to the west.

<sup>11</sup> The thread of happiness 'Ylzy Zhargal' is the symbol of happy longevity. The Buryat 'Zhargal' means 'happiness'.

<sup>12</sup> It glows brightly pommel temple, creating a wonderful harmony of nature on a dark background and high clear sky in the jets of cool evening. Every detail of the natural Karma Ling environment is carefully thought out, it creates a favorable background for immersion in the Buddhist world of karmic clarification. It creates ideal conditions to break away from the bustle of hardships and worries of the outside world. Noise-rushing mountain stream, flowing crystal fresh spring ...

Even if the name Kagyu Monlam brings to mind a line of Tibetan tradition Kagyu, is in fact 'Rimay Kagyu Monlam'. 'Rimay' means movement, uniting all sects developing in Tibet in the XIX century under the guidance of such great teachers as Jamgon Kongtrul Lodro Taye, Jamyang Khyentse Wangpo and others. In this sense, the contents of Kagyu Monlam is a collection of important texts, returning to the words of the Buddha and followers of the past, regardless of the origin of all schools or lines.

In 1983, Kalu Rangjung Kunchab (Kyabje Kalu Rinpoche) (1904-1989) organized a large ceremony of wishes in Bodhgaya, in the place of the Buddha's awakening. He sowed the seed of Kagyu Monlam on the land of the noble country India, and since then the ceremony of the Kagyu Monlam is held in Bodhgaya every year.

In 2004, Gyalwang Karmapa, Orgyen Trinle Dorje claimed responsibility for Kagyu Monlam. He made a book, collection of wishes, what made the ceremony more modern and relevant to the needs of our time. Every year, thousands of monks and practitioners from around the world gather in Bodhgaya to participate in the significant event of prayers and wishes for the entire planet.

In recent years, many countries hold ceremonies in the same spirit: Hong Kong, Indonesia, Singapore. In the United States, the first Kagyu Monlam was held in 2010, and in Germany, the Kamalashila Institute held its first Kagyu Monlam in Gyalwang Karmapa Center in 2011.

After the success in Germany, Lama Gyurme Rinpoche (Vajradhara Ling and Kagyu Dzong) and Denis Lama Rinpoche (community Dashang Rimay - Karma Ling Institute), the main followers of Kalou Rangzhung Kyunchab in France, decided to held first French Kagyu Monlam for continuation of the noble mission of the teacher. Drupon Tenpa Gyamtso Rinpoche and Norlha Rinpoche (Kagyu Thubten Choling from the USA) supported the idea.

His Holiness Karmapa gave his blessing and Lama Chodrak, director of the International Kagyu Monlam, gave the full support of the project" [2, p. 2].

I gave the literal text about great value of Kagyu Monlam for the European Buddhists. Now I would briefly describe other important matters of Karma Ling Institute. The newspaper tells about the rules of "preparing for the future three-year retreat", which states "in May 2011, the seventh three-year retreat *losum chosum* started. We accept our Buddhists brave followers in August 2014. Preparatory year must start from autumn to spring in 2015.

Thus, on the second anniversary of the date, those, who want to make eventually a retreat, must already begin rigorous training. Three years is a long way; and it is very important to prepare for it at all levels. The better the preparation is, the less difficulties you meet and retreat will be the more favorable.

The first point is motivation. It is the desire to join retreat, to devote all the time and energy to it for several years for own well-being and well-being of all people. This motivation should be deeply rooted in us, affect the precious human life, impermanence and death, karma and nature, which do not satisfy the principle of cyclic existence - it is the main means of strengthening our motivation" [2, p.14].

Lama *DONDRUP DORJE* explains in detail the essence of retreat. It is important to strengthen the spiritual connection with a teacher, where there is a complete and genuine transfer of knowledge from a teacher to a student. "On a practical level, the most important thing is to get a good experience in the fundamental practice of full consciousness, Samatha and Vipassana. Regular practice of Chenrezig is obligatory. In the end you must start with the Mahamudra and Dzogchen" [2, p.14], said Lama Dondrup. Here the most important concepts of the Buddhist path to enlightenment are described; the concepts include the spiritual practice of concentration (samadhi), set of practical lessons on meditation (vipaśyana) and the cult of Avalokitesvara (in the Himalayan countries and Tibet name is called Chenrezig). V.P. Androsov explained, "Dalai Lamas of

Gelug School and Karmapas of school are the most famous manifestation of modern Avalokiteshvara” [1, p.95].

There is “Green Sector” in Karma Ling works. It considers “Dharma ethics of everyday personal and social life. The term originated during the general meeting at the Karma Ling Institute, when the question about the principles of Avalon in eco-community was raised. As a result, we are talking about the development of relations between the internal and external ecology (i.e., our actions in the world around us). The formation of the green sector occurs in two stages: at the global level and at the local level” [2, p.13]

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## NETWORK EDUCATIONAL UNEVEN-AGE COMMUNITY AS AN ENVIRONMENT FOR DEVELOPMENT OF ADULT’S PERSONALITY

### Abstract

The paper deals with the capacity of network uneven-age community of informal education in creation of conditions for support of personal development of an adult. The author describes eventfulness as the principle of formation of informal educational networks, allowing to support social communications, including to adjust dialogue of generations.

### Keywords

informal education, education of adults, development of personality,  
network uneven-age community, event network

### AUTHOR

**Marina Ilakavichus**

PhD in Education,

senior researcher of laboratory “Theory of formation of uniform educational space”

Institute of pedagogical education and education of adults of the Russian Academy of Education

St. Petersburg

*rim\_9921@rambler.ru*

Socialization as the adaptation to the changing conditions of vital activity is formidable process. During the era of “the fluid present”, the process becomes complicated, and during modernization it gets a tragic shade. In these conditions “a person implements the vital strategy, directed on preservation of the inner world, freedom of a personal choice; and it becomes the most important factor of history. In some key situations such strategy turns into the only guarantee of preservation and

development of social system” [1, p. 8]. During the similar periods, a completeness of the human quality, revealing in categorical definition “spiritual and moral”, is under the threat. It fixes organic integrity of the valuable basis of an inward man and his representation in the outside world of social interaction. Completion of human quality is not a single action, but it lasts lifetime. The unity of meaningful processes of an inward man of a personality and acts of free responsible choice, focused on culture ideals, increase it. Education as *finding of an image* is the general characteristic of a person’s life. For this reason today, supporters of different approaches comprehend it as the most important area of a state policy. The President of the Russian Federation sees it as a mean of creation of “spiritual clamps”, both in diachronic and in synchronic aspects. Supporters of a “market” discourse in education pay attention to its crucial role in development of “a human resource” (G.A. Klyucharev, D.V. Didenko, Yu.V. Latov). Representatives of the humanitarian and anthropological direction pay attention to “the human potential” (V.I. Slobodchikov, E.I. Isaev). The following statement unites all points of view: mass practices still have not become the meeting place of Culture and Personality, a place of personal development support. Therefore interest in live experience of informal education in modern Russia only increases: the law “About Education in the Russian Federation” includes public-private partnership, network interaction with various establishments and communities in a part the state care. In this paper, we consider the developing capacity of network educational uneven-age community in an event context.

Image of a network as the typological characteristic of sociocultural space of the present is settled nowadays. In the work “Me++: The Cyborg Self and the Networked City” William J. Mitchell evidentially described transformation of human community - from territorially caused phenomenon to phenomenon of virtual communities. The researcher estimates it positively: we as inhabitants of network knots were given the chance of remote and asynchronous communication. We carry ourselves to those, who focuses attention on lameness of similar associations: in them factors of personal development are leveled (openness to each other, adherence to principles of non-material interest in communication), the form of effective interactions, tried for centuries, - *a personal meeting* - degrades. All this points distinguish classical concept “community” from “virtual community” [2]. The theory of social communication allows to reveal the basic difference of the concepts. The concept “communicative intension” (T.M. Drize), treated as resultant force of communication and interaction of people with world around, gives a chance to classify the result of a meeting both as dialogue (true communication) and as pseudo-communication (unsuccessful attempt to build a dialogue) and as quasi-communication (dialogue simulation, substituting communication). Communicative intension is directly connected with a problem life situation of a participant and his unique vital world.

The intension is many-sided: it is both motivation of communication and its most important task and deep substantial purposes of communication. *Personal meeting* yields desirable result of dialogue between generations and development of a personality, because in its space participants have an opportunity “to read out” information, speech and corporal practices, image and to subject them to a reflection. Uneven-age communication allows to reflex not only generation distinctions, caused by a reality of a present situation, but also to do “a development constant” a subject of reflections. These constants are the choice situations, determined by specifics of the age period. Interview of the 50-year-old man, reflexing about the 22-year-old participant of orient health practices, is a good example. Image of a young man unambiguously indicated Gothic subculture, what caused irony and scornful disapproval of the mature man. However when he learned that the young man had left parental family, was working hard to pay for a rental room and courses of photographers (young man dreamed to become the animal photographer), the old man remembered his youth, his self-affirmation stage, his

unrealized plans (in youth he dreamed to be an architect). The result was revaluation of both a specific representative and young generation in general and his own life.

Participants of uneven-age community of informal education are subjects of own life. Uniting round the common problem of ignorance and inability is the result of different vital tasks, according to sociological polls (for example, “A demand of additional education”, “Interest to modern science”, “Self-education of residents of Moscow”). Motivation for choosing leisure forms unites the youth and pensioners. On average a quarter of respondents of all ages declared about the desire to gain new knowledge and abilities; about 10% solve a problem of personal development. It is realized during crises periods. The staging of a social situation of development, offered by K.N. Polivanova, allows to comprehend motives of continuation of an educational way of a person of any age [3]. The driving force is detection of an ideal form (a cultural example of behavior). The final phase is search and finding of new reality as a reconstruction of an ideal form in the life: new forms and means of activity, another new significant person. In this case, crisis comes to the end and the new context of development is building. Educational interaction in informal sector is the environment, which gives opportunity of required forms and means of activity. In addition, it is the reflexive environment, giving for judgment a phenomenon of overcoming of the age periods in the context of completeness of human life.

Complexity of modern life in big cities and megalopolises, catastrophic shortage of free time (thus great opportunities for access to various practices of carrying out leisure; financially secure) caused interest in the informal education, which is most personally focused. As a rule, representatives of middle class join such practices (whether they are commercial or not) [4]. They realize the principle *life long education* (improve professional skills) and the principle *width wide education* (the common cultural direction). The research of the last allows to draw a conclusion: individual educational trajectories of adults are extremely branched out, they are not reduced to narrow-subject courses. Their structure is a rhizome, and incentive of the movement on an educational way is aspiration to endure an event. The results of interview of participants of “A festival of author's things” (A City Day on Malaya Konyushennaya Street of St. Petersburg, 2014) help to estimate it. The sense of action was not in sale (quite often things were given as a gift), but it was in communication, in informal education (master classes). From outside it seemed that most guests were chance people. However, during personal contact it became clear: persons, interested to learn to do accessories from felt, had seen each other earlier. The uneven-age company (from 10 to 60 years) excitedly told how they participated in other event of a holiday - the traditional Norwegian festival “Legends of Vikings” on a beach of the Peter and Paul Fortress. They were taught elements of pottery, fight on swords. “Anya helped me to learn to presoak wool”, - said 55-year-old A.P., showing at a 15-year-old girl. - “And yesterday she downloaded me a splendid book, which I wanted to read long time ago. I picked up it to the paper of the book (the woman works as the librarian - I. M.)”. The teenager continued: “I added A.P. to the VK group and made her a web-page. We weekly communicate online. And gathered today”. The meeting occurred on a master class in a Sewing shop in one of dormitory areas of the megalopolis. Thus, the interested participants move from an event to an event, joining in knots of an event network.

Today network interaction in educational sphere is understood as horizontal interaction of educational institutions for the purpose of distribution of resources [5]. The primary element of the network is event as an event, comprehended by experts of different areas of humanitarian knowledge: M. Bakhtin, O. Bol'nov, V.I. Slobodchikov, B. D. El'konin. B.D. El'konin treats an event as a break of a household tide of life, an exit in other reality; it cannot come true without Another person. If the event is not a synonym of action and is comprehended by organizers and participants as *an event*, than the



environment, corresponding to an objective of personal development, is forming. The event network realizes strategy of community - non-materially focused association, interactions in which are based on the principle of a “humanism to another person” at possible discrepancy of individual purposes (Zh.-L. Nancie, M. Blansho). The community provides the conditions of existential character, described in model of dynamic balance of “remuneration expense” (P. Blau). On the one hand, it allows to create conditions for nonlinear processes of personal development of each member in compliance with the endured age period; on the other hand, it causes unpredictability of future community, including in parameters of duration of existence and constancy of structure. In network uneven-age community of informal education, the sociality (in P. Shtompki's understanding a change of the events keeping in contact of people) is reproduced.

Reflecting on possible options of future society, M. Kastels described two poles of their range. The first will realize interaction of participants, capable to choose the unique multi-directed chains of communications freely and responsibly. The second is intended for those, who will also choose, but in specific conditions: they will have a pseudo-choice from limited quantity of “packed” options. The researcher predicted a situation of coexistence of culture of “the adjusted mass media” and an interactive communication network of communities, which are independently making a choice [6]. For development of human potential it is important not to come down to the second option. For this purpose, it is necessary to create system of support of the informal uneven-age communities, allowing a person to realize a unique vital plan, based on the created responsible consciousness. Informality allows the subject of education to find freedom in education as person, to overcome narrowness of a framework of all social roles, suffocating context of economic causality. The even-age people allow the adult to comprehend otherness of modern vital strategy, to see the general, that unites all of us, to embody unrealized pedagogical potentialities in a related circle.

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## SOME ASPECTS OF INNOVATIVE DEVELOPMENT OF REGIONAL ECONOMY

### Abstract

The relevance of the article is determined by the modern technological change in economic development, which is practically impossible without innovation. It is the search for the most effective combination of components of this happening with dynamics at the regional level and dedicated study. During the comparative analysis of applied systemic, integrated and process-based approaches. Provides prognostic factors of sustainable development of territories on the basis of the innovation component. Given the rating processes. Prior art adapted for use in similar territories.

### Keywords

investment, innovation, technological parks, the cluster approach, the spatial resource, dynamics of development, sustainable growth, business environment

### AUTHOR

#### Vladimir Kruglov

PhD in Economics, Professor at the chair of Economics  
Institute of management, business and technology  
Kaluga  
*vladkaluga@yandex.ru.*

In modern conditions of increasing difficulty geopolitical and economic nature to the management of any state in the priority task is to support the sustainable development of the national economy. This task is extremely relevant for modernizing the Russian economy, is quite susceptible to crises of internal and external markets. The confirmation of the slowdown in the first half of 2014, according to Rosstat data, the GDP growth rate to 0.8%. Among the main causes of sagging national economy, according to expert estimates, called the suspension and stabilization of world prices for hydrocarbons. Still unstable situation in the global financial markets, large scale reaches the outflow of capital (in the amount of 63 billion. for the first quarter of this year, [1]), reduced the business interest of domestic enterprises, due to their deficit of own investment resources.

The positive dynamics of the national economic complex is able to give the regions. Most of them in order to accelerate socio-economic development should carry out institutional reforms. Consequently, the regions are closer interaction between the state and the business community, will be provided by the implementation of targeted programs to attract investment, cluster and innovation development.

In accordance with the purpose of the present work will move further to the consideration of approaches by which it becomes possible now to achieve a sustainable pace of economic development of Kaluga region. It should first be noted that the starting conditions were not ideal for economic growth: a depression in the region, the lack of essential minerals, poor representation of small and medium businesses, low investment attractiveness, significant differences in the level of socio-economic development of the Northern and southern areas. In the few advantages of our region could be called the convenient geographical location, availability of advanced material and technical base of scientific and personnel potential (concentrated mainly in two cities - Kaluga and Obninsk).

The formation of an active economic environment at the regional scale starts over ten years ago with the adoption of regulatory acts aimed at attracting investment. [2] In accordance with these documents a wide range of support to foreign and domestic investors from the regional budget: concessions on regional taxes and levies, subsidies, grants, low cost loans. The region to invest their own funds in infrastructure investment sites - industrial parks (regional brand). So, in order to implement the largest investment project with automobile concern "Volkswagen Group Rus", in 2006. the regional administration has specifically adopted the law "On the Governor's investment program for the development of the industrial Park "Grabtsevo", according to which she bought from individuals 800 hectares of land for the construction of the production plant and groups of companies-suppliers. In addition, from the local budget funded the construction of the necessary engineering communications, as specified on the investment site and all of the subsequent: "Kaluga-Yug", "Rosva" (Kaluga), Vorsino (Borovsky district), "Malaki" (Duminichi district), "sosensky" (Kozelsky district), Kollontay (Maloyaroslavets district), techno Park "Obninsk" (Obninsk), private industrial Park I-Park lemminkäinen" (Babyninskiy district, industrial zone "Gatchina" (Maloyaroslavets district), The SEZ "Development" (Lyudinovo district). Effective assistance in overcoming bureaucratic barriers in the design and launch of investment projects have a "Corporation of development of the Kaluga region" and "regional development Agency".

Listed institutional measures to support investment activity, as well as deep market sales of goods and services (within a radius of 400 km is home to 22 million people), a wide network of highways, skilled and inexpensive labor force result improving the regional investment climate. According to the National Rating Agency, Kaluga region marked by the index IC3 (high investment attractiveness - the third level, as at 10.12. 2013. [3]) In the region currently 140 investment projects, among which a significant share of foreign. The largest amount of direct investment (annual input to the regional economy is about \$ 1 billion. [4]) of the leading European and Asian countries is the production of vehicles and equipment, metallurgical and chemical production, wholesale and retail trade, agriculture, construction. Tax revenues since 2006. amounted to 46 billion rubles, of which about 20 billion rubles entered in the budget of the Kaluga region. Only in 2013. started 17 new plants, which gave the economy of the region 20 thousand new highly paid jobs. [5]

Without a doubt the inflow of investments can give a positive dynamics of the regional economy, providing quantitative growth. Logical in this regard, the solution looks Vnesheconombank to buy from our region 25-interest share in industrial parks, as regards this project has high potential. However, foreign investment does not provide a technological breakthrough at the regional scale and in the long term, highlighting them as a priority without innovation bears the risk of preserving and even increasing the lag in technological terms. To keep the leading position in the rating of Russian subjects of the Kaluga region will be able to increase the orientation of its economy to innovative development of scientific, industrial, educational and social spheres. This new development will give her the stability and competitiveness.

Describing the process of forming the regional innovation infrastructure, it is necessary to emphasize the role of Technopark, Obninsk, residents of which are engaged in research in nuclear physics, nuclear energy, radioecology, aerospace science, biology, medicine. According to its organizational-economic essence of this zone of technical innovation type system of relations, optimizing innovative business activities integral with a technological focus. Creating an extensive network of domestic and foreign innovative companies with a small flexible and knowledge-intensive production, the organizers of the Park are committed to carrying out and completion of the survey, bringing them to technologies and prototype implementation of developments on the market of high-tech products. In accordance with the target program [6] for the construction of Obninsk



Technopark only from the Federal budget goes to 1.4 billion rubles (complete project scheduled for this year). Among the 26 innovation Park resident-companies specializing in biotechnology and pharmaceuticals, clearly distinguish domestic enterprises of Rosatom and the Russian Academy of medical Sciences. Social impact this project is the creation 4600 jobs, which will reduce the outflow of labor in the Moscow agglomeration.

Note that the Technopark in the sphere of high technologies is one of the links of the innovation infrastructure. For a comprehensive state support of innovative enterprises in Obninsk established the Centre for science and technology business incubator. Along with Obninsk business incubators are created in Kaluga, Lyudinovo, Kirov, Maloyaroslavets, Vorotynsk. An important place in the organization of investing in small, fast-growing innovative companies registered in the Kaluga region, given a Closed mutual investment Fund of venture investments, organized on the basis of state-private partnership. Its volume is currently 280 million rubles One of the first, supported by the Foundation of enterprises, is the Obninsk plant protection materials", which received 42 million rubles for the project (implementation period: 2013) to create an innovative energy-saving materials using ultra-light inorganic filler micron sizes. Continuing the series of institutional formations of innovation infrastructure, also highlight the Foundation for assistance to small innovative enterprises in science and technology (Bortnik Fund). The task of the regional office of the Fund is to attract young scientists to innovate. Many of them take part in competitions under the program SMART. For the period 2007-2013, more than 70 young innovators became winners of the competition by awarding them grants projects Fund in the amount of 400 thousand rubles for two years. [7]

Among the factors contributing to the achievement of sustainable economic development of Kaluga region, should engage in constructive cooperation with the countries of near and far abroad. Priority directions of development of regional foreign economic activity is the improvement of the commodity structure of export-import operations (increase in the export share of production of high-tech industries, machine building, instrument making, wood processing, agro-industrial complex); institutional support innovative business entities, opening to foreign markets. Among the partners of the region currently 109 countries of the world. The most closely Kaluga contact with the business circles of Germany, France, Czech Republic, China, Republic of Korea, Belarus, Kazakhstan. A relatively high proportion, in the commodity group of regional exports of machine building products, timber, raw materials. The product range of imported products from CIS countries includes food products, products of chemical industry and from abroad machinery, metals and products from them. In the first half of 2014. foreign trade turnover of the Kaluga region was 4705,6 million, including export - 236,1 million, import - 4469,5 million. [8] Given the digital value indicates the presence of a negative trade balance. In order to overcome such trends requires diversification of regional economies. Along with this, the regional leadership is passed on the implementation of the import substitution strategy in relation to consumer goods and food (in response to the introduction of sectoral Western countries ' sanctions against Russia).

Accession to the WTO not only tightened competition, but also highlighted the many unresolved problems within the sphere of activity. For more than two thirds of the price reduction was due to a weak development or complete absence of infrastructure for processing and implementation, development of which is not provided either in government support programs, nor in any concessional lending.

Building horizontal ties diversified management will improve the competitiveness of domestic producers on the domestic market. But in the foreign market without state support is necessary. So, in the US, gas and petroleum products by 10-15%, and electricity by 20% cheaper than in Russia. Meanwhile climate risks and the costs much lower.

Predicting further development of the sphere of activity can be noted that if the profitability of production will not increase and will remain within the current 10%, the

payback period of investment projects will increase from 5-8 (at 20% profit margin) for up to 10 years. And that can lead to bankruptcy of domestic producers and increase in the share of imports to 40-50% in the next few years.

Therefore, in order to adequately respond to new threats and challenges against the background of cooperation with the WTO in the field of agriculture should take the following measures:

1) to develop and implement target-oriented software not only production, but also vertically related clusters - refining and marketing - as a necessary condition of creating a diversified infrastructure;

2) to restrict the lower limit of the tariffs of natural monopolies for agricultural producers;

3) to revise the existing system of quotas and customs duties in the best interests of not only the efficiency of domestic producers, but also to ensure national food security;

4) to lobby for the interests of Russian business entities in the WTO system, positioning their strengths.

Only in this case, Russia will be able not only to stand on the path of innovative development, ensuring its product national security, but also to take full advantage of all the lessons and benefits from WTO accession.

Best practices of innovative renewal of the Kaluga region is widely marketed in Russia and abroad. So, in July 2013 was held in Moscow international forum "INNOPROM-2013", which was attended by the Deputy Governor of the Kaluga region Ruslan Zalivatskiy [9].

He focused on the personal commitment of the regional team in creating a favorable business environment. After all, you first need to be a reliable partner and to respond promptly to queries and problems of investors. Culture relations, competence, experience - all this creates the impression of the region in the global business community.

In the continuation of the dialogue RSPB President Alexander Shokhin noted the importance of perceptions of the investment climate in the Russian regions, both domestic and foreign investors. As Chairman and managing partner of KPMG in Russia and the CIS Oleg told about the results of a study on the assessment of investment climate in Russia. "From the point of view of methodology, we tried to abstract away from the prevailing stereotypes and based on the empirical experiences of investors", - said during the dialogue Oleg. It was noted that investors see improved regional investment climates.

The business community has put in priority the desire and ability of the region to be successful. The so-called hard factors - geography and natural resources today are not essential. The focus has changed towards "soft factors" - the relationship with the investor, open dialogue with the regional authorities, the participation of the region in the business process.

Based on this approach to the gun, and line up high investment ratings of the Kaluga region today.

For example, in 2013, Kaluga region was included in the TOP 10 ranking of regional preparedness for public-private partnership, finishing in 9th place [10].

Rating of regions of the Russian Federation on the development of public-private partnership (PPP) was prepared by experts of PPP development Center at the initiative of the chamber of Commerce of the Russian Federation and represents the dynamics of the development of the PPP market in the Russian Federation.

Rating prepared jointly with the chamber of Commerce, as well as with the expert community: bankers, consultants, government officials.

This rating is clearly independent and evidence-based tool for assessing the investment attractiveness of projects in the field of public infrastructure in the regions.

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**RUSSIAN INTELLECTUALS IN HISTORY AND CULTURE  
OF THE SOUTH OF THE FAR EAST OF RUSSIA:  
UNKNOWN NAMES FROM THE FAMILY CHRONICLE<sup>2</sup>**

**Abstract**

The paper deals with the results of studying of circumstances of life of two representatives of the senior generation of the author's family. Their destiny was directly connected with history and culture of the Far East suburb of Russia - the Vladivostok outpost. Reconstruction of biographies from archival and memoirs sources, it was succeeded to restore earlier unknown pages of history and culture of the South of the Far East of Russia and the Russian abroad.

**Keywords**

the Far East, Primorye, fortress Vladivostok, the Far East operetta,  
the Russian diaspora in Harbin and Shanghai

**AUTHOR**

**Isabella Krylovskaya**

PhD in Arts, associate professor

Far Eastern Federal University; Vladivostok State University of Economy And Service

Vladivostok

*belcanto@bk.ru*

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The history of development of Far East territories of Russia cannot be presented without appeal to destinies of people, which served the country and labored at the suburban boundaries. At the beginning of the XX century, wars and revolutions shook the Far East and Primorye. These events dramatically influences on both the whole country and destinies of the Russian intellectuals. Much data were dissolved in far past. However, the destiny sometimes lifts the veil and gives a chance to fill knowledge of that pre-revolutionary period and remember the forgotten names.

Studying the history of the author's family, we found out circumstances, which influenced the senior generation resettlement in Primorye and Vladivostok. The destiny of two relatives caused a great interest, because it was directly connected with history of the region and its culture. This fact induced to carry out a biographic research, which restored life of the people

The materials of various archives gave data about Alexey Aleksandrovich Krylovskiy, the regular officer, who had been serving in Vladivostok fortress for more than 15 years. The record of service stated that he was born on December 21, 1872; he was the son of an archpriest and had orthodox religion. For the time and estate, he managed to get very good education: he studied in the Novgorod-Seversk spiritual school, and then in the Chernigov theological seminary. In 1895 he started to carry out voluntary military duty in one of the oldest Russian fighting regiments - the 17th Arkhangelogorodsk infantry regiment. The same year he was sent and graduated from the Odessa infantry cadet school. Having ended it, he began service from the lowest rank. In 1900 together with his wife Nadezhda Yakovlevna Strelnikova, the young second lieutenant arrived for service in the first Vladivostok fortress infantry regiment [11, 34-82]. Assignment, which Alexey Krylovskiy was given at once, obviously, was connected with his initial spiritual education and origin: he began to fulfill duties of a Ktitor of regimental church<sup>3</sup>. Operating economy and an external order of parish, running business honestly and productively, she howed probably outgoing organizing abilities. In any case, his further appointments testified that A. A. Krylovskiy possessed the qualities of the excellent business executor. Several times, he was appointed to manage regimental and combined infirmaries; then he directed regimental bakery, tailoring workshop; he was quartermaster and the treasurer.

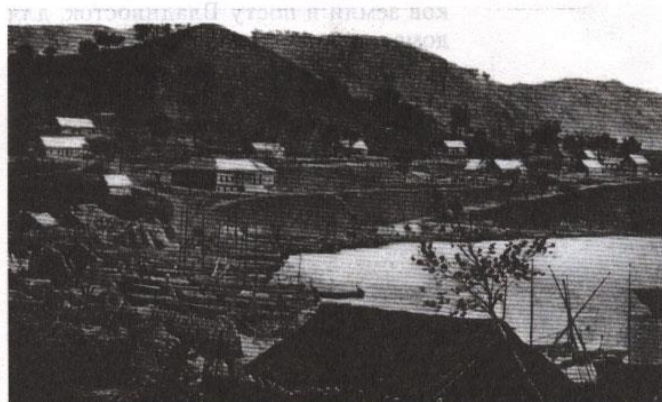
Positions, which A.A. Krylovskiy held for these 15 years, are considered as lucrative job nowadays. He had a lot of state money and he could dispose material resources. His service of the clerk in the commission on survey of the protested recruits also gave many chances to correct financial position: he had to grow up and study five children. However, the record of service plunges into amazement, especially against today's property scandals in the Russian army. Being on such profitable positions for years, the officer Krylovskiy "had no real estate. To punishments or collectings, connected with restrictions on service, he was not exposed" [11]. For faultless service within 5 years, by the order of the Priamursk military district he had an increase to the salary at the rate of 272 rubles a year [11].

To estimate the faultless service on such, apparently, prosaic posts held by A. A. Krylovskiy, it is necessary to remember the outpost and the settlement Vladivostok of that time. In recent times the taiga rose to the coast; tigers were quite often seen near barracks; in the downtown there was a mowing.

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<sup>3</sup> Ktitor is a special position in a church of military department. Only the military administration appointed Ktitor. Ktitor had to report about economic affairs to the military administration.

## КРАТКИЙ ИСТОРИЧЕСКИЙ ОЧЕРК Г. ВЛАДИВОСТОКА



Владивосток  
в 1866 году

FIGURE 1. THE PHOTO FROM N.P. MATVEEV'S BOOK [6, P. 49]

At the beginning of the XX century, to the city celebrated the 40<sup>th</sup> anniversary. Vladivostok remained the remote garrison. The most part of the population were military people. It was difficult to promote all necessary things to the garrison. The communication the center, Khabarovsk and Nikolaevsk was irregular. In such situation officers, whose service was connected with life support of the remote outpost (important strategic and political outpost for the Russian Empire), had great responsibility.

The other sources, connected with his eldest daughter, said that the captain (since 1909) A. A. Krylovskiy was an officer of the Vladivostok fortress before the revolution of 1917 [8, dossier 4, p. 2]. The last known position of A. A. Krylovskiy was a clerk in Management of the Vladivostok military chief. During the 1914 war with Germany, he was called up in an acting army.

The captain Krylovskiy also had military merits. As appears from materials of the Russian State Military and Historical Archive (RSMHA), he participated in battles of campaigns in 1900-1901 and 1904-1905. "In campaigns and affairs he was in structure of the Blagoveshchensk group of the lieutenant general Gribsky when bombing the city of Blagoveshchensk and occupying the city of Sakhomen - July, 1900" [11, 34-82]. He was not wounded or contused. For Chinese and Japanese campaigns in 1900-1901 and 1904-1905 he got silver and light-bronze medals, he was awarded by St. Stanislav's order of 3rd degree in 1905 and by St. Anna's order of 3rd degree for faultless service in 1910 [10, dossier 1773, p 1: 2].

Data about Ekaterina, the eldest daughter of captain of A. A. Krylovskiy, became the other discovery. From 1915 to 1920, she was brought up at the expense of a grant of the Ministry of Defense in Irkutsk "Maiden institute of the Eastern Siberia of Nicholas I", which was patronized by the empress Maria Fyodorovna. The institute was the first women's average educational institution in the Eastern Siberia, opened in petition of the governor general V. Ya. Rupert. It was opened for training girls of a noble origin from families of officials and officers, serving in Siberia. But not all families were able to afford the governess for education of daughters; lack of money did not allow to send girls to institutes or boards of the European part of Russia. Opening of the first and the one women's educational institution in Siberia raised the cultural status of Irkutsk and solved a problem of education of girls from noble families. They could get a worthy education now, without leaving Siberia [2, p. 82; 5].



Apparently, Ekaterina showed fair diligence in music and she could realize herself in this sphere later. In the archival reference, she was listed as a music student [7, dossier 20, p. 4]. After capturing of Irkutsk by Bolsheviks in 1920, she came back to her mother in Vladivostok. Ekaterina continued the training in one of schools of the Russian musical society; such societies had opened before revolution across all Russia and they were under the auspices of an imperial family.

The vocal talent and natural beauty brought Ekaterina on a scene of musical theater, first in Vladivostok and then in Khabarovsk. Since 1926 she was the soloist of the Khabarovsk theater of the musical comedy, where she worked under a surname Orlovskaya. Under the scenic pseudonym she had been living all her life, he also changed the date of birth in the official documents - 1902 on 1909. The new surname allowed to solve some problems at once - to hide a noble origin and belonging to a family of the officer of imperial army and it complicated obtaining data on a family.

Ekaterina, being already recognized prima donna of the Far East operetta, and her husband Valentin Valin (Katkhe) (the actor of the operetta and the director) made the decision to emigrate in China. In July 1930, the troupe of the Khabarovsk theater of the musical comedy left on a tour to Vladivostok. Orlovskaya and Valin used this opportunity to join one of the Soviet artistic troupes, which went to China for cultural service of workers of the Chinese East Railroad (CER). It was usual practice of that time, considering boundary position of the capital of Primorye [3].

Chronicle of events managed to be restored by orders on the theater in 1930<sup>4</sup> and E. Orlovskaya's photo and comments to it, which are available in V. D. Zhiganov's album "Russians in Shanghai" [1, p. 113]. There, in particular, it is specified that during a season of 1931-1932, she was the prima donna of operetta in Harbin, where Serov<sup>5</sup> and Valin were the directors. She made the brilliant career in an A. K. Karpi enterprise. During a season of 1932-1933 she moved to Shanghai and continued working on a scene of Lyayseum theater.

The Shanghai period was an hour of triumph in E. Orlovskaya actress career. E. Odintsova in the memoirs about Shanghai in the 30-ies remembers unusually rich theater life, shares impressions about the Shanghai operetta and its prima donna: "for all the time of existence of the Russians in Shanghai there was a magnificent operetta. <...> Incomparable Ekaterina Orlovskaya was the prima donna. the best fashion houses of Shanghai sewed her costumes. There were so many applause, encore, flowers!" [9, p. 26].

V. Serebryakov, the participant of the first string of O. Lundstrem's jazz band, left interesting memoirs about Orlovskaya. He earned additionally in an orchestra of the operetta and left the exhaustive characteristic of E. Orlovskaya's talents. Her surname on posters provided the notice, and, therefore, the success and money. Ekaterina always knew the performance by heart. The English conductor, Sir Arthur Bliss, having listened Orlovskaya in the operetta "Flower of Hawaii", called her voice "a heavenly hand bell". Besides a beautiful voice, she had outgoing talent of a magnificent dancer. V. Serebryakov wrote that conductors had to be very attentive, because she constantly improvised [12]. On pages of the memoirs, the orchestral player tells about interesting experiment, when Orlovskaya and A. Vertinsky sang in the operetta "Cheerful Widow" [12]. Most likely, the singer was Vertinsky's close friend and was familiar with his wife and children. Later, already living in Vilnius, she wrote about Vertinsky's daughters: "Nastenka Vertinskaya <...> made an outstanding career at cinema. She acted in "Amphibian Man". Admiring her

<sup>4</sup> Access to archival documents was kindly given by the honored worker of culture of the Russian Federation of T. S. Baburova - the manager of literary part of the Khabarovsk theater of the musical comedy, who have been collecting and publishing materials about its history for years. Today the specified documents are transferred to archive of the Khabarovsk Krai.

<sup>5</sup> B. A. Serov was the director and the ballet master-soloist, the colleague of Orlovskaya and Valin in the Khabarovsk theater of the musical comedy. It is possible that they moved to China together.

talent and figure, Orlovskaya wrote she was “thoroughbred as well as the father”<sup>6</sup> (Vilnius, July 5, 1962).

In 1936, Orlovskaya and Valin were meeting F. Shalyapin, who arrived in Shanghai on a tour. Under V. Serebryakov's certificate, there were flowers and various posters with greetings, “and the incomparable beauty, the charming prima donna of the Russian operetta Katyusha Orlovskaya and her spouse Valentin Evgenyevich Valin bore the banner: “Oh, if only it was forever...” [12].



After the World War II, the Russians started leaving Harbin and Shanghai. Orlovskaya returned to the USSR with the first wave of repatriation in 1947 alone. The poetess Nora Kruk wrote that Orlovskaya broke with Valin. In the USSR Ekaterina “absolutely decayed”, Valin returned to the theater and promoted on the periphery [4, p. 80]. It is incredible that Orlovskaya had never return to Vladivostok. She received the family news from familiar figures.

First Ekaterina, as well as most of residents of Shanghai, located in Tashkent. She earned poor money for singing songs on a variety. At the end of 1957, the operetta arrived to the city on a tour. By a lucky chance they looked for an actress, knowing operetta. Orlovskaya made furor and for some time she became the soloist of a troupe. Going on tour on the USSR cities, Orlovskaya came to Vilnius, which she liked a lot. In 1959, she stayed in Baltic. However, there were no happy changes in her life. She sings on a variety, but the years are taking their toll. In one of the letters to L. Andersen she wrote: “I live a solitary life and nights for me turn in heavy sleepless hours <...> to be lonely in my years means something!” She reported about destiny of mutual friends, mentioned her Valyusha (Valin) - she, obviously, continued to communicate with him. She “appeared behind line of fate materially and morally” (Vilnius, 8/1/1959). To earn for a living, the prima donna of the operetta was compelled to sing in church. In Vilnius she knew about mother's death in Vladivostok. The only joyful event was the arrival of O. Lundstrem's jazz band on a tour to Vilnius in August-September, 1962. Meetings with the Shanghai friends and memoirs brightened up her everyday life for a while.

<sup>6</sup> Orlovskaya's letters to Larissa Andersen, ballerina and poetess, Orlovskaya's close friend. T. N. Kaliberova, Vladivostok journalist, inherited archive of L. Andersen, kindly gave the correspondence.

E. A. Orlovskaya died in Vilnius in 1967. She was buried under the scenic pseudonym as the actress Ekaterina Alekseevna Orlovskaya (1909-1967). Her destiny in many respects repeated destinies of the Russian intellectuals and natives of the noble families, who as the fates decree appeared outside the motherland, and then came back from there for call of a soul .

The destiny of her father, captain A. A. Krylovskiy is still not found out. In 1920 in documents of the daughter, Ekaterina, his location was specified as unknown. Most likely, he died during the German war. Avaricious archival documents held him in remembrance as the unselfish person and honest officer, for what the Russian army and fleet was always famous. Thanks to such devoted and self-sacrificing militaries, the outpost Vladivostok could live and ensure safety of the Far East boundaries.

There are still "blank" pages in the history of the Far East and Primorye. But, turning over family albums, restoring events of the families, we have a unique opportunity to fill in these pages, which contents can finally complete the history of the region and the country.

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## THE GROWING ROLE OF ONLINE ENGLISH-ENGLISH LEARNER DICTIONARIES IN SECOND LANGUAGE TEACHING

### Abstract

The authors reveal the factors which have caused the growing role of online English-English learner dictionaries in second language teaching. The list of dictionaries designed specifically for learners of English is examined. The authors explore their key features and explain the reasons why online English-English dictionaries might become a preferred alternative to dictionaries in print.

### Keywords

teaching ESL, online dictionaries, ESL students, dictionary feature,  
corpus-based dictionaries, word frequency, online tools

### AUTHORS

#### Eugenia Livskaya

PhD in Philology, Associate Professor  
at the Chair of Foreign Languages  
The Financial University under the  
Government of the Russian Federation  
Kaluga  
*liv-evgeniya@yandex.ru*

#### Tatiana Lesina

PhD in Economics, Associate Professor at the  
Chair of Accounting and Audit  
The Financial University under the  
Government of the Russian Federation  
Kaluga  
*jalesina@mail.ru*

Learners of English might be familiar with several online monolingual dictionaries that are not necessarily the best choices for the English as Second/Foreign Language (ESL/EFL) context. In my experience while teaching ESL at an intensive English program in the United States, learners of English often consult sources like *Dictionary.com* ([www.dictionary.com](http://www.dictionary.com)) and *Merriam-Webster* ([www.merriam-webster.com](http://www.merriam-webster.com)). Although these monolingual online dictionaries contain definitions, pronunciation guides, and other elements normally found in general-use dictionaries, they are compiled with native or near-native speakers of English in mind, not for learners of English. English learners tend to gravitate to these dictionaries because they are seemingly unaware of other dictionaries that are specifically designed for them.

Research on dictionary use in second language teaching indicates learners of English gain much when they become familiar with dictionary features [1, 2]. For this reason, ESL/EFL teachers should learn about and introduce the several excellent online dictionaries with features especially designed for learners of English. These online dictionaries promote strategic and effective word learning, but it is critical for learners to be trained by teachers who are familiar with proper dictionary use so that the online dictionaries are used to maximum benefit in the classroom. The best online learner dictionaries include (1) a corpus-based compilation of words; (2) word frequency data; (3) collocation guides; (4) authentic examples of how words are used; and (5) topical vocabulary from different disciplines. This article will help teachers become aware of these important features and also provide suggestions on how to integrate dictionary-related exercises into their ESL/EFL lesson plans.

TABLE 1. THE LIST OF ONLINE ENGLISH-ENGLISH LEARNER DICTIONARIES

1. <i>Cambridge Learner's Dictionary</i> (CLD) <a href="http://dictionary.cambridge.org/dictionary/learner-english">http://dictionary.cambridge.org/dictionary/learner-english</a>
2. <i>Cambridge Advanced Learner's Dictionary</i> (CALD) <a href="http://dictionary.cambridge.org/dictionary/british">http://dictionary.cambridge.org/dictionary/british</a>
3. <i>Longman Dictionary of Contemporary English</i> (LDCE) <a href="http://www.ldoceanline.com">www.ldoceanline.com</a>
4. <i>Macmillan Dictionary</i> (MD) <a href="http://www.macmillandictionary.com">www.macmillandictionary.com</a>
5. <i>Merriam-Webster Learner's Dictionary</i> (MWLD) <a href="http://www.learnersdictionary.com">www.learnersdictionary.com</a>
6. <i>Oxford Advanced Learner's Dictionary</i> (OALD) <a href="http://www.oxfordadvancedlearnersdictionary.com">www.oxfordadvancedlearnersdictionary.com</a>

### Learner dictionaries

Learner dictionaries designed for ESL/EFL students offer information on a word's different meanings, the ways that certain words are used together, example sentences, explanatory notes, and many other features that are included with the learner in mind. Due to advances in technology, learner dictionaries come in many forms: hard-copy books, CD-ROM, online, and even in applications for smartphones, tablet computers, and other mobile devices. Most of the recent English-English learner dictionaries, particularly those published after 2005, come with a hard copy and a CD-ROM. The CD-ROM offers useful features not found in the hard copy, which include:

- pronunciation guides (usually for both British and American language varieties)
  1. electronic writing tools (designed to improve learners' writing)
  2. quick find (clicking on a word in a text gives its definition)
  3. picture dictionaries (mostly in color)
  4. extra grammar and vocabulary exercises (to enhance learning)
  5. vocabulary notes (an electronic version of a vocabulary diary)
  6. wildcard functions (looking up words without knowing their exact spelling)

It is important to point out that all of these features are designed to help students learn new words strategically and enjoyably (see Rizo-Rodríguez [2] for more information about CD-ROM dictionaries). When these features become the focus, they help learners with efficient dictionary use and effective vocabulary learning [3]. The six online English-English learner dictionaries in Table 1, freely available on the Internet, share many of the features of CD-ROM dictionaries. They provide learners with information about word meanings and word frequency, easy-to-read definitions, word combination choices, and explanatory notes. However, even though these online dictionaries share similar features, some of the features differ in terms of information representation, usability, interface, and user friendliness. For this reason, a gentle learning curve faces students and teachers alike.

When teachers become familiar with the most useful elements of learner dictionaries, they can easily incorporate dictionary-based activities into their lesson plans. The following sections focus on five important features and provide suggestions on how teachers can enable students to recognize and use the features to help them learn English.

#### Dictionary feature 1: Corpus-based dictionaries

The dictionaries listed in Table 1 are *corpus-based*, which means the content is based on real-world spoken and written discourse when words, definitions, and examples are selected and organized. Church claims that corpus-based dictionaries “describe how language is actually used, as opposed to how it ought to be used” [4, p. 334]. Thus, definitions for a word are sequenced based on their frequency of use, and example sentences in corpus-based dictionaries are authentic. This sequencing makes it easy for

learners of English to focus first on frequent words and meanings that will give them the most mileage. When both teachers and learners of English appreciate the influence of corpus-based research on learner dictionaries, they begin to see the distinct advantage of corpus-based learner dictionaries as opposed to non-corpus dictionaries.

It is important to raise both the teacher's and the learner's awareness about differences in the way that general-use dictionaries and corpus-based dictionaries are compiled. Language teachers can provide learners with eye-opening activities to explain the distinctions between the two types of dictionaries (see Reppen for detailed activities) [5]. For example, teachers can pick two or three words that their students will profit from learning (e.g., *appointment*, *breakfast*, and *discriminate*). The words could come from a reading passage or a video that the students have just read or watched, or will be assigned to read or watch. The teacher writes these words on a blackboard or has the students write the words on a piece of paper, and asks them to check the definition from one general-use dictionary (e.g., dictionary.com or www.merriam-webster .com) and one online learner dictionary from Table 1 as a homework assignment. Teachers can do this activity in a classroom if there is access to the Internet. After the students finish the activity at home or in class, the teacher asks whether the information presented in the general-use and the learner dictionary is different or the same. Students state which type of dictionary contains more useful information about the words. When contrasting these two types of dictionaries, students are likely to observe that learner dictionaries recommend more level-appropriate useful tips about words than the general-use dictionaries. After this activity, the students might look for additional helpful elements in the learner dictionaries.

#### **Dictionary feature 2: Word frequency**

Knowing whether a word is used a lot (high frequency) or a little (low frequency) in overall written and spoken discourse is very helpful information to English learners; that makes corpus-based dictionaries a must for the ESL/EFL classroom. Because high-frequency words are important for language learners, several vocabulary researchers encourage language teachers to spend considerable time on them (Nation 2001; Schmitt 2000) [6, 7]. According to Nation, the first 1,000 of 2,000 high-frequency words cover 84.3 percent of conversations, 75.6 percent of newspaper articles, and 73.5 percent of academic texts. This means that if a learner knows these 1,000 words, then he or she will recognize 75.6 percent of the words in newspaper articles and 73.5 percent of the words in academic texts [6, p.17]. It is important to note that the second 1,000 words on the list drop considerably in frequency, covering 6 percent of conversations, 4.7 percent of newspaper articles, and 4.6 percent of academic texts. Word-frequency issues merit a separate article, and interested readers can learn more about frequency lists at [www.lexutor.ca/freq/ lists\\_download](http://www.lexutor.ca/freq/lists_download) (maintained by Tom Cobb).

Some online corpus-based dictionaries use special designations to indicate particular words that will be encountered a large number of times. For example, the OALD places a key-shaped icon next to high-frequency words. In addition to the first and second 1,000-word frequency lists, the OALD indicates the words that are commonly used in academic texts (Coxhead 2006) [8]. The MD uses a red font to identify more than 7,000 words that are most often used in oral and written communication and also places one star (lower frequency) to three stars (higher frequency) after each word to further distinguish levels of frequency use.

Reinforcing the importance of the high-frequency word lists makes English learning more efficient and strategic because learners know which words to learn first. Teachers can use the following activity to help the learners notice and acquire high- and low-frequency words.

Conscientious students often want to learn each and every word they encounter when they read a text, listen to a lecture, or talk to other people. These types of learners,

often lower-proficiency or beginning-level students, attempt to learn all the words or expressions they encounter by making a huge list in their vocabulary notebooks. Unavoidably, these lists include both high- and low-frequency words and expressions. While we do not want to dissuade learners from being word collectors, we can help them become more strategic word learners. To do so, teachers can raise their students' awareness about word frequency and its importance in word learning. This also helps learners select dictionaries with the best word-frequency features. For example, as a classroom activity, the teacher asks students to make a list of new words that they have encountered while reading a text or participating in or listening to a dialogue. The students check the frequency of the words from an online learner dictionary such as the MD or OALD and reorganize the list of words based on their frequency. After completing the task, students compare their findings with each other. After making the list of the new words, students are assigned different online dictionaries (both general-use and learner) to compare their results. Teachers can have the students learn the most frequent words first, and then learn the words that are not as frequent but still important for a designed unit or a lesson.

### Dictionary feature 3: Collocations

With the use of corpora, lexicographers identify *collocations* (word combinations that normally go together) and incorporate them into learner dictionaries. The learner dictionaries listed in Table 1 indicate collocations in drop-down boxes and/or within the definitions of words. In contrast, most general-use dictionaries do not give collocation information (Zimmerman 2009) [9]. Second language vocabulary research shows that even those learners with higher proficiency levels often have problems with collocations (Laufer 2011) [10]. That is why many learners often say “do an appointment” instead of “make an appointment,” or “strong rain” instead of “heavy rain.” To avoid these types of mistakes, learners of English are encouraged to make an extra effort to learn collocations (McCarthy and O'Dell 2005) [3]. Thus, it is important to point out that learner dictionaries note the most frequently used word combinations by highlighting them in example sentences, bolding them under or within word entries, or listing them in special collocation boxes so they are easy to see. Teachers should remind learners repeatedly to keep an eye on collocations when they look up word entries (Lewis 2000) [11]. The following activities help students notice collocations in learner dictionaries.

To bring collocations to the conscious attention of students, the teacher asks students to look up two or three nouns (e.g., *appointment*, *pain*, and *language*) in one of the recommended learner dictionaries and find collocations for them. Because these words are all nouns, the students are asked to find adjectives or verbs that go with them (e.g., “make an appointment/a dentist appointment,” “ease/relieve pain,” “constant/sharp pain,” “speak/acquire language,” and “legal/ technical language”). In the next class, the students share the collocations that they found with the whole class. The teacher writes the students' findings on the blackboard and discusses the meanings of the collocations as a whole group activity.

Teachers can also have students find collocation mistakes in short passages (written by the teacher or by students). Students are presented with a short passage such as the one below with six collocation mistakes (in bold here) and are asked to identify improper collocations and correct them.

Yesterday I did not **make** my homework because I wanted to **get** fun with my friends. I called my friends and invited them over to my apartment. I wanted to **do** a special effort and decided to cook for everybody. Surprisingly, all the invited people came at the same time because John **put** a ride to everybody. We ate, **heard** some music, and **looked at** a movie. Everybody had fun.

The difficulty of the text and collocation mistakes will, of course, vary based on the students' level of proficiency. If the learners are less proficient, then they should be given

an easier text, with the types of collocation errors that they are likely to make.

#### **Dictionary feature 4: Authentic examples**

For EFL learners another advantage of learner dictionaries over their general-use counterparts is the abundance of example sentences. In addition to definitions, learner dictionaries include “authentic examples to illustrate the use of words in context” [12, p. 138]. The context provided in these example sentences serves as another useful tool for learning new words. One online learner dictionary, for example, provides definitions for the entry *discriminate* and uses sentences to explain how “discriminate between” is different from “discriminate against” (Zimmerman 2009) [9]. As second language vocabulary research indicates, in order to acquire a word in a second language, a learner needs to encounter that particular word a number of times, preferably in various contexts (Nation 2001) [6]. There is no magic number of encounters (Schmitt 2000), but reading examples with the word in context in an online learner dictionary helps students fully acquire that word [7]. The dictionaries listed in Table 1 have from two to 16 example sentences in their first entry meaning for the verb *see*. The first entry meaning for the word *appointment* contains from one to seven example sentences.

While general-use dictionaries provide learners with a few example sentences or phrases using the target word in a sentence, the corpus-based learner dictionaries often contain several example sentences and phrases for each target word. To help students realize this important distinction between general-use and learner dictionaries, teachers can divide the learners into groups. The students in each group choose one of the learner dictionaries in order to see the usage of a target word in example sentences. Later, the students share the example sentences they encountered with students in other groups. After this activity, the teacher encourages the students to produce sentences containing a word or phrase that they have learned and provides them with feedback on proper word/phrase usage or correct collocations. The important goals of the activity are to let students know that there are useful example sentences containing target words/phrases and to encourage students to notice how the target word is used in various contexts.

#### **Dictionary feature 5: Topical vocabulary**

Another useful element corpus-based learner dictionaries offer for vocabulary learning is the way they present topical vocabulary by indicating how the words relate semantically to different categories. For example, in the LDCE, students can see that the word *vocabulary* belongs to the two topical groups “Linguistics” and “Language.” Other dictionaries provide synonyms and semantic webs to indicate different word usages and to illustrate how a single word relates to different concepts. By using the topical feature of these dictionaries, learners can find a specific word used in a general or specialized context.

The topical vocabulary dictionary feature is a particularly effective tool to activate learners’ background knowledge. Before starting a new unit, the teacher directs the students to discover words or phrases relevant to the new topic. Depending on the nature of the main topic, the teacher gives learners a few key words (e.g., *psychology*, *college*, and *politics*) and asks them to explore the dictionaries by using the *Topic Areas* of CLD and CALD, the *Topic Dictionary* of LDCE, the *Thesaurus* of MD, or the *Usage Note* feature of OALD to create their own “anticipated” vocabulary list. The students are reminded that the list should contain words related to the main topic of the unit (e.g., in the CLD Education topic, words include *boarding school*, *prep school*, *high school*, and *co-ed*). This allows students to activate their prior knowledge regarding topical words or phrases. In addition, they will have an opportunity to interact with their teachers and learn the meaning of any new words they encounter.

#### **Conclusion**

Early vocabulary researchers (e.g., Nation 2001; Nesi 1999) predicted that CD-ROM and online dictionaries would be very useful for English learners [6, 1]. After less than a



decade, innovations in lexicography and technology, creative work on corpus linguistics, and consistent second language vocabulary research have enabled learners of English to access these dictionaries via CD-ROM, online sites, and mobile communication devices. These technologies continue to be “a preferred alternative to the ‘fat’ dictionary in print” [1, p. 65]. Because technology is advancing rapidly, particularly through innovations driven by the Internet, these online tools can be expected to be in constant flux. In fact, this swift progress has influenced this article. Similarly, MD has recently incorporated a section called “Get It Right!” that offers suggestions to help learners avoid word-use mistakes and improve their lexical accuracy. Based on our experience, these online resources can be expected to periodically update, expand, and improve their features for language learners. Therefore, dictionary users should watch for new features because these dictionaries do not always announce changes or additions [13, p. 135].

Some teachers of English might often refer their students to general-use dictionaries that are designed for native speakers of English, not being informed that nowadays most learner dictionaries are learner-centered, corpus-based, and informed by second language research and pedagogy. This article presents several suggestions to language teachers in terms of what features the learner dictionaries offer and how these features can be introduced to help learners become “expert” dictionary users. The practical suggestions will hopefully add variety to the teachers’ syllabi and raise learners’ awareness about the features of online learner dictionaries that can make their word learning convenient, strategic, and learner-oriented.

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## NEW PROFESSIONAL STANDARD OF A TEACHER: READINESS OF TEACHERS IN CONDITIONS OF THE MODERN EDUCATIONAL ENVIRONMENT OF SCHOOL

### Abstract

The paper presents the author's position on the question of pedagogical community readiness for introduction of the professional standard of a teacher. There is the experience of pedagogical collective on implementation of innovative projects in the fields of education and upbringing of pupils, health-saving and optimization of quality of their life.

### Keyword

professional standard of a teacher, professionalism, innovations, health-saving, quality of pupils' life

### AUTHOR

**Alexey Lobanov**

Head master

school n°2

Khanty-mansiysk

*lobanov86@yandex.ru*

The professional standard of a teacher was approved by the order of the Ministry of Labor and Social Protection of the Russian Federation of 18.12.2013 No. 544н. The standard sets very serious problems for pedagogical community and induces “to consider a child in a complex, holographically and multilaterally, providing comfortable condition, correspondent to his identity” [1, p. 110]. The requirements are not so new for Russian teachers. However earlier these complex requirements were not rigid for a teacher. Teachers have already successfully solved many psychological and pedagogical tasks, including introduction of health saving educational technologies. However, extent of participation in this process depended on understanding, will, desire, professional honor, opportunities of teaching and quality of its administration. Our pedagogical is not an exception. More than ten years ago, we actively joined innovative, in fact, converting activity for development of social and pedagogical technologies for children's wellness, optimization of quality of their life, “conversion of school to multifunctional educational institution” [2, p. 66]. The created competences and pedagogical skills of our colleagues, undoubtedly, allow to meet requirements of the professional standard to a greater extent. For many years, the school teachers in professional self-improvement and growth made an emphasis on mastering the competences, which are now attributed to the section “The developing activity” in the professional standard. Today the collective is capable to operate with the labor actions, recorded in the standard as “Mastering and application of psychological and pedagogical technologies (including inclusive), necessary for address work with various contingents of pupils: gifted children, socially vulnerable children, children with difficult life situations, children of migrants, orphan children, children with special educational needs (autists, children with a syndrome of deficiency of attention, children with hyperactivity, etc.), children with limited health opportunities, children with deviations of behavior, children with dependence” [3].

In recent years, information on a catastrophic state of health of school students captivated pedagogical printing. And it is fair. A number of Russian experts, referring on

the western sources, nominated a requirement for decrease of educational standards. In our opinion, it is not absolutely justified and unsafe for our country. We should critically perceive the stated “revolutionary” suggestions in the field of educational policy, but we should not a priori transfer them on Russian educational space. In modern conditions, it is necessary to reach compromise.

Staffs of so-called Health Schools are engaged in search of the compromise. The pedagogical collective of Khanty-Mansiysk school No.2 creatively and consistently has been solving the problem, actual for Russian education, under the leadership of the scientific consultant, Candidate of Pedagogic sciences, Associate Professor N. A. Golikov since 2001. In our opinion, one of the key factors, increasing the quality of education, is care of teachers about health of younger generation, as a basic component of quality of its life and as a self-realization in extremely difficult social and economic conditions.

The head of school was replaced: A. I. Bolotova was the initiator of the first research project. But the school continues investigating the problem of health saving, to developing health saving educational technologies, approving them in teaching, opening new aspects of activities, interfaced to the main conceptual idea. These activities are made under patronage of the deputy director G. I. Zuykova, the author of school innovative projects.

For acceptance of the main directions of school pedagogical system development, we set the object to study domestic experience of formation of health culture bases and the complex phenomenon “health of a person”, philosophy of health saving. We quite realized that for developing the “new” aspects in health pedagogics, it is necessary to study the “old” ones. As practice showed, new is well forgotten old.

For value system of modern youth, health is a formal, but is functional part. Therefore, health of the Russian school pupils worsens every year. Basic statements of the accepted National educational policy “Our new school” have not become a true reference point of professional activity for pedagogical community. We are sure that these statements will become an actual imperative, because of introduction of the professional standard, which dictates “a turn towards a pupil” [4].

In the report on a meeting of Security Council of the Russian Federation (“The independent newspaper” on September 1, 2000), the academician N. M. Rimashevskaya pointed out human potential as “the main richness of Russia”, which is understood as the level of health of the population and its “educational and professional potential”. In the paper, we focus attention on the educational and professional potential, as implementation of any social and pedagogical project depends on it. “The current and strategic interests of the country demand an abrupt change of unfortunate trends in human development, because their deepening threatens the Russian system conversions, integration of the country into the post-industrial world and its future. Concentration of resources and efforts of society for development of a person, despite a set of other urgent tasks, their extreme sharpness and extreme deficiency of resources, is necessary for normalization of the situation” [5, p. 27]. Definition of the starting professional capital of teachers is extremely important for us. We make common cause with the position of our scientific consultant N. A. Golikov, who understands the professional capital as a set of professionally significant personal qualities, existence of social and professional competences [6].

The analysis of potential opportunities of collective, studying the structure of teachers’ motivation, level of professional skills and degree of teachers’ readiness for implementation of innovative projects allow us to formulate and accurately designate the available problem zones. We carry to their number: insufficient knowledge of features of children and teenagers of the new millennium, age and pedagogical psychology; lack of an arsenal of effective social-pedagogical and psychological-pedagogical technologies of management of personal development of learners; ignorance of educational health saving technologies; absence of knowledge and skills on management of self-health;

unavailability of teachers to work in a team with each other and experts. Identification of problem zones, definition of the reasons of insolvency of part of a pedagogical collective, ignoring inclusion in innovative work on implementation of the program of school development allowed to plan organizational and correctional-developing measures within a legal framework, observing legality and justice. We realize that active inclusion in an innovative field of teachers is promoted by powerful, purposeful work on their motivation, minimization and elimination of sensation of fear and intensity, concerning the professional abilities, and, on the contrary, prevention of unreasonable professional self-conceit. Therefore, within the program of school development, administration works on increase of psychological culture of collective and formation of corporate spirit.

The famous British expert R. Shmak (1971) noted, "Any innovation assumes corresponding changes in cultural environment of a school and, first of all, changes in business and interpersonal relations between school administration, pupils, teachers, parents and service personnel. The status of many members of collective, that causes great psychological difficulties, is mentioned. As a result the new approaches assimilate with old, traditional forms of life" [7, p. 89]. Realizing it, in practice of our educational institution, we use modern scientific knowledge in the field of adult training, acquainting teachers with active planning, forecasting and direct participation in implementation of the innovative project. For ensuring coordination and integration of activity of all interested persons, i.e. participants of the project and agents of conversions (T. B. Bondareva, M. A. Vakhrusheva, A. F. Grasmik, L. M. Guryeva, G. I. Zuykova, V. G. Zhukova, O. V. Kuklin, S. I. Kuntsevich, L. A. Lukin, L. G. Purtova, etc.), we used technology of R. H. Knowles, the famous expert in the field of adult education. The main constructs of this technology are the following [8, p. 177]:

- ✓ creation of emotional climate, favorable for training;
- ✓ development of the mechanism of joint planning of study;
- ✓ diagnostics of professional and individual-psychological features and needs;
- ✓ formations of tasks, making the content of training, and their specification;
- ✓ planning and realization of educational activity;
- ✓ ascertaining of the reached level of assimilation and analysis of progress and failures reasons;
- ✓ re-diagnostics of requirements and choice of direction for further work.

As our colleague G. I. Zuykova notes, "the acquired knowledge during participation in implementation of the innovative project is a result of active assimilation of the maintenance of psychological-pedagogical science, basic medical training, experience of colleagues of other educational institutions. For their assimilation, or interiorization, it is necessary to endure knowledge subjectively and accept them by teachers as the subjects of professional activity. Then the knowledge is actively used in educational process. Each of participants in the innovative project has both to realize the need of innovative conversions and to see their productivity. This process is impossible without integration of practice with science, which provides the integration with diagnostic tools of estimation of activity results. It is not about the results of educational activity. Here everything is transparent. The five-point system and public state examination in the form of the Unified State Examination rather precisely show the level of mastering the subject according to state standard. It is about studying the level of formation of social skills, state of health and quality of pupils' life as a complex indicator of school education results". Therefore at our school for teachers' involvement we create conditions for their self-realization in the field of personal professional interests, connected with the concept of school development. The following projects were developed and realized: "Optimization of quality of life of pupils with delay of mental development in remedial classes of the VII type" (O. V. Kuklina); "Efficiency of psychotherapeutic methods and receptions in work with pupils" (D. H. Baybikova); "Experimental and research activity as a form of

optimization of training and education of pupils” (S. I. Kulnevich); “System of pupils’ training in ways of productive educational activity at history lessons” (V. G. Zhukova); “Optimization of educational process at lessons of a foreign language in conditions of health school” (T. B. Bondareva); “Optimization of educational process in the educational system in conditions of innovative school” (L. A. Lukina); “The innovative project ‘To be a Person!’ ” (A. F. Grasmik); “Optimization of functions of intra-school Management on the basis of computer technologies” (A.N. Lobanov); etc.

Realization of the main school project and small innovative programs united both progressively pedagogically conceiving teachers-innovators and all the rest teachers. Certainly, the role of teachers and other school specialists was various. At the very beginning of implementation of the school project, part of teachers acted as observers-oppositionists, with the expressed feeling of mistrust to everything that began to occur in educational institution. And, it was absolutely natural. We decided to use their intellectual potential, having transferred them from the category of negatively configured observers to the status of critical experts-supervisors. We used remarks, claims, and negatively loaded judgments as incentive for specially organized discussions and pedagogical debates. Initiators of the project needed thoroughly preparation for these actions. With the help of scientific consultant N. A. Golikov, deputy director G. I. Zuykova and other competent heads helped to make creative groups, which new intellectual resources of pedagogical collective constantly joined. Annually held scientific and practical conferences with leading of the main results of academic year, expansion of motivational campaign were incentive for new ideas, permission of the contradictions, arising during skilled and experimental work. For the long (more than ten years) period, there were some meetings of the city advisory council (and exit meetings, on the basis of school), where we considered not only achievements in the field of implementation of the concept and the research project, but also the problem zones, revealed by colleagues. In the course of joint intellectual work of expert community and collective, new ideas arose and internal and external resources appeared. Thanks to support of the administration of an education system of the city of Khanty-Mansiysk, collective energy of creativity and pedagogical search of teachers and administration of the school, an inspiring position and professional judgment of the scientific consultant, the school No. 2 came to the new level of professionalism, understanding of pedagogical activity and quality of education. Pedagogical achievements and scientific development of our collective (such as books, educational and methodical grants, scientific articles in the central reviewed scientific and pedagogical Russian and foreign journals, scientific and methodical collections) gained recognition from the scientific and pedagogical public.

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## PROGRAM OF THE APPLIED COURSE "GEOGRAPHY OF THE ZELENOV REGION OF WEST KAZAKHSTAN OBLAST" FOR PUPILS OF THE 10<sup>TH</sup> CLASS

### Abstract

The maintenance of the applied "geography of the Zelenov region of west Kazakhstan oblast" acquaints pupils of the 10<sup>th</sup> class with geography and history of the native land, allows school students to seize working methods with maps, statistical materials and additional sources of information. This applied course is represented especially actual as arms pupils with knowledge of study of local lore, develops their geographical memory, increases interest in a geography subject, cultivates feeling of participation in historical events of the small homeland. In the applied course "geography of the Zelenov region of west Kazakhstan oblast" methods of geographical researches are used: supervision, cartographical, statistical, comparative, system and historical approach and geoenvironmental monitoring.

### Keywords

applied course, local history material, nature, economy, population, methods of geographical researches, patriotic education, profession, specialty

### AUTHOR

#### Azamat Maiemer

Geography teacher of highest category  
the member of republican nominal school of U. Esnazarova geography  
Village Beles, Zelenov Region, West Kazakhstan Oblast, Kazakhstan  
*maiemer\_71@mail.ru*

In system of geographical knowledge the special place is got by applied courses. Need of development of interests of pupils in the field of study of local lore is connected with the social order of society: than the knowledge of pupils of the native land and its best people will be fuller, deeper, more substantial, especially effective will be they in education of love to the native nature and the earth, respect for traditions of the people and patriotism.

The local edge is studied at lessons of different subject matters, but the widest use of local history material possibly in teaching geography, biology, chemistry, history, literature, etc.

Teacher's task: use of local history material in educational process for formation of the general geographical concepts and regularities, involvement of pupils in active research work.

The main objects of studying of geography are the nature, economy, the population. The system of the basic local history knowledge studying at the main school consists of two blocks:

1. Physical geography of the Zelenov region.
2. Social and economic geography of the Zelenov region.

The regional component of the basic curriculum can be presented as independent courses of study of local lore (the complex characteristic including all directions of school study of local lore), and facultatively, special courses within studying of concrete sections and subjects. Realization of a regional component focuses the teacher on the organization of personal knowledge of the native land from direct perception, feeling to judgment.

The integrated approach in studying of the native land will allow to create profound knowledge and abilities of pupils of the local history contents as the program of an applied course includes the characteristic of the main objects of the nature, the population, cultures, environmental problems and economies, stories of settling and economic development of the territory from local (the immediate school environment) to regional level.

The teacher can organize various forms of independent activity of pupils of search, research character, issue material in the form of scientific school projects. Pupils not only independently study features of geography of the district by means of specially organized observations, sketches, comparisons, carrying out practical works, the statement of own hypotheses, but also as if live natural phenomena and cultures, passing them through own creativity.

The purpose and problems of training of geography in new conditions are inseparably linked with the general installations of school geographical education. The concept of geographical education at schools of the Republic of Kazakhstan puts one of the main objectives: "To study the native land as part of the world geography. To lay the objective foundation of patriotism in indissoluble communication with internationalism and a broad view on the world. To bring up a pride it to progress of the native land, to show keenness and attention to its problems". This task is traced by a red thread in the functioning State obligatory standard of education (GOSO-2012), the concept of geographical education (1993), training programs initial, main, senior steps of schools.

In a state program on patriotic education (2006-2008) citizen of the Republic of Kazakhstan is said that the materials promoting perception young people of a real environment (the village, the area, the city) as the Homeland, manifestation of love to it and call of duty before it because in it the state with all its social institutes is represented will be entered.

The applied course is based on physical, economic and social geography of Kazakhstan (8-9 class) and is continuation of deeper studying of the concrete region of Kazakhstan, represents great opportunities for formation at pupils of love to the small homeland, the relation to the nature as to national wealth.

The program in "Geography of the Zelenov region of West Kazakhstan region" is intended for carrying out an applied course in the 10th class, with the following hour loading: 10th class applied course "Physical, Economic and Social Geography of the Zelenovsky Area", 34 hours annual (1 hour per week).

The applied course "Geography of the Zelenov region of West Kazakhstan Region" as a local history course sets for itself the following purpose and tasks:

Purpose: Studying of local history material on the native land and formation at pupils of high patriotic consciousness, a pride for the small homeland.

Educational and educational problems of an applied course:

- to deepen knowledge of pupils of physiographic regularities and natural phenomena. To create at pupils of knowledge of development of the territory of the Zelenov region;
- to expand local history knowledge of the nature of the native district;
- to form dialectic-materialistic views of the nature and of interaction of society and the nature;
- to deepen and expand knowledge of pupils of economy of the Zelenov region;
- to form interrelation of the nature and economic activity of the person;
- to promote development of skills in pupils independently to gain knowledge, creatively to think, correctly to use methods and methods of search of knowledge, to work with various sources of geographical information, to receive necessary data on the area from periodicals;

- to deepen knowledge and abilities at pupils by means of excursions, supervision and practical works to districts;
- to form at pupils of knowledge of a role of climatic conditions in life of people, about negative and positive influence of economic activity of the person on the nature;
- to cultivate conscious love to native places, to the small homeland connecting education with life to help to form moral concepts and feelings of school students on the basis of live perception of surrounding reality;
- to promote formation of esthetic education, based on knowledge of pupils of beauty of the nature and recreational opportunities of corners of the Zelenov region.

In the concept of the 12-year secondary general education in the Republic of Kazakhstan according to the set purpose the expected results of education are defined in the form of key competences of the graduate, one of competence is educational and informative which has to provide process of independent educational and informative and research activity of pupils that will allow to understand a scientific picture of the world, to have skills of search and research activity. Valuable and orientation competence distinguishes the most important - to be the patriot of the Homeland.

In the course of studying of the applied course "Geography of the Zelenov region of West Kazakhstan Region" at pupils the complex of practical knowledge is formed: to observe and compare the natural phenomena, to fix results of supervision and comparisons, to make experiments, to carry out actions for conservation of the native land. To explain change of economy of the area, from the point of view of development of a national economy in modern market conditions.

The contents and creation of the program create opportunity more consistently and convincingly to open the leading world outlook ideas of a course school - studies of local lore, to connect it with life more closely.

In the maintenance of an applied course the continuity between geography courses, in development of geographical thinking, cartographical knowledge and abilities is provided.

The text of the program will be subdivided into large sections and subjects. It is stated briefly, with allocation of the major general concepts of each section.

In the program practical works which the teacher carries surely out with all class are offered, but estimates at discretion: at all or it is selective. Certainly, within a year each pupil has to have not less than 4-5 estimates for total practical works.

After the explanatory note in the program are given: the educational and thematic plan, requirements to the level of training of pupils, system of estimation of pupils, methodical recommendations, the list of the recommended literature for the teacher and pupils.

The contents and structure of the program create favorable conditions for achievement of the objectives, put before geographical education at schools of the Republic of Kazakhstan and vocational training of pupils.

**Maintenance of an applied course**  
**"Geography of the Zelenov region of West Kazakhstan region"**  
**(Only 34 hours, 1 hour per week)**

**Physical geography of the Zelenov region**  
**(17 hours)**

Introduction (1 hour)

Study of local lore - its contents, value, tasks, studying methods. Features of school study of local lore. Methods of collecting and registration of local history materials.

### General information about the Zelenov region (2 hours)

Geographical position of the area. Administrative-territorial division of the area. History of formation and development of the Zelenov region from the moment of education till today. History of formation of your settlement.

### Lithosphere (3 hours)

Geological structure of the territory of the Zelenov region. Features of a relief. Relief. Minerals.

### Atmosphere (2 hours)

Climate: distribution of air temperature and atmospheric pressure. Air masses, the prevailing winds, atmospheric circulation. Atmospheric phenomena.

### Hydrosphere (4 hours)

Internal waters: rivers, lakes, origin of names of the rivers and lakes. Water resources, biological resources, the mixed resources of the rivers and lakes. Bogs, artificial reservoirs, underground waters.

### Soil, flora and fauna (5 hours)

Soils: formation of soils, their main types, properties, distinctions in fertility. Regularities of distribution of soils within the area. Change of soils and their economic use.

Vegetable cover of territories of the Zelenov region. Fauna. Plants and the animals of the Zelenov region included in the Red List of Kazakhstan.

### Practical works:

1. Determination of height and steepness of a slope of a uval.
2. Supervision over weather, processing and analysis of collected materials.
3. Acquaintance with a surface water, their use and protection.
4. Determination of fertility of the soil.

### Excursions:

1. Acquaintance to a land relief and the simplest methods of its studying.
2. Life of plants, birds and animals in the winter.

## Economic and social geography of the Zelenov region

### (17 hours)

#### Population (3 hours)

Population, reasons of its change. Birth rate, mortality, natural increase of the population.

National structure of the population. Structure of the population on sexual and age signs. Concept about working-age and a manpower.

#### General characteristic of economy of the Zelenov region (9 hours)

Industry. Business. Agro-industrial complex and its value in economy. Area plant growing. Dependence on an environment. Grain farm as fundamentals of plant growing of the area. Animal husbandry and prospects of its development.

Area means of transport, their characteristic.

Development of social infrastructure: health care, education, culture and sport.

#### Practical works:

1. Creation of charts of schedules: population, gender and age structure (with use of static materials, according to your rural district).
2. Definition of grain cereals on sprouts and zernovka.

#### Excursions:

1. On the industrial enterprise or on private production for the purpose of acquaintance of work of the local enterprise.

2. Acquaintance to work of country farms (excursions are made at the discretion of the teacher, taking into account local opportunities).

### Ecological problems of the Zelenov region (5 hours)

Ecological situation of the area. Natural recreational facilities: Urals Rivers, Chagan, Derkul, Kirsanovsky state wildlife area.

#### Excursion

Ecological excursion (action) "Cleaning of garbage of the territory of the wood, next to your settlement, or rivers".

Requirements to the level of training of pupils:

- Pupils have to call, show, explain:
- a place of the Zelenov region within the West Kazakhstan region, situation, distance, geographical coordinates;
- geological structure of the area;
- special forms of a relief of sush;;
- climate factors; regularities of distribution of air temperature and atmospheric pressure, rainfall; air masses and the prevailing winds;
- internal waters and their main types;
- main types of soils, their placement, measures for protection;
- natural complexes;
- rural settlements;
- moving of the people on the area, the main ethnoses and widespread languages;
- industry and its primary branches;
- agriculture and its primary branches;
- transport and its types;
- types of natural resources and environmental problems of the area;
- rules of conduct in the nature;

To define and measure:

- various maps;
- by comparison of various cards: dependence of a relief on a tectonic structure of the territory of the area;
- to determine by cards: placement of internal waters, types of soils, main types of a plant and animal life of the area;
- according to cards and statistical materials: territories with high and low population density, indicators of the natural movement of the population;
- according to cards and statistical materials: features of economic objects;
- according to cards: features of an economical geographical position of the Zelenov region;

To describe:

- landscape of the district;
- characteristic of the rivers;
- mechanical structure of the soil;
- features of a plant and animal life;
- rare and endangered species of plants and animals, medicinal, poisonous, wild-growing edible plants of the area;
- population of the rural district;
- customs, traditions, culture, types of economic activity of the population at different stages of development of history;
- work of country farms of the area;
- characteristic of one of the local enterprises;
- nature sanctuaries of the district and area;



To predict:

- change of weather on local signs;
- impact of economic activity of people on water resources of the area, a measure for their protection;
- water level change, depending on height of snow cover;
- change of natural objects as a result of human activity;
- ecological assessment of the village;
- economic development of the area on the near future, taking into account modern changes.

Key competences:

- to be the patriot of the Homeland;
- to be able to give an assessment to the occurring social events;
- to be able to understand culture of the people and cultural diversity of the world;
- to have skills поисково - research activity;
- competently to work with information;
- to be able to collect the necessary facts;
- to analyze, make selection, to do necessary generalizations;
- to be able to analyze a concrete social and public situation;
- independently to work on development of own moral, intelligence.

#### **Recommendations about an assessment of knowledge and abilities of pupils**

Check, the account and assessment of knowledge of pupils make a necessary link of process of training. On applied courses oral, written and practical inspections can be carried out. It is possible to allocate individual, frontal, group forms of check and offset. Individual check can have various character: measurement according to the card, reading cards, carrying out supervision in the nature, various computing works, etc.

A frontal inspection is carried out when fixing knowledge, for example, after lecture.

The group form of check can be used after carrying out practical works or excursion.

The big role in check and an assessment of knowledge and abilities is played by reports and papers. They not only allow to check and estimate knowledge of pupils, but also developments of a creative power and abilities, skills of independent work with references form a fine basis. Besides, any oral and written message improves abilities of pupils competently to write, state the thoughts the literary language, logically to think.

Reports are one of types of independent work of pupils. It is better if pupils choose a report subject. Having got advice of the teacher, it thinks over the plan of the report. The plan of the report and terms of its preparation will be agreed with the teacher. The prepared report, as a rule, has to be illustrated by drawings, schemes. The contents of the report are reported on occupation where can be read one - two reports. During studying of a course it is recommended to each pupil to make one - two reports.

The paper - deeper and finished research. As well as by preparation of the report, good results turn out at a subject choice the pupil. The best works on an equal basis with other materials of pupils are shown at specially allocated stand on a concluding session at an applied course.

After studying of several subjects it is possible to check knowledge in the form of offset. Offsets give the chance more deeply to check knowledge of pupils, to reveal its individual interests in various questions. For offset the teacher chooses the most important questions on each of the passable subjects. Pupils have to foreknow the list of questions on offset. Some pupils can pass, without interrogating them, for active work during occupations.

The total assessment is brought as an arithmetic average out of the total amount of the got points. Certainly, the teacher can apply with success and other forms of examination on applied courses. We, for example, didn't concern many methods of examination and abilities of pupils. However anyway it is necessary to aspire to that classes on applied courses were given along with profound knowledge interestingly and fascinatingly.

### Methodical recommendations

The applied course "Geography of the Zelenov region of West Kazakhstan Region" as local history course has to open the following features: this studying by pupils of an environment and economic activity of the population of the district based mainly on direct supervision in the nature and at the enterprises; on studying of materials of periodicals. Pupils get acquainted with life and economic activity of the population in school vicinities, meet veterans of work, study professional activity of the best workers of production, thus have opportunity directly to see value of work.

The program of a course joins excursions in the nature and on production, studying of components of an environment and landscapes, interaction of economic activity and the nature, action for conservation and participation in them, studying of manufacturing enterprises. Local history work develops diligence, research bents; cultivates love to the nature; cultivates patriotism, pride of achievement of the edge and desire to take in it active part. In the applied course "Geography of the Zelenov region of West Kazakhstan Region" methods of geographical researches are used: supervision, cartographical, statistical, comparative, system and historical approach and geoenvironmental monitoring.

This applied course has great opportunities to acquaint pupils with various professions, when studying the section of "Physical geography of the Zelenov region" the teacher acquaints pupils with a profession of the geologist, topographer, cartographer, phenologist, soil scientist, climatologist, weather forecaster, hydrometeorologist, forester, huntsman, etc. When studying the section of "Economic and social geography of the Zelenov region" pupils become with the professions connected with agriculture more closely acquainted: farmer, agronomist, livestock specialist, veterinarian, engineer, machine operator. For example, in the subject "Transport" - with the driver's professions, equipment - mechanics; the subject "Health care" - the nurse, medbrat6 the paramedic, the doctor etc.; the subject "Education" - a profession of the teacher unites teachers of different specialties.

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## TECHNIQUE OF PATRIOTIC EDUCATION OF PUPILS ON REGIONAL AND LOCAL HISTORY MATERIALS AT SCHOOLS OF THE REPUBLIC OF KAZAKHSTAN

### Abstract

The content of the patriotic education of pupils offered by the author technique regional and local history materials at schools of the republic of Kazakhstan is considered. In it deeper studying of the concrete region of Kazakhstan, which forms at pupils love for the country, the attitude towards natural wealth, is shown.

### Keywords

patriotism, local history material, methods of geographical researches,  
patriotic education, applied course

### AUTHOR

#### Azamat Maiemer

Geography teacher of highest category  
the member of republican nominal school of U. Esnazarova geography  
Village Beles, Zelenov Region, West Kazahstan Oblast, Kazakhstan  
*maiemer\_71@mail.ru*

Education of patriotism in the Republic of Kazakhstan is one of the main objectives of an education system according to the Law on education and the actual task set by the State program of a development of education in the Republic of Kazakhstan for 2011-2020, the Concept of the 12-year secondary general education in the Republic of Kazakhstan [1].

In educational process of school local history material is studied at lessons of different subject matters and in out-of-class work. Realization of the local history principle goes deep from a class to a class taking into account age of pupils of studying of new subjects, with the advent of new aspects of intersubject character in studying of the native land.

The purpose and problems of training of geography in new conditions are inseparably linked with the general installations of school geographical education. One of the main objectives of the Concept of school geographical education of the Republic of Kazakhstan - "to study the native land as part of the world geography, to lay, thus, the objective

foundation of patriotism and love to the native district in indissoluble communication with internationalism and a broad view on the world, a pride progress of the native land and compassion to its problems" [2].

This task is traced by a red thread in the functioning State obligatory standard of education (GOSO - 2010), training programs initial, main, senior steps of schools, textbooks and other documents on education.

The famous geographer A.S. Barkov considers that "the object and methods of studying of geography and study of local lore coincide. The last is possible and has to consider as "small geography", more precisely, as small regional geography" [3].

The largest Soviet geographer L.S. Berg (1876-1950) calls study of local lore, geography of the native land. Speaking about study of local lore, most often understand it as study of local lore geographical which task includes the comprehensive, synthesized studying of the native land. In study of local lore as well as in geography, a subject of studying are the identical phenomena and objects. The term "study of local lore" means that the territory determined by the concept "native land" is studied [4].

Studying of geography of independent Kazakhstan represents one of the major national educational objectives. The geography forms ideas of the nature, natural richness of the native earth, promotes development of a sense of responsibility for a state of environment, causes a patriotic spirit of pupils [5].

The main objectives of patriotic education of pupils means of regional and local history materials can be solved, having entered the program of school education the applied course "Geography of the Zelenov region of West Kazakhstan Region". The course gives great opportunities for formation at pupils of love for the country, to the native land, the relation to the nature to public wealth, increasing knowledge of history, economy, culture, tradition of the native land. The technique of studying of an applied course based on the principles of a tselopologaniye, collectivism, sequence and systematicity, availability, assimilation of knowledge, abilities, skills, presentation in training, unities of educational process and pedagogical influence is stated in contents of the "Geography of the Zelenov region of West Kazakhstan Region" program.

From this point of view patriotic education in the applied course "Geography of the Zelenov region of West Kazakhstan Region" is also considered:

- knowledge pupil of history, natural components, economy, population of the native land;
- the positive relation to "our" facts of history, culture and negative - to the negative phenomena in the past and the present;
- readiness to participate in cultural development, life of the native land and all country.

Work of school students on studying of the native land is means of formation of ecological, local history knowledge, patriotism education. An effective development tool of ideas of pupils of the edge is the manual "Geography of the Zelenov region of West Kazakhstan Region" [6]. Methodical providing an applied course is developed: program and methodical grant [7, 8]. Except above listed, the school and local history atlas is created [9]. Therefore, there is a possibility of creation of the educational and methodical complex (EMC) within regional and local history material.

Today still leading tutorials are the textbook, the manual. The manual - specially made materials which are used as a source of knowledge in addition to the textbook. Application of manuals in the course of training helps development of cognitive activity of school students, fixing of knowledge; promotes activization of independent cognitive activity of pupils [10].

The manual "Geography of the Zelenov region of West Kazakhstan Region" is created on the basis of the big local history material collected within five years and systematized [6].

In this manual the physiographic characteristic of the area is given: geographical position and its influence on the area nature, geological structure, relief and minerals, climatic features, placement of a surface water, characteristic of natural complexes, vegetable cover and fauna. The section of social and economic geography includes an area economical geographical position, materials about the population, economy, transport, social infrastructure of the area. The listed questions define system of knowledge which allow to form a geographical image of the small Homeland at school students, of an earth corner where they were born and live, allow to be proud of its progress and to worry because of failures. The manual "Geography of the Zelenov region of West Kazakhstan Region" includes 140 pages, them them 112 pages of the printing text and the appendix: kartoskhema, statistical data in the form of tables, charts, schedules, photos.

The manual is made at the high ideological and theoretical level, local history material is presented in it actually and specifically, communication of the theory with life is traced, the grant is written in public, clear language [12].

The training program of an applied course - the document defining the main content of training in this course, the volume of knowledge which should be given to pupils. In it the purposes and problems of training, feature of the organization of occupations and a technique are formed, lecturing, carrying out interviews, performance of practical works, independent work with the recommended literature, etc. is planned. The program contains the explanatory note, the educational and thematic plan, requirements to the level of training of pupils, system of estimation of pupils, the list of references for the teacher and pupils. Subjects of lessons, a number of hours, types, forms of carrying out lessons, the list of the necessary equipment, the planned result, vocational guidance of pupils, intersubject communication are presented in the educational and thematic plan [7].

The methodical grant "Geography of the Zelenov region of West Kazakhstan region" consists of four parts: general recommendations about lessons, practical works and excursions, approximate subjects of creative works of pupils and appendix. The educational, educational and developing tasks are accurately defined, the technique of studying of regional and local history materials on examples of concrete subjects is developed, the attention is focused on the purposes, the contents, the UMK resources and questions of the organization of educational activity of pupils [8].

The UMK important resource is the school and local history atlas of the Zelenov region - systematic meeting of local history material in the kartoskhemakh with the short characteristic of natural components, the population and economies of the area. The made kartoskhema are intended for school and a wide range of the population and can be used as reference materials at the solution of many economic questions in economy of the area [9].

The applied course on geography of the Zelenov region is based on physical, economic and social geography of Kazakhstan and is continuation of more detailed studying of the concrete region of Kazakhstan, represents great opportunities for formation at school students of love to the small Homeland, the relation to the nature as to national wealth.

UMK at an applied course will be coordinated with a geography course as has system structure, realizes the methodical principles of scientific character, updating, the differentiated approach, keeps idea of integrity, an integrated approach and availability. The analysis of the maintenance of UMK shows that in it the formation foundation at each pupil of system of knowledge of an originality of the native land that promotes education of youth, not indifferent to the small homeland, is laid. Local material isn't end in itself, and serves as the link promoting deeper assimilation, fixing of that knowledge, skills which are provided by a basic component of education [2].



As a result of work on the "Geography of the Zelenov region of West Kazakhstan Region" program pupils get the competence following:

- ability to use a map and kartoskhema; - ability to work with text and numerical information;
- ability to receive information from mass media, the Internet, scientific literature;
- ability of self-presentation and ability to self-determination;
- ways of social and responsible behavior in the nature and Wednesday;
- ability to discuss, ability to reason conclusions; - ability to mark out features, to systematize, generalize;
- ability to work in collective, to make decisions and to bear responsibility for them[7].

UMK corresponds to the concept of the 12-year secondary general education. It is necessary to carry out introduction of UMK in teaching and educational process of school that will allow to realize effective model of patriotic education of pupils on regional and local history material as it is demanded by the Concept of the 12-year secondary general education in the Republic of Kazakhstan, aiming "... at formation and development of the educational, creative, competent and competitive person capable to live in dynamically developing environment ready to self-updating both in own interests, and in interests of society [13].

UMK within regional and local history material creates all pedagogical conditions for development of one of the main competences - valuable and orientation which formation is provided by this Concept and is described as "... ability of the pupil adequately to perceive world around, ability to find the role in creative life of society on the basis of the supreme ethical values, civic consciousness and patriotism" [13].

Use of UMK in educational process is focused on a training individualization, socialization of school students, promotes development of a creative initiative of pupils, their patriotic qualities.

During approbation of the applied course "Geography of the Zelenov region of West Kazakhstan Region" criteria of such estimates were developed: the sheet of a self-assessment on five-point system which pupils fill in independently during studying of a course. Such leaf of a self-assessment of activity allows to conduct correction of pedagogical impact on the pupil, on his personal qualities. The leaf of a self-assessment needs to be entered already on the first occupation when school students get acquainted with requirements imposed to performance of each independent and practical work, criteria of an assessment of results. Such work will promote development of the school student, his information and communicative skills, public relations, increasing knowledge of the native land; to advance in self-education. The vigorous activity of the school student, the is more experience of communication with other people, the it is more than information on itself as persons, and the quicker and more actively ability correctly to perceive, and to estimate the behavior, acts, the personal qualities and qualities of other people develops. Methods of stimulation and self-education promote formation of active living position, education of the citizen, patriot of the native land. The active living position of the school student is a creative, conscientious attitude to activity, to any socially useful business, resolute upholding of interests of the native land, school, collective; a civil maturity, ability, will and ability to put the belief into practice. This conscientious attitude to a public debt, which is based on strong moral belief when the unity of the word and business become a daily standard of behavior. So, the subjects of creative works of pupils containing in the program of an applied course, for example: "Identification of sources of pollution of atmospheric air of the area", "Rational use of land resources of your village, area", etc. - open to school students the public, personal importance of the studied material. The knowledge gained as a result of research work on

these subjects puts the pupil in the certain spiritual and moral position caused by a choice, decision-making. Studying of the native land will allow school students to feel it as a component, to feel an inclusiveness in life of the area, village, to realize the activity, to feel the social importance in life of the native land. Implementation of the program of the applied course "Geography of the Zelenov region of West Kazakhstan Region" allows to form an active civic stand of the school student, need for a constant constructive labor on the native earth that in the natural way imparts love to the Fatherland. Positive motivations from consciousness of the necessity form motivation to knowledge acquisition about the native land, to disclosure of the internal potential. Therefore, all activity of the school student can be full, diverse, allowing to rise by higher step of development [2].

N. F. Vinokurova's methods used in modular training of geography it is possible to use in a regional component as they provide individual, the personal focused approach in training of pupils and promote their patriotic education.

Methods of training of N. F. Vinokurova [14] are subdivided into four groups:

1) Motivational and approximate methods. Are included in this group of methods: a method of formation of a fancy of the area by means of a kartoskhema, with use of drawing; the method directed on establishment of interrelations figurative and logical; communicative method; essay method.

2) Information and explanatory methods: method of associations; identification method.

3) The methodological and operational method realizes ideas of the personal focused training.

4) The methods developing creative activity of pupils, focusing on search of personal sense: a personification method, a method of a moral choice, a design method, work with the book.

Proceeding from above stated, it is possible to draw the following conclusions:

–UMK on regional local history material allows to carry out special technology of training and education which is developed within complete pedagogical process in practice, that is, the principles of pedagogical activity, the purpose, structure, estimated results of work are defined according to the concept of development of school, and also taking into account the level of informative abilities and interests of pupils, their age, psychological and physical capacities.

–UMK promotes formation at school students of the personal relation to the processes and the phenomena occurring in society and the nature of the native land. - Conditions for a conscious choice by each pupil of the educational trajectory within a regional component taking into account the abilities and opportunities, vocational guidance are created.

–Continuous communication and cooperation of pupils, schools with the parental public, sociocultural, improving, administrative agencies of the city and area for the purpose of implementation of the solution of the problems of regional character chosen by pupils for the researches is carried out.

–This technology in practice allows to execute the social order of the state - education of the Kazakhstan patriotism at younger generation. "The geography of the Zelenov region of West Kazakhstan region" forms patriotism of school students in continuous communication with the native nature, broad acquaintance to social living conditions of the people.

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## DIGESTIVE DISEASES IN OUTPATIENT SERVICE

### Abstract

The article presents the statistical data (morbidity, incidence, mortality and lethality rate) of digestive diseases in the adult working age population of Minsk and older those who are able to work. Increased morbidity and mortality have been noted. A negative effect of alcohol consumption on the morbidity and mortality of the population has been highlighted with an emphasis on alcohol-associated diseases frequency in Minsk. Morbidity and mortality from oncologic diseases are also discussed in the article

### Keywords

digestive diseases, morbidity, mortality, lethality, oncologic diseases

### AUTHORS

**Tatiana Matveichik**  
PhD, Associate Professor  
at the chair of Public Health  
and Healthcare  
Belarusian Medical Academy  
of Post-Graduate Education  
Minsk, Belorussia  
*matveichik51@rambler.ru*

**Svetlana Antipova**  
PhD, Associate Professor,  
Minsk, Belorussia

**Irina Bryleva**  
Senior Teacher of the chair  
of Public Health and  
Healthcare,  
Belarusian Medical Academy  
of Post-Graduate Education,  
Minsk, Belorussia

The need for medical care and, therefore, referral to health care institutions is mostly a self-regulating process depending on both the health status of a patient and the condition of the health care system and non-medical factors (influencing the accessibility of medical care).

Since social and individual health is conditioned by political and economic factors, the recorded morbidity rate and disease outcome depend on:

a) the patient (harmful habits, dietary pattern, timely referral for medical aid, attitude to his/her own health, the level of hygienic and general culture, etc.);

b) the health care service (accessibility, timely diagnosis and treatment, diagnostic and medical resources, doctor-nurse-patient interrelations, staffing and qualification of medical personnel, etc.);

c) non-medical factors (low economic status of patients, long distance from health care institutions, transport problems, etc.).

Timely diagnosis, effectiveness of treatment and eventually disability and mortality rates depend on the above-mentioned factors. Though the financial resources are limited nowadays, the health care requirements are growing due to aging of the population and increased cost of up-to-date medical technologies and medications. This burden is laid to a certain extent on health care workers with secondary and higher nursing education [4,5].

Aim of the study: based on medical statistics data, to analyze the morbidity and mortality from digestive diseases in adult population of Minsk over the last years.

Material and methods. Annual collection of official statistical data of the Ministry of Health of the Republic of Belarus "Health care in the Republic of Belarus" during 1992-2010; the data on the morbidity from digestive diseases in adult population of Minsk from annual statistical report form - 1 "Morbidity rate"; the data on the number of deaths from annual statistical report form - C51 "Distribution of deaths by sex, age and causes of death"; indices from annual collection of statistical data of the Belarusian Cancer Registry "Malignant neoplasms in Belarus"; sex and age-specific data on the number of population from the National Statistical Committee served as a material for the study.

**Methods of study: statistical, graphic.**

**Results and discussion.**

The morbidity from digestive diseases in the population of Belarus beginning from 1991 is given in Table 1. The analyzed period was divided in two decades. During the whole 20 years, a certain increase in general morbidity was noted with annual variations. Annual average rate of growth (Arg. %) amounted to 0,4%; during 1991-2000 - 1,1%. In 2001-2010, annual average rate of decrease was 0,3%. Primary morbidity during the 20 years tended to decrease, with annual average rate of decrease being 0,9%, during 1991-2000 - 1,1% and in 2001-2010 - 0,8%.

TABLE 1. MORBIDITY FROM DIGESTIVE DISEASES IN THE POPULATION OF BELARUS IN DYNAMICS (PER 100.000 POPULATION)

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	Aver. ann. rate of growth, %
General morbidity	8368,5	8592,2	8958,1	9101,0	9048,1	9134,4	9085,5	8920,0	9110,4	9203,9	1,1
	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	
	9177,4	9407,5	9276,6	9450,4	9021,7	8965,5	8712,3	8946,4	8827,1	8933,0	-0,3
Primary morbidity	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	
	2544,6	2574,9	2489,6	2470,3	2404,1	2517,8	2458,0	2354,3	2260,3	2289,0	-1,1
	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	
	2220,3	2460,5	2382,6	2436,0	2269,8	2191,8	2141,6	2320,4	2074,0	2082,2	-0,8

During the 20 analyzed years, the structure of the population morbidity has changed on the whole. In 1991-1992, the class of digestive diseases made 4% in the structure of primary morbidity and was the fifth after the respiratory, environmental, infectious and skin diseases. In 2010, digestive diseases made 2,5% and were the seventh in the structure of primary morbidity. In the structure of general morbidity in 1991-1992, they were the second after the respiratory diseases; in 2010 - the third after the respiratory and circulatory diseases. In 1991-1992, digestive diseases in adult population made 4,3% in the structure of primary morbidity and were the fifth; in the structure of general morbidity - 6,4% and were the fourth; in 2010, they were the tenth and the sixth in the structure of primary and general morbidity, accordingly. The difference in indices for each class of diseases in the structure of morbidity noted in different years can be accounted for different rate of growth (rarely, decrease) in the morbidity for each class of diseases.

Rather detailed analysis is given in Tables 2, 3, 4 and 5.

A comparative analysis of regional and republican data as a whole is not presented here, because these data could distort the comparison. They include accessibility (first of all, territorial and transport), timely provision of medical care in the capital as compared with other regions; smaller number of people older those who are able to work living in the capital as compared with other regions.

As seen from Table 2, evident growth in digestive diseases in adult population of Minsk is observed during even a small period of 4 years. It was due to increased number of gastritis and duodenitis, as well as the diseases of the liver, gall bladder, bile ducts and the pancreas. General morbidity from gastric and duodenal ulcer did not change in 2007-2010.

The morbidity among working age people is naturally lower as compared with older population (Table 3).

Table 2 and 3 present the lethality data for digestive diseases as a whole and for separate nosological forms - percentage of deaths from the number of people affected by the disease (general morbidity). As it was true for the morbidity, lethality of patients older those who are able to work is higher than in the working population. It can be accounted for multiorgan pathology and the accumulated burden of diseases in elderly patients, which decreases the effectiveness of treatment of any disease.

TABLE 2. MORBIDITY FROM DIGESTIVE DISEASES IN ADULT POPULATION OF MINSK-CITY IN 2007-2010 (PER 1000) AND LETHALITY (%)

	2007			2008			2009			2010		
	General morb.	Primary morb.	Lethality %	General morb.	Primary morb.	Lethality %	General morb.	Primary morb.	Lethality %	General morb.	Primary morb.	Lethality %
Digestive diseases	88,1	14,7	0,67	94,7	17,4	0,67	99,5	16,4	0,65	105,2	18,4	0,66
among them:												
oral cavity, salivary glands and jaw diseases	4,1	1,6		4,5	1,7		4,1	1,6		4,6	2,3	
gastric and duodenal ulcer	20,9	1,0	0,16	20,7	1,3	0,15	21,2	1,2	0,16	20,9	1,1	0,17
gastritis and duodenitis	27,3	3,2		32,0	4,4		34,1	3,6	0,01	38,3	4,7	
hernia	3,6	1,7	0,11	3,8	1,5	0,12	4,2	1,4	0,06	4,7	1,4	0,11



noninfectious enteritis and colitis	1,8	0,9	4,00	2,1	1,1	4,02	2,6	1,0	3,28	2,6	0,8	3,59
Liver diseases	3,7	0,4	9,76	3,8	0,4	10,64	4,3	0,4	9,57	5,0	0,6	8,95
among them:												
alcoholic liver disease (number of patients)				169	37	60,4	223	36	52,47	211	56	69,67
liver fibrosis and cirrhosis (except alcoholic)				1,0	0,1	31,2	1,2	0,1	26,53	1,4	0,2	22,93
Gall bladder and bile ducts diseases	12,9	1,8	0,11	12,9	1,8	0,12	14,0	1,8	0,08	14,8	2,0	0,08
among them:												
gallstone disease	4,5	1,1	0,21	4,8	1,1	0,18	5,5	1,1	0,14	6,3	1,3	0,11
Pancreatic diseases	3,5	0,5	2,03	3,5	0,6	1,94	3,6	0,6	2,18	3,9	0,8	2,04
acute pancreatitis and other pancreatic diseases		0,5	14,82		0,6	11,40		0,6	13,4		0,8	10,31
Acute alcohol intoxication (number of cases)		0			212			132			170	
Mortality from acute alcohol intoxication (number of cases)		351			347			338			336	
Total for acute alcohol intoxication (number of cases)		351	100		559	62,1		470	71,9		506	66,4

As seen from Table 3, by the end 2010, 8,3% of adult working age population and 17,7% of retired people in Minsk suffered from this or that digestive disease (mostly from esophageal, gastric and duodenal).

High lethality from non-infectious enteritis and colitis is observed, especially in the retired people (8,67%); every 12th of these patients died in 2010.

Liver diseases are also characterized by high lethality. In 2010, every 11th patient with liver damage among both working age and retired population died. The main nosological form of the liver disease causing death is liver fibrosis and cirrhosis, among them, alcoholic liver disease (adipose hepatosis, alcoholic hepatitis and alcoholic liver cirrhosis). According to the statistical data from outpatient departments in Minsk, alcoholic liver disease makes 8-9% of all cases of liver fibrosis and cirrhosis. Statistics shows that alcoholic liver disease is fatal for every second of these patients of employment age and for almost every retired person (lethality - 78,6%). In 2010, lethality from liver fibrosis and cirrhosis (except alcoholic) was also high: every fifth of these individuals of

employment age and every fourth of the retired people died. It is evident that among patients with liver fibrosis and cirrhosis (except alcoholic), there is a considerable proportion of individuals with alcoholic anamnesis, but due to the lack of precise diagnostic criteria for alcohol-associated diseases, statistical data are not changed.

Acute or chronic alcohol consumption plays a certain role in the pathogenesis of development, manifestation and thanatogenesis of acute and chronic pancreatitis. Pancreatic damage due to alcohol consumption is observed in 25% of alcoholics [1]. The disease is severe with high rate of lethality and mortality, especially in acute pancreatitis.

In general, pancreatic diseases including acute and chronic pancreatitis affect mostly retired people, the morbidity for this part of the population being three times as large as for the working age individuals (Table 3). As for acute pancreatitis, the morbidity is 1,5 times higher for elderly patients as compared with working people. In general, lethality from pancreatitis is higher in working population than in the retired individuals; though in acute pancreatitis, it is 1,6 times higher in elderly patients beginning with 2010. In 2010, every eleventh patient of employment age and every seventh retired individual died from acute pancreatitis, that is, the survival of elderly patients is much lower.

TABLE 3. STRATIFIED GENERAL MORBIDITY PER 1000 POPULATION OF APPROPRIATE AGE AND LETHALITY (%) FROM DIGESTIVE DISEASES IN MINSK-CITY DURING 2008-2010

	2008				2009				2010			
	working age population		retired		working age population		retired		working age population		retired	
	general morb.	lethality	general morb.	lethality	general morb.	lethality	general morb.	lethality	general morb.	lethality	general morb.	lethality
Digestive diseases	75,8	0,52	160,6	0,93	79,9	0,51	164,7	0,89	82,8	0,55	176,5	0,83
among them:												
oral cavity, salivary glands and jaw diseases	4,5		4,3		4,1		4,2		5,0		3,6	
esophagus, stomach and duodenum diseases	46,4		85,5		48,2		91,2		53,0		97,2	
gastric and duodenal ulcer	18,0	0,09	30,2	0,29	18,2	0,07	31,0	0,33	17,2	0,08	32,8	0,32
gastritis and duodenitis	26,2		52,0	0,01	28,0		54,3	0,02	31,9		58,9	
hernia	2,6	0,03	8,2	0,22	2,7	0,03	9,2	0,09	3,0	0,03	10,0	0,19
non-infectious enteritis and colitis	1,9	0,46	3,1	11,47	2,2	0,38	3,8	8,96	2,1	0,52	4,1	8,67
Liver diseases	3,2	9,05	5,8	13,76	3,6	8,63	6,7	11,24	4,0	8,88	8,0	9,06
among them:												
alcoholic liver disease	0,1	52,8	0,1	80,4	0,1	46,39	0,2	70,18	0,1	66,45	0,2	78,57
liver fibrosis and cirrhosis	0,8	27,5	1,7	37,5	1,0	23,80	1,9	31,12	1,1	22,14	2,3	24,16

Gall bladder and gall ducts diseases	8,2	0,01	29,3	0,23	8,6	0,03	32,0	0,12	8,6	0,01	34,8	0,14
among them: gallstone disease	3,0	0,03	11,2	0,32	3,1	0,05	13,4	0,21	3,5	0,00	15,2	0,20
Pancreatic diseases	2,4	2,36	7,2	1,45	2,4	2,57	7,6	1,77	2,6	2,33	7,8	1,73
acute pancreatitis	0,5*	11,3	0,9*	11,7	0,5*	11,82	0,8*	16,72	0,7*	8,77	1,0*	13,81

In clinical and pathological practice, there exists a concept of alcoholic disease when long-term alcohol abuse results in somatic consequences often affecting this or that inner organ (target organs). The form of alcoholic disease is determined by the main target organ. There are hepatic, pancreatic, cardiac, gastric and renal forms of alcoholic disease, as well as bacterial lung destruction resulting from the damage of inner organs due to alcohol consumption. The data of possible direct effect of alcohol on the gastric mucosa and kidneys are also available. It should be noted that somatic effects of alcohol abuse are observed with both the developed alcohol addiction and beyond the frames of alcoholism [1,2]. Mortality from alcoholic damage of the liver and the pancreas prevails in the structure of nosological forms of alcoholic disease.

It is impossible to exclude the peculiarities of making clinical and morphological diagnosis in modern scientific and practical medicine due to lack of clear-cut diagnostic criteria associated with alcohol addiction. Eventually, all this determines a slight difference in the statistical data associated with alcohol addiction in every region.

To focus the attention on the problem of alcohol abuse and its effect on the morbidity and mortality in the adult population of Minsk, Table 2 presents the data of acute and chronic alcohol intoxication during the last years. The comparison of the morbidity and mortality data makes it possible to suppose that not all cases of acute alcohol intoxication were registered by the statistics. More likely it concerns the cases with lethal outcome occurring in hospital resuscitation departments or outside health care establishments, which explains statistical illogic in Table 2 showing that the number of deaths is larger than the number of registered intoxications. So, it is obvious that the morbidity reflects only the cases of those who survived following acute alcohol intoxication. Therefore, we consider it to be correct to analyze the morbidity from acute alcohol intoxication as the total number of those who survived and died.

Among the above-mentioned diseases, the highest lethality is observed in acute alcohol intoxication, with the mean age of people who died from it being 49,5 years in 2010.

Statistical analysis of morbidity and mortality from alcohol-associated diseases in Belarus and its regions was presented earlier in the article [3].

The mortality from digestive diseases in the adult working population of Minsk increased by the year of 2010, but it is lower than the mortality of people older those who are able to work (Table 4). The rate of the pathologico-anatomic verification of the causes of death is rather high. The cases of accidental alcohol intoxication are reflected in the statistics of forensic medicine subordinated to the procurator's office. Autopsy data from these institutions are not provided to the National Statistical Committee of Belarus.

TABLE 4. MORTALITY FROM DIGESTIVE DISEASES IN ADULT POPULATION OF MINSK-CITY  
(PER 1000 INDIVIDUALS OF APPROPRIATE AGE)  
AND THE RATE OF AUTOPSY PROVED DIAGNOSIS (% OF AUTOPSIES)

Diseases	2007		2008		2009		2010		% pathologico-anatom. verification			
	work. age population	retired	work. age popul.	retired	work. age popul.	retired	work. age popul.	retired	2007	2008	2009	2010
Digestive organ diseases	0,4	1,3	0,4	1,5	0,4	1,5	0,5	1,2	92,5	79,4	81,3	81,6
Gastric and duodenal ulcer	0,01	0,1	0,02	0,08	0,01	0,1	0,04	0,07	9,6	95,8	96,2	92,9
Alcoholic liver disease (cirrhosis, hepatitis, fibrosis)	0,06	0,1	0,05	0,1	0,06	0,1	0,08	0,1	63,6	65,7	76,9	82,3
Liver fibrosis and cirrhosis (except alcoholic)	0,2	0,6	0,2	0,6	0,2	0,6	0,2	0,4	70,9	74,3	75,5	72,9
Accidental alcohol intoxication	0,22	0,27	0,23	0,21	0,21	0,24	0,63	0,35				

Annual mortality from acute pancreatitis in Minsk is 0,08 per 1000 adult population (8 per 100.000).

During a small 4-year period under study, variability of mortality indices was observed with no clear-cut tendency (Table 4). Nevertheless, the mortality from gastric and duodenal ulcer in the working age population increased. The mortality from alcoholic liver disease and acute alcohol intoxication was variable, with the highest mortality rate noted in 2010. Table 4 presents the data per 1000 population, which seem to be insignificant and not so sad, but it is abstract statistics. Every individual case of death is a real tragedy, as well as irretrievable town losses. Table 5 presents more real situation with absolute numbers of deaths among people able to work and among men. Of total number of deaths from all digestive diseases, 49,6% of adult people and 60,7% of men died at employment age in 2010; among them, 30,4 % and 67,9% died from gastric and duodenal ulcer, respectively. Non-infectious enteritis and colitis mostly caused the death of patients older those who are able to work (81 %), women making 57,2% of these people. Death due to alcoholic liver disease, liver fibrosis and cirrhosis was more frequent among the working patients (70% and 58,6%) and among men (66% and 63,4%, respectively); pancreatitis caused 59% and 73% of deaths; acute alcohol intoxication in 75,9% for working age and 75,3% for men. Mortality from oncologic diseases was naturally more frequent in patients older the employment age (78%), in men it was equal to 55,1%.

TABLE 5. NUMBER OF DEATHS FROM SOME DIGESTIVE DISEASES IN ADULT POPULATION OF MINSK-CITY IN 2007-2010

Diseases	2007				2008				2009				2010			
	total	workingage popul.	men	Working age men	total	Working age popul.	men	Working age men	total	Working age popul.	men	Working age men	total	Working age popul.	men	Working age men
A	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Digestive diseases (as whole) <sup>a</sup>	883	438	531	333	962	459	565	333	1003	482	598	368	1072	532	651	405
gastric and duodenal ulcer	50	15	31	12	48	18	32	16	52	15	29	12	56	17	38	16
gastritis and duodenitis	2	2	1	1	1		1		4	1	2	1	2	1	2	1
appendix diseases	2		2						2	1	1	1	1	1	1	1
hernia	6	1	3		7	1	4	1	4	1	1	1	8	1	2	1
non-infectious enteritis and colitis	109	10	46	10	130	10	55	10	131	10	49	7	145	13	62	12
ileus, paralytic ileus	7	1	3	1	9	3	7	3	6	1	2	-	4	1	2	1
alcoholic liver disease (cirrhosis, hepatitis, fibrosis)	107	67	78	54	102	65	68	42	117	77	73	57	147	103	97	71
liver fibrosis and cirrhosis (except alcoholic)	409	237	258	176	483	267	286	187	494	278	316	206	505	296	320	225
other liver diseases	25	15	12	9	27	14	16	9	22	10	15	9	31	16	13	10
gallstone disease	14	2	4	2	13	1	5	1	12	2	4	1	11	0	2	0
cholecystitis	3		2		3		2		3	1	0	0	5	0	0	0
other gall bladder and bile ducts diseases	4	3	2	2	8		4		2	0	0	0	3	1	3	1
acute pancreatitis and other pancreatic diseases	107	69	70	54	102	67	70	55	122	74	87	63	122	72	89	58
other digestive diseases	40	16	22	12	29	13	15	9	32	11	19	10	32	10	20	8



accidental alcohol intoxication	351	263	277	224	347	275	274	236	338	253	268	220	336	255	253	205
oncologic digestive diseases	1234	308	723	244	1396	347	767	247	1308	306	723	238	1354	298	746	224

The picture of the morbidity from digestive diseases in the adult population of Minsk would be incomplete without the indices of the morbidity from oncologic diseases. As seen from Table 6, during 2001-2010, there is a trend to a decrease of oncologic diseases of the esophagus and the stomach, while the colon and rectum cancer is markedly increased. Detection of oncologic diseases changes in the course of time, with the age being an important factor in the development of cancer. In general, oncologic diseases are more common in elderly people. The data estimated for the adult population of Minsk (as calculated for an averaged therapeutic district) are presented for the year of 2010. During this year, average number of individuals who got ill was 2-2,5; 8-9 individuals were followed up at the Oncologic Dispensary and 1 person (as minimum) died. In general, the mortality rate decreases, while the number of population of Minsk according to the statistical data is growing. The lethality rate also decreases due to improved treatment and detection of diseases at an early stage, but the number of deaths is growing (Table 5).

TABLE 6. STATISTICAL DATA OF ONCOLOGIC DIGESTIVE DISEASES IN MINSK-CITY (PER 100.000 POPULATION)

Site	Morbidity			Contingents			Mortality			Lethality		
	2001	2005	2010	2001	2005	2010	2001	2005	2010	2001	2005	2010
Lip	0,8	0,8	1,0	10,5	10,1	9,3	0,3	0	0,2	2,9	0,0	2,2
Esophagus	3,1	3,2	2,9	2,6	3,3	4,6	2,3	2,3	2,3	88,5	69,7	50,0
Stomach	30,3	29,6	28,4	88,6	93,8	103,4	23,9	21,5	20,7	27,0	22,9	20,0
Colon	21,1	26,8	30,4	80,4	106,1	143,2	14,3	13,6	16,8	17,8	12,8	11,7
Rectum	17,6	19,8	20,4	63,9	78,0	96,8	12,7	10,4	11,5	19,9	13,3	11,9
Liver (Rep. of Belarus)			4,4									
Pancreas (Rep. of Belarus)			9,5									
Total	72,9	80,2	97,0	246,0	291,3	357,3	53,5	47,8	51,5	21,7	16,4	14,4
Adult population			117,0			427,7			61,6			14,4

In 2010, primary disability of the adult population in Minsk due to digestive diseases amounted to 1, 3 cases per 10 000 population.

*Conclusions:*

In conclusion, it should be marked that the given data present estimates of statistically recorded cases based on official reports of morbidity and mortality issued by health care bodies, but these data may not reflect real situation due to certain reasons. It concerns, first of all, alcohol-associated pathology. Negative effect of alcohol on the morbidity and mortality from digestive diseases is obvious. Morbidity and mortality in working age people and excessive mortality in men are of greatest concern.

Since alcohol consumption is, to a certain extent, a regulated factor, there exists a real possibility to decrease alcohol-associated mortality. Taking into account that alcohol-associated lethal outcomes are potentially preventable, there is an urgent need for the development of *alternative organizational* (interdepartmental) programs aimed at preventing alcohol consumption in the groups of a particular risk, whose number is gradually increasing.

Allowing for the directions of the activity of health care bodies and establishments for 2012 on improving the quality of dispensary observation over the working age patients, the need for extending the powers and redistribution of duties among doctors and nurses and among doctors and feldshers (doctors' assistants) with higher education becomes obvious. Patients with duodenal diseases may form a group of observation for these health care professionals.

Study materials can be used for organizing health promoting events in the working age population, especially among men. They can serve as convincing, scientifically grounded recommendations for this part of the population encouraging people to promote health in their everyday life. People shouldn't only rely on the health care provided by the government, they should take greater responsibility for their own health. According to L. Tolstoy, "an effort is a precondition of moral perfection". Every intelligent man with a certain level of general and medical culture can learn how to avoid falling victim to serious health problems and to maintain his or her well-being leading a healthy life. As famous A. Schweitzer wrote, "personal example is not simply the best method of persuasion but the only one".

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## ON THE PROBLEMS OF PROVIDING PRIMARY MEDICAL CARE TO THE ELDERLY

### Abstract

Unprecedentedly increased human lifetime due to advances of medicine changed the directions of healthcare systems activity in different countries. The problems of labour organization, staff, regulatory, legal, methodological and psychological provision and the motivation of the personnel when delivering medical and social care in Belarus are analyzed.

### Keywords

medical and social care, elderly, nurses, principles of care, management decisions

### AUTHORS

#### **Tatiana Matveichik**

PhD, Associate Professor  
at the chair of Public Health  
and Healthcare  
Belarusian Medical Academy  
of Post-Graduate Education  
Minsk, Belorussia  
*matveichik51@rambler.ru*

#### **Eduard Valchuk**

PhD, Deputy Director for  
Clinical Activity,  
Republican Scientific and  
Practical Centre for Medical  
Expertise and Rehabilitation,  
Minsk, Belorussia

#### **Svetlana Novitskaia**

Senior teacher at the chair  
Department of Public Health  
and Healthcare  
Belarusian Medical Academy  
of Post-Graduate Education  
Minsk, Belorussia

The necessity of increasing the extent and the quality of medical care to the people aged over 65 years is considered to be the real practice of medical institutions activity. It is conditioned by unprecedentedly increased human lifetime by 20 years during the last 50 years due to advances in medical and social technologies.

Within the period from 1960 to 1990, in European Union, the number of people aged 80 and older increased from 5 to 12 million. UNO prognosis testifies to the fact that by 2025 the share of people over 65 years will make the tenth of humanity. This forecast is realistic for the Republic of Belarus, too, because the share of population aged 65 and older makes more than 14% in the country.

Global problems of ageing, common for the whole civilization the Republic of Belarus including, require developing a strategy for rendering medical care to the elderly. Multiple medical and social institutions deliver the care to the elderly and old people. WHO points out that delivering primary medical and social care is a laborious process, in which nurses and midwives play an important role. In such demographic situation, medical and social care to the people over 65 years is rendered by ambulatory, outpatient, inpatient and specialized healthcare as well as social protection institutions. The increase of the healthcare system effectiveness is based on the core values, with the health being an integral right and resource of every human being, with responsibility and accountability of medical institutions for the health status of the society, with justice and solidarity in delivering medical care. The activity of 4670 institutions of the Ministry of Health including 16 republican scientific and practical centres, 4 higher educational establishments, Belarusian Medical Academy of Post-Graduate Education, 17 medical colleges, more than 40 000 physicians, 2 000 pharmacists, 4 000 pharmacists, 108 000 paramedical professionals is based on general principles:

\*maintaining the bases of state medical care system with gradual increase of private medical services;

\*securing and protecting the patient's rights;

- \*strengthening the health and preventing the diseases;
- \*implementing evidence-based medicine;
- \*updating the healthcare system according to international standards;
- \*using system approach and scientifically grounded priorities while solving healthcare problems.

Despite certain achievements in improving medical care to the elderly and old population, the analysis of the activity of healthcare services revealed a number of problems, which have to be considered.

**1. Organizational and administrative problems of rendering medical care to the elderly.**

First of all, they result from inadequate coordination between various public sectors caused by the lack of system continuity in rendering medical and social care.

#### 1.1. Organization of labour

Recently, in developed western countries, the number of nursing hospital beds increases with decreased general number of hospital beds, and, respectively, increased share of nursing beds to the total number of beds (up to 30%).

A similar redistribution as part of restructuring the number of medical and social beds as well as implementing new inpatient care substituting technologies takes place in our country. This direction is economically profitable and strategically correct, but some factors hinder using day hospitals and other day-stay forms of primary medical care (PMC) fully:

- \*insufficiently developed inpatient care substituting technologies, low awareness about the advantages of day hospitals together with decreased mobility of the elderly in rural area due to transport problems;

- \*the mentality of the elderly and old people oriented to the rent relations with the state and healthcare system that hampers implementing and improving economically effective inpatient care substituting forms of medical care. Besides, the level of mobility and self-service ability are known to decrease from 93% for people aged 60-64 years to 20-23,7% for those aged 80 and over. It is also suggested that by 2025, the common potential of adults able to look after the elderly and old people will start to decrease. If this trend goes on, the whole society is to assist the state structures in provision of the population with social services in order to prevent the overwork of official caregivers.

1.2. Staffing of outpatient departments (OPD) with specialists-gerontologists does not take into account psychological and physiological peculiarities of the elderly. In this connection, the necessity of additional wage-rates for a psychologist, a rehabilitologist, an exercise physiologist (a massage nurse) must be grounded, and this will considerably improve the quality of medical care. There is an evident need to increase the number of hours in curriculum for training physicians, because this category of patients presents with complex multi-morbidity and requires an individual approach with respect to medical treatment.

1.3. Regulatory and legal problems are due to the lack of precise regulation of norms satisfying the needs of OPD in transportation and small-scale mechanization means as well as facilities for the disabled because of their specific mobility. There is also a lack of regulatory and legal acts determining the staff policy and providing occupational health of medical professionals.

A gradual updating of small-scale mechanization means facilitating the work of nurses and improving the quality of life of the elderly will contribute to improved quality of medical care at OPD.

In one of his messages to the Belarusian people and the National Assembly, the President of the Republic of Belarus noted: «It is necessary to shape the overall quality culture in the country; to educate in our people a strong desire to live, work, study, and perform professional duties effectively. It must become a way of life! Because the quality

does begin with each separate individual, with each of us - with our qualification and responsibility».

## **2. Medical and social problems of the elderly and old people:**

2.1. Decreased functional status with impaired physical, cognitive, behavioral, social and psychological characteristics. According to a research, the proportion of population requiring assistance when taking meals, dressing, moving is constantly growing. Thus, these patients make 4,6% at the age of 60-69 years and 14,2% at the age of 70 years and over. According to P. Fioritto, in the USA, the impaired functional status is noted in 60% of patients aged over 60; 55% of people who are 85 have difficulties in housekeeping.

From the medical point of view, curable functional impairments in the elderly and old people are to be early revealed and then adjusted. This task is difficult because some peculiarities are typical for this category of population and their diseases patterns:

- \* chronic character with a severe course;
- \* multi-morbidity with high complication rate;
- \* severe incapacitating consequences with the threat to lose the autonomy;
- \* difficulties when using modern household appliances, Internet, credit cards;
- \* decreased communication skills, poor attention, irritability;
- \* loneliness resulting in depression in 29-38% of the elderly.

When acting together, social, cultural, and religious organizations can solve these problems successively and, thus, assure a complex rehabilitation.

## **3. Methodical problems in rendering medical care to the elderly:**

- developing methodical guidelines on division of tasks and functions of day-stay and 24-hour stay medical institutions on the stages of ambulatory, outpatient and inpatient care;

- establishing common methodological approaches for using the resources in day-stay forms of medical services;

- developing standards for professional activity of nurses through the introduction of the nursing process;

- learning the foundations of the scientific organization of labour of staff in medical and social institutions;

- \* special care training for nurses and introducing the position of “caring nurse” at each district.

4. **Problems of staff’s motivation**, especially, of those rendering care to the elderly and old people. The motivation is an intrinsic condition of a human being related to his/her needs, which activates, stimulates and directs actions towards the goal to be achieved. The basic motivations are as follows: payment system and rewards, compensation and social payments, organization of the workplace and information space (F. Hertzber). The incentives are career, personal professional growth and self-realization. The system of motivation comprises fixed and variable elements of remuneration and intangible factors of motivation. If a medical institution can not change its payment system, intangible factors of motivation (social policy, corporate culture, communication, competition) come out on top. The motivation becomes one of the areas of management, because when trying to achieve the best results with the least expenditure of human and, respectively, material resources, the only choice is «to get body, mind and soul of an employee».

In practice, the motivation of the staff is a complex medical and psychological task:

1. Human needs are mobile; they vary not only from person to person, but from situation to situation.

2. The motivation and the attitude to the work depend on one’s health and mood.

3. The motivation is differently expressed in behavior. Two people with similar pronounced need to be secure may proceed with caution and avoid responsibility, but one



of them for the fear to lose his/her job and the other one for the fear to be appreciated as an unnecessary or bad employee.

4. Different reactions to the satisfaction of the same needs: one worker encountering the obstacles is upset and stops working, and the other will redouble his efforts.

The incentives can be applied only in the case of systematic use of internal and external rewards.

Possible incentives for PMC professionals:

- \* empowerment and responsibility;
- \* awakening of interest in work;
- \* opportunity for personal growth;
- \* formation of devotion to organization;
- \* formation of the spirit of cooperation and corporate culture;
- \* fair rewards and additional preferences for difficult conditions of work, often with severe cases (disabled, persons with partial disabilities, and so on).

5. **Psychological problems of labour**, especially for professionals rendering care to the elderly, due to an underestimated impact of social factors on the development of the burnout syndrome in medical professionals leading to errors and complaints from patients.

The same factors that influence the health condition in adults work in the elderly (61-75 years) and old age (76-90 years), but their importance varies. Because biological, socio-economic status and healthy lifestyle have already been formed, environmental factor becomes predominant. Different needs in health are due to different objectives of the elderly and old age.

If the working-age goal is to keep the opportunity to work, the senile one is to adapt to the environment. Misunderstanding the features of gerontological age, low motivation of doctors and nurses as well as the absence of system for preventing the burnout syndrome in medical and social professionals is partially the reason of low quality of the care. I. Kronshtadtsky wrote: «Compare your sadness with the troubles and sorrows of others, and you will realize how insignificant and small your sadness is». Training medical professionals able to meet the hopes of the elderly for the decent life is not only a pedagogical but a political and ideological task to assure the demographical security of the state.

The motivation of medical professionals can be enhanced by a fair surcharge for the quality and intensity of work; social guarantees of hours of work and rest in accordance with attached forces; empowerment and responsibility of a feldsher (doctor's assistant) when implementing the nursing process. All this will contribute to improving the quality of work.

6. **Nurses errors as a security factor** for the elderly patients, which result from the lack of a due interaction and coordination of efforts between outpatient and inpatient services. Stress, fatigue and time pressure, i.e. subjective factors, play an important role causing around 10% of errors. Inappropriate organization of work, lack of experience, ignoring the wishes of the patient, underestimation of the opinions of colleagues can be seen in almost every situation of an error. Most authors consider that from 60 to 83% of errors can be prevented on outpatient level of medical care.

To avoid errors, the equipment must be serviceable, a nurse must have a well-designed workplace, working load norms are to be regulated in order to prevent tiredness and physical fatigue; social activity must be assured, etc.

7. **Pedagogical problems:**

- teaching the nurses the foundations of medical rehabilitation of the elderly;
- gradual transfer to the ideology of personal responsibility of the elderly and old people for the health using mass media and nursing pedagogics at all the stages of rendering medical care. This corresponds to “Directions of strategic development of healthcare in the Republic of Belarus for 2011-2015” and “National strategy of sustainable

social and economic development of the Republic of Belarus for the period up to 2020”, other regulations and principles for rendering medical care recommended by WHO.

Despite a number of problems revealed, the elderly and old people require and will require primary medical care. So, improving the conditions of labour at OPD should be continued.

In the Republic of Belarus, measures to render accessible primary medical care to the population, the elderly and old people including, are implemented via the system of state minimum social standards. First of all, these are changes in financing, allocation of funds for healthcare according to the budgetary provision of health expenditure per capita, approved each year: budgetary provision of the adult population with general practitioners and district doctors (1200 and 1700, respectively), hospital beds (9 beds per 1000 of population), pharmacies (1 pharmacy per 8 000 of population), etc.

Structural reform of the sector and intensification of the priority of PMC are implemented according to “Directions of strategic development of healthcare in the Republic of Belarus for 2011-2015”.

The system of long-term care for the elderly and old people can be more successful if is:

- suitable for people of all ages with various degrees of physical and mental abnormalities;
- responsive to the needs of recipients and their families;
- dynamic in order to cope with chronic social needs;
- able to engage the family to provide care;
- able to grant options for housing and care requirements;
- able to make the patient more independent, including the right to reject health management and security.

The developed unified system of standards, protocols for diagnosing and treating patients according to the principles of evidence-based medicine, proposed for 24 groups of diseases, must be clarified in terms of the needs of the elderly and old patients.

Proceeding from the above, in terms of priority, the following social as well as medical and organizational problems should be solved:

### **Transition from cost control to results management**

Redistribution of financial resources with prior emphasis on PMC; regulation of paid services and improving their pricing; reforming the system of financial remuneration of medical professionals taking into account the quality of their work. According to the forecasts, the expenditure for long-term care for the elderly and old people will be increasing by 2,6% from 2000 to 2040 every year. In European Union, the expected expenses will make 207 billion dollars by 2020 and 346 billion dollars by 2040.

The authors recommend being very careful with prognosis for the further 20 years. It is supposed that if the prevalence of diseases decreases annually by 1,5%, by 2040, the expenditures for a long-term care for the elderly will increase by 40%.

Improving the healthcare system via implementing economically effective up-to-date technologies with the leading role of primary medical care. It means improving inpatient medical care by using inpatient care substituting technologies and the institute of general practitioners; increased accessibility to highly specialized and expensive medical facilities by optimizing the activity of republican and regional healthcare organizations; developing effective mechanisms for integration and interaction between medical institutions.

Developing medical and social care via creating a unique multilevel information-analysis system for health monitoring. Developing and improving the international cooperation in the field of rendering care to the elderly and old people, with a good example of an effective joint project of the Belarusian Red Cross and the Consortium of

Switzerland and Germany Red Cross Societies, Austrian Red Cross «Strengthening the Visiting Nurses Service of Belarusian Red Cross».

The analysis of the international experience of medical and social care to the elderly patients allows revealing the following aspects:

- private insurance of the long-term care and enlargement of the spectrum of these services will be continued;
- financial regulations for conducting medical and social reforms will include tax exemptions for care-givers and recipients;
- state programmes will allow the patients or their families deciding how to cover the services;
- with the increasing demand for home care, the politicians will develop the ways for financing the social housing for old people with low incomes.

In the USA, there is the Law on medical leave and family leave. It provides caregivers who work for an employer who has at least 50 employees, a leave at one's own expense for caring seriously ill spouse or parents for the period up to 12 weeks per year. It is a way to show the awareness of the state how important is to involve families in care.

### **Developing the preventive orientation of medical rehabilitation**

Gradually, the preventive orientation of rehabilitation should form the basis for the long-term policy in health protection. General practitioner, family nurses and doctor's assistants are here key players.

The development of preventive orientation of rehabilitation determining its social value for the elderly and old people can be based on:

- gradual transition to the rehabilitation in nursing hospitals according to the slogan "rehabilitation instead of care", formation of the institute of doctor's assistants as a mean of integration with European norms of medical care;
- complex application of both types of medical rehabilitation (in acute conditions and injuries as well as in chronic diseases), requiring additional skills - kinesotherapy, various types of massage and physical treatments etc - from medical professionals;
- cooperation between social, medical and public organizations within common programmes to provide the disabled with technical means for their rehabilitation;
- more active participation of nurses in medical rehabilitation by removing organizational and economic causes that will contribute to the increased quality of life of patients at risk of disability;
- thoughtful system of geriatric rehabilitation centres affiliated to nursing hospitals or day hospitals, greater extent of medical rehabilitation in nursing hospitals that would become the core element in improving medical care to selected categories of patients.

### **Conclusion**

\* The dynamics of demographic changes is taken into account when elaborating the strategy of the state allowing an adequate financing of the healthcare system. Planning the system of a long-term aid and care to the elderly and old people living alone is performed using the differential approach with consideration of the local demographic characteristics.

\* The problem of continuity of healthcare and social protection institutions activity influenced a number of indicators of nursing hospitals work in 2008. For example, standard norm for general inpatient care (hospitalization rate per 1 000 people) was below the level achieved. In nursing hospitals, the inpatient care norm by the number of bed-days per 1,000 people was 94,4, with this indicator being 101,2 in the country.

\* Due to underdeveloped system of continuity in rendering social care, medical professionals are forced to save long-term beds for the elderly. Creating a network of

social beds for the patients in need and disabled in some regions could solve the problem of rational use of beds in nursing hospitals. A proposal for co-financing of these patients stay in nursing hospitals should be considered by the Ministry of Labour and Social Protection.

\* The elements of scientific organization of labor, technical means of rehabilitation for patients and small-scale mechanization of labour for medical professionals, based on the experience of other countries, rational use of workforce are mandatory when rendering primary medical care to the lonely elderly.

\* System of training doctors and nurses with higher and secondary medical education corresponds to new requirements to the continuous educational process, where mastering practical skills is a priority.

\* Risk factors of medical professionals for developing burnout syndrome include the age  $40,7 \pm 2,63$  years and length of work over 10 years in the system of medical and social care. This factor must be taken into account when optimizing health and safety of labour for these professionals.

\* Changing consumer attitudes of the elderly to their health and passive shifting problems in saving it on the shoulders of health workers and healthcare system in general is an important element of the long-term policy, aimed at secondary and tertiary prevention. Pestalozzi gave an advice: «To change the people, one should love them. To influence them means to love them».

Significant efforts of medical and educational professionals as well intellectuals in general are needed to change the formula of the behavior of most people from the slogan « I know what to do to be healthy» to « I actually use the knowledge useful for my health and life».

\* Application of new labour technology in the form of the nursing process is of a particular importance at OPD for increasing the quality of medical care to the patients that was approbated during 40 years of experience in developed countries. For Belarus, this form needs to be widely disseminated and requires some organizational efforts:

\* teaching post-graduates with nursing foundations;

\* developing a package of documents in the form of nursing history and protocols for caring patients with various problems (dyspnea, constipation, bedsores, and so on).

A number of managing decisions on improving the primary medical care to the elderly seems to be perspective:

- in staff policy - gradual rotation to fill positions of chief and senior nurses by specialists with higher education that will ensure the correct distribution of work at OPD; modification of the powers and responsibilities of a specialist “doctor’s assistant” with a corresponding change in the payment tariff rate;

- to plan social and medical study on the organization of labour in OPD when rendering care to the elderly patients, to make proposals on the list of equipment for nursing hospitals and classifying the nursing diagnoses. To purchase small-scale mechanization means for OPD, to calculate the norms of drugs use, including disinfectants, for this category of patients;

- to form a social order for the study and analysis of the organizations of health and social care in the Republic of Belarus and the system to encourage the personnel to work with seriously ill, bed-ridden elderly and old patients;

- to develop and to implement the protocols of examination, treatment and medical rehabilitation of patients with social needs.

The long-term healthcare strategy involves three components: conserving the areas of the health system with proven effectiveness, updating the sector according to international standards, improving the existing and implementing new organizational technologies.

When considering the perspectives of nursing care for the elderly, the following should be taken into account that:

- increased demand for trained nurses and caregivers for a long-term care of the elderly people with disabilities;
- technological innovations in the care and adoption of international standards to enhance the formal health care market;
- the need for training and involving the family and friends as the main caregivers who, in the nearest future, will render long-term aid to the elderly;
- participation of politicians in initiating proposals for developing multispectral home care;
- using nursing hospitals as institutions of charity and rehabilitation for the elderly with severe morbidity;
- developing a training course with additional incentives for professionals in geriatrics as well as proposing free education for those who render home care for disabled.

It can be stated that a steady course on improving people's health (the elderly's including) is provided by:

\*monitoring the health indicators for the population, with the developed united network;

\*interdepartmental integration of information resources for unconditional implementation of “The concept of implementation of the state policy for promoting the healthy lifestyles of the population of the Republic of Belarus up to 2020” and “National program for preventing alcoholism and heavy drinking”;

\*methodology for strategy planning within state guarantees based on the standards for rendering state medical services, revealing people at high risk of death for providing them with appropriate medical and rehabilitation assistance;

\*improving the provision with social guarantees in budget financed medical care by revealing patients at high risk of death and targeted services to decrease the mortality;

\*the growing influence of the Ministry of Health on public organizations to adopt measures aimed at important determinants of health according to the “Plan on promoting healthy lifestyles, preserving and strengthening the health of the population of the Republic of Belarus up to 2015”.

To increase the prestige of nurses and social workers, the society has to change its attitude towards the role and importance of these professions in solving medical and social problems. Volunteers and mass media as well as competitive salaries and career opportunities may be helpful. The salary is known to be an important but not the main factor in admission and retention at work, many nurses enjoy caring and feeding patients. They seek professional approval. Reasonable scheme of participation and involvement of assistants for planning the care for patients with chronic disabling pathology should be developed.

The degree of compliance with requests of the elderly and old patients and their relatives means the need for personal self-development of the staff. Establishing needs is not limited by services being rendered now, but allows understanding the perspectives of their progression in future. Focusing on the needs of external customers (patients, their families and friends) and internal actors (doctors, nurses, technical and operating personnel) means a constant desire to understand the needs, wishes and expectations of the patients, best known to those nurses who are always close to a patient.

In this regard, the proposal made in the report of the President of the Republic of Belarus at the 4<sup>th</sup> Belarusian National Assembly is appropriate: «...today everyone must understand: it is not enough to dream and to speak about a happy future. It should be created by people themselves. Rolling up sleeves. Starting today».



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## ECOLOGICAL PARADIGM OF DESIGN EDUCATION FOR SUSTAINABLE DEVELOPMENT

### Abstract

This article discusses the possibilities of design in the formation of ecological culture of the people. A special role is taken to the design education, because future designers in the course of their study at the university should examine the ethical norms and paradigms of profession, cultural values, ecological culture, realize the social responsibility of the designer. Also this article presents the forms and contents of model ecological component in design education. The paper analyzes the possibilities of design in addressing environmental issues, the need for formation of ecological culture in the process of training designers.

### Keywords

socio-cultural role of design, ecological design, ecological culture, design education

### AUTHORS

**Marina Pankina**  
PhD, Associate Professor  
Russian State  
Vocational-Pedagogical University  
Yekaterinburg, Russia  
*marina-pankina@rambler.ru*

**Svetlana Zakharova**  
PhD, Associate Professor  
Russian State  
Vocational-Pedagogical University  
Yekaterinburg, Russia  
*zsv99@mail.ru*

Awareness of the need of preventing the negative impact of human activity on the environment has led to the use of measures with various efficiency. In 1960s, the control of environmental pollution has been an effective way to impact on the industry and to solve environmental problems, but in the 1980s, prevention of the pollution has become more urgent, and in the 1990s, priority was given to industry of environmental management, international standards of ISO 14000 were approved. Currently, in the situation of opposition of culture and nature, destruction of nature, and series of environmental disasters of interstate and world-wide measure, prevention of environmental problems and the formation of ecological culture of the population of the planet to ensure sustainable development is more urgent.

Ecological culture - is a part of universal culture, system of social relationships, moral and ethical standards, opinions, attitudes and values relating to the relationship between man and nature. As a measure of human freedom in relation to nature it regulates man's inner motivation. The major advantage of ecological culture is its preventing mission, while institutional and economic mechanisms of nature using activities regulate only a consequence of processes.

Design projecting and design education have a huge opportunity of contribution to solving problems of sustainable development, in its economical, social, cultural and environmental components. The design connects art, scientific-technical and industrial-technological culture, it is an integral part of industrial production. Design is an activity for future, it is a conscious, purposeful, freely elected by the purposes and means of the method of objectifying human ideas [3]. Design connects spiritual and material culture to a single node. Designers create object-spatial environment, "second nature", which provides human activity and solves the problem of harmonization of coexistence of man

and the environment [1]. In the process of projecting and creating the object, designer plays several roles: researcher, psychologist, artist, projector and practitioner, considering design object systemically; economist and ecologist, calculates margins and stages of "life" of the object. This many-sided and at the same time the unity of professional roles teaches designer's thinking to internal dialogic and reflection. Designer is inherently a communicator and a man always working in a team, unifying and coordinating the actions of many people: the customer, consumer, many participants in the production process.

By creating an artificial environment, designers also predict human activity in it (in the man-body-machine-environment system), open for society the new forms, constructions and technologies, form social processes, communications and lifestyle of consumers, their aesthetic preferences, bring taste and often provoke a new level of consumption. Impact of visual forms of design artworks occurs indirectly, as encoded in the images of thing-space environment information is perceived at a subconscious level and without translation (remember that amongst all the senses, sight gives us 80% of the information about the world). Means of design, which has become a global phenomenon, it is possible to generate consumer culture, values and worldviews, and ultimately, ecological consumer culture.

Ecologization of designers' project thinking was started with raising awareness of the negative impact of human activity on the environment, as well as the mission, social responsibility and opportunities of profession. The design should be environmentally and socially responsible, as Victor Papanek wrote back in the 1970s [5]. Currently ecological paradigm (as the original concept, model of the problem, a set of values, methods, approaches, technical solutions and tools) should be leading in the design, which forms the object-spatial environment, all stages of life of the object, from design to manufacturing process, use and disposal. Anthropocentrism of classic design and character of commercial business must be changing by ecocentric setting [4].

The need of formation of ecological culture, professional ethics, as a certain moral and ethical code of future designers is axiomatic. Let's remember the "Hippocratic Oath" which doctors give, honor of the officer, teaching ethics, "Code of Judicial Ethics." In these professions special moral responsibility is needed, because they relate to people and their physical, psychological, moral, legal status, which may change in the years to come. Designer is responsible for the state of the people who are in projected object-spatial environment and use the design objects, and for the environment, which is affected by its objects.

Back in the 1990s, the design education task was to build a culture of thinking of the future specialist that will allow him to navigate through the dynamic conditions of production and social life, and actively put their own problems, and be included in their decision. Also the need of integration of academic and technical training component was pointed, as specialization led to technocratic imbalance and leveling of humanitarian values. Understanding of the social responsibility of the designer, the paradigmatic settings, cultural landmarks, ecological culture, standards of ethics of the profession of the future designers should be laid in the learning process at the university, to prevent the pursuit of profit and self-expression or form projecting to become dominant profession. The law: "Do no harm, think about the future" should be with the future designers.

With the apparent demand in the Russian standards of higher design education for Bachelor qualification only in general cultural competencies, it is stated that graduates should be "willing to accept moral responsibilities towards the natural environment." Among professional competencies it is told only about social responsibility and the importance of the profession, respectful, caring attitude to the historical heritage and cultural traditions, tolerance of perception of social and cultural differences. For

qualification of the Master, professional competencies include the following: "... able to watch over the prevention of environmental violations" [6]. In the programs of universities it is difficult to identify the disciplines in which the formation of ecological culture of future specialists, development of tools, methods and technologies for environmentally responsible projecting are possible. Content of courses of "Art History", "History and Theory of Design," "Design Philosophy" in retrospect introduces with the names, objects, concepts, trends, existing experience. Core semantic content of the course "Ecology" is: structure of ecosystem and relationship of organism and environment, modern state of the issue and environmental management, nature protection, the elimination of the consequences of a negative impact on the environment, the fundamentals of environmental law. Formation of ecological culture and knowledge of the moral norms of environmental behavior are only declared, but are not provided with educational programs and teaching technologies.

Ecological culture is immanent, above-professional and inter-professional quality of a future designer. For its formation, the integration of environmental, psychological, pedagogical, akmeological knowledge is required. In design education special environmental training courses should be introduced and content of various disciplines should be more ecological, that will provide interdisciplinary communication [2]. Axiological meaning of design education is enclosed to form a value environmental attitude, based on the holistic world perception, recognition of not utilitarian, but universal value of nature as the basis of life, responsible attitude to all manifestations of life. The designer must be able and willing to implement them in their professional activities, to project a harmonious and coherent body-space environment, broadcast ecological culture in society.

Environmental competence is an integrative concept and integrates socio-psychological, professional, moral and volitional qualities of personality. Psycho-pedagogical and structural and meaningful characterization of environmental competence includes motivational and evaluative, cognitive, activity-behavioral, emotional and volitional, reflective components, as well as such important personal and professional qualities of future designers as humanity, empathy, thrift, responsibility, integrity; business skills (organization, initiative, commitment, reflexivity, self-efficiency, internality); intellectual abilities and qualities; ability of emotional experience and action in all aspects of the relationship with nature, etc.

The most important factors shaping the ecological competence of future designers are:

- Psycho-pedagogical preparation for environmentally responsible design, creation of the motivation, personal qualities of students;
- Study and development of technologies and methods in environmental design;
- The formation of the moral imperative and ecological culture, professional ethics.

Introduction of the environmental component in the designer education is determined by specifics of the profession, responsive to the urgent problems of society. Ecologization of the content of design education is available in various forms, which show the experience in the universities, which train designers. For example, in projects of graphic designers - it's a theme of social ecological advertising, ecological packaging, problems of rehabilitation of depressed areas or harmonization of environment by means of graphic design, visual support of regional tourism. And in preparing of industrial designers - decision is in students' projects of problems of creating rich and convertible modular objects, impervious to obsolescence, durability of objects, the opportunity of their modernization, "second life" or recycling, the use of sustainable materials, and of course - the ergonomics and accordance to the needs of people. There are bionic structures and images, ideas of solar energy, energy-saving technologies, rainwater for

irrigation of landscaping, inclusion of landscaping or the environment in the interior object in these projects.

Projecting of small forms, environmental art objects and installations with ecological orientation, allows students to recognize the socio-cultural functions of design: iconic, axiological, epistemological, communicative, educational, and also to show their active position, to participate in a real project work, public campaigns and solving of environmental issues.

In disciplines of various cycles, students can master the technological and compositional artistic techniques of ecologization of environment. This technological techniques include securing of utilitarian requirements to object and hygienic environmental factors; analysis of the possible negative impact on the environment at all stages of life of the object and project proposals to minimize damage to the environment; the use of sustainable materials, recycling and reuse of resources and objects; use of bionics research in projecting of the structure and design of the object. Technological methods of ecologization have primarily influence on the physiological condition of the people and stimulate the rational use of natural resources. Compositional art techniques include: a solution of space and its substantive content using composite tools and techniques, including both classic art tools and methods of organizing the composition, based on the laws of harmony of perception and modularity, transformability of objects, space zoning, provision of social space, inclusion of living and non-living natural objects and forms, images of natural objects as elements of composition, biomorphic stylization of objects. Compositional and artistic techniques harmonize and organize the space, so life processes and socio-cultural communications affect the psychological state of people (and physiological too), form taste preferences, consumer installations and as a result - the philosophical and aesthetic ideals.

An integrative and synthesis course "Ecological Design" was proposed and tested by the authors of this article, it may be included as an optional part of the cycle of professional disciplines. Learning the basics of ecological design allows to generate value ideas about profitable interaction between environment and human, as well as to become acquainted with the specific techniques of ecologization, which should be used in the projecting of architectural environment and design objects.

The methodology of teaching the course is based on the principles of consciousness, activity and motivation of students. Consciousness in training involves students' understanding of the problems in essence, belief in the correctness and usefulness of acquired knowledge, a positive attitude towards learning. Students' activity should be shown in their intense mental activity, based on the methods of scientific knowledge and creative thinking techniques, and in constant application of received knowledge, skills and technique. Students' motivation is provided by an understanding of the relevance and the social significance of their future professional activities, inclusion in group creative work, systematic independent work followed by a discussion of its results, a constant reflection of their activities.

Thus, the ecological paradigm should become a priority in the design education. Formation of ecological competence and learning the basics of ecological design in system of design education will provide future specialists with value ideas about the interaction of the environment and human, as well as get acquainted with the principles and master the techniques of ecologization, which should be used in projecting of design objects that can be a guarantee of creation of nature conformable projects, promote environmental culture in society by means of design.

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**PRINCIPLE OF COMPLEMENTARITY:  
FROM PHYSICS TO THE GENERAL PARAMETRIC SYSTEMS THEORY**

**Abstract**

The article represents an investigation of complementarity idea as a physical principle introduced by N. Bohr for the description of quantum mechanics objects, and also this idea application in the General Parametric Systems Theory which was developed by A.I. Ujemov and his school. This idea is represented as a principle of dual system descriptions complementarity by the example of deductive and inductive conclusions' system models. The attributive and relational structures investigation is represented in their interrelationship and complementarity to each other. The transformation of the complementarity physical principle into general scientific and philosophical one is also shown in this work.

**Keywords**

principle of complementarity, General Parametric Systems Theory, system model, attributive and relational system definitions, deduction, induction

**AUTHOR**

**Yuliia Popova**

Post-graduate student

Natural faculties philosophy department

Odessa National I.I. Mechnikov University, , Odessa

*Juliette-night@yandex.ru*

The development of modern society is determined by processes of globalization and scientific knowledge integration. Such processes have a close connection with an appearance of "scientific crossroads" which combine principles and conceptions of different theories. The system method and general systems theory occupy a highly important place in scientific knowledge, and these two theories had a great influence on a development of classical physics, sociology, macroeconomics, medicine, ecology etc. Mechatronics, bionics, bioengineering appeared as a result of sciences' system integration. One of the general systems theory variants is the General Parametric Systems Theory (GPST), which was developed by Ukrainian philosopher and logician A. I. Ujemov and his school.

The General Parametric Systems Theory contains many conceptions which are widely used in other sciences. There are conceptions of system and its descriptors - a concept, a structure and a substratum; then, two basic triads of categories on the basis of which the GPST formalism is formulated - the Language of Ternary Description: objects - properties - relations and the definite - the indefinite - the random, and many others. Besides, the GPST is based on some principles, such as a principle of system description universality, a principle of relativity, a principle of duality, a principle of objects, properties and relations distinguishing functionality [21, 102-123]. These principles are used exceptionally in the systems theory, so they can be called “special principles”, but there are some general methodological principles which came to the GPST from other sciences, namely, the principle of complementarity introduced by Danish physicist Niels Bohr for description of quantum mechanics objects’ behaviour in 1927.

The principle of complementarity can be defined as “a methodological thesis according to which a phenomenon integrity simulation requires use of mutually exclusive “complementarity” conceptual classes [9, 163]. Such physical phenomena investigation method essence consisted in a fact that mutually exclusive concepts seen as complementary pairs were used for quantum phenomena contradictory aspects analysis, in other words, an electron should have been described as a wave with a definite wave function and as a particle with a definite mass and radius at the same time.

Ukrainian logician L. Terentjeva notes that the complementarity principle background go to ancient times of Greek philosopher Aristotle who used a category of “correlated” more than two thousand years ago for his logics construction. Even at that time, in Aristotle’s “Categories”, we meet the conception of “reciprocity”, or “interrelation”, which N. Bohr later used for the complementarity principle characterization in physics: “All correlated sides are reciprocal to each other... That is why, if you point out properly, reciprocity is possible. Thus, a wing is a wing of a winged creature, and a winged one is winged with a wing” [1, 6b 27, 7a 3-6]. L. Terentjeva considers Aristotle’s interrelationship, reciprocal principle to be even more than Bohr’s complementarity principle because Aristotle investigates being of any objects presented as interrelated, while Bohr paid attention to the quantum phenomena investigation: “In gnoseological orientation of Bohr’s complementarity principle are its species qualities discovered with respect to genus qualities of Aristotle’s interrelationship principle” [15, 239].

There is also an idea that Bohr’s complementarity principle has got many common features with an indeterminacy principle introduced by physicist V. Heisenberg: “Thereby, the quantum postulate effect extends over processes of observable microworld objects - in this sense the principle is connected with a physical meaning of “Heisenberg’s relation of uncertainties” [13, 691]. Following A. Einstein, V. Heisenberg noted the dual nature of matter and radiation behaviour as waves in some cases and as particles in others, and N. Bohr pointed that “a certain formal analogy can be found between the theory of relativity postulate and complementarity principle” [5, 206]. Every picture suitable for micro-objects’ behaviour description, wave or corpuscular picture, “has certain limits established by the nature. Limits to which the corpuscular picture is used can be received from the wave picture” [6, 15]. When a scientist investigates a micro-object he cannot unambiguously define its spatio-temporal coordinates, even if impulse and energy values are defined, and vice versa, that is why for the whole description of such objects’ behaviour scientists should use two complementary descriptions of its kinematic (spatio-temporal) and dynamic (energy-impulse) characteristics. This complementarity method of description is sometimes called “a non-classical use of classical conceptions” [13, 692].

Interestingly, you almost cannot find a word “principle” in Bohr’s works; he rather preferred such words as “conception”, “idea” and “method”. Heisenberg’s idea, for its turn, is known as “relation of uncertainties” but it also had its further development as a

heuristic and methodological principle. Besides, it is known that Bohr hesitated over a choice of “complementarity” and “reciprocity” conceptions. A. Pozner writes that “the last conception underlines the idea of mutuality, symmetry, equivalence of opposite definitions, while “complementarity” conception emphasizes an idea of their incompatibility, mutual excludability, subsidiarity” [12, 20]. Now we are going to show how these conceptions were used later in the General Parametric Systems Theory.

One of the constitutive, fundamental conceptions of this theory is the conception of “system”. There are many system definitions examined by A.I. Ujemov [20, 103-117], but there are two system definitions dual to each other which are used in the GPST.

The first definition says that “a system is a multitude of objects on which the definite relation with fixed properties is realized” [20, 117]. We can represent this definition with a help of the Language of Ternary Description, the GPST formal language:

$$(\iota A)Sist =_{df} ([a(*\iota A)])t \quad (1)$$

There is a definiendum (an object we define) in the left part of this formula and a definiens (things which help us to define an object (the right part)).  $(\iota A)$  is a system, a multitude of objects in the left part, and the same multitude is in the right part, and this multitude is random. There is a relation realized on these objects, and this multitude of objects with some relations has a definite property. So we can read this formula in such a way: “Any object is a system by definition if in this object some relation with a definite property is realized” [19, 37].

System model represented by this definition is defined beginning from a concept. The concept is a specific system property which is the main meaning of a system. Then we go to a system structure (backbone relations, fixed in a system model) and a substratum (system elements). A concept, a structure and a substratum are called “system descriptors”. A. Tsofnas calls this definition of a system “an attributive one” [21, 53] because some relations of this system satisfy a property - a concept, and this concept is attributive, which means that it is represented by a property, unlike in the dual system model which we are going to describe now.

The dual system model represents the second definition of a system and describes a system as a “multitude of objects which have properties defined beforehand with fixed relations between them” [19, 37]:

$$(\iota A)Sist =_{df} t ([(\iota A^*) a]) \quad (2)$$

This definition can be called “relational”. Here we get a relational concept which represents a relation, and the structure is a property, so it is an attributive structure. We can reformulate this second definition as we did in the first case: “Any object is a system by definition if in this object some properties, positioned in relation fixed beforehand, are realized” [19, 42]. These two definitions are analogous by structure and stay the same if we replace the conception “properties” by “relations” and vice versa.

Such use of dual system models is a striking example of a special, physical complementarity principle transformation into a general, philosophical one - “the principle of dual system descriptions complementarity”. It shows that we can get a complete presentation of an object as a system only if we describe it using two system models - a model with an attributive concept and relational structure and a model with a relational concept and attributive structure.

The principle of dual system descriptions complementarity can be used in logic when we examine objects of logical analysis as system models. Let us illustrate this idea by the example of deductive and inductive conclusions’ investigation. It is known that deduction and induction are characterized by a contrary direction of a thought movement: scientists

usually define deduction as a cognition process which leads our thought from the general knowledge to the particular or single, and induction as a conclusion from a knowledge of less generality degree to the knowledge of more generality degree, conclusion of general statements from particular or single premises [7, 36; 3, 240; 10, 124].

Aristotle, an ancient philosopher, examined these types of conclusions and wrote that “by its nature the conclusion through the third term (*the syllogism* - *J.P.*) is earlier and more famous, but for us the conclusion through induction is more obvious [2, 68b 35-37]. Scientists agree in opinion that deductive thought movement gives trustworthy conclusions but they do not have novelty, while inductive conclusion guarantees novelty but not reliability of the knowledge we get in conclusion. But there is one more important difference between these types of conclusions: difference in their structures.

For the illustration of this difference we can represent deductive and inductive conclusions as two system models - attributive and relational (in terms of A. Tsofnas [21, 53]) accordingly. In this context deductive conclusion can be examined as a system model with an attributive concept and relational structure (see formula 1). Attributive concept here is a fixed property which means “not to exceed the limits of objects represented in premises”. Relational structure here is a relation between terms which satisfies the property mentioned before. This relational structure is strict, it does not allow changes and exists according to the rules by which we get a syllogism of a first, second, third or fourth figure.

Then we can examine an inductive conclusion as a system model with a relational concept and attributive structure (see formula 2). Relational concept here is not a property but a relation of exceeding the limits of objects represented in premises. Attributive structure is represented as a property of multitude of variable values. Such structure allows changes inside it, it does not have strict rules and allows, for example, changing positions of inductive conclusion premises.

When examined in such way, deductive and inductive conclusions show the same duality and complementarity to each other as two system description models. In scientific thought these types of conclusions are really interrelated, according to Aristotle’s words, and supplement each other: an inductive conclusion generates hypotheses, while deductive one helps to estimate knowledge we get in a conclusion as true or false. Thus, induction and deduction turn out to be correlated, complementary to each other as system models, and this statement confirms an idea of Bohr’s complementarity principle as a general scientific and philosophic one.

Another aspect of deduction and induction investigation is that we can examine these types of conclusions as two dual and complementary system models. We can represent deductive conclusion as a system model with an attributive concept and relational structure (formula 1). Attributive concept of deductive conclusion system model is a backbone property “not to exceed the limits of objects represented in premises”. Relational structure here is “a precise, strictly fixed way of elements connection which is defined by according logical scheme or formula”. A substratum of this system is “elements of a syllogism” (major, shorter and middle terms).

Now let us look at a dual system model of the same deductive conclusion, coming from the second system definition as a multitude of objects which have properties defined beforehand with fixed relations between them (formula 2). Here we define the system from its structure. Attributive structure of the syllogistic system model here is a backbone property which can be understood as “an impossibility of exceeding the limits of objects represented in premises”. Relational concept of this system model is shown here as a backbone relation fixed between the substratum elements, that is, as “a logical connection between premises and conclusion”. Substratum of this system model is “a definite number of premises and a conclusion”.

Now we will examine a complementary inductive system model. In a system model with an attributive concept and relational structure (formula 1) we define a concept as a backbone property “to exceed the limits of objects represented in premises”. Relational structure here is understood as “a way of connection of indefinite number of premises and a conclusion” (a kind of generalization). Substratum of incomplete induction system model is inductive conclusion elements - “an indefinite number of premises and conclusion”.

In the dual inductive system model we start system descriptors definition from an attributive structure. Here it is seen as a totality of backbone properties according to which “exceeding the limits of objects represented in premises” is supposed. Relational concept here is a backbone relation of “generalization and connection set between premises and a conclusion”. The substratum of a system is elements of incomplete inductive conclusion - “an indefinite number of premises and a conclusion”.

When we investigate deductive and inductive conclusions as two separate system models we get a complete system idea of these two types of logical conclusions, while the first variant of investigation helps us to examine deductive and inductive differences in their structure. Researchers' opinions about appropriateness and logical validity of first or second variants differ. Professor L. Terentjeva supports the idea that we can represent a deductive conclusion as a system model with an attributive concept and relational structure and an inductive conclusion as a system model with a relational concept and attributive structure. According to L. Terentjeva's thought, in this way it is possible to show that “induction and deduction, being interrelated, have a property of conclusive knowledge reliability but “defined inversely” [17, 41], besides, such interrelation is internal for these types of conclusions. In the same way, describing differences between attributive and relational structures, L. Terentjeva examines many logical problems such as dual and complementary ideas of a syllogism as a connection of premises and a conclusion [14], system characteristics of a notion and a proposition and their connection in Aristotle's syllogistics [18], and offers a logical square system interpretation with its division into two types - attributive and relational squares [16] - and all that becomes possible due to structure types examination.

A. Ujemov insists on a thought that we can get complete system representation of an object only if we use both system models dual to each other. The scientist believes that the choice of attributive or relational concept and thereafter of relational or attributive structure depends on purposes and tasks of investigation. Each variant can be more or less appropriate, convenient or demonstrative depending on investigation tasks peculiarities but “they cannot be mixed, and we can get a complete system representation only provided that we use both system models which appear to be complementary to each other” [19, 43].

Thus, this research shows that the special scientific, physical principle of complementarity introduced by N. Bohr in physics really became a philosophical one. V. Osipov writes that “complementarity is a through idea in XX century physics which define the modern era thinking style” [11, 136]. In fact, in “scientific crossroads” epoch, the epoch of globalization and integration of scientific knowledge, the complementarity idea takes a general-scientific turn and helps in solving problems of different sciences: in sociology, psychology, economics and, as it was shown in the article, in classical logics and the General Parametric Systems Theory. M. Dolidze underlines significance of the complementarity principle, its philosophic and dialectic character and writes that the importance of this principle application “is an evidence of incompleteness, uncertainty of objective world and its understanding formation and development” [8, 46]. L. Bazhenov adds one more, philosophic level of complementarity principle understanding to its physical interpretation as a quantum mechanics conception: “This is a general philosophic level of complementarity conception because just here the deep ideological commonness of oppositions complementarity and unity can be detected” [4, 9].



Thus, dual and complementarity system representation of an object is not just two different points of view. It is a dual view on a problem from both sides simultaneously, from two different positions - positions of attributive and relational structures, opposite and interrelated. In this investigation we showed how a physical principle of complementarity can be used in the General Parametric Systems Theory. We performed this task by representing deductive and inductive conclusions as dual and complementary in the aspect of their structure differences and then as two separate system models which are dual and complementary to each other. We are sure that both aspects have a right to exist and can be used according to the investigation goal: the first variant helps to examine differences in structures of logical conclusions, while the second one allows to represent these conclusions as system models and get a complete system idea about them. Besides, both these variants turn out to be complementary not only separately but being interrelated too. This conclusion is one more explication of complementarity principle in the GPST, and moreover, it gives a new system-parametric view on a statement and solution outlook for a well-known logical problem - the problem of deductive and inductive conclusions correlation and their conclusive knowledge characterized by reliability (deduction) and novelty (induction).

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## PROBLEMS OF CULTURE AND RELIGION BEING IN HERMANN HESSE'S CREATIVE HERITAGE

### Abstract

Problems of entity of culture and specifics of its processes do not lose the relevance due to the increase of crisis phenomena in social and spiritual spheres of society's life. The crisis of religious outlook, aggravated in the XX century, stimulated thinkers of different countries to understand the value of religion as the factor of development of culture and personality. In the publicistic and art works, Hermann Hesse addresses to problems of culture being and tries to synthesize the importance of religion in life of society, based on reflections about the essence of world religions and different religious ideas and concepts.

### Keywords

culture, religion, outlook, Hermann Hesse

### AUTHOR

**Natalia Rozhkova**

Ph.D. in Pedagogy, Associate Professor  
chair of philosophy and history  
Orel State Agrarian University  
*more-nz@rambler.ru*

Humankind had realized the problems of entity, contents and dynamics of culture long time ago. The problems are still significant in the XXI century. Rapid growth of cultural knowledge characterizes the last century. The considerable role belongs to artists of different countries, reflecting over the content of this many-sided and difficult concept. "Culture" is one of most frequent words in Hermann Hesse's heritage. For the German classical author, culture being was one of the most significant problems. There are tens of novels, stories and letters on entity and value of culture, continuity problems, national and supranational contents, interaction of cultures of the different people and eras, great tops of cultural development and its problems, etc. It is difficult to enter this variety in some uniform ideal scheme; nevertheless, it is possible to select certain dominants of Hesse's ideas of culture, which being is the essence of human's life multiplied by his spiritual potentialities and realization.

H. Hesse supposed that culture is forming ("growing") out of shame in the process of ennobling and spiritualizing of a person's animal beginning from the imagination and aspiration to knowledge. It is necessary to emphasize that the writer does not mean especially rationalized scientific or philosophical knowledge; it is about syncretic knowledge, arising on intersection of separate phenomena and elements of culture. He dreams of synthesis, predicts it and even projects this synthesis. There is nothing static in culture as it is the result of activity of the Spirit - the general creating beginning, which cancels one achievements and creates the others. The Spirit creates the new forms and arts, which are reference points of spiritual growth for people of different eras; thus, the oldest forms become obsolete the least, because the evolutionary laws of the Spirit, in fact, are eternal laws.

The important fact is that culture is everywhere, where people strive for good, create good and preach peacefulness; where a person has an ability for patience,

acceptance of other views and feelings, understanding and honoring light and pure thoughts and things (regardless of nationality, era or religion). Hermann Hesse considers culture as the sphere of potential unity of the different people. Thus, national culture determines each person for realizing its borders, but not for considering it as the unique and the best form of spiritual being. Each national culture, as well as globally outlined cultures of the East and the West, has the dominants, the peaks, designated by great works and names. The great writer is sure that the view, full of respect for the peaks of other culture, does not mean treachery in relation to town culture, but it is an indicator of ability to enrich and develop own achievements in the field of spirituality.

Universal, universal over national and ethno-individual essentially prevalent in culture being. A cosmopolitanism source in Hermann Hesse's views is, most likely, the Christian basis of his outlook, as the Christianity became the religion, which had overcome territorial, national, political and biological distinctions between people. At the same time, culture exists as conscious overcoming of sources of cruelty, discord and violence by a person, as aspiration to reach the nobility, ideals and spiritual heights in practice.

Culture condensates humankind life experience, which demands attentive, thoughtful and extremely careful attitude. In publicistic and art works, H. Hesse emphasizes the great responsibility of people, engaged in spiritual activity. Hesse as a mass character opponent was convinced that representatives of elite can focus masses on positive and humanistic samples and have to do it not to become hostages of spiritual and historical errors of the people, which sometimes mistook in blood lust, violence and feelings of own inferiority.

Thoughtful reading of Hermann Hesse's works allows to formulate *the law of cultural development*, which consists in overcoming private, casual, vain, obsolete, false, destructive things and saving eternal, human, creative, general and universal things.

Reflecting on culture being, Hermann Hesse stands by G.V.F Hegel, who influenced on Hesse in youth. To Hegel. The highest achievements of culture are events, initiated by the eternal, creative, uneasily moving Spirit, living under invariable laws of self-updating. ***Culture can be defined as a vertical vector of spiritual development of a person and humankind; it is always sent to the highest spiritual reality and arises as a result of mental activity of a creative person.***

Hermann Hesse gave a special role in cultural development to such phenomena as art, game and religion, each of which possesses high cultural potential and cannot be recognized as the exclusively significant phenomenon. As the son of the era, Hesse realizes borders of opportunities of religion and religious outlook, but he does not deny its enormous role in history of culture, as to a certain extent the history of humankind can be presented as a cemetery of one gods and a battlefield of others. By means of myths, parables or Holy Writs, a person realized himself sometimes as a child of gods, sometimes as result of their creativity and sometimes as the unfortunate being, separated from the primogenitor and thrown in the world for the unknown purpose. Religions arose, competed and polemized; and a driving force (God or a person) of all great achievements and accidents remains unknown. Today, as well as hundreds years ago, religion remains the unique mechanism of genesis, selection and transformation of myriads of effective sociocultural forms, existing for hundreds or thousands years.

Studying of a religious component of Hermann Hesse's outlook is rather complex challenge as, on the one hand, questions of belief, divine idea and spiritual categories interested the author during his creative activity; on the other hand, there are lack writers, whose religious views represent such difficult synthesis of various doctrines and concepts. The words "God", "belief", "religion", "spirituality" along with Jesus, Buddha, and Confucius's names are often used in Hesse's creativity. And, as it often happens, roots of great indefatigable interest are covered in family traditions, house way, i.e. in a

childhood. Parents in a family of Protestant preachers (the father and the grandfather maternally were missionaries) diligently, consistently realized Christian attitude. Perhaps, it is possible to say that H. Hesse took out to the world true spirit of Luther and his followers - rebellious, unrestrained and eager for continuous updating. In "The short biography", Hesse spoke about entity of Protestantism, claiming that the real Protestant honors formation more, than life; internal work and self-knowledge are more important than honoring of Protestant dogmas, and Buddha, in fact, is close to Protestant spirit.<sup>7</sup>

H. Hesse considers Christianity along with Antiquity as one of pillars of the European culture; he recognizes behind it the greatest tradition in the history of culture, allowing to ennoble and develop the spiritual beginning of a person. The religion resists to commercialization of life, moneymaking, all material and grounded things. The character of the story "Walter Koempf" wants to coordinate every instant of life, every sigh and movement of soul with the Lord and to dedicate them to the Lord. The young man understands that the commercial activity, which we inherited from father, won't not give him such a chance.<sup>8</sup> Even refusal from household cares, work in a bench and family life does not mean automatic approach to God or sanctity.

As any conceiving and sincere person, Hesse has painful doubts in possibility of divine knowledge and even blasphemy attacks. The writer, especially in youth, was tormented by questions of God entity and his mercy, as weight of prohibitions and severity of moral standards were caused by the deepest sufferings. H. Hesse was the person, who endured the most severe teenage and youthful crisis (Hesse's correspondence with parents, escape from Maulbronn seminary and godless motives and impartial criticism of religion in art heritage prove it). The collection "Book of Cock-and-bull Stories" includes small parables and stories, many of which contain reflections, sad to pain, about illiberal attitude towards religion and its consequences. In the parable "Execution", Christ easily determines a crime of condemned (a heretic is executing) by hate, which proceeds from crowd, and says that people forgive murder much easier, than own belief. The idea of the writer is simple and magnificent: Christ was also executed for own belief, but later it was declared the true belief, therefore, people have the right for the religious views, different from the initial. Hermann Hesse together with the West European culture endures a gap with Christian tradition, which is great and beautiful, but stagnated in indisputability and narcissism.

Novels "Narcissus and Goldmund" and "Demian" enrich the German literature with reflections about God's entity and his role in human life. Sharply feeling a dialectic division and at the same time inseparability of the world, Hesse defends the possibility of synthesis of Divine and Devil in Abraksas image, the ancient demiurge, who united the whole world. From Hesse's point of view, the Christian concept and God's image assume irreparable division of the world into the light legal half and dark hidden half. Painful and joyful openings of the author, rejecting stagnancy and officiality of religion, which he deeply esteemed, were equally reflected in the novel. Thus, the religion assessment as a sociocultural phenomenon in H. Hesse's treatment is unambiguous: any religion is fine as it is the reflection of soul's life, irrespective of person's religion.

In spite of all depth of doubts, the writer believes in possibility of achievement of spiritual heights and in possibility of atonement. In one of the most polemical and ironic novels "Health-resort visitor", Hesse, calling himself a sinner, claims that there are two ways to rescue. For righteous persons it is a way of righteousness, and for sinners - a way of grace, which is given from above. Thus the way of righteousness for sinners is deeply contraindicated, as righteousness is a poison for sinners; it embitters them, configures

<sup>7</sup>Hesse H. Collected works in 4 volumes / H. Hesse Translation from German.//SPb.: Northwest. 1994, v.3., p. 425.

<sup>8</sup>Hesse H. Casanova corrected / H. Hesse//M.: AST, 2004 - p. 185.

against religion, while it is natural to righteous persons.<sup>9</sup> But, there is no such sinner, who by sufferings, death or somehow else, could not touch the Divine. This belief is similar to Sonechka Marmeladova's belief; both Dostoyevsky and Hesse call a repentance the first step to God. Not denying greatness of spiritual experience of Christianity, Hesse does not cease to show the way live beginning of the great religion is emasculated and destroyed.

The author of great novels, brilliant essays and fine verses managed to experience close connection between world religions, all forms of wisdom, generated in the history of the civilizations. The thread, binding the doctrine of ancient Greeks, Jesus Christ, Buddha and Schopenhauer, Laozi and many others, is a thought *of unity and consistent discrepancy of all Entity*. Confucius and his "seeming" antipode Laozi, Bible and Upanishads tell the same - how to fill the life with sense, what rules one should follow and what should one believe in. But all these rules do not exempt us from need to think, to be honest with ourselves and tolerant to others.

One of the main sociocultural functions of religion is *in universalization, saving and development of moral and spiritual experience of a mankind*. In "Metaphysics field", A. Sekatsky notes the other assignment of religions (especially monotheist): "To set definiteness to human being; to specify an exact and unambiguous binding to transcendental",<sup>10</sup> i.e. to orient a person in the universe and sociocultural space, to show "reference" characters and behavior models. In this regard, the Protestantism is the unique doctrine, creating the "theology of direct action" and allowing to check complicity with the God at any moment of life: progress in worldly affairs, household establishment and prosperity also means God's blessing. This is the way the unity of both worlds, the God and a person is restored. But Hermann Hesse is not satisfied by this position: opposition of heavenly and terrestrial and consciousness of remoteness of divine spheres is painful for the writer, perhaps, owing to richness of imagination and ability to present degree of isolation of a person from God.

Throughout the literary way, Hesse enters a certain latent polemic with different religions, especially with Christianity, and this polemic becomes more frank and severe, more veiled, but does not ever cease. We meet sharp criticism of some postulates of Christianity on pages of novels "Demian" and "Steppe Wolf". In the first novel, the hero denies idea of a fall of man and claims that exactly *the people create gods*, struggle with gods and receive their blessing. And the matter is not only in the instruction on a biblical scene, but it is more likely in semantic emphasis on the creative beginning in a person, creating religious mythology, ritual party of religion, etc. Besides, for Hesse the sense of human life, first, is in understanding of entity of the IDEAL, which embodiment is the God, and in the way, a person passes in attempts to achieve of the ideal and in search of himself and the true essence. In the novel "Steppe Wolf", critic of Christian outlook is closely bounded with rejection of the petty-bourgeois environment, where it is widespread; therefore the reasons of sufferings of the main character Harry Haller are not clear: the need, imposed by society, to disturb the Procrustean bed of formal Christianity or the loss of the initial, intrinsic sense by love religion. The novel is written by the person, who is tired of consciousness of own sinfulness, burden of a fall of man and painful dissatisfaction by himself. Harry Haller's consciousness is a consciousness of a person, who infinitely seriously treats himself and life, painfully endures the disorder, moral mismatch to society and moral ideal, shipped in infinite loneliness. Having called Haller the true Christian, the author once again modifies one of the favorite ideas - idea of meeting contrasts: the one, who is formally far from church and has renounced religious outlook, can be appreciably closer to it. In this case, the character, who is deeply suffering and striving for the real spiritual freedom, is closer to Christianity, than successful petty bourgeoisies are.

<sup>9</sup> Hesse H. Collected works in 4 volumes / G. Hesse Per with nem. // SPb.: Northwest. 1994, v.2, page 179.

<sup>10</sup> Sekatsky A. Researches: Articles, Essay(s). Sekatsky / M., SPb.: Limbus Press. 2009, page 82.



The novel of “Siddhartha”, representing a cocktail from different religious and philosophical maxims and purely household supervision about nature, person, god and their relationship, is unique. The hero of the novel is not just the Brahman’s son, familiar with an ascetics; he communicates with Buddha on equal terms and is able to listen to the great river, a life stream. He sees connection of unjoinable: when he meets the wandering ascetics, he feels that “the hot and dense smell of silent passion, destructive service, ruthless release from egoism, followed behind them”.<sup>11</sup> Going on the way of release from desires, dreams, pleasures and sufferings, i.e. from himself, Siddhartha comes to an unfavorable conclusion: it is impossible to learn anything. In fact, it is *the denial of any religious or other doctrine, presented as the arch of ideas, truth, and precepts*. Hesse's thought is almost revolutionary: in finished form, any religion is not a religion, and power of belief here is nothing here! The birth of new religion and beliefs (Buddhism) seem to reopen the ways, for resumed person, but also it is a false trail. The one, who renounced the homeland and family, friends and property, will and aspiration to worldly success, won't necessarily find God at all. So the Sermon becomes useless, and sin is necessary, if the person follows the unique way - a way of self-knowledge, because the one, looking for truth, cannot accept any doctrine,<sup>12</sup> it should be gained as it was made by Buddha or Christ. Instead of comparing the world with some image of perfection, ideal or utopia, it is worth falling in love with this world with all its *seeming* contradictions and injustice, to fall in love with it in all variety and infinite variability as it is done by the great river, on the bank of which the main character listens to himself.

There is an objection to Taoism in the novel: the highest status, approach to true Dao is internal emptiness and balance, ability not to burden oneself with passions (both love and hate). Another thought is obvious to Hesse: a person cannot be static even in sanctity, and development is possible only if the pendulum of life is shaking between poles of nature and spirit, good and evil, pleasure and sufferings, love and hate; otherwise a person stops being by himself. Ontological bases of writer's outlook get into his religious views, to be more precisely, they are inseparable from each other.

The novel of “Siddhartha” is one of the most popular works of the German writer. It can serve as an art illustration of Paul Tillich's work “Christianity and meeting of world religions”. One researchers call P. Tillich the founder of neoliberal theology, others - the representative of dialectic theology. He investigates a place of Christianity in cultural and existential experience of a modern person. Hesse and Tillich's attention is concentrated on nature of interaction and interference of Christianity and Buddhism, but Islam is mentioned casually. P. Tillich investigates conceptual similarities and distinctions between two great religions; he notes that there is no deep dialog between them at all their ideological similarity. He emphasizes that the God's Kingdom and nirvana are of symbols first: The God's Kingdom is a social, political and personal symbol, but nirvana is the ontological one.<sup>13</sup> On the one hand, Tillich finds the deep similarity between them and, on the other hand, he points on impossibility of synthesis of two great religious and ethical traditions and systems. The author sees a community of Christianity and Buddhism in authenticity of sacred experience, which is shown to the world and a person through both religions. The German theologian and the German writer agree that the true, live religion is capable to be born only as a result of new experience of revelation,<sup>14</sup> but Hermann Hesse thinks individual life and personal way to God to be more important. Paul Tillich claims that the Bible fights for God against religion. Hermann Hesse thinks that all

<sup>11</sup> Hesse H. Siddhartha/H. Hesse Translated from German. M.: AST. 2009, page 13.

<sup>12</sup> Ibid, p. 138.

<sup>13</sup> Tillich P. Christianity and meeting of world religions / P. Tillich//Tillich P. Christianity and meeting of world religions//Tillich P. Favorites. Culture theology. - M.: Lawyer, 1995 - p. 24.

<sup>14</sup> Ibid, p. 25.

world religions announce to a person the great truth about who he is and who he can become and fill our life with the highest sense.<sup>15</sup>

Hermann Hesse as an independent thinker and gifted artist is not completely satisfied by any religious and philosophical system, which has been developed and approved to the middle of the XX century. His extensive correspondence and diary entries, published fragmentarily in the Russian language, are indicative in this regard. Traveling across India and China (literally, metaphorically), Hermann Hesse realized narrow-mindedness of the West European thought way and became convinced that East wisdom is either not ideal. The tendency to moral ideal, put in Christian attitude, actually assumes denial of evil, avoiding it, that impoverishes both life and a person. The nirvana status does not impress the writer - it is a way of leaving from reality and elimination of universal categories of good and evil, formation of certain personal moral. The writer perceives life as a miracle in all its variety, and he does not want to refuse many manifestations of own nature only on the ground that they do not correspond to the ideal. He is sure that to cut any part of soul means to cripple a person; passions cannot be suppressed, otherwise they will be big danger. Hesse was convinced in it by his own experience of psychoanalysis.

In the novel "Narcissus and Goldmund", the reader peers at the images of the world, appearing in artist and priest, and asks involuntary questions, actual at all times. These are painful questions of the reasons of imperfection of the world and a person, of inescapable languor on an ideal, on true life, which is the God. Simple following to norms and precepts does not make a person closer to beauty and truth, because the entity of the divine is only in precepts, they are only part of the God, and a person can execute the rules, ordered by religion, and still he can be far from God.<sup>16</sup> Life consists of opportunities, which are mixed, and are always changing. Participation in true life is possible when a person carries out transition from potentiality to an action, from opportunity to implementation; when he comes nearer at least on one step to perfect, i.e. divine. If we try to imagine the way of human soul, drawn in Hermann Hesse's works, we can see two ladders. One of them leads in depths of consciousness and subconsciousness, to egoism and approaches a person to himself; the other ladder leads in the sky, to God, Saints and prophets, i.e. to an ideal. Both of them are oddly closed in space of intra personal life, which can be moved apart to borders of the universe.

At all critical relation to religion, Hesse considers the role of a divine ideal to be the engine of sociocultural and personal growth. Images of Jesus Christ, the apostle Pavel, St. Augustine Aurelius and Luther are not just samples for imitation; they are the symbols of freedom from conditional and religious outlook and symbols of person's attempt to reach the real destination. Saints are real people, younger brothers of Christ Redeemer; it is possible to spend all life on the way to them; and each good deed, each true love and free thought make a person closer to those, who found their being on the other side of time and reality. The ideal cannot be reached, therefore attempts of disinterested service to good and light, attempts to reach sanctity, as the ideals, need eternal updating.

No wonder that the official church with its excessive, often formal traditionalism, aspiration "to preserve" a person, his inner world and activity, causes in Hesse the rejection, which sometimes reaches biliousness attacks. Hesse does not crown religion as a sociocultural exclusive phenomenon, but he puts it in a row with other phenomena, allowing a person realize himself. Everything that separates a person from an animal status (science, arts, religion, education, etc.) has one purpose - to remind a person about his huge spiritual and creative opportunities.

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<sup>15</sup> Hesse H. Letters around: Art journalism / Hesse Herman. Letters around. M.: Progress, 1987 - p. 113.

<sup>16</sup> Hesse H. Collected works in 4 volumes / H. Hesse Translated from German, SPb.: Northwest. 1994, t. 3, page 32.

The writer perceives religion as fluctuation between a real person and a person of dream, i.e. an ideal person. Hesse equates image of religions as the relation between a person and the God and the relations between human reality and potential. The philosophy of F. Nietzsche, who played an enormous role in formation of views of many considerable writers of the end of XIX - the beginnings of the XX centuries, influenced these views. Recognizing the high mission of any religion in spiritual-moral and sociocultural development of humanity, Hermann Hesse is not afraid to cause anger of orthodoxly believing people. They claimed that religion and magic solved the same problems, as with their help different people at various times looked for ways of reaching spirituality and "strengthening soul of a person in the fight against nature and fate".<sup>17</sup> He does not reject pagan cults, which come from one spiritual root with all world religions. Christian churches and chapels are related to sanctuaries of ancient people, who were much closer to nature and sincerely admired the life.

Hermann Hesse's work in his religious and moral component is the most difficult ornament, bright and complete, including, and elements of different religious, philosophical, scientific and esthetic concepts. There is sending to unbegotten Jesus in the novel of "Siddhartha"; a series of births and death appears as a rhythm of God's breath in the story "Klein and Wagner" (it is very far from Christianity and slightly closer to Hinduism, but it is not actually Hinduism); the idea of unity of the Divine and people is the key one at all times.

To sum up the reasoning given above and to track evolution of religious views of Hermann Hesse, we can formulate the following theses.

The religious part of Hesse's outlook was the significant one during all his life. Ideas of divine, eternal and perfect were always presented in creative field of vision of the writer. The German writer refused the traditional Christianity in its Protestant version, which became the ontological basis of his outlook, and came under serious influence of east religious and philosophical concepts (Buddhism, Taoism, Hinduism, Confucianism), which, nevertheless, had no essential impact on his outlook. The interest for east traditions, east culture and religious ideas (in particular, idea of the whole unity) led to formation of *extra religious monotheism*, by which the writer stood until the end of the life. He had the idea of the one God as the creative beginning, identical to the concept "Spirit", who is eternal, invariable and capable to self-updating and initiating creative processes. Hermann Hesse connects belief and religiousness of a certain person with individual spiritual growth. The growth is main condition of self-knowledge, self-deepening in a combination to aspiration to a moral ideal, which has to open and to be endured by a person not in the form of dogmas and rules, but in creative process of understanding of all types of reality: spiritual transcendental, magic (mental) and reality per se.

Each of world religions is demonstration of Spirit and plays an important role in evolution of culture, but the regulating activity of religion leads to ossification, depreciation of its living spiritual beginning. Religion, as the center of main outcomes of various spiritual experience of humankind irrespective of concrete historical conditions, is one of the form of spiritual activity, necessary for a person in the course of self-knowledge and understanding of the world.

The deep layers of the writer's outlook, created in a family with strict religious traditions and consecutive religious education, are more durable in comparison with later "stratifications" from other cultures. The author showed this outlook until the end of his life and the creative biography.

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<sup>17</sup> Hesse, H. Collected works in 4 volumes / H. Hesse Translated from German SPb.: Northwest. 1994, t. 3, page 465.

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## THE TYPES OF VERBAL INTERACTIONS IN THE FAMILY

### Abstract

The paper summarizes the data of experiments and observations of the representatives of different generations in family communication. The article presents different orientations in the functioning of the verbal relations - acting, tolerance, not taking into account restrictive and other «vectors» in the communicative space.

### Keywords

verbal contact, inter-generational communication,  
family communication, strategy, tactics

### AUTHORS

#### Elvina Salikhova

PhD in Philology,  
Associate Professor at the chair  
of Language Communication  
and Psycholinguistic of General Science  
Ufa State Aviation Technical University  
Ufa, Bashkortostan  
*Salelah12@yandex.ru*

#### Kristina Nilova

PhD Student  
Eastern Economical-Juridical  
Humanitarian Academy  
Ufa, Bashkortostan  
*cristina.nilova@yandex.ru*

In our earlier publications [3], we addressed the issues of the specificity of interfamilial communication's process, providing for the establishment of interpersonal harmony, the ability with general efforts to solve communicative tasks constructively, to obtain satisfaction from the getting results depending on the selected strategies of behavior. Within this topic we will try to summarize the observation about intergenerational communication (parents/children/grandchildren) from the point of view used verbal strategies in the interpersonal family contacts and to determine the main directions (vectors) of interfamilial verbal contact.

In the situation of intergenerational communication in parameter of the family roles as on the one hand and on the other there may be a correlation with group, comparison, updating of stereotypes. In addition to the above, the category of age - a key core of social self-determination is ambiguous: firstly, a person is constantly changing and moving from one age phase to another; secondly, each generation is unique. Differences in the ideological preferences, life goals, access to information resources make generations completely different. Notably, this blurring of generation's category, and the age as a whole, on a subconscious level requires even larger, almost exaggerated, emphasizing their group membership. Therefore, it can be expected that older people, active and energetic among "their", getting in the youth environment, will be outwardly demonstrate the frailty and weakness. The young people in this situation have another strategy: being afraid to become older, they, consciously or unconsciously, avoid communication with them. Thus, it becomes partly understandably why in certain situations of communication people choose strategies of competition or self-esteem by belittling others, avoidance of communication, and in other situations, on the contrary, rely on others for help and adhere to a strategy of cooperation [5].

Observations of everyday speech in the family, as well as the analysis of reactions in the materials of associative experiments indicate an incompatibility of some strategies in the sphere of tact and family etiquette. Examples of scandalous, defamatory strategies



(comments, claims, accusations, blame, etc.) bring us to the conclusion that to the existing ethical cooperative rules of communication in conflict situations often are applied rules of counter, i.e., the opposite strategies.

One of psycholinguistic tools for the study of communicative aspect of inter-generational communication is a free associative experiment (FAE) in verbal form, the potential of which has not been fully assessed by experts yet [2]. Ontological (systemic-structural) plan of associative formal-semantic relations in the lexicon, created on the basis of the word's internal form, has long been a subject of linguists' attention. In our view, it gives an opportunity to approach to the action's description of the deep socio- and psycholinguistic mechanisms, underlying the nature of intergenerational verbal relations and allowing influencing on them in a certain degree.

Such words as ANGER, CONFLICT, TO QUARREL, FAMILY were offered as a stimulus material, have become frequency responses to individual questions of a preliminary survey with representatives of the identified age groups. In this paper we will generalize the main directions in speech strategies, used by the family members of different ages on the example of an associative field (AF), the source of ANGER, responses on which and detailed analysis, in our opinion, allow determining the degree of the conflict of this unit and its impact in communication in another verbal environment in combination with the data of the discourse-analysis at subsequent phases of the research. Analyzed ratios in a binomial "stimulus-response" (S-R), which is considered as "obvolute" model of a communication's fragment can be represented as a set of verbal strategies comprised of associative and described with a reliance on the static and dynamic sides. Thus, the static features of the strategies are found in the human's mental field conventional "schemas" [6, p. 154], thanks to which the individual in the most general terms, imagines how it is acceptable to verbalize his ideas, to get closer to the communicative goals in effective way. From the dynamic point of view, strategies are comparable with the vectors, in the direction of which the communication develops in real time and concrete situation.

From the psycholinguistic point of view, it is interesting a lexical-semantic content of individual sectors of associative fields (AF) of the word ANGER. Let's consider the example of the specified S lexical-semantic features formed AF in three generations, allowing identifying some verbal-linguistic strategies and tactics, assigned to a verbal stimulus in the linguistic consciousness of individuals - native speakers of Russian language. It is curious to observe how the probationers themselves represent and describe the state of ANGER - "a strong sense of indignation, resentment" [4, p. 109], is reflected in the following selected groups, identifying vectors of verbal relationships in the family (based on schemas of the analysis, proposed in: [1]).

Conventionally, we delimit the following types of verbal relations, the definition of which will be specified from the allocation of their subgroups:

1) vector of influence (in the terminology of A.V. Miklyaeva [1], "manipulative" model): the group of reactions (R) with the functional meaning: *a fight, revenge, wolves, a soldier, threats, shooting*, etc. in response to S by grandchildren. Within the designated thematic group can be distinguished an associative row with the meaning of identity: *anger, rage, irritability, spite, resentment*. Some subgroups of synonyms are distinguished: *shouting, swearing, abuse, revenge*, and so on. The result of an implicit association process is a row: *a man - irritability - a fight*. The concept ANGER is represented to generations of the family as emerging on the cumulation principle of negative emotions as consequences of conflict situations - *quarrels, insults, anger, revenge* and etc. Such phrases as - *not achieved goals, something negative, a bad mood, restlessness, uncontrollable evil* - common in all groups of probationers are clearly aggressive in nature, contribute to the deep understanding of motivational side of the participants' speech behavior in the experiment and determination of the understanding level and appreciation by the representatives of this generation. Such associations also

suggest that associative behavior, being a part of speech, has organized in the temporal, local aspect (as a part of the space) and also acts as an expression of the somatic (bodily) and emotional, rational.

2) vector, reflecting the limitation of somebody from the family members in verbal interaction ("discriminatory"): for the linguistic coding of actions, state and characteristics of other subjects, situationally associated with the referent of stimulus word, the adult respondents were choosing the form of a noun, verb or a verbal noun. Within the designated group can be distinguished negative associative rows with the meaning of action, state and characteristics of the referent of stimulus word: *anger, hostility powerlessness, rage, psychotic, aggression, psychosis*. Individual responses: *heat, ardency, a bad weather, from resentment, weather, nature, a cloud, storm, tornado* - contain semes, intersecting with the components of the original word's meaning.

For designated non-constructive groups of communication are typical battle and abuse strategies of different degree of intensity and awareness, abuse (overt and covert), oaths, quarrels, censures, denial, hostile hints, ironic comments, hidden threats, offensive comparisons, defamation, emotional blackmail, engaging a third part, etc.

3) vector of conscious aversion into account ("ignoring"): in responses of adult probationers have a reaction with the meaning of the opposition: *to think, mind*.

4) vector of toleration ("tolerance"): among adult and older respondents, the most part of associates is in groups, denoting actions, state, and characteristics of the referent stimulus. The older generation is more closed and inclines less to show emotions, experience some deficiency in communication: *to shrink himself, to retire into himself*. The older generation is often concern about the health: the exponential reactions - negative assessments of health: disease, affects to health. They tend to avoid negative emotions, they expect to forgiveness and compassion - *The God forgives, Wait and see*. The tokens of AF reflect its multi-level set of characteristics - cognitive, i.e., sensory-emotional and verbal speech; the metalinguistic, when the language code affects the underlying views of the individual about the world; intentional, in which the meaning regulation of the life certain aspects is relevant. It is interesting that speech of the older generation captures in its orbit lexical means of a certain subject, general used neutral words and also emotionally- expressive statements.

The 3rd and 4th constructive groups of communication tend to have strategies of compromise (full or partial), reconciliation, silence, harmony, etc.

According to our observations, associative strategies as part of speech set the motion vector of communication from the concept to completion, while the key associates become the semantic points, directing and regulating the process of verbal contact. The most part of reactions are in groups, denoting feelings and emotions, also actions, state, and characteristics of the referent of stimulus word as it causes negative images and feelings among the respondents. This numerical ratio, in our opinion, is quite natural and logical: the subject of the speech - the main operating entity besides is the expression of a specific spiritual, mental state and his own emotions. We should agree with the opinion of researches who believe that various feelings and inner turmoil (emotions) are, in particular, some result of the activity (actions) of the subject which is included in evaluation of this activity and participates in implementation of its adjustment [7].

A comparative analysis of associations to the stimulus ANGER gives a reason to believe that in general the probationers of all ages estimate the meaning of the word correctly as a negative, harmful, reprehensible, having unintended consequences, opposite the concepts of "good", "patience". However, there is a clear tendency to consider this phenomenon as something unhuman in the normal state, contrary to its psychological nature (*madhouse, hysteria, alcoholism, psycho*, etc)

Directly under the ANGER the native speakers of all age groups mean predominantly open, obvious and the most extreme manifestations of hostility, anger and aggression as

to physical (*beating, brawl*), and verbal (*swearing, obscenities, shouting, loud voice*) (compare with similar results [7] on the research of verbal aggression in communication).

It is also noteworthy that all single associations to the stimulus, associated with the object and forms of implementation, refer to a person (not animal, not an inanimate object!). The experiment also permitted to establish a direct connection of the manifestation of emotional and psychological state of ANGER with family environment. For example, the analysis of associative reactions to the original word showed that among the family members, associated with negative emotional state, figure the images of loved ones, and from the social environment - *playmates, friends*. These figures confirm the fact that a significant number of participants in the experiment sometimes or often fall into pathogenic zones of the family communicative environment, marked by expressions of anger, aggression, hostility, intrigue.

Adult native speakers, featuring a higher level of language competence, lead a "conscious search" (strategies of tolerance) from the repertoire of linguistic and extralinguistic means, teenagers "impose" the first or the only connection of interpreting word, though in the types of bonds there are no essential differences. Associative behavior of adult informants distinguished by the fact that they were "over" those ties which supposedly adjust this word, tried to remember the contexts, and with the lack of information for explication of the word meaning resorted to the strategies, close to teenagers "attempts of interpretation" of an unfamiliar word through descriptive strategy. There is a general qualitative characteristic of the youth vocabulary: expressiveness and intensity of its use. Age tastes of teenager require "strong", "restless", even shocking words and expressions. It is very important to understand that using these words he aspires to a non-standard verbal expression in a particular situation. The older person participated in the experiment and in the interview, the more specific form of expression, in other words the semantic relevance of his speech products and associative material is expressed more clearly and specifically. The configuration of speech strategies, revealed by the analysis of observations and experiments' results (in this article - on the example of ANGER's AF), shows that the most common in the family interpersonal communication have unconstructive their directions - vectors of aggressive action, verbal limitation. There is a tendency, statistical evidence of which we intend to present in the series of further publications on the subject matter: the usage of structural types (rejection into consideration and tolerance) of communication is inferior to non-constructive as a man, by socializing, moves through life's journey.

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## PRECONDITIONS FOR THE DEVELOPMENT OF VOCATIONAL COGNITIVE ACTIVITY OF FUTURE TEACHERS OF PRIMARY EDUCATION

### Abstract

The paper discusses the preconditions for the development of vocational cognitive activity as the basis of competence initial teacher education, which are: Federal state standard of higher professional education and primary education, learner-centered education, individualization of learning (i.e. the creation of individual educational trajectories) and competency-based training approach.

### Keywords

Federal state standard of higher professional education and primary education, learner-centered education, individualization of learning (i.e. the creation of individual educational trajectories) and the competence approach in education

### AUTHOR

**Bella Sergeeva**

PhD in Pedagogics, Associate Professor  
Kuban State University  
Krasnodar  
[5906372@mail.ru](mailto:5906372@mail.ru)

Creating a European area of a single educational space, Russia signing the Bologna Declaration, the modernization of higher education necessitated a radical revision of the goals and objectives of higher education. The study of terms and documents, with the common name of the "Bologna process", allows you to understand that integration into the European educational space is a necessary condition for the implementation of the national system of higher education that involves changing mindsets of students and teachers.

The main prerequisite for the formation of professional-educational activity of the teacher of primary education is a Federal state standard of higher professional education, namely the performance requirements of the development of the basic educational programs of undergraduate and graduate programs, which include the possession of competencies (cultural, educational and so on). As well as the Federal state educational standard of primary education, the requirements for the results of mastering the basic educational programs of primary General education: personal, including the willingness and ability of students to self-development, readiness motivation for learning and knowledge, axiological installation of the students, reflecting their individual positions, social competencies, personal qualities; the readiness of the fundamentals of civil identity; transdisciplinarity, including developed studying the universal educational actions (cognitive, regulative and communicative), ensuring mastery of the core competencies that form the basis of skill learning, and interdisciplinary concepts; subject, comprising mastered by students during the study subject matter experience in specific subject areas to obtain new knowledge, its transformation and use, and the fundamental elements of the scientific knowledge underlying the modern scientific picture of the world.

Thus the requirements of the Federal state standard of higher professional education and the Federal state educational standard of primary education, States that competences

are formed in the process of formation of personality characteristics of initial teacher education, to engage in professional activities with the required quality, established by the FSES and normative documents regulating the process of training and education of primary school students.

In the pedagogical literature, increasing attention is drawn to the need to prepare students of higher educational institutions to work in a fast-changing conditions of social and professional activities. Conversion carried out in political and socio-economic life of society, say a new perspective on the personality of the teacher, require professionally trained, independently thinking people. In this regard, before modern science and practice of preparation of the teacher in higher education the challenge is to ensure not only a deep and durable learning system knowledge, but to a much greater extent - the free development of personality, the creative potential of each student.

The success of any activity, including training, primarily depends on the level of intellectual development of students. At the same time, the academic performance of students depends not only on the General intellectual development and special abilities, but also the interests and motives, traits, temperament, self-awareness. An important condition for the optimization potential of future primary school teachers is their cognitive activity aimed at pedagogical activity - professional-pedagogical cognitive activity. Therefore, the most urgent task for the Russian education is the formation of cognitive activity of students, i.e. professionally-pedagogical educational activity of the teacher of primary education

The concept of «cognitive activity» is considered in pedagogy in line with the ideas of enhancing the learning process. The greatest contribution to the development of this didactic problems has made the work of teachers, L.P. Aristova, M. I. Makhmutov, R. A. Nizamov, I.F. Kharlamov, T.I. Shamova, G. I. Schukina, etc. in which cognitive activity is considered as a necessary condition for conscious learning, developing thinking, developing their own active attitude to the phenomena of the world. It should be noted that among them there is consensus about the nature and content of the notion of cognitive activity.

Thus, cognitive activity is a complex concept, the content of which cannot be revealed while in the same plane (activity, readiness, skills). This multi-faceted personality formation is characterized by such symptoms as self-regulation of cognitive activity, cognitive synthesis of the motive and methods of independent behavior, sustainable positive attitude of students to the knowledge.

We will focus on the following definition of cognitive activity is a quality of personality, reflected in the ability to organize their cognitive activity and implement it to solve new cognitive problems, as well as its need and ability to acquire knowledge and ways of activity, the willingness to solve cognitive tasks and implement regulatory actions without direct assistance.

From the analysis of existing sources on the formation of cognitive activity, we did not find the concept of «professionally-cognitive activity of future teachers of primary education», which is considered as an integrative property of the individual, reflecting the self-regulation of its cognitive activity involving similarities and and universal educational actions for the acquisition of required competencies in communication with multifunctional and multidisciplinary specificity of primary education [1].

Readiness vocational educational activity of the teacher of elementary education acts as a person's quality of future specialists and is an important condition for its realization, the Foundation for achieving a high level of professionalism, his competence.

An important point in our study is associated with the problem of value orientation of pedagogical activity of teachers in the pedagogical University on the formation of professional-pedagogical educational activity of the teacher of primary education. The



fact that the subject of our study from the outset appeared before us as an alternative to the two educational paradigms - object and subject types.

The paradigm of object type is traditional. It is widely presented in the didactic work on the problem of activation of the teachings (Yu.K. Babansky, L.P. Aristova, E.Ya. Golant, M. L. Danilov, B. P. Yesipov, M. N. Skatkin, T.I. Shamova, G. I. Schukina, etc.). Here the learner is seen as the object of a targeted teaching (didactic) impacts, which need to intensify the absorption of specified from the outside, the content of educational programs. The main disadvantage of this type of learning, in our opinion, is that all the required specialist knowledge and skills teachers pass students, mainly in finished form.

It is easy to see that higher education, including teaching, was not focused on the formation mechanism of self-development of students personalities, their individual educational trajectory, and the final result is the formation of future teachers with predetermined properties, qualities, reproducing in its activities socio-defined samples. Implementation for many years this pedagogical model has resulted in higher establishments not formed the mechanism of some activity student. Recognition of hard determinism development of student learning impacts has led to the fact that his cognitive activity were considered as «derived from these impacts, adaptive, adjusting to them». Focused, therefore, the development of adaptive forms of cognitive activity.

The paradigm of the subject type requires changing "vectors" in pedagogy from the implementation of the final learning objectives (intended outcomes) to the disclosure of the cognitive abilities of each student, the disclosure of its identity, self-worth. The recognition of the individual student's main current shape of the entire educational process is the essence of the personality-oriented approach.

Learner-centered approach to learning, it differs from the traditional lies mainly in the fact that assimilated knowledge and ways of working are not an end in itself but a means to the realization of human needs "to be a person" (A.V. Petrovsky), for «the making of his subjectivity», the enrichment of personal subjective experience (I.S. Yakimanskaya), to implement the «personal functions» (V.P Serikov), for the formation of the individual as a person of culture (E.V. Bondarevskaya).

The analysis of theoretical sources, the nominating and supporting the idea of student-oriented learning shows that its methodological and theoretical bases were formed and laid by the works of many Russian scientists. Among them: the nature, the nature of the personal level of the human psyche, its conceptual and reflective sphere - L.I. Antsiferova, G. A. Kovalyov, A.N. Leontyev, V. V. Stolin, etc. the problem of personal development functions, interregional communication - M. S. Kogan, I.Ya. Lerner, etc; teaching about the role of joint activity in human development - L.S. Vygotsky.

Foreign pedagogy more fully towards the implementation of a personal approach to education is defined Kroger.com. He associates it with meaningful teaching, providing the human need to be a person, need to sort out their problems and to mobilize their inner strength and creativity. When a learner-oriented teaching, the student becomes an active entity that implements in the learning process its personal entity. The manifestation of the subjectivity of the learner in the learning activity also means the recognition of its right to make its own interest in the purpose of their activities and take up a responsibility for the realization of their own goals. Hence, the subjective position of the student is to understand the goals and methods of its activities, voluntary choosing of the proper (desired) for themselves.

The most important conditions that ensure the subject position of student teachers of primary education in the process of learning in a pedagogical University, in our opinion, are:

- the fullness of the training content professional vital to students ' problems, the desire to resolve which motivates to learn something new;

- acceptance and understanding by teachers of the student, as a personality, positive attitude, leading to the creation of a safe psychological climate;
- provide students with the possibility of free choice and help him in the selection of educational material and resources activity to build individual educational trajectory;
- reliance on the self-actualization of the person, the urge to identify and manifestation in the process of learning its inner potential for personal growth.

The «translation» of the student in the subject position, therefore, is impossible without modernization activities of the University teacher, without changing his teaching position. In the attitudes of the teacher should be the perception of the student as self-worth, treating it as an active worker, focus on building a subject - subject relations, i.e. relations of cooperation in joint creative activity in the learning process.

To understand the essence of student-oriented learning, and especially to implement it in practice, the teacher will be able only when one accepts the idea of this approach to learning as meaningful for themselves and reflecting a fundamentally new educational paradigm.

So, when a learner-oriented teaching the student becomes subject teaching at all stages of its activities, and the relationship with the teacher based on the subject-to-subject basis.

This provision of the personality-oriented model of education assumes the maximum realization of the cognitive activity of the student. The cognitive activity of the student as an expression of subjectivity is manifested not so much in adaptation to training stress as in traditional teaching, but in their self-transformation. Cognitive activity is evident not only in how a student learns normative set of samples, but also in how he converts them, as he expresses his "selective attitude to the subject and social values". Thus, learner-centered, subject-subject approach to learning involves the unambiguous interpretation of the notion of cognitive activity as a form of activity subject-personal level, allowing the training to simulate, build, maintain and manage all types and forms of his knowledge". The individual-level perceptions of cognitive activity allows to conclude that the most favorable conditions for its development will be created where the educational process is based on the paradigm of the subject type, and is implemented in the model of student-oriented learning.

In the new socio-economic conditions becomes relevant cognitive activity personality, able to make choices, to set and implement goals that go beyond the prescribed standard requirements, consciously evaluate their performance.

The degree of freedom, which gives the company the person in the pedagogical aspect means that education initial teacher education should include activities for the formation of his skills to dispose of freedom, i.e. independently to set personal and socially important purposes, to design individual trajectory of their achievements throughout the social space, to predict the possible results, schedule the time to find the necessary information, etc. With this social order is in conflict with traditional pedagogical practice, organized on the principle of uniformity, minimal social activity of students and a minimum of freedom of choice by all the subjects of the educational process goals, values, methods and forms of education.

Analysis of the educational situation shows that, despite the recommendations of the state level, the concept of individualization of education still has not found its own semantic niches and practices of embodiment in a wide educational activities, in particular in the training of future teachers of initial classes. Under the individualization of the educational process many pedagogy educational institutions continue to understand in the best case, the profile and level differentiation of the educational process. In practice, the organization of teachers of individualization of training and education are limited to the selection of teaching methods, textbooks and manuals, determine the

content of extracurricular activities, special courses. Moreover, the training process of conscious choice, preparing students for self-determination remain outside the sphere of attention of most teachers.

Individualization is one of the means of activating the learning and educational activities. The choice of methods, techniques, pace of learning to suit the individual characteristics and capabilities of students in educational institutions provide educational training effect. This question was studied N. A. Menchinskaya, E.S. Rabunsky, I.E. Unt. Individualization is considered as the requirements of individual groups of students based on similar personality-cognitive qualities, because it is almost impossible to take into account the peculiarities of each student. Individualization of cognitive activity is in the process of independent work using several different tasks for different levels of cognitive independence, differentiated according to the degree of complexity. The individualization of education creates the need for self-education.

There has been a shift from collective to individual learning, which involves personal participation of each student in the formation of individual educational trajectory, promoting regular and effective independent work, strengthening the motivation of the student to the development of the educational program at the expense of a higher differentiation of the educational assessment of the student's work. Removing hidden in the student potencies should become not only a method, but the principle of its formation. In this case, the student is encouraged to build the trajectory of his education in each of the studied subjects, creating not only knowledge, but also personal goals, program of study, methods study, however, the development of the presentation of the content and assessment of educational outcomes. This approach to building content and technology education activity student becomes a priority. Because "it is impossible to teach something man, can only help to make this discovery" (Galileo Galilei). Ultimately, the study by the student of the same real education leads not only to receive individual educational products, but also to individual educational trajectories: the Subject is a person, the knower and transforming the world around us, with consciousness and will are able to act purposefully". Organization personality of its activity is reduced to its mobilization, coordination with the activity requirements, interfacing with the activity of other people.

Modern educational practice actually has no conditions for the formation of skills of self-determination through a search of its own identity in terms of free choice. The education system operates in a tightly algorithmization mode, where both students and teachers, and the administration is forced to comply with strict rules, for which it is organized. The content of education in the form of standards, sequence learning in the form of schedules, forms the final control etc. The teachers and students, and even the pedagogical community of minimally included in the procedure of developing educational strategies and tactics of its implementation in the organization of the educational process.

However, we believe that customization is possible and necessary in terms of the pedagogical University, you may build a particular teaching activity, where the teachers and students showed maximum personal activity on building their own education programmes (both in terms of training and in terms of personal development). This involves joint (student-teacher) designing activities aimed at the development of the student teacher primary education, on the joint choice of methods, means, rates, etc. for the implementation of this activity, the joint selection of the goals and objectives of self-development, etc. All this is the essence of individual educational trajectories, development and implementation of which will allow the students to form a future elementary school teachers professionally-pedagogical cognitive activity, social competence (self-responsible choice etc) necessary for the harmonious socialization in modern society.

Practically this can be achieved through the organization of choice situations, accommodation" which actualizes the manifestation of the self in various spheres of its

activity in the University and outside the University. Enable students to develop their own educational trajectories will develop their abilities of cognition, self-determination, forecasting, planning without pedagogical coercion and hyperbolic care.

A.V.Khutorskoy considers individual educational trajectory as a personal way of realizing personal potential of each student in education. Under personal potential student here refers to the totality of its aldeacentenera, cognitive, creative and other skills.

The process of identification, implementation and development of these skills occurs in the course of their educational movement along individual paths

N. N. Surtayeva treats individual educational trajectory as a sequence of elements of educational activity each student to achieve educational goals appropriate to their skills, abilities, motivations, interests, carried out by coordinating, organizing, consulting activities of the teacher in interaction with parents.

S. A. Vdovina G. A. Klimov, V. S. Merlin consider this concept as a manifestation of the style of training activities each student, depending on his motivation, learning and carried out in cooperation with the teacher.

Thus, a prerequisite for the formation of professional and pedagogical cognitive activity are individual educational trajectory, because it is a cognitive activity students have the opportunity to develop individual educational trajectory.

In connection with the transition to the European system of education, system of vocational teacher education in our country must meet international standards, so traditional approaches to the training of future primary school teacher needs to complement those which would have been directed to the development of a person's ability to operate effectively outside the classroom situations.

Analysis of trends in the development of the educational process in accordance with the needs of society and the modernization of education, shows that the increasing urgency is the idea of competence-based approach in higher professional education in General and teaching in particular.

At the present stage of development of education competence-based approach was a response to the apparent contradiction between the need to provide high quality education and inability to solve the problem in a traditional way because of the increased volume of information to be assimilated. Competence-based approach focuses on the result of education, and as a result is not the sum of learned information, and the ability of a person to act in different problem situations.

Competence-based approach, at the level of a particular science or Bush Sciences (in our case, psycho-pedagogical), essentially absorbs learner-centered, cognitive and affective approaches, changing the type of goal setting in the educational system of universities, putting at the forefront of interdisciplinary, integrated requirements to the educational process. Competence approach in demand because modern education requires substantial modernization.

In the modern Russian society the formation of new values - the values of self-development and self-education. Specialist subject is no longer able to meet the needs of modern educational practice. This requires the teacher is a professional who, «first, is the subject of pedagogical activity, and not a carrier of the totality of scientific knowledge and its transfer; secondly, focuses on the development of human faculties, not only on the transmission of knowledge, skills, and thirdly, can practically work with educational processes, build developmental educational situation, and not just to set and solve the learning task» (N. V. Klyueva).

Competence-based approach is manifested both in practice and in theory. If we talk about the practice of vocational education, teachers have long paid attention to the apparent discrepancy between the quality of training of graduates given educational

institution (school, College, University), and requirements for specialist production, employers.

V. Landseer in his article "the Concept of "minimum competency" quotes". A. Speydi, who writes: "the Knowledge, skills and concepts are important components of success in all life roles, but they do not provide. Success depends not least on attitudes, values, feelings, hopes, motivation, independence, cooperation, diligence and intuition of the people". Li Yakokka is the largest Manager, emphasizes that success in financial terms only 15 % is determined by the knowledge of his profession, and 85 % ability to communicate with colleagues, to persuade people to their point of view, to promote themselves and their ideas, and so on.

Modern philosophers also put emphasis on the fact that a shift in value orientation. So, V. Davidovich said: "Without reliable knowledge of life is impossible, but here it is necessary to mention that not all, not all and not always know. However, in addition to knowledge absolutely necessary values, structuring and ierarhizatsii our knowledge and goals. Without value ranking knowledge often lead to disastrous consequences. The whole story - proof".

All these examples indicate the presence of a gap in the training of future teachers of initial classes, consisting in the fact that forming system subject pedagogical knowledge and skills, educational institutions pay insufficient attention to the development of many personal and social competencies (at the same level of education) the competitiveness of graduates.

In Russian pedagogy known concept of educational content (V. S. Lednev, I.Ya. Lerner, V. V. Krayevsky), which focuses on the development of social experience that includes, along with the knowledge, skills and experience emotional and value relationship of creative activity. A well-known concept of problem-based learning (D. V. Vilkeev, I.Ya. Lerner, M. I. Makhmutov, etc.), focused on the development of thinking skills, creative thinking skills to solve problems, i.e. find a way out of situations difficulties. The well-known concept raising training ((V. S. Ilyin, V. M. Korotov, H.Y. Liymets, etc.), suggesting the formation of personality in the process of learning subject knowledge. Examples of concepts and theories in pedagogy, in which the necessity of giving the students along with the knowledge and skills of properties such as autonomy, sociability, desire and willingness for self-development, cognitive activity, integrity, responsibility, creativity, etc. However, implicit in these concepts, ideas and methods of their realization was not included in the mass practice because, as we see it, they were not really in demand on the part of the state, society, education.

Today is not new that the most important thing in education is not the amount of learned information, and the ability to find her, to associate, to use and process for continuous replenishment and use in professional practice, personal acquiring person, the changes that occurred as a result of its own activity. Consequently, let us say that for mastering learning and development competence of the future teachers of initial classes must be the cognitive activity of the student in the learning process.

Competence-based approach means that the goals of education are linked to situations of applicability of the skills of the specialist in the world of work. Therefore, competency covers the ability, the willingness, knowledge and attitudes (behaviour), which are needed to perform the activity. Traditionally there are substantive, methodological and social competence. B. D. Elkonin believes that "competence is the level of involvement of the person in the activity. S.E. Shishov considers the category of competences, both General ability based on knowledge, values, habits, enabling them to establish a link between knowledge and situation, to discover the procedure (knowledge and action)that is appropriate for the problem.

Competence-based approach highlights not the awareness of the subject of education, and the ability to resolve problems in life. In the basis of the characteristics



of competence developed Century. And. V. I. Baydenko, I. A. Zimney, V. A. Kalney, A. V. Hutorskim, S.E. Shishov and others, there are two main provisions: the unity of theoretical knowledge and practical activities, as well as constant correlation of the results of each stage of the learning activities with learning objectives. Professional competence of researchers is considered as the willingness and ability to act in a particular subject area.

O.E. Lebedev notes that in relation to competency-based approach: the meaning of education is to develop the students' ability to solve problems in various fields and activities based on the use of social experience, which is our own experience of students; the content of education is a didactically adapted social experience in solving cognitive, ideological, moral, political, and other problems; organization of educational process is to create conditions for the formation of students' experience of independent solutions of the cognitive, communicative, organizational, moral and other problems that make up the content of education; educational result is based on the analysis of education levels achieved by the students at a certain stage of training.

An important question about the place of the competence approach. Consider if he replaces a learner-centered approach to education and assessment of its results. From our point of view (and it is consistent with the above definitions of professional competence), competence-based approach does not deny, and deepens, expands and complements the personality-oriented approach. Competence-based approach is more appropriate in the conditions of market economy, because it implies a focus on the formation along with professional KAS (for traditional (personality-centered) approach is the main and practically the only) that are treated as the possession of professional technologies and the development of students, such universal abilities and preparedness (core competencies) that are demanded by today's labour market.

Competence-based approach - teaching activities to create conditions for inclusion of future primary school teachers in the process of formation of professional competencies the cross-curricular units, which is the result of a process of synthesis in the mind of the student professionally-oriented knowledge, generalized intellectual, communicative, creative, methodological, methodical and other skills, experience, professionally-oriented activities, motivational-value attitude to the teaching profession, the experience of communicating with entities - media pedagogical culture and students.

As a goal when implementing a competence-based approach in vocational teacher education is the formation of a competent specialist. Competence in modern pedagogy of professional education must be seen as new, due to market relations, the type of goal-setting in education systems. Consider what a novelty, what distinguishes this type of goal setting from traditional, academic approach to the formation of goals. The main difference is that the competence model is freed from the dictates of the object (subject) of the work, but not ignoring it thus puts at the forefront of interdisciplinary, integrated requirements to the educational process.

Thus, in order to become a competent specialist must possess a set of competencies, among which stand out the General competence and professional. General (key) - defining the competence corresponding to the wide spectrum of specificity, are universal, demand by all professions.

Willingness to continuously search for new, relevant knowledge for the proper implementation of information processes (search, storage, processing, distribution) is one of the core competencies of the specialist in any field, which determines the success of its personal growth and social relevance. The student understands not only the consumer but also a distributor of new knowledge, public feels the significance of their individual cognitive activity.

A.V. Hutorskoy allocates learning and cognitive competence: a set of student competencies in the field independent cognitive activity, including elements of the logical, methodological, General activity, correlated with real examinable objects. This

includes knowledge and skills of the organization of goal-setting, planning, analysis, reflection, self-assessment of learning and cognitive activity. In relation to the studied objects the student to master the creative skills of productive activity: obtaining knowledge of reality, knowledge of the methods of action in emergency situations, heuristic methods of solving problems. Within these competencies are determined by the requirements of the relevant functional literacy: the ability to distinguish between fact and speculation, possession of measuring skills, the use of probabilistic, statistical and other methods of cognition.

After A.V. Hutorskoy, the key competence of the teacher of primary education - defines the competencies that meet the wide range of specific knowledge, which is the most universal in nature and degree of applicability in professional competence.

Thus by means of the formation of key competencies is professional-pedagogical educational activity of the teacher of primary education, as being predominantly to the formation of competence, cognitive activity stimulates the development of key competences.

I.Ya. Zimnyaya highlights competencies related to the student's performance:

- competence cognitive activity: formulation and solution of cognitive tasks; creative solutions, problem situations - their creation and resolution;
- competence activities: playing, teaching, labor, tools and ways of activity: planning, designing, modeling, forecasting, research, orientation in different activities.

In high school we need to form and develop these competencies through the implementation of a theory of activity S. L. Rubenstein, A.N. Leontyev which became the key theoretical positions to create a modern learning technologies. Learning technologies, initiate active learning and cognitive activities of students, develop their personal qualities that enable them to develop individual educational trajectory.

Based on competencies, a new system as individual competence. We believe that competence is a structural element of competence. Therefore, educational competence can be considered at that time as some of the specified requirements for training activities for the preparation of future teachers of initial classes. Without the formation of professional-pedagogical cognitive activity of the future teachers of initial classes in the learning process in the University, there will be no formation of professionally competent person, as it is impossible to become a competent specialist, not with their own activity. The cognitive activity of the student is directed to receive the profession, the acquisition of professional competence and has a practical and applied focus. In policy documents on modernization of Russian education outstanding competence in the field independent cognitive activity-based learning methods independent acquisition of knowledge from different information sources.

The result of professional education competence - ability to perform professional duties in accordance with established social standards and norms. G.N. Serikov notes that under the competence of the specialist should understand this characteristic of their qualifications, which presents the knowledge necessary for professional activity. According to A.V. Hutorskoy: competence - possession, the possession of a student is competent, including his personal relation to it, and the object of activity.

Hence, the aim of modern professional teacher education and professional competence, which is based on the cognitive activity of the specialist. This provides greater mobility of graduates in the changing conditions of the modern information society.

In turn, the integral indicator of the quality of professional education in the context of modernization, consider the competence of a specialist, which is not determined through a certain amount of knowledge and skills, and characterizes the ability of a person to mobilize in a particular situation acquired knowledge and experience. According to

academician of the Russian Academy of Education A.M. Novikov "professional competence" implies in addition to technological training, professional, a number of other components, which mainly unprofessionally experience or neprofessionalny character, but at the same time necessary today in one way or another to each specialist. It is, first of all, such qualities as independence, cognitive activity, the ability to make responsible decisions; such quality thinking, flexibility, systems thinking; such communication skills as communication, ability to dialogue and others.

With regard to professional competence, the analysis shows the presence of different points of view. According to the first view, professional competence is an integrative concept comprising three components - the mobility of knowledge, the variability of the method and critical thinking. The second viewpoint is to consider the professional competence as a system of three components: social competence (ability to group activities and cooperation with other employees, willingness to accept responsibility for the results of their hard work, knowledge of the methods of professional education); special competence (readiness to perform specific activities, the ability to solve typical professional tasks, the ability to evaluate the results of their work, the ability to independently acquire new knowledge and skills in the specialty); individual competence (willingness to ongoing professional development and self-realization in professional work, the ability to professional reflection, overcoming professional crises and professional deformation). The third point of view shared by us, consists in defining the professional competence of the future teachers of initial classes as an aggregate of two components: vocational-technical preparedness to teach younger students, meaning the mastery of technology elementary education and a component having neprofessionalny character, but each specialist core competencies.

We consider the professional competence of the teacher of primary education as the acquisition of students with intellectual and practical steps necessary to ensure that not only freely navigate in highly variable pedagogical situations primary school, but also to convert them into socially and personally meaningful goals. We believe that the enforcement of educational standards and University, and the school will not be fully without showing professionally-pedagogical cognitive activity of the future teachers of initial classes, their desire to learn new things. So, professionally-pedagogical cognitive activity of the future teachers of initial classes is a core factor in the preparation and formation of professionally competent specialist.

In this paper we consider the notion of "competence" as a result that must be achieved in the process of formation of professionally-cognitive activity of teacher of primary education. Consider, what is the specific pedagogical activity of the teacher, which should be the basis of his competence. The specificity of pedagogical activity of the future teachers of initial classes is based on the universality of the profession. As a teacher of primary education is the only specialist teacher in the school who teach either one or two related disciplines, and knowledge and teaching methods of the entire spectrum of academic subjects basic plan in this link schools. Every day he takes the role of 3-4 specialists of the subject, so the teacher of initial classes necessary to synthesize methodological knowledge on specific subjects in a single unit.

Thus a competent teacher of primary education formed a professionally-pedagogical educational activity must have:

1. deep knowledge in region number of subjects, concepts, conceptual ideas in one way or another learning technologies;
2. fluency in a wide range of specific methods, techniques, and methods of design, organization and management of the educational process in the school;
3. the availability of skills to match the logic of the construction of the system of teaching methods, organization of the activities of the students in the framework of

educational technology with real personality characteristics of students providing the correct choice of technology;

4. the possession of the capacity to reflect in the implementation of one or another educational technology and its adjustment in the framework of the principles and conceptual ideas.

Cognitive activity takes place in the life of each of the future specialist, student at the University. And teacher of primary education is important not only to accumulate knowledge about the world, to learn scientific methods of knowing him personally, but to be able to build all this from my students. In other words professionally-cognitive activity of the future teachers of initial classes is important, as a factor contributing to the intellectual development and as a Foundation for the acquisition of professional competence.

Competence manifests itself in activity: object-informational, educational, active, communicative, value-orientation. It is impossible to identify the unmanifest competence. The important point for the development of competence, is the formation of professional-pedagogical educational activity of the teacher of primary education, because competence will contribute to the acquisition by the student of sustainable knowledge, skills, experience and personal qualities that determine its readiness for future learning and cognitive activity.

According to G. I. Schukina the importance of competence in cognitive activity due to the fact that cognitive activity provides the knowledge, abilities and skills; promotes education worldview, moral qualities of students; develops their cognitive powers, personal education, independence; identifies and implements potential students; attaches to search and creative activity.

Professional - educational activity of the teacher of primary education is one of the leading forms of student activities. It is impossible to overestimate the importance of cognitive activity for the overall development of the student and the formation of his personality. Thus, professional-pedagogical educational activity of the teacher of primary education are an integral part of competence, it is its Foundation, without it, the teacher is not ready for professional work; competence is a system property of the individual, so it is not reduced to "simple" sum of its parts - competencies. Competence is the result of synthesis in the human consciousness of its individual components. The process and the result of the synthesis depends on the conditions of cultural-educational space of the University.

The formation of cognitive activity of students, future teachers of primary education in the process of professional training is of great importance. The value of this personality is that it plays a crucial role in the formation and development of professionally important qualities of future teachers, such as competence, self-development, in the formation of students as subjects of training, and then professional activity.

In conclusion we can conclude the following: the training of future teachers of primary education at the University during the implementation of the personality-oriented approach, competence approach, individualization of learning, is the formation of professional educational activity of the teacher of primary education. We need to focus not on enforcement activity and the motivation to her, about the necessity of creation of pedagogical conditions of the spawning activity of the student in cognitive activity. And this insight marks the transition from a predominantly regulatory, algorithmization, programmed forms and methods of organization of educational process in the University to develop, problem, research, search, ensuring the generation of positive motivation teaching students that will lead to the strengthening of professional and pedagogical cognitive activity of the future teachers of initial classes, its transition to a new qualitative level and as a consequence the formation of a competent specialist.

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## STEREOTYPENESS AND FORMULAIC CHARACTER OF A MODERN STUDENT'S SPEECH-VERBAL BEHAVIOR

### Abstract

The article examines the main problems of modern education in Russia: the stereotypeness of thinking, perpetuated by the current format of the unified exam and the transformation of verbal behavior, caused by the strategies of preparation for the USE.

### Keywords

cliche, creativity, composition, unified state exam in Russian language, pattern, transformation of thinking

### AUTHOR

**Marina Sitdikova**  
PhD in Philology, teacher  
the Bashkir Lyceum №2, Ufa  
*marinagerm@mail.ru*



In Russia on change of the volumetric composition on the literary theme the final examination in the Russian language since 2009 involves writing a review on the proposed text. The initiative of the developers of such exam's format is clear: spelling, punctuation and grammar are still checked and estimated, it is impossible to crib the task. It would seem there is an opportunity to assess by given parameters a real level of knowledge and the development of student's speech objectively: general knowledge, erudition and ability to reason and to prove his point of view. Although it is proposed a general scheme of writing reviews, but what to fill it with, how to prove the thesis - everyone chooses himself. However, the analysis of examination papers has shown that initiative creativity is rarely presented in the written texts of graduates.

The common vocabulary, used in those meanings, which are fixed by defining dictionaries, prevails in the graduates' compositions. It lacks of expressiveness and demonstrates the standard statements. Cliche - "hackneyed, template, stereotyped expression, mechanically reproducible ... in typical speech and everyday contexts" (Akhmanova, 2010, p. 197). Their frequent usage turns graduates' statements into impersonal constructions: "the viewpoint is close and clear", "to invite attention to", "couldn't agree more with the author of the reference text," "to play a role", "to have a meaning", "to argue of my agreement with the author I want with examples from the literature". Such expressions may not have a strong impact on the recipient's perception and to manifest their author as a competent language identity (LI), and their usage entirely destroys a real literary style.

Unfortunately, the format of the USE on the Russian language implies a certain stereotypeness that can be called a negative aspect of this form of examination, especially in its creative part. The whole year graduates work out the compositions according to the scheme, defined by the state exam. Preparing for the USE, in fact, includes mechanism of template perception of discipline - almost at the level of robotics. The identity "smearing" due to the inability to think, analyze by himself. Driven into the procrustean bed of the exam, the graduate is deprived of opportunity creatively approach to the issue raised in the original text.

So, as an argument on the issue of the role of a teacher in a person's life, from 380 graduates 152 (40%) wrote the phrase: "The role of a teacher is shown in the work of V. G. Rasputin "French Lessons". Lidya Mikhailovna taught the hero not only the French lessons but also kindness, compassion, the ability to feel other people's pain." As a side note, this pattern is entirely taken from the Bank of arguments for compositions in the Russian language (<http://5-ege.ru/argumenty-k-sochineniyu>). For writing review in offered E. P. Velikhov's text about the responsibility of scientists for their scientific discoveries, the graduates took advantage of the same Internet resource: "The laboratory experiments and discoveries of Professor Persikova, used in the practice of Rokkom, gave an unexpected and tragic results: the red beam is brought to life the monstrous reptiles, hostile to all living things, killing and devouring it." This formation met in 97 from 180 compositions (54%). It seems that for writing final creative work is not necessary to read fiction, it is only enough to read a summary or, even simpler, to remember the examples on this problem.

According to the philologists, the Russian language lessons in secondary school are reduced to memorizing the type of compositions' format "The original text is devoted to the most important issue...", "It can be said that...", "The author of the text believes that...", "I agree with his opinion, because...", in which the student should only remains to fill in the gaps. If earlier, with traditional forms of examination, students were taught to think and reason, now the teaching is replaced by memorizing. The content of the lessons in Literature and the Russian language in secondary school is reduced to endless "drilling" on the accomplishment of test tasks, the natural consequence of which has been that a graduate with difficulty responds to questions without providing him multiple

choices of answers from which he could choose the right one. Instead of that to develop the skills to think logically, teachers are forced to teach graduates the angling from the memory previously memorized answer or just guessing it, eliminating unsuitable choices.

Test form of checking the knowledge and composition on the proposed text, written with using cliches, teaches graduates to think narrowly and stereotypically. Not so much thinking as to mechanically insert the necessary phrases in the matrix of composition. Students stop reading, writing compositions out of the USE format, stop solving linguistic problems which leads to a general reduction of the personality's development level, which with the secondary level of education taught to guess the answers instead of analytical thinking, creativity, and searching of innovative solutions.

The USE largely blocks the thinking of a graduate who is able to create and preparation for it accustoms to a false reasoning. The test tasks force graduates to choose from four options, which make it impossible to formulate and answer the question correctly, and, as it turns out, teaching how to write a composition on a given pattern deprives students an ability to solve problems creatively and think outside the box. Memorizing of correct answers does not contribute to the students' personal development, the formation of their linguistic and communicative competence. By conviction of V. Leshukov, it is creating an "absolutely doctrinarian type of thinking" (2013, URL: <http://www.city-n.ru/view/325149.html>), to which is not peculiar the scientific and analytical skills.

We believe it is necessary to recall that the history of the origin of unitary test exam (in Russian version - the USE) began in France in the middle of the 60-ies last century. The former natives of French colonies were able to pass this test without leaving their native territories. And, in case of successful passing the test trial, they could come directly to Europe and pretend to enter the best French universities (Komkov, 2012, URL: <http://magazines.russ.ru/druzhba/2012/9/k13.html>). System of the USE has become not checking the quality of knowledge, abilities and skills, acquired in secondary school, but a way of penetration to a student bench in Russia.

According to some teachers' remarks of the Republic's higher educational institutions, with the introduction of the USE the graduates' knowledge has decreased, their creative abilities, a desire to think creatively, though, by thoughts of Belichevoi (2011), these qualities must ensure the program of education modernization, announced by the President. The author gives convincing results of the scientists' researches, showing that personality is formed in creative environment by methods of creative pedagogy which are incompatible with cramming and drilling, inevitably brought by the introduction of the Unified state examination. The widespread introduction of the USE, fixed at the legislative level, prevents the education of the main condition for the formation of a creative personality, on which ultimately rests the implementation of the presidential modernization program.

Wide application of the test tasks in the USE's tasks contributed to raise the issue of the transformation of the modern person's thinking. Students are focused on memorizing specific facts without clear interrelation, which is typical for a machine, a computer type of thinking in which the principal is a strict adherence to the algorithm. The essence of creative thinking, on the contrary, manifests in the destruction of the old and creation of new algorithms, it is the process of deploying of a substandard sense creation.

The standard thinking, revealing in the speech-verbal behavior of a pupil is formed on the basis of learned rules, past experience, the current view, it allows not spending too much time for thinking when the situation is simple and familiar. A creative speech-verbal behavior is characterized by the rejection of the usual, standard thinking and the transition to the new, original strategies. They are based on the overrange of familiar circle of ideas.

Introduction of the USE and dissemination of testing contributes to the formation of stereotypical thinking and pattern verbal behavior. In this regard, it is decreasing the students' ability to argue their own position, to develop their own view on the problem, which is associated with the leveling of graduates' creativity, inability to reflect on and assess the situation, which represents a serious threat to the person.

The Ex-minister of education of the Russian Federation A. A. Fursenko, under whom the USE has become obligatory, speaking on the Seliger, declared that the disadvantage of the soviet education system was an attempt to form a human-creator, and now the task is to raise a qualified consumer who is able to benefit from the creativity results of others (Krestyaninov and others., 2013). According to the minister's opinion, the main goal of education is that a modern person can properly use achievements and technologies developed by others, that is, to be a consumer. In our opinion, this contributes to the transition from the cultural paradigm, facing to people, to a paradigm based on the tools and means. A person is deprived of creative originality and becomes dependent on the technology. Note that the form of the USE, the examination system of the XXI century, includes checking of the works irrespectively from the human factor. While automated checking is not designed for compositions or answers' assessment, but it's a matter of time and technology.

In this context we can say that the human type "homo sapiens" is disappearing as a kind and is giving a way to a new type of human beings, homo tehnicus", predicted in the book "Technological man: the myth and the reality" by Ferkiss (Ferkiss, 1970). And education, forming formulaic, stereotypical speech-verbal behavior (thinking in general), promotes to the dissemination and consolidation of this type. "Technological man" has a pragmatically oriented mind, which leads to the loss of imaginative, emotional thinking, creative imagination, leveling of personally-individual perception. The tasks of the USE's format and preparation for them, implemented within the framework of cliché and pattern, causes to the spiritual deformation of a man, the replacement of spiritual values with the ability to process information, intended for the average consumer.

The rapid development of technology, the emergence of nanotechnologies, which should "extend the depth of penetration into everyday life" and also provide "a permanent connection of each individual with global informational managing networks such as the Internet" (Strategies for development of electronic industry of Russia for the period up to 2025, URL: <http://www.garant.ru/products/ipo/prime/doc/91853/>) predetermines the exit of homo sapiens from the historical scene: nanoelectronics will be integrated with the biological objects and to ensure a constant contact with the environment (ibidem). Therefore, it is quite possible a revolution in a human mind: through the interface that is implanted directly into the brain, by 2025, as indicated in the above "Strategies...", you can download a huge amount of information. It should be noted that a person in the specified document is called a bio-object. This creature, no doubt, will easily cope with the tasks in logical thinking, but creative, lateral thinking will be cancelled. It will be perfectly programmed consumer which is deprived of the opportunity to be a creator.

Unfortunately, in recent years to study any school subject becomes not getting profound knowledge and the development of thinking, but preparation for passing exams. It seems dangerous and that focused on passing the written examinations students will not be motivated to acquire speech skill, mediating thinking (through it and a speech-verbal behavior) and which is its outward expression. Accordingly, preparation for the oral answers is one of the most important tools for development of student's skills in creative, lateral thinking, linguistic culture, and ecology of communication. It is, in our understanding, can become an alternative and / or additional to the existing form of examination.

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## CROSS-CULTURAL EDUCATION IN PROFESSIONAL TRAINING SYSTEM AT PEDAGOGICAL HIGHER EDUCATIONAL INSTITUTION

### Abstract

The paper deals with the status of modern foreign-language education and cross-cultural training from positions of a cross-cultural paradigm, which is defined as the necessary condition of formation of the secondary linguistic personality, capable to speech interaction at the cross-cultural level. The main attention is paid to realization of cross-cultural education of specialists in the fields of foreign languages and cultures during professional training at higher educational institution.

### Keywords

purpose of higher education, cross-cultural training, foreign-language education, cross-cultural paradigm

### AUTHOR

**Svetlana Suvorova**

PhD in Pedagogy, professor,  
Head of the chair of the German Language and Methods of its Teaching  
Shadrinsk State Teacher Training College  
Shadrinsk  
*alex97@shadrinsk.net*

At the present stage, changes of social situation in Russia cause to orientate professional and pedagogical training of future teachers towards formation of communicative abilities in conditions of sociocultural and cross-cultural pedagogical educational space. The transition period from elucidative paradigm of education to culture-making paradigm demands correspondence between pedagogical activity and characteristics of modern multicultural society. It also demands account of specifics of different cultures and cultural tolerance in model of modern pedagogical education.

The normative documents, considering questions of modernization of the Russian educational system, note that the state comes back to education as the guarantor of quality of educational programs and services, provided by both general and professional educational institutions, irrespective of organizational and legal forms. Requests of development of economy and social sphere, science, technologies, federal and territorial labor markets and perspective requirements of their development act as a major factor for professional education update. The system of continuous monitoring of current and perspective needs of labor market for personnel of various qualification, accounting the international tendencies, has to be created. According to these requirements, it is necessary to build optimum system of professional education, in particular, real multilevel structure of the higher education, including pedagogical education.

Professional education of new quality means: creation of cooperation of a network of professional educational institutions; elimination of segmentation of professional education; structural and institutional reorganization of professional education; optimization of establishment system; providing real multilevel structure of higher education; informatization of education and optimization of training methods; active use of open educational techniques; deepening of integrative and interdisciplinary programs at higher school; ensuring continuity of professional education at various levels; ensuring participation of employers and other social partners in solution of professional education problems; including development of educational standards, which are coordinated with modern qualification requirements (professional standards).

The important aspects for solving the problem are the following: modernization of training directions, accounting international standards for perspective demand at the market of educational services; innovative orientation of professional education schedules with effective combination of universalization, specialization and regionalization, ensuring economy of expenses by rational structure, types and processes of providing educational services; further diversification of educational forms, training directions, majors and specializations of basic and postgraduate education.

Proceeding from the called priority directions of modernization, the main **objective of higher education** is training of a qualified worker of appropriate level and profile. The worker is competitive in labor market, competent and responsible person; he masters the profession; he is focused in adjacent spheres of activities and capable to effective work at the level of international standards; he is ready for continuous professional growth, social and professional mobility.

Tendencies of Russian higher education modernization are the basis for emergence of corresponding scientific researches. Modern scientists specify that the development of predictive model of modernization processes should to be placed in wider context of researching methods, which object is the many-sided, adaptive, innovative education, substantially forming social progress.

We can divide study of modernization processes into the stages:

1. Passing on the content of education within problematization of education and on the basis of it (ontology of phenomenal plan overlap speech-language order).
2. Valuable interpretation of research activity, development of ontological pictures of modernization of education (forming of meanings, understanding for the subsequent use in the field of ideological organization).
3. Programming and scheduling in the field of modernization of pedagogical education.
4. Solution of tasks due to transfer of problems of pedagogical education and prospects of its development in practice of modernization and plans of modernization educational practices and institutes.
5. Forming of special discursive text, in which modernization of education acts as an anthropological problem and as standard ordering text.



First, modernization processes in the field of **language education** are connected with the requirement of education of multicultural bilingual, a person both mastering foreign language and capable to adapt to culture of mastered foreign language. Therefore, teaching foreign languages in higher educational institution is guided more and more by modern achievements of cultural science of education. Basic achievements are the following: definition of the status of language education in four dimensions -cultural process, cultural activity, multisystem with properties of culture at each level and space with cultural factors and connections; consideration education from cultural concepts side; selection of content of language education from positions of culture requirements and culture volume; perception of educational subjects as carriers of different cultures or subcultures, etc. These statements considerably define priority of **cross-cultural training** in higher educational institution and mean refusal of training domination in abilities to operate with linguistic material in favor of training in dialogue between representatives of different lingual cultural communities for the purpose of development of socially active and independent identity of a trained. It is axiomatic that the concepts “language education”, “cross-cultural paradigm” and “cross-cultural training” make a uniform terminological field of a common problem: teaching and studying of modern native and nonnative languages and cultures, language education and cross-cultural training are considered as integrated and independently functioning components of the complete system. Many scientists agree in opinion on a certain convention of differentiation of the concepts “language education” and “cross-cultural training”.

Cross-cultural training is considered as a necessary condition of successful realization of language education and formation of the secondary linguistic personality, capable to speech interaction at the cross-cultural level. The main way of foreign language acquisition according to E.I. Passov's concept [3] can be displayed in the following formula: culture through language and language through culture, i.e. acquisition of culture facts in the course of language use as a mean of communication and language acquisition as a mean of communication on the basis of culture facts acquisition. This interaction with culture facts is communication with them in dialogue of cultures - foreign and native. A.L. Berdichevsky [1] thinks possible to make dialogue of various cultures through the works of the culture, appropriated by its representatives and making basic culture of personality, which is understood as “a necessary minimum of general abilities of a person, his valuable ideas and qualities, without which it is impossible to socialize and develop genetically set talents of a personality”. Acquiring work (text) of a certain culture, a personality seizes the form of communication, produced by this work, compares through the internal micro-dialogue, through his basic culture, thus, forming the “third” culture, uniting both cultures: own and studied. In educational process, formation of the “third” culture of personality is carried out on the basis of its basic culture through the **“cross-cultural oriented training”**, aiming to create new cultural consciousness - ability to understand other way of life, other values, to overestimate own values and to refuse the existing stereotypes and prejudices during the contacts with unknown culture.

The consecutive appeal to a cross-cultural paradigm of research of teaching processes and studying of languages and cultures demands reconsideration of methodology and conceptual-categorical apparatus from positions of cross-cultural training at higher educational institution, changes of functional obligations of the main components of educational process: its purposes, tasks, contents, methods, principles, means and ways of training.

From positions of new methodological approaches, there is reorientation of purposes in foreign language learning. The purposes are not **“foreign language training”**, but they are **“foreign-language education”**, where both pragmatic knowledge, skills, abilities and development of a personality by means of a foreign language at parallel and interconnected studying of language and culture are the contents. Here *a cross-cultural*

*paradigm* is represented as ontology of modern language education, which is turned to principles of multicultural personality formation in conditions of multiculture-language field during foreign languages and cultures studying.

By the end of the XX century, scientists come to a legitimate conclusion on prospects of formation of a new, cross-cultural paradigm of foreign-language education, including the higher education.

**Paradigm** is a set of theoretical and methodological statements, adopted by scientific community at the known stage of science, and used as an example, model or standard for scientific research, interpretation, assessment or systematization of scientific data, for rethinking of hypotheses and solution of tasks, arising in the course of scientific knowledge. We will understand **cross-cultural paradigm** is the system of theoretical and methodological statements in the scientific area of “cross-cultural communication and cross-cultural education”, accepted by scientific community as a platform for researches.

The cross-cultural paradigm of higher foreign-language education is developing in indissoluble interrelation with the communicative paradigm. However, researchers note the basic distinction between these two approaches to foreign languages training, which is in various goal setting. Communicative approach is focused on foreign-language communicative competence, which is modelled on the example of communicative competence of native speaker; cross-cultural approach is focused on formation of identity of the cross-cultural communicant (a mediator of cultures) [2, p.122].

For description of tendencies of development of modern cross-cultural paradigm of higher foreign-language education, the essential fact is that cross-cultural communication “assumes formation of both abilities of cross-cultural communication and ability of application of heuristic procedures and strategy of constant knowledge of features of concrete cultures and features of their interaction”. Cross-cultural competence is “such an ability, which allows a language personality to go beyond own culture and gain qualities of a mediator of cultures, without losing own cultural identity”, “ability of trained to value the events in a way, uniformed with foreign culture interlocutor, on the basis of knowledge of cultures distinctions and abilities to discuss these distinctions, mediating between cultures, and to change own attitude towards them” [2, p. 62].

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**HISTORY OF LABOR CULTURE AND SPORT  
OF THE AGINSKOE BURYAT AUTONOMOUS AREA  
IN SYSTEM OF ETHNIC-PEDAGOGICAL EDUCATION OF THE BURYATS<sup>18</sup>**

**Abstract**

The paper is focused on formation of the positive personal qualities of the Buryats during physical education in the framework of the ethnic-pedagogical educational system. Ethnic-pedagogics of the Buryats considers a man as an integral part of nature and society and includes continuous humanitarian, labor and physical education. The main content of ethnic-pedagogical education presents special theses for both men and women.

**Keywords**

ethnic-pedagogical education, humanitarian education, labor education,  
physical education

**AUTHOR**

**Bator Tsydygov**

senior lecturer

Buryat State University (branch in Aginskoe)

Aginskoe

*btsydygov70@mail.ru*

The history of physical culture and sport contains such interconnected issues as history of systems of physical training, history of the leading ideas, facts, categories and concepts of ethnic-pedagogical education of the concrete ethnos.

In the work "History of physical culture and sport", B. R. Goloshchapov singles out such requirements to systems of physical training as:

1. be such socially significant phenomenon, which would cover the considerable contingents of people; organizational power of system depends on extent of participation of the state and public organizations in it;
2. make purposeful and regular impact on physical development and training of people;
3. have a definite purpose and include a row of the fundamental parts, reflecting its regularities<sup>19</sup>.

The history of physical culture and sport leans on archival materials, chronicles, written sources (books, journals, newspapers, etc.). In the paper we will try to open the entity of ethnic-pedagogical education of the Buryat children.

Culture of family education in greatest measure presents ideological and moral riches of the ethnos, its ideals of good and beauty, its moral and esthetic attitude towards reality. In a family, a child becomes a member of society and learns to live according to customs and traditions of concrete society with its original culture, which is most adapted for climatic, social features of the region and the immediate environment. Pledge of formation of future physically health representative of society is the authority of parents.

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<sup>18</sup> Paper is performed within a grant of the Buryat State University on a subject "Culture of the people of the Prionoye in the changing world: problems of cultural identity adaptation"

<sup>19</sup> Goloshchapov, B. R. History of physical culture and sport. Publishing center "Academia", 2001

As a rule, the authority of parents is based on the established belief in sanctity of tradition, perception of customs and practice within this tradition by children<sup>20</sup>.

The Buryat families consisted of several generations of blood relatives on the ascending and descending lines. Relatives on a sideline could be a part of a family. Parents, having children, considered inadmissible to live alone. Lonely people without own family and children did not remain without supervision - they surely lived with close or distant relatives. Representation about the person as part of community and family, first, gave a lonely person feeling of psychological security. Secondly, it provided with good knowledge about both history of a kin, other tribes, ethnos in general and remarkable events, good deeds, made by relatives, desire to follow the best acts and affairs of ancestors of a family. Thirdly, ancestral spirits were considered to preserve living successors from troubles and misfortunes. Hearth, home, family became not only the supreme, moral value, but also the basis and pledge of formation of the full-fledged representative of society<sup>21</sup>.

High dependence of a person from nature and severe climatic conditions created peculiar features of national character. Many travelers and researchers, who have visited the Buryat territory in various times (the Venetian merchant Marco Polo; Gilyom Rubruk, the envoy of the king Ludovic IX; Decembrists Bestuzhev and Küchelbecker; the traveler Przhevalsky; academicians Obruchev, Efremov, Okladnikov and others) described melancholic and phlegmatic Buryat temperament. They also mentioned their emotional excitability and vulnerability, vivacity of character, cheerfulness and vigor<sup>22</sup>. The Buryats, as well as other ethnoses of Siberia, possess a number of valuable qualities, which make a basis of their national character. Main of these qualities, without which it was impossible to survive fighting against forces of nature, were collectivism, mutual aid, diligence, hospitality and love to the native land<sup>23</sup>.

Adaptation of a child to social environment was predetermined by a role of father and mother in education of children. Parental example, example of the closest people to the child, was the most powerful reference point in behavior of children. In this regard, the Buryat ethnic pedagogics demands high requirements to parents and all seniors of a family: to be a positive example for children and to create a positive spirit in family relationship. In education of children, character of the intra-family relations is of high importance: relationship of married couples in front of strangers or while solving all-family affairs, etc.<sup>24</sup>

The role of art education in development of emotional-sensual sphere is also important in education of children. For example, girls were taught art sewing with embroidery elements, furriery, selection of right fur shades, accounting of pile line, etc. In house workshops young people were told about historical experience of art activity of the ethnos, traditions of national art. Mentors carried out the direct guide of art education. The special attention was paid to studying of national ornament and skills, necessary for creation of national patterns, compositions. Art education was also significant in education of boys, especially those, who mastered skills of applied art (woodcarving, bone-carving, production of jewelry, etc.)<sup>25</sup>.

<sup>20</sup> Rinchinova, T.M. Spiritual picture of the world as fundamental component of life of the people // Humanity of the South of Russia. - H. 2. / T.M. Rinchinova - Elista: KIGI Russian Academy of Sciences, 2011. - p. 267.

<sup>21</sup> Suborova, H.M. Modern Buryat family: teenagers and parents / H.M. Suborova, I.I. Osinsky. - Ulan-Ude: Buryat State University, 2008. - p. 94.

<sup>22</sup> Ibid. p. 94.

<sup>23</sup> Kurguzov, V. L. East - Russia - West: Theory and practice of cross-cultural communication: Sketches of a lecture course / V. L. Kurguzov. - Ulan-Ude: Publishing house of VSGAKI, 2003. - p. 213.

<sup>24</sup> Zhimbayeva, Ts.Ch. Teenage subculture: specifics of identity / Ts.Ch. Zhimbayeva. - M.: URSS Krasand, 2010. - p. 82.

<sup>25</sup> Suborova, H.M. Modern Buryat family: teenagers and parents / H.M. Suborova, I.I. Osinsky. - Ulan-Ude: Buryat State University. the state. un-that, 2008. - pp. 95-96.

Humanitarian education was significant in education of children. The base of such education was myths, legends, fairy tales, legends about national heroes and the national ideal of woman and man imprinted in them. Practical knowledge, customs, ceremonies, which have been developing throughout centuries and acting as the most important mechanisms of regulation of ethnic identification in society, are the other source of humanitarian education. Traditions and customs, remaining generations, transferring them, became strong standards of behavior, formed moral installations of a personality, sexual identification of younger generation<sup>26</sup>.

The role of physical training, formation of labor skills and abilities is invaluable in formation of child's identity. The researchers of the Buryat pedagogical system noted strictly differentiated nature of educational culture of the ethnos. During education of younger generation, conforming to requirements of "ideal person" most adapted for climatic and social features of the region and their immediate environment, two differentiated educational systems were gradually creating. The system "Nine sciences of a real man" was for boys and the system "Seven talents of a real woman" was for girls. The list of the requirements, put in educational systems of boys and girls, speaks about their ancient origin. The requirements contain abilities, which are first necessary for traditional kinds of activities<sup>27</sup>.

The Buryat traditional pedagogical system (culture of daily routine), having strict differentiated character, played large role in formation of identity of a new representative of society. There was a sequence of familiarizing children with labor: to 5 years - self-service duties; 5-10 years - execution of simple duties; from 7-8 years - simple duties, connected with cattle; from 9-10 years there is an accurate differentiation in male and female types of duties; from 10 years - independent duties and heavy responsibility for its execution; from 15 years - execution of all types of labor operations<sup>28</sup>.

Distinctions of boys and girls were not only in labor, but in moral, esthetic and physical training. Boys had to assume more hard work; take care of mother, sisters, old and sick people; protect honor of a family and kin. Girls had to treat parents and people carefully and sensitively. These are the main humanistic ideas, which are the cornerstone of tradition of the differentiated approach to education of the Buryat children. Therefore, sociocultural determinacy of male and female behavioral repertoire is as essential, as its biological conditionality. In family-related group, the status of a person was correlated to his belonging to certain gender-age groups with own rights and duties. System of social communications, expressed by immutable traditional norms and rules, separately regulated activities of the whole collective and each member of it. Each member of the Buryat family had the place, own responsibilities, duty and had to behave according to the status. The social role was defined by man's nature: sex, relations, age. In that way the hierarchy of the social relations was defined (husband - wife, daughter - mother, grandson - grandfather, brother - sister, etc.)<sup>29</sup>. Intra-family relations, which helped a child to learn human relationship between sexes, people of different age categories played the important role in formation of child's identity.

Basing on life experience, the Buryats created the code of labor abilities, skills and physical development of a real man. It consists of nine skills and abilities ("Nine sciences of a real man"): 1) ability to fight; 2) ability to craft; 3) knowledge of blacksmithing; 4)

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<sup>26</sup> Rinchinova, T.M. Spiritual picture of the world as fundamental component of life of the people // Humanity of the South of Russia. - H. 2. / T.M. Rinchinova - Elista: KIGI Russian Academy of Sciences, 2011. - p. 268.

<sup>27</sup> Vasilyeva, M. S. Buryat Ethnic pedagogics / M. S. Vasilyeva. - Ulan-Ude: Buryat State University, 1998. - p. 82.

<sup>28</sup> Dorzhiyeva, Zh.D. National traditions of the Buryat labor education (on materials of national pedagogics). - Frunze, 1981. - p. 18.

<sup>29</sup> Zhimbayeva, Ts.Ch. Teenage subculture: specifics of identity / Ts.Ch. Zhimbayeva. - M.: URSS Krasand, 2010. - pp. 84-85.



ability to hunt; 5) ability to break barehanded (by a fist) cattle's vertebral bone; 6) ability to spin a whip; 7) ability to spin a tripod for a horse; 8) ability to pull bowstring; 9) ability to ride a horse<sup>30</sup>.

In animal husbandry, children (especially boys) from 6-7 years joined to labor; looked after young animals; helped with pasturage, feeding and keeping cattle; seized secrets of animal husbandry. Mowing was very hard work of cattle-farmers, to which children from 6-8 years were attracted. Girls helped to stir and row, and boys - to put and carry shocks. Rakes and pitchforks, correspondent to age, were made for them. 9-10-year-old boys and girls were able to mow hay. Hunting and fishery were other important types of economy. Blacksmithing was other important skill. Patrimonial meetings and public descents, on which a father took the grown-up sons, played the large role in education of boys' social functions.<sup>31</sup>

Thus, the Buryats very responsibly treated education of boys and their preparation for future life. A variety of purely "man" kinds of activities speaks about the leading role of men in life, as they and their occupations provided a material basis of life.

The ideal woman's identity in each ethnos is connected with images of respectable wife, careful mother and skillful hostess. The main mission of a woman always seemed to be in strengthening of a family, education of children, and maintenance of the family center. Therefore, kindness, softness, keenness, care, modesty and peacefulness were considered as traditionally female qualities. The ethnos created the image of a woman, which it wanted to see in daughters, sisters and wives. The main qualities of the Buryat woman are formulated in "Seven talents of a real woman": 1) ability to treat parents with respect in speeches, cheers and soft bed; 2) ability to raise children as good people; 3) ability to master house, economy and support the family center; 4) ability to look after pets and cattle; 5) ability to prepare dairy dishes; 6) ability to respect husband and to receive guests; 7) to be the hostess of a silver thimble (i.e. to master crafts)<sup>32</sup>.

Education of girls, since the early childhood, was in development of the listed labor and moral qualities. The main virtue of a woman in any ethnos is diligence. Labor is the educational basis in national pedagogics. Diligence was one of the main qualities for bride's choice<sup>33</sup>.

Along with labor training, moral and psychological training of a girl was important. The preference in girl's character was given to such lines and qualities, as modesty, goodwill, accuracy, attentiveness, softness, politeness<sup>34</sup>.

Training of ethics behavior at guests and on a visit was an important problem of family education. Senior people explained girl's duties and functions in receiving guests, rules of their meeting and greeting, entertainment, behavior in various situations. To cultivate important qualities of future wife in a daughter - etiquette, patience, steadiness - was an important task of a mother<sup>35</sup>. In general, the Buryats very responsibly treated education of girls. The educational system of girls was based on their moral preparation, which is shown in a respectful-valid and sensitive caring attitude to relatives and surrounding people. In such approach to girls' education, the Buryats understood the role

<sup>30</sup> Basayeva, K.D. Buryat's family and marriage / K.D. Basayeva. - Ulan-Ude: Buryat book publishing house, 1991. - p. 67.

<sup>31</sup> Zhimbayeva, Ts.Ch. Teenage subculture: specifics of identity / Ts.Ch. Zhimbayeva. - M.: URSS Krasand, 2010. - p. 100.

<sup>32</sup> Vasilyeva, M. S. Buryat Ethnic pedagogics / M. S. Vasilyeva. - Ulan-Ude: Buryat State University, 1998. - p. 111.

<sup>33</sup> Suborova, H.M. Modern Buryat family: teenagers and parents / H.M. Suborova, I.I. Osinsky. - Ulan-Ude: Buryat State University, 2008. - p. 87.

<sup>34</sup> Lygdynova R. L. Principle of nature conformity and its realization in the Buryat pedagogics / R. L. Lygdynova. - Chita: Publishing house of ZABGPU, 2003. - p. 72.

<sup>35</sup> Vasilyeva, M. S. Buryat Ethnic pedagogics / M. S. Vasilyeva. - Ulan-Ude: Buryat State University, 1998. - p. 114.

of a woman as the main factor of moral and psychological atmosphere in families and society. Much attention was paid to practical skills, necessary for execution of social functions of a woman, which were claimed in traditional society<sup>36</sup>.

Thus, the Buryat traditional ethnic-pedagogical education based on family values and having continuous character, considered a person as an integral part of nature and society and provided its maximum adaptation to natural and social environment. It provided humanitarian education, which result was development of emotional-sensual sphere, figurative thinking, and steady humanistic ethic-esthetic views. The special attention was paid to complete labor and physical training, which main contents was reflected in the short, but capacious requirements, formulated separately for men and for women.

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<sup>36</sup> Suborova, H.M. Modern Buryat family: teenagers and parents / H.M. Suborova, I.I. Osinsky. - Ulan-Ude: Buryat State University, 2008. - p. 103.

## FEATURES OF PROGRESS OF RUSSIAN CORPORATE FORMATION IN CONDITIONS OF VOLATILE MACROECONOMIC ENVIRONMENT

### Abstract

The features of Russian corporate formation progress in the sphere of constantly amplifying influence of world economy globalization and features of its cyclic development are becoming more and more important nowadays. The theory of business cycles significantly dominates in studying of progress processes. The base of the theory is the fundamental law of the investment theory of cycles: laws of investment define phases of industrial cycle. According to the authors, topical issue is studying of corporate formation in conditions of cyclically active environment, within coordination of forward economic development of corporate formation with cycles of global economy progress by means of formation of corporate policy of cyclic fluctuations evening-out.

### Keywords

business cycle, corporate formation, crisis, investments, public administration

### AUTHORS

#### Nikolay Shumskiy

PhD in Economics,  
Associate Professor at the chair  
of Marketing and Business Management  
Kuban State Technical University  
Krasnodar  
*nikshum@mail.ru*

#### Mikhail Shchepakin

PhD in Economics, professor,  
dean of Economics,  
Management and Business Department  
Kuban State Technical University  
Krasnodar

In recent years, the special attention is paid to features of progress of corporate formation in the sphere of constantly amplifying influence of world economy globalization of and features of its cyclic development. The theory of business cycles significantly dominates in studying of progress processes. M.I. Tugan-Baranovskiy was the first, who formulated the fundamental law of the investment theory of cycles: laws of investment define phases of industrial cycle. The violation of economic activity rhythm, provoking crisis phenomena in economic systems (which in turn arise because of violation, and often, because of absence of the principle of parallelism in markets of different spheres during intensive positive development of economy), is caused by disproportions between savings and investments, caused by violations of proportionality of price movement on capital benefits and consumer goods.

Within this direction, in the first half of the XX century, the Russian economist N.D. Kondratyev proved that in the long-term perspective (about 50 years) there is quite steady cyclic regularity. With this statement, N.D. Kondratyev added M.I. Tugan-Baranovsky's postulates. He defined that in an upward phase of a business cycle rather prompt warming up of economy surely leads society to inevitable changes, which opportunities often seriously lag behind requirements of economic system of the specified society. As a result, development of economic system passes into a bearish phase. The bearish phase of a business cycle is that crisis catalyst, which stimulates reorganization of economic relations, aiming at the transferring economy in an upward phase.

A number of researchers of business cycles (such as Tugan-Baranovskiy, Wicksell, Spiethoff, Fischer, Schumpeter, Mises, Kondratyev) developed theoretical and practical

theses for creation of an effective control system of cyclic development. It is possible to single out two global directions:

1) adequate and system planning of progress of state regulation of economy, promoting evening-out of amplitudes of cyclic fluctuations. Exactly during recession period, the state pursues policy of activation of economic processes; during overheating period, it seek to constrain business activity.

2) adaptive management of progress of corporate formation, taking into account amplitude of cyclic fluctuations of economic system.

The most topical issue for us is studying progress of corporate formations in conditions of cyclically active environment and, more exact, the way economic progress of corporate formation coordinates with cycles of global economy by means of formation of corporate policy of cyclic fluctuations evening-out.

Within the considered direction, the extremely interesting feature of Tugan-Baranovskiy's theory is that the general reduction of new enterprises number inevitably causes violation of proportionality in the sphere of distribution of productive forces. New enterprises create expanded demand for both production goods and consumer goods (phenomenon, connected with action of multiplier). This fact influences on balance between cumulative demand and cumulative offer and breaks it. From this it follows that with reduction of a number of new enterprises, both branches of industry, delivering consumer goods and delivering means of production, experience demand reduction. Also, it should be noted that M.I. Tugan-Baranovsky assigned a special role to loan capital in the course of cyclic fluctuations of economy. He noted that increase of loan percent is a sure sign of that it is not enough spare loan capital in the country for needs of industry. This thesis allowed him to conclude that immediate cause of crises is not a surplus of loan capital, but a lack of loan capital.

Thus, based on the aforesaid, it is possible to show dependences between progress cycles and number of really functioning enterprises/corporate formations in separately taken economic system both on regional/state and world level. Here we allocate the following factors defining impact on recurrence of progress:

- globalization of economy, and as a result, trance nationalization of business cycles;
- formation of “leaders” and “conducted” economic systems within business cycles;
- non-uniform structure of reasons and consequences of a business cycle for its participants;
- need for creation of the vertically integrated global control system of business cycles.

Certainly, the most important problem of effective system of public and municipal administration is formation of the global vertically integrated control system of business cycles, which would cover all levels of state and municipal management and consider a condition of business environment. If to speak directly about the vertically integrated control system of business cycles, it is based on two key “pillars”:

1) vertical hierarchy, which is based on system of public administration and includes necessary interactions between all levels of power within effective management of economic cycles;

2) integrated component, which assumes complex interaction with key organizations, communities or participants of the corporate (business) environment within formation of the practical mechanism of management of business cycles.

We pay special attention to complex interaction with market key players. The key participants of market relations in many respects determine amplitudes of cyclic fluctuations of economic system at the branch and regional levels, and as a result, their activity is defining one in the course of formation of business cycles.

Within the interaction, we seem process of creation of the integrated component of control system of economic cycles in development and creation of unified analytical models of management of organizational-economic processes in company on centers and responsibility points (controlling points) with function of concentration of information at the top step of analytical ladder (pyramid) which predominating representative would be included into advisory council of branch, which head would represent a position of branch in advisory council of the region. As a result, the head of advisory council of the region would represent its interests at the nation-wide level.

Thus, the structure is ideal for large participants of market/branch, who define rules of game on it. There are the analytical divisions, specialized on feature of their productive and economic cycle; both preparing operational analytical information for heads of data of divisions and having opportunity to create information for advisory council of branch or the region.

Basis of the organization of the above analytical processes in the companies (key players of branch) is use of multicomponent models. The models are organic continuation of one-component models (include one level of analytical responsibility, assuming the analysis of macro-indicators of company's activity), and bring analytical processes to qualitatively new level both on analysis depth and management susceptibility degree to the received results.

Multicomponent models of analytical processes organization of company are based on an assessment of all range of analytical indicators with carrying out the deep factorial analysis. The model allows to investigate analytically all components of internal and external environment on both micro-external and macro-external level. Here we used definition of micro-external and macro-external environment of the key participant of market not incidentally. The model of organization of analytical processes for the essence has to be directed on both research of macroeconomic parameters of environment, surrounding company economic, political, natural, legal, etc. environment, and studying of all next surrounding of direct (local) business environment of functioning of market participant. Here the key elements of analytical model are the following: adaptive developed analytical tools; clear understanding of necessary analytical work for economic efficiency of company functioning at this stage of its development; interaction with branch partners for the purpose of formation of an overall picture of economic processes at current stage of economical progress.

Thus, it is possible to note that formation of an analytical control system of forecasting and management of business cycles demands rather laborious and system work with all key players of the market, which economic development has the defining character for branches of their functioning.

As a result, the state represented by profile ministries and departments has to initiate process of formation of the described analytical structure, which will assume the above functions. Perhaps, this process can take place under the auspices of the Russian Union of Industrialists and Entrepreneurs which being the all-Russian organization, which represents interests of business community both in Russia and at the international level. The Union includes more than hundred branch and regional associations, representing key sectors of economy: energy industry, mechanical engineering, investment-bank sphere, military-industry complex, construction, chemical production, light and food industry, human services.

Respectively the huge resource of the Union within the studied question is in possibility of implementation of the project on thousands of the largest Russian companies - representatives of industrial, scientific, financial and commercial organizations in all regions of Russia. The main objective of the Union is consolidation of efforts of industrialists and businessmen of Russia directed on improvement of business environment, increase of the status of the Russian business in the country and in the



world, maintenance of balance of interests of society, government and business. Forming tools of management of business cycles of economy we actually also achieve stated purposes of the Union.

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